

COMMISSION OF THE EUROPEAN COMMUNITIES

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REPORT OF THE COMMISSION

LINGUA PROGRAMME

1993 ACTIVITY REPORT

Summary of the Lingua 1993 Activity Report

The Lingua Programme came into effect on 1 January 1990. Since the first year was devoted essentially to preparatory work, 1993 was the third year in which the Lingua Programme was effectively operational (for the decentralized actions, the 1992/1993 results are the first which can be validly compared with a previous year). 1993 (total budget = 41.8 MECU) permitted a significant strengthening and development of the Lingua Programme, in terms of both quantity and quality.

1. The programme actions

During 1992/93, 6,037 language teachers benefited from in-service training grants (**Action IA**), bringing the number of grant recipients since the start of the programme to almost 12,000. Visiting countries whose languages they teach has enabled teachers to improve their methodological skills, to perfect their mastery of these languages, and to deepen their knowledge of the cultures of the countries in question.

23,053 students and 2,435 teachers took part in exchanges arranged as part of Joint Educational Projects (**Action IV**). Since the beginning of the programme, some 50,000 people have benefited from this action. During the first years of this programme, efforts were concentrated on launching the action. Despite this, a notable increase in demand was rapidly observed, permitting a rise in the quality of the projects selected. Although France and the United Kingdom are still the most visited countries, it is interesting to observe that English has fallen back considerably as a target language in favour of other less widely used languages. Efforts to support this diversification will have to be pursued in the future.

Under **Action II** of the Lingua Programme, which is managed jointly with Erasmus, 8,847 students and 680 teaching staff had an opportunity to travel abroad under the 226 Inter-university Cooperation Programmes which were selected. Priority here has been given to projects involving the training of future teachers, and those relating to the least widely used and least taught languages. Particular attention has also been paid to projects combining foreign language study with the study of another discipline.

During 1993, 39 project applications were submitted, aimed at developing European Cooperation Projects between in-service training establishments (**Action IB**). 32 projects were accepted, including 22 extensions of projects already financed in 1992. All languages were represented in these projects, which brought together 130 partners.

In **Action III**, which sets out to promote foreign languages in economic life, 244 applications were received. 97 projects could be accepted, involving 509 different institutions, including university establishments, professional training bodies, SMEs, SME organizations etc. All languages were represented in the projects, and the shift of interest towards the less widely used, less taught languages was confirmed. The projects related essentially to the production of teaching materials.

Action VB is directed at the development of teaching materials for use in learning the Community's least widely used, least widely taught languages. 43 projects have been financed (out of 93 applications). This action moved forward substantially in 1993, and the budget devoted to it has increased considerably.

2. Overall analysis

During 1993, an impressive number of partnerships were set up, involving 282 institutions of every kind. In this way, the Commission has helped create synergies between institutions who are not necessarily accustomed to working together, and these synergies have in many cases produced very interesting results.

The Lingua Programme has successfully reached all the target groups which are important for language teaching. The least widely used, least taught languages have taken an important place, both in the centralized and in the decentralized actions.

The Commission believes that dissemination of project results is very important, and should be given priority once the first projects completed with Lingua support begin to be available.

The experience of the Lingua Programme clearly demonstrates that promoting of foreign language competence, in terms of both quantity and quality, is possible only within a coherent overall framework. The synergy between the different programme actions is evident, and should continue to be developed gradually, in parallel with the expansion of the actions.

At this stage of development, Lingua's impact is clearly visible in the benefit derived by the direct beneficiaries of mobility, and by those to whom the products developed with its assistance are targeted. But Lingua has also stimulated discussion between Member States on the matter of linguistic policy.

Conclusion

After three years of effective operation, one can now state that the Lingua Programme has fully met the expectations placed in it. The programme is solidly established and is developing as desired.

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LINGUA in 1993

Some key figures

- * In 1993, the decentralized actions of the programme permitted:
 - 6037 teachers to undertake in-service training in a country whose language they teach
 - 23,053 young people and 2,435 teachers to be involved in Joint Educational Projects through 1,259 partnerships between schools in the 12 Member States.

- * The centralized actions of the programme allowed:
 - 2,265 partners from all Community countries to begin or continue to work together in projects subsidized by the Commission
 - the establishment of 199 partnerships bringing together 935 different partners to promote in-service training and linguistic skills in both economic and general life, through ambitious projects with a high multiplier effect, and 48 institutions to be involved in preparatory visits relating to such projects
 - 53% of all the languages targeted by the projects proposed by these 199 partnerships to be LWULT (least widely used, least taught) languages of the Union
 - 8,847 students to travel abroad under 226 Inter-university Cooperation Projects involving 1,147 different partners.

- * All centralized projects together
 - University institutions represented almost 68% of the partners involved.

- * Excluding Inter-university Cooperation Programmes
 - University institutions represented 36% of partnerships and enterprises, professional associations, and professional training bodies another nearly 25%.

LINGUA in 1991, 1992 and 1993

Some key figures

- * **In three years, the decentralized actions of the programme have permitted:**
 - **11,810 teachers** to undertake in-service training in a country whose language they teach
 - **44,962 young people** and **4,581 teachers** to be involved in Joint Educational Projects through **2,394 partnerships** between schools in the 12 Member States.

- * **During the same period, the centralized actions of the programme have allowed:**
 - **4,719 'partner years'** from all Community countries to begin or continue to work together in projects subsidized by the Commission
 - the establishment of **440 partnerships** bringing together **1,973 'partner-years'** to promote in-service training and linguistic skills in both economic and business life, through ambitious projects with a high multiplier effect, and **183 institutions** to be involved in preparatory visits relating to such projects
 - almost **55%** of all the languages targeted by the projects proposed by these 440 partnerships to be **LWULT** (least widely used, least taught) languages of the Union
 - **21,648 students** to travel abroad under **665 Inter-university Cooperation Projects** involving **2,961 'partner years'**.

- * **All centralized projects together**
 - **University institutions** represented almost **70%** of the partners involved.

- * **Excluding Inter-university Cooperation Programmes**
 - **University institutions** represented **30%** of partnerships and enterprises, professional associations, and professional training bodies another nearly **30%**.

INTRODUCTION

LINGUA¹ is the action programme for the qualitative and quantitative promotion of the eleven Community languages learned or taught as foreign languages. It is a five-year programme running from 1 January 1990 to 31 December 1994. An estimated 200 million ECU have been budgeted for the implementation of this initial phase.

With a budget allocation of 6 million ECU, 1990 was, with the exception of Action II, essentially a preparatory year, with the programme only becoming operational in 1991. For almost all actions, 1993 was therefore the third year that LINGUA was effectively operating.

Whilst results in 1991, with a total budget allocation of 23 million ECU, and those of 1992, with a total budget of 38 million ECU proved highly positive, from an overall perspective, 1993, with a total budget of 41.8 million ECU, permitted a significant strengthening and development of the programme, both quantitatively and qualitatively, in every sector and every action, contributing thereby to solidly establishing its success and quality image.

Excluding technical assistance to the programme, budget expenditure in 1993 amounted to 41.8 million ECU, distributed as follows between the different actions:

- In-service training for language teachers (individual grants)	: 7.68 million ECU
- In-service training for language teachers (European Cooperation Programmes and preparatory visits)	: 1.98 million ECU
- Mobility of students and teachers in higher education (Inter-university Cooperation Programmes)	: 8.30 million ECU
- Promotion of foreign language learning in economic life (support for projects relating to language audits, teaching materials certification and preparatory visits)	: 8.14 million ECU
- Mobility of young people aged between 16 and 25 (Joint Educational Projects)	: 10.50 million ECU
- Grants for associations, seminars, publications etc) (including subsidies to LINGUA National Agencies)	: 1.92 million ECU
- Promotion of the least widely used and least taught languages of the Union	: 3.28 million ECU
Total	----- 41.80 million ECU

¹ The LINGUA programme was adopted by Council Decision 89/489/EEC of 28 July 1989, published in the Official Journal of the European Communities no. L239/24.

I. PROGRAMME ACTIONS

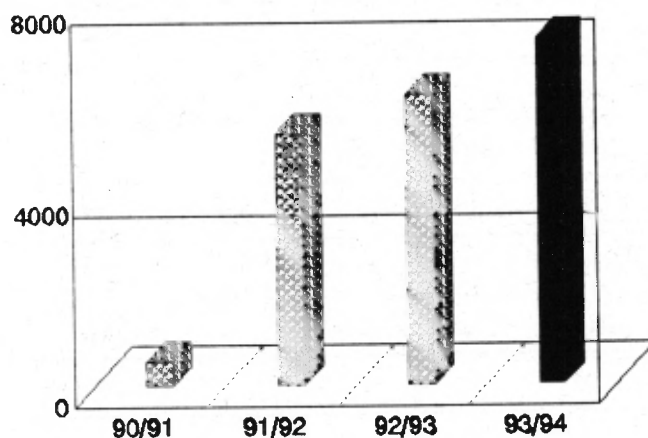
LINGUA consists of 5 actions, sub-divided into 2 categories according to the way they are managed:

- so-called "decentralized" actions are administered by Member States in collaboration with the European Commission,
- so-called "centralized" actions are administered globally by the European Commission.

A. DECENTRALIZED ACTIONS²

1. In-service training of language teachers receiving mobility grants (Action IA)

The number of participants has significantly increased compared with the previous year. In 1992/93, with budget utilization of almost 6.5 million ECU, and a general average LINGUA grant of approximately 1,075 ECU, the action enabled 6,037 teachers to undertake in-service training abroad, compared with 5,257 in 1991/1992. Since the beginning of 1991, this action has involved a total of 11,810 teachers. (cf.: in 1993, a total of 7.68 million ECU was available for the 1993/94 training periods).



Action IA - Evolution of number of participants from 1990 to 1994 (figures corresponding to the columns of the graph: 1990/91, 516; 1991/92: 5,257; 1992/93: 6,037; 1993/94: 7,200 (estimated))

² Training activities or exchanges undertaken during the academic year. The projects included under these actions in 1993 activities are those implemented between 1 October 1992 and 30 September 1993. This means that these projects have been financed by Member States' LINGUA National Agencies out of the 1992 budget.

As in the two earlier years, the grants gave a large number of teachers an opportunity to undertake, for the first time, a training course in the country whose language they are teaching, enabling them not only to perfect their mastery of this language and to improve their methodological skills, but also to deepen their knowledge of the culture of the target country. This has in turn enabled them to increase their overall professional know-how and also to gain an intimate understanding of day-to-day life in the country of the language they are teaching, an essential pre-condition for teaching based on real life situations. In this way, LINGUA is enabling an ever increasing number of teachers to exercise their professional activity in a manner which is more effective and more attractive to pupils.

Whilst the majority of applications continue to be for the United Kingdom and France, followed by Germany and Spain, the number of teaching staff taking part in training courses in LWULT countries, in particular Greece, Italy, the Netherlands and Portugal, increased significantly compared with 1991/92

It is reasonable to believe that this new teaching staff mobility towards LWULT countries would not have been possible without the intervention of LINGUA. It is essential to continue the efforts directed towards these countries.

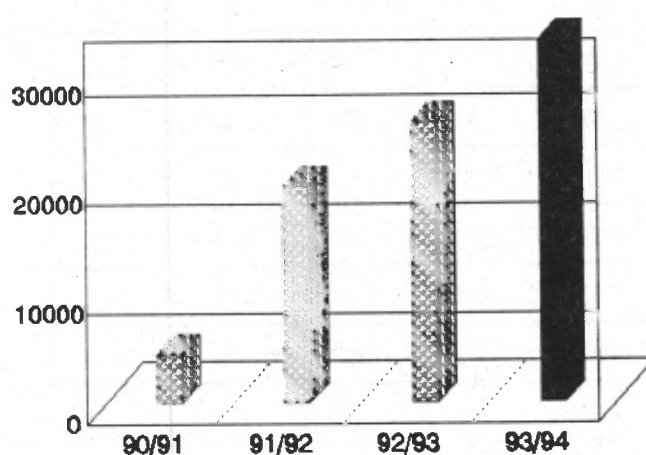
	Teachers sent		Teachers hosted			
	91/92	92/93	91/92	%	92/93	%
B	202	286	21	0.4	32	0.5
DK	98	112	4	0.1	2	0.0
D	2312	1957	447	8.5	581	9.6
GR	73	169	35	0.7	87	1.4
E	460	625	577	11.0	588	9.7
F	480	778	1416	26.9	1434	23.8
IRL	72	101	114	2.2	199	3.3
I	613	683	189	3.6	283	4.7
L	19	7	1	0.0	20	0.3
NL	121	212	29	0.6	62	1.0
P	144	243	8	0.2	49	0.8
UK	663	864	2416	46.0	2700	44.7
total	5257	6037	5257	100.0	6037	100.0

Action LA - Number of teachers sent and hosted in 1991/1992 and 1992/1993 by country

2. Mobility of young people aged 16 to 25 under Joint Educational Projects (Action IV)

The number of young people's exchanges and visits under linguistically-oriented educational projects between establishments in different countries also increased significantly compared with 1991/92. In 1992/93, with a total budget utilization of more than 7.5 million ECU and an average grant of approximately 270 ECU per young beneficiary, **23,053 students and 2,435 teachers**, giving a total of **25,488 participants** took part. To this figure we should add the **1,590 participants in the 987 preparatory visits** relating to these projects. In 1991/92, the total number of beneficiaries had been 19,720, and since the beginning of 1991, this action has involved **49,543 people, plus the 3,530 teachers** involved in preparatory visits. We should also point out that the statistics do not include participants receiving partners under non-reciprocal projects.

(NB: in 1993/94, the budget available for Joint Educational Projects was 10.5 million ECU.)



Action IV - Development in the number of participants from 1990 to 1994

(figures corresponding to the columns of the graph: 1990/91: 4,335; 1991/92: 19,720; 1992/93: 25,488; 1993/94: 33,100 - estimate)

It is useful to point out here that Community financing of Joint Educational Projects may not exceed 50% of the overall cost of the operations (except in the case of projects directed at disadvantaged populations, or which relate exclusively to LWULT languages, which may receive up to 75% financing). This means that additional financing must be found outside the programme. In certain cases this takes the form of subsidies from the relevant ministries or local authorities. Both offer clear demonstration that, stimulated by LINGUA, they do not hesitate to invest in Community action, the key importance of which they have understood.

We note, as in the previous year, but in a perhaps even more marked fashion, that the very large majority of Joint Educational Projects are of major interest in terms of the study or research topics addressed and that the work undertaken by the young persons and by their teachers increasingly associates the inter-cultural and the linguistic dimensions. The harmonious joining of these two dimensions contributes considerably to providing a genuinely international element

in the teaching process and to integrating a genuine European dimension into both the establishments and their curricula.

Here too, it is instructive to examine development in terms of host countries. Whilst the United Kingdom and France have remained the most visited countries, figures for Spain and, in particular, Germany increased significantly compared with the previous year. The growth in the number of visits to Greece, Italy, the Netherlands and Portugal has also been far from negligible.

	Participants sent		Participants hosted			
	91/92	92/93	91/92	%	92/93	%
B	418	665	689	3.5	754	3.0
DK	830	1124	1130	5.7	1170	4.6
D	3140	3120	1777	8.9	2418	9.5
GR	304	533	291	1.5	627	2.5
E	2851	5424	1632	8.2	1889	7.4
F	4860	4801	4200	21.1	6052	23.7
IRL	455	895	548	2.8	662	2.6
I	2471	3212	1417	7.1	2066	8.1
L	0	62	42	0.2	72	0.3
NL	1434	1708	418	2.1	938	3.7
P	313	715	280	1.4	551	2.2
UK	2833	3229	7485	37.6	8289	32.5
total	19909	25488	19909	100.0	25488	100.0

*Action IV - Number of participants sent and hosted
by country in 1991/92 and 1992/93³*

English as a target language has significantly reduced compared with other less widely spoken languages, and we need to continue to work in the direction of developing these languages, a task in which the role of the National Agencies may be crucial (e.g. in partner finding). The Joint Educational Project Guide, published in early 1994, may also play an important role here.

A certain number of countries host more young people than they send to other Member States. This phenomenon relates in particular to the United Kingdom where the number of hosted participants largely exceeds that of participants sent abroad, a situation which poses a certain problem of reciprocity of exchanges with this country.

³ Young persons plus the teachers accompanying them (representing on average 10% of the total)

In this action, as in the previous one, it is clear that the LINGUA programme is playing to the full its **stimulator role** in encouraging **linguistic diversification** and **promoting LWULT languages** which, **without it**, would probably **not have been possible**. The principle of the **Joint Educational Projects** (which were the subject of a symposium held in Venice in February 1993, giving rise to the "JEP Guide" mentioned above) is now **part of the day-to-day life** of a large number of **students and teachers**. It is to be hoped that this can be extended.

B. CENTRALIZED ACTIONS

In 1993, **530 project applications** were **submitted** involving **2,267 coordinators and partners**, and relating to the following activities:

- Action IB: In-service training of language teachers as part of European Cooperation Programmes (ECP) (39 project applications received)
- Action III: Promotion of languages in economic life (254 applications received)
- Action VA: Promotion of LINGUA objectives by transnational organizations and bodies (57 applications received)
- Action VB: Creation of general teaching materials for the teaching and learning of LWULT (less widely used, less taught) languages of the Union (92 applications received).

These project applications also involved:

- Study visits and visits preparatory to the **setting up of European Cooperation Programmes (ECPs) or projects for linguistic action in economic life** (88 applications received).

247 out of the 530 applications (involving **1118 coordinators and partners**) were **selected** (i.e. more than **46.5%** of project applications). Compared with 1992, this figure represents a more than **50%** increase in the number of accepted projects.

This increase in the number of projects accepted by the Commission is relatively homogenous across all actions.

Generally speaking, and viewing all centralized actions together, the quality of **project applications received** has **improved constantly** from year to year, both in terms of content (better defined, better targeted, more ambitious, more original and more innovative) and of partnership (more systematic integration of all linguistic and non-linguistic components involved in the proposed projects).

This improvement in the quality of project applications submitted by partnerships has meant that the 1993 budget, although considerably higher than that for 1992, has not permitted the financing of all projects which would have merited it. Indeed, it was possible to **consider and provide financial assistance solely to very high quality applications involving projects which would have had little chance of implementation without LINGUA assistance** and which proposed **totally innovative**

projects or activities, responding to indispensable and clearly established needs in terms of contents, sectors and target groups alike. This reflects a general trend towards increasingly strict selection over the years.

By way of indication, the funding requested by the 530 applications submitted under the centralized actions alone amounted to almost 47.9 million ECU, compared with an actually spent budget of less than 14 million ECU, whilst the funding requests relating to the 247 accepted projects amounted to almost 20 million ECU.

Hence, in 1993, accepted projects received on average approximately 70% of the requested amount and less than 34% of the total cost. The financial assistance granted represents, in almost all cases, the amounts of additional financing which were essential to enable the partnerships to produce the products, or introduce the activities set out in the application forms. Experience has shown that sprinkling Community funding over a larger number of projects results solely in the withdrawal of a large number of such projects, with partnerships being forced to abandon projects due to inadequate funding.

The table below shows the development of the situation of all centralized actions together, between 1991, the year in which the first projects were financed, and 1993.

	Applications received ⁴	Applications accepted ⁵	'Partner-years' ⁶
1991	320	93	324
1992	306	148	714
1993	443	199	935
total	1069	440	1973

Number of project applications received and accepted, and numbers of partners in projects accepted since 1991

⁴ Except "preparatory visits".

⁵ See note 4.

⁶ The figures corresponding to "partnership-years" reflect the fact that a partnership involved in a project lasting more than one year is accounted for as many times as it appears in separate applications.

**1. In-service training of language teachers
under European Cooperation Programmes (Action IB)**

- 39 applications, including 22 extensions of projects begun in 1991 and/or 1992 (i.e. 56.41% of the total number of applications), representing 165 partner institutions were received in 1993. Of these 39 applications, it was possible to accept 32 (82.05% of applications, and 28% more than in 1992), including 22 extensions (or 68.75% of the number of accepted projects and 100% of extension applications). These projects were able to be set up during a contractual period lasting from 1 September 1993 to 31 August 1994.

The amount of funding requested from the LINGUA Programme by the 32 partnerships represented 2,357,097 ECU (36% more than in 1992) and total Community funding of 1,899,829 ECU could be granted (80.60% of the total requested amount - 32.76% more than in 1992 - and 30.63% of the total cost of the projects). The later sum does not take account of the support given to the preparatory visits. If this support to visits is taken into account, the total Community funding for Action IB amounts to 1980000 ECU.

	Applications received ⁷	Applications accepted ⁸	'Partner-years' ⁹
1991	51	12	40
1992	62	25 (incl. 7 ext.)	110
1993	39	32 (incl. 22 ext.)	130
total	152	69	280

*Action IB - Number of projects received and accepted
and number of partnerships in projects accepted since 1991
(in brackets: number of project extensions)*

- In 1993, the 32 accepted Programmes involved 130 different institutions (+18.8% compared with 1992). The most frequent partners in the teams were higher education institutions and local or regional educational authorities.

- All Member States were represented in the projects.

- All languages, including Irish but with the exception of Letzeburgesch, were present in the projects, whilst German, English and French remained the most widely-targeted languages. Spanish and Italian followed closely behind, whilst Portuguese and Greek were also well placed. Given the effect that European Cooperation Programmes can have on the range of languages offered in the

⁷ See note 4.

⁸ See note 4

⁹ See note 6

institutions, the Commission has taken the greatest possible care, during the selection process, to ensure that these Programmes contribute to linguistic diversification and the promotion of LWULT languages.

- In addition to the absolute priority given to projects including LWULT languages, the selection criteria for the new projects were based essentially on:

- . the quality of the dossiers in terms of potential and original contribution to improving the in-service training of foreign language teachers and of their trainers;
- . the priority given to the production of joint curricula for the in-service training of foreign language teachers and their trainers;
- . the significance of transnational partnerships and the attempt to ensure the representation of all Member States either as coordinators or as partners.

- As we have already seen, 130 institutions are involved in European Cooperation Programmes. These projects are required to integrate, jointly and within a shared framework, the cultural, linguistic and professional worlds of each partner, and to define, jointly as well, the elements of a European dimension which should be reflected in the new opportunities for in-service training offered to language teachers.

In this way, thanks to this network where all participating institutions work in synergy, and given also the originality of the contents of the proposed training programmes, LINGUA is beginning to play a very important role in the in-service training of trainers in foreign languages. This role is further amplified by the fact that ECP's not only define theoretical models, but one of their concrete activities is teacher training, and that this activity changes a certain number of habits. For example, certain in-service language teacher training institutions which previously concentrated on training their own teachers in their own country have now begun, thanks to the ECPs and within the activities which they generate, to train teachers from other Member States, offering them their own language as target language, even where this language is not yet anchored in the participants' national curricula (Italy represents an interesting example in this regard). We see here the full potential importance of the phenomenon, and the full benefit this can provide for linguistic diversification and the promotion of LWULT languages.

The Commission is proposing to strengthen the impact which ECPs are having on the world of in-service teacher training, as well as the effects which they can achieve at the level of national systems. To do so, it is organizing national seminars in various Member States, in cooperation with the appropriate National Agencies, aimed at promoting dissemination of the results and products generated by the Programmes. For the Commission, it is important to extend the present network of institutions involved (cf. below, the paragraph concerning the first study presented in part "Action VA" of this report), by integrating the largest possible number of significant institutions specialized in language teacher training (cf. the symposium scheduled to take place at Ghent in spring 1994), and is working in this direction.

- 14 preparatory visits by persons and institutions intending to set up European Cooperation Programmes (out of 30 applications) were funded.

2. Languages in work relations and economic life (Action III)

- 254 applications, including 83 extensions of projects begun in 1991 and/or 1992 (32.68% of the total number of applications), involving 1,232 partner institutions, were submitted in 1993. 97 out of these 254 project applications were accepted (38.19% of the total number of applications and 12.79% more than in 1992), including 57 extensions (or 35.05% of the number of accepted projects and 68.67% of the number of applications for extension). These projects were then set up for contractual periods running from 1 July 1993 to 30 June 1994, (projects submitted for the 15 March 1993 selection round) or from 1 January to 31 December 1994 (projects submitted for the 15 September 1993 selection round).

The amount of funding requested from the LINGUA Programme by these 97 partnerships was 11,695,319 ECU (39.91% more than in 1992), whilst total Community funding available was 8,004,000 ECU (or 68.44% of the total amount requested - 14.29% more than in 1992 - and 34.01% of the total cost of the projects). This sum does not take account of the support given to the preparatory visits. If this support to visits is taken into account, the total Community funding amounts to 8140000 ECU.

	Applications received ¹⁰	Applications accepted ¹¹	'Partner-years' ¹²
1991	185	58	195
1992	170	86 (incl. 34 ext.)	441
1993	254	97 (incl. 57 ext.)	509
total	609	241	1145

Action III - Number of project applications received and accepted, and number of partners in projects accepted since 1991 (in brackets: number of project extensions)

-In 1993, the 97 accepted projects involved 509 different institutions (+15.42% compared with 1992).

The most widely represented institutions were universities or para-university organizations (137 or 26.92% of all institutions involved in projects). These were followed in second position by initial and continuing vocational training organizations (77 institutions or 15.13%), followed by SMEs and SME organizations (71 or 13.95%); professional associations and bodies (41 institutions, or 8.06%), schools and language centres (37 institutions, or 7.27%). Also present in partnerships, in decreasing order, were publishers, manufacturers and distributors of teaching software (35 or 6.88%), official bodies (national or local authorities) (28, or 5.50%), non-profit associations (24 or 4.72%), Chambers of Commerce and Industry (20 or 3.93%), as well as, to a less

¹⁰ See note 4

¹¹ See note 4.

¹² See note 6.

significant extent, major enterprises (4), certification bodies (3), and teachers' associations or federations (2). To these we must add another 30 various organizations and institutions representing isolated categories (for example, consultancy services).

- All Member States were represented in the projects.

- All languages were present in the projects. German, English and French, with 52.63% of the total, were in the majority, which is hardly surprising, given the habit in economic life of concentrating efforts on the most widely used languages. Nonetheless, a shift in partners' interest towards LWULT languages and towards their use in situations where other languages previously predominated was clearly confirmed. Indeed, even if we exclude Spanish and Italian, which are the most widespread of the LWULT languages in the Union, the 6 other languages represented an aggregate of 25.77% of the total, even in actions which were not exclusively devoted to them. The only languages remaining very much behind are Irish and Letzeburgesch, in favour of which a major effort remains to be made.

An analysis carried out by the Commission in 1993 comparing the economic sectors involved by projects and target languages, showed very clearly that, since the beginning of the programme, LWULT languages have been given particular attention and that, here too, LINGUA has played its role as promoter of linguistic diversification.

- The type of projects for which applications were most frequently received concern the design, development and production of teaching material (83 projects out of 97 funded), followed way behind by a small number of projects for curriculum development (6 projects) linguistic audits and needs analysis (5 projects) and for certification (2 projects). It should however be noted that in almost all projects involving teaching material, an initial phase, devoted to a serious analysis of needs which the teaching products were destined to meet, was planned or had already been carried out.

Moreover 76% of projects included the use of media and new educational technologies and 14% of them specifically involved distance teaching.

- The criteria for selecting the projects were based essentially on:

- . needs, either attested, or analyzed by the partnerships, for the proposed teaching products;
- . the validity and feasibility of the objectives and their consistency with the criteria and priorities of the programme as defined in decision;
- . the relevance of the partnerships, in terms of their transnational nature, the complementarity of required expertise, and the involvement of target sectors and groups;
- . the quality of the methodology and the innovative character of the objectives pursued and the means used to achieved them;
- . the quality of the plans for the dissemination of the products.

- In general, 1993 was a important year for Action III of the LINGUA programme. It was also the first year in which the state of advance of the projects permitted monitoring, leading to numerous site visits to partnerships and to partner meetings in Brussels.

Moreover, a significant number of products and product prototypes were completed, and the Commission was able to make concrete proposals relating to the dissemination of the results and the products (cf see below the paragraph concerning the second study presented in the "Action VA" part of this report, and that relating to dissemination in the "global analysis" part of this report).

In addition, the Commission organized, in **January 1993 at London**, jointly with the **DELTA programme** a **Symposium on language training and new educational technologies**. At this event, a large number of outstanding projects and novel approaches were examined. The **proceedings** of the Symposium were subsequently **published**, providing an interesting summary of the **latest techniques** being used in this area.

Moreover, during the second half of 1993, the Commission was able to propose to the different bodies involved in the management of the programme a strategic review of this action **based on** an extremely **precise** analysis of the contents and on the **results** already obtained or expected from completed or ongoing **projects**. On the basis of this analysis, it is planned to **strengthen and develop** Community action where **necessary** (at the level, *inter alia*, of target groups, skills developed and levels proposed in a given language and/or sector, as well as the approaches and technologies used). Finally the **Commission**, in collaboration with the **German National Agency**, organized at **Saarbrücken**, in **February 1994**, a **Symposium on the audit and analysis of language needs**, with the **objective** of **preparing an assessment of LINGUA projects** in the area of audits and establishing a strategy for the future. During the symposium, it was emphasized that linguistic audits needed to be approached within the framework of a global enterprise strategy. The various stages of linguistic audit were analyzed and a number of audit instruments (including **self-audit tools**) were presented. One of the **conclusions** of this symposium highlighted the importance of disseminating the concept of linguistic audit and its **techniques** as well as specific **products**, to enterprises and relevant experts.

In general, it is very encouraging to note that the activities supported by **Action III** of the programme are substantially contributing to fostering the interest of enterprises and personnel in the **learning of languages in economic life**.

- 34 preparatory visits for people and institutions setting up Action III projects were financed out of 58 applications received.

3. Support for associations and other bodies (Action VA) and technical studies

- 57 applications were received in 1993 from 213 partner institutions.

Out of these 57 applications, 27 projects were accepted (47.38% of all applications and 92.86% more than in 1992).

Total funding requested by these 27 partnerships amounted to 554,959 ECU (140% more than in 1992) and it was possible to grant total Community funding of 492,361 ECU (88.72% of the requested amount - 185.61% more than in 1992 - and 36.26% of the total cost of projects).

	Applications received	Applications accepted	'Partner-years' ¹³
1991	28	8	38
1992	22	14	70
1993	57	27	105
total	107	49	213

Action VA - Number of project applications received and accepted and number of partners in projects accepted since 1991

- In 1993, the 27 accepted projects involved **105 different institutions** (+50% compared with 1992). The **institutions** most widely represented were **higher education institutions**, both university and para-university, representing 23 or **29.49%** of the total number of institutions involved in the projects), **non-profit organizations** (22, or **28.21%**), **foreign language teacher training institutions** (10, or **12.83%**), **language centres** (10 also, or **12.83%**) and the appropriate **ministries or ministerial departments** (**10.26%**).

- **All Member States** were represented in the projects.

- Given the very nature of the action and its objectives, **all languages** were present in one way or another, in the projects.

- The **most frequently submitted projects** related, first of all, to the organization of **conferences or symposia** (17 out of 27 projects), followed by **activities of organizations and associations** (5 projects) and **publications** (3 projects).

The topics of the events, symposia and other seminars receiving Community funding varied widely, from integrating the **European dimension in language teacher training** to increasing **inter-comprehension between certain languages** (Romance languages in particular), encouraging **class exchanges** and **promotion of LWULT languages** through networks of national and transnational organizations and events specially organized to develop the teaching and learning of one or of the other less widely used languages.

Other projects centred more on languages and **new educational technologies** or on the **use of the media** to enhance public awareness of language learning (for example TV programmes prepared with LINGUA support).

All, **projects most receiving support** were, directly or indirectly, **in support of the objectives of the programme**.

- In general, **1993** allowed Action VA to considerably **extend and diversify** its field of **activities** and to **link these activities** more precisely to the **global strategy of the programme**. Further projects are at the preparation stage and will also proceed in this direction. **In the future**, Commission is looking equally to develop the **use of this action** to promote the **dissemination of the results and products** of other LINGUA actions.

¹³ See note 6.

- As an extension of the activities of this action, but independently from it, a series of **4 major technical studies** has been undertaken. The results of the studies, which should be ready by mid 1994, should make it possible to **gather information essential** for the precise definition of the **future strategy** of the programme. The inventories which certain of these studies are producing should facilitate the preparation of the **compendium** and the **databank of LINGUA products** and help with the dissemination of the results. (cf. infra "Dissemination").

The first study relates to the **in-service training of language teachers** (Action I). It is aimed essentially at **preparing a list of centres** where this training is given in the 12 Member States and at **presenting and analysing the types of training and curriculum** provided. It is also sets out to **study expressed or potential needs** in the area of **transnational cooperation** between the listed centres, as well as the **opportunities for and ways of establishing such cooperation**.

The second study provides an **inventory of the teaching materials** produced under Action III of LINGUA and directed at **SME personnel** and a **survey into their use and effectiveness**. This study also **examines the strategies** need in the piloting of these **products** and in **monitoring the proficiency** which they enable students to acquire.

The third study lists and describes, in a critical fashion, **national and transnational associations** having as their objectives the **promotion of the teaching, learning and use of foreign languages**, as well as **inter-cultural activities and promoting discussion and exchange** between the **different players in language training**. These associations are those which could participate in projects under Action VA and, eventually, also **assist in the process of disseminating the results and products** generated by the programme, through the networks which they constitute or to which they belong.

The fourth and final study sets out, still within the framework of Action VB, to **establish the list of the main existing products** generated both **within and outside LINGUA**, for teaching and learning of the **LWULT languages** of the Union. The study sets out to describe the contents of these products, to analyze them in a critical fashion, and to study their availability and their impact on the market.

4. Promotion of LWULT languages (Action VB)

- **93 applications**, including **26 extensions** of projects begun in 1991 and/or 1992 (**27.96%** of all project applications), involving **356 partner institutions** were submitted in 1993.

43 out of these **93 applications** were accepted (**46.24%** of all applications and **86.96%** more than in 1992), including **22 extensions** (or **51.16%** of all accepted projects and **84.62%** of extension requests). These projects were set up for contractual periods running from 1 July 1993 and 30 June 1994 (projects submitted for the 15 March 1993 selection round) or from 1 January to 31 December 1994 (projects submitted to the 15 September 1993 selection round).

Together, these 43 partnerships requested **4,870,695 ECU of funding** (**210.31%** more than in 1992). It has been possible to grant a total of **3,282,000 ECU of Community funding** (**67.38%** of the amount requested - **231.01%** more than in 1992 - and **32.80%** of the total cost of projects).

	Applications received	Applications accepted	Partner years ¹⁴
1991	56	15	51
1992	52	23 (incl. 7 ext.)	93
1993	93	43 (incl. 22 ext.)	191
total	201	81	335

*Action VB - Number of applications received and accepted, and number of partners in projects accepted since 1991
(in brackets: number of project extensions)*

- In 1993, the 43 accepted projects involved 191 different institutions (+105.38% compared with 1992).

The institutions most widely represented were university or para-university bodies (107 or 56.02% of the total number of institutions involved in the projects), followed by publishers, manufacturers and distributors of teaching software (15, or 7.85%), official bodies (national or local authorities) (12, or 6.28%), teachers' associations and federations (12 too, or 6.28%), and non-profit associations (10 or 5.24%). Partnerships also included, in decreasing order: initial and continuing professional training bodies (8 or 4.19%), SMEs and SME organizations (8 too, or 4.19%), schools and languages centres (7 or 3.66%). These were joined by a smaller number of major companies (4), one professional association and one certification body. Another 6 organizations and institutions represented isolated categories.

- All Member States were represented in the projects.

- All LWULT languages, with the exception of Letzeburgesch, were present in the projects. Where German, French, and English were represented, this was only in a very subordinate role (cf. below "target language" in paragraph B of the overall analysis). This clearly translates the application of the decision to reserve Action VB for supporting the diversification of the teaching and learning of foreign languages.

- The most widely submitted type of project related to the design, development and production of teaching material (41 out of 43). The two other projects were of a more general nature. Moreover, 58% of the projects included the use of media and new educational technologies and 20% of them related specifically to distance teaching.

- The selection criteria already presented in the Action III part of this report were also applied to Action VB. Nonetheless, the only applications accepted for this action were projects with the genuine objective of promoting LWULT languages.

¹⁴ See note 6.

- **Action VB** grew substantially in 1993, in terms of **applications** received (almost **80% more** applications than in 1992), **accepted projects** and the **budget** allocated to them. The fact that the maximum amount of possible subsidies was brought in line with that available in Action III contributed to increasing significantly the number of projects submitted and encouraging partners to undertake more ambitious projects.

As in the case of Action III, **products** began to appear, and the Commission wishes to **disseminate** these as **widely** as possible (cf. see above the paragraph relating to the study presented in the "Action VA" part of this report and, below, that relating to dissemination in the "Global Analysis" part).

As part of this action, the Commission also set up a working group to **examine** the problem of the **promotion of LWULT languages** and to **propose solutions**. This **examination** and these **proposals** will in part be supplemented by the **results of the analysis** of the contents of **current projects** (learners' languages for each target language, skills developed, levels catered, approaches and technologies used). One of the first results of the analysis is already pointing to a **need for teaching supports** for students wishing to **perfect** their knowledge of certain languages, as well as teaching material for developing **comprehension** and **production of written texts**.

C. THE 'HIGHER EDUCATION' ACTION

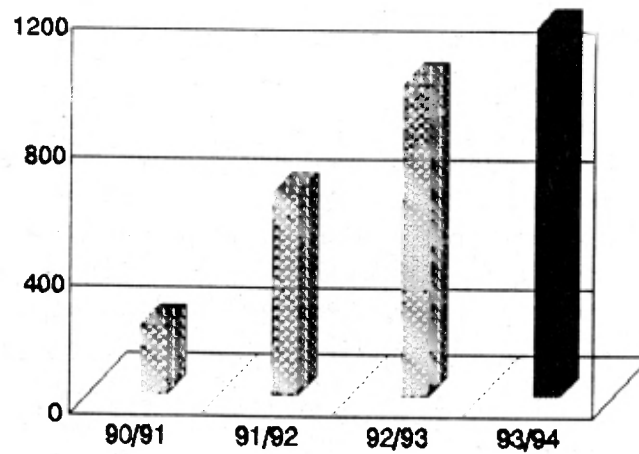
Promotion of foreign language learning in universities (Action II)

Action II of the LINGUA Programme covers **inter-university cooperation** as well as the **mobility and exchange** of higher education **students and staff**. The administrative procedures for this action were established based on those used by the ERASMUS programme and joint provisions were introduced for managing ERASMUS and Action II of LINGUA. 1993 was the fourth year in which this action was operational.

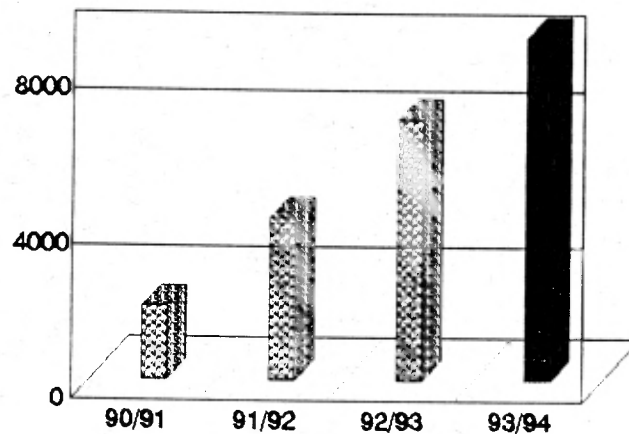
Applications were evaluated in such a way that the **selection** clearly reflected **LINGUA Programme priorities**. As a result, **priority** was given to **LWULT languages** and to projects involving the **training of future language teachers**. When allocating **study grants**, particular attention was paid to studying the **linguistic problems** posed by **student mobility** and to the **application of new educational technologies** to language learning. Special attention was also given to projects looking to set up courses involving **study of a foreign language** as a major subject **associated with the study of another discipline**.

As in previous years, 1993 selection policy also set out to **confirm the multi-annual commitments** made to most of the programmes accepted in 1992/93, whilst **continuing to encourage** universities to develop **new inter-university cooperation initiatives**.

The graphs below and on the following page show the development of the number of institutions involved in the Inter-university Cooperation Programmes and the number of mobile students from 1990 to 1994.



*Action II - Development of the number of institutions involved in ICPs from 1990 to 1994
(figures corresponding to the columns of the graph: 1990/91, 215; 1991/92, 627;
1992/93, 972; 1993/94, 1147)*



*Action II - Development of the number of mobile students
from 1990 to 1994
(figures corresponding to the columns of the graph: 1990/91, 1,897;
1991/92, 4,180; 1992/93, 6,724; 1993/94, 8,847)*

- 226 ICPs were selected in 1993 for the 1993/94 academic year out of 238 applications (2.6% more applications or 7.11% more selected ICPs than in the previous year). These involved 8,847 students (31.57% more than in 1992/93) and 680 teaching staff (35.73% more than in 1992/93).

ICPs relating to student mobility (220 in 1993/94) increased by 7.84% and those relating to teaching staff mobility (70 in 1993/94) by 20.69%.

120 of the 226 accepted programmes related to the study of LWULT languages. Of these, 66 had a significant 'trainer-training' component and 55 related to curricula combining languages with other subjects (mainly European studies, humanities subjects and management).

Given the nature and objectives of Action II, all partners in the projects were universities or assimilated higher education institutions. Institutional participation increased by 18% compared with the previous year, to involve 1,147 partners.

- With regard to grants for study visits, it was possible to accept 48 out of 58 applications. Whenever possible, preference was given to requests for study visit grants relating to LWULT languages and those with a clear training of future teachers dimension.

Although the number of projects selected in 1993 increased by 20% compared with 1992, we nonetheless noticed, as in previous years, that the total number of visits has remained very low. This is due in part by the fact that, since the beginning of the programme, there have been few, if any, applications in which the learning of LWULT language represented a major component of a course combining languages and one or more other disciplines.

- In the Council Decision setting up LINGUA, it was clearly intended that the LINGUA grants and those granted under ERASMUS should be of approximately the same size. It should be pointed out here that it has not always proved possible to reflect this desire in practice and that greater or smaller differences, depending on the countries involved, have at times existed between LINGUA and ERASMUS student grants. The LINGUA Committee, as also the ERASMUS Advisory Committee, has expressed the desire that a solution be found to the problem and that an equilibrium be re-established between these two types of Community support. In 1993, the Commission was able to make proposals to the Committees concerned. These were accepted and guarantee that, within a single Member State, the amount of a LINGUA mobility grant is similar to that of an ERASMUS mobility grant.

II. GLOBAL ANALYSIS

A. THE PARTNERSHIPS

In 1993, within the framework of the decentralized action to provide support to Joint Educational Projects, **1,219 'inter-institutional projects'** took shape and, since the beginning of 1991, a total of **2,394** projects have been set up. Since the inception of the programme, thousands of schools from the 12 countries of the Union have been able to enter into partnership and to work together on concrete teaching projects.

Again in 1993, but this time within the framework of the centralized actions of the programme, partnerships involving **2,082 institutions** were set up to develop projects in all actions and sectors covered by LINGUA. Since the beginning of 1991, this gives a total of **4,719 'partner-years'** working together within transnational teams.

Whilst **universities** and the various university and para-university training and research institutes and departments are the normal partners in the Inter-university Cooperation Programmes (ICPs), which relate solely to higher education, these institutions have also represented a major portion (**36%**) of the **partnerships** involved in the **centralized actions** relating to the in-service training of language teachers, the development of language skills of those involved in economic life and the creation of teaching support material for the general promotion of the least widely used and least taught languages of the Union.

Official bodies – **ministerial departments, local government and local or regional educational authorities** – have represented **9%** of partners. **Initial and continuing vocational training bodies** have represented another **9%**. The other bodies and institutions most represented in the partnerships also include, in descending order, **SMEs and SME organizations (6.5%)**, teaching bodies, such as **schools and language centres, (6%)**, and **educational software producers (5.5%)**, **professional associations and bodies (4.5%)**, **Chambers of Commerce (2.5%)** and **associations and federations of language teachers (2.5%)**.

It is important to underline here that the Commission, through LINGUA, **has assisted in creating synergies between institutions** which, until stimulated by the programme, were **little, if at all, used to working together**. In this way, these institutions have been able to pool their respective skills, and the complementary nature of their skills **has permitted**, in certain cases, very **interesting and innovative advances** in the area of **methodology and technology**. It is not without interest to note that certain of the **partnerships** set up to produce a 'LINGUA product' have decided to **extend their transnational cooperation** by working together on projects **under other Community programmes** (such as PETRA or COMETT).

B. TARGET LANGUAGES

In 1993, **English and French** once again figured in the **largest number of applications in centralized actions**. **Spanish** came in **third in Action IA** and **German in Action IV**. **Nonetheless, for English, French, and German, the percentage was slightly down** compared with 1992: in 1993 78% of persons awarded in-service training grants went to the United Kingdom, France and Germany, compared with 81% in 1992, whilst 67% of the young people travelling under Joint Educational Projects visited these same countries in 1993, compared with 68% in 1992.

On the other hand, certain languages, such as **Greek, Italian, Dutch, and Portuguese** are demonstrating **constant**, albeit less substantial growth. In certain cases, the figures for these languages have more than doubled (only Danish, from among the LWULT languages, has fallen back slightly in 1993).

At the same time we note, with satisfaction, that the **portion devoted to LWULT languages in decentralized actions is greater than that devoted to them in the national curricula of schools in member States**. For example, Italian was the target language of 4.69% of teachers undertaking in-service training and of 8.12% of the young persons involved in Joint Educational projects, whilst the percentage of pupils learning this language as a foreign language in Community countries is, at present, much lower.

Further cause for satisfaction is to be found in reading the **figures relating to the centralized actions**. In each of these actions, **LWULT languages have been targeted by the majority of the projects**. Whilst English represented 18.58% of target languages, French 15.35%, and German 13.13%, the least widely used and least taught languages of the Union represented, alone, a global figure of 53%.

The action in which **LWULT languages were the least well represented** was that devoted to the development of languages in **economic life**. Even so, in this difficult segment where the most widely spoken languages, and in particular English, are solidly anchored, LWULT languages represented 48% of the target languages. On the other hand, as is to be expected, the action in which these languages were in the very substantial majority was the one specifically directed at them. Whilst, within this 'LWULT action', English, French and German nonetheless represented 25% of the targeted languages, this was 'on the rebound' in so far as these languages were not targeted specifically, but intervened to provide the basis for methodological or technological transfer.

C. TARGET GROUPS AND SECTORS

In line with its exclusive role of promoting in-service training for language teachers, **Action I** of the programme was of course concerned with the **education sector**, and its **target group** included all the various non-university **foreign language teachers**, ranging from pre-school to upper secondary levels.

Action II, like Action I, covered a single specialised sector – that of languages in **higher education**, whether studied in isolation or in conjunction with other subjects. Its **target group** was therefore solely **university teachers and language students**.

Action IV, promoting youth exchanges within the framework of European Common Projects, was applicable to all types of non-university institution catering to **young people between 16 and 25 years old**. National Agencies continued to accept projects submitted by general educational, as well as vocational training, institutions. However, they continued to give **priority to one particular sector of the population that is generally less favoured from the socio-economic, cultural and linguistic standpoint – young people undergoing initial vocational training.**

It should also be noted that, since its inception, the programme has enabled **several thousand teachers from all the various disciplines to help coordinate project preparation work and participate in visits and exchanges.** These teachers have thereby had the opportunity to **experience intellectual, cultural and linguistic exchanges** which have enabled them to **integrate a European perspective into their teaching practices.**

A large number of European Common Projects were established in an extremely **wide range of sectors of activity.**

A non-exhaustive list of subjects which project teams worked on included the following sectors: hotel / catering, tourism, advertising / marketing, information / communication, press, broadcasting, computing, publishing, craft work, fine arts, twinned towns, inter-cultural activities, energy saving, accounting, local economics, health, working methods, glossary production, electrical standards, mechanical engineering, hairdressing, secretarial work, and foreign language learning techniques.

In many cases, sectors were **related to the specific types of institution** attended by young people. However, they often also covered more general topics of interest shared by project partners.

Action III, to promote languages in economic life, was aimed at **all the major sectors of the economy**, including the services sector (around 41% of the sectors concerned), as well as to a lesser extent the manufacturing sector (about 29%) and primary industries (approximately 17%). Economic sectors targeted by projects specifically included agriculture, metal working, engineering, manufacturing industries, construction, civil engineering, distribution industries, commerce, hotels and catering, transport, communications, tourism, banking, finance, public administration, and the medical and pharmaceutical industries.

Small and medium-sized enterprises participated in approximately **60%** of the sectors targeted by projects, and **larger sized enterprises** were involved in around **28%**. Even though the Decision stipulates that absolute priority must be given to SMEs, projects from **numerically larger enterprises** were accepted by virtue of their **evident desire to help promote the least widely used, least taught languages.** Indeed it would seem that **larger enterprises** are **more aware of and open to the need for diversifying language learning** and are therefore **better placed to encourage and implement** such a **diversification** than the majority of SMEs, which are usually more preoccupied with immediate operational concerns, and therefore more in need of the most widely used languages, especially English. It would also appear that the **staff members of large enterprises** have frequently already been trained in the more widely used Community languages and are therefore **keener to learn other languages** than the staff of SMEs.

It would however be **desirable** for **SMEs** to take greater interest in **language training** for their personnel. An analysis of the results from certain linguistic audit projects carried out under the programme demonstrates that a significant number of European Union **companies** have **lost business opportunities** through their **poor knowledge of the customer's language**. To cite a specific example, it has been discovered that in Belgian Limburg, 34% of the companies which were analyzed in a regional audit admitted that commercial contacts had failed due to an **inadequate knowledge of the partner's language**. At the beginning of 1994, the Commission organised a symposium in Saarbrücken on the topic of **linguistic audits** and their use as **part of a global company strategy** (search for new markets, etc.). In companies of every size involved in export, **'Speaking the customer's language'** has become a **necessity** which can no longer be avoided.

Action VB to promote the use of the least widely used, least taught languages, was aimed at the least economic or non-economic sectors (in the literal sense), as well as the public at large.

LINGUA made particular **efforts** to assist the socio-economically **least-favoured** groups, and some of the numerically most important Action III and VB **target groups** included: employees, service personnel, skilled workers and manual workers in the primary target group (35%); middle managers came in second place, with around 20% (note that only 6% were senior managers); the general public (from all socio-economic sectors) represented approximately 16% of target groups and administrative staff, around 13%.

D. THE NEED FOR A COHERENT LINGUISTIC POLICY

Experience gained from the LINGUA programme has clearly shown that the **effective quantitative and qualitative promotion of foreign language learning** can only be achieved if it is approached as **a coherent whole**.

The problem of language communication in a multilingual Community is a complex one, since targets and aims are both numerous and very different. Therefore the only possible **solution** is to **define and implement a coherent Community approach supporting proactive national linguistic policy**.

This **Community linguistic policy** needs to result in **specific practical measures** centred around a **global strategy**. This is precisely the role which the LINGUA programme has played since it was created. Over the past three years it has **proven the effectiveness of a coherent approach** to the Union's linguistic problems, and shown that it could help solve a number of problems by addressing them globally, and more generally, it could have a **genuine impact on the linguistic policy of Member States**.

If the need for **inter-dependence** among LINGUA programme actions seems **self-evident** for language teacher training and youth mobility, the same need is also clearly felt in relations between such actions and those which concern the promotion of languages in economic life, or the production of teaching material.

Although it is true that the economic world possesses its own strategies and resources for training various categories of staff in foreign languages, it is also true that it determines these strategies and tailors such resources to suit the level of previous knowledge by students; and this previous

knowledge naturally depends on the quality of the education students have already received and the opportunities they have been given for mobility. However, in most cases, their experience was gained in school. Here the potential or effective **inter-dependence** and **complementarity** between LINGUA Actions I (**in-service training for language teachers**), III (**language development in economic life**) and IV (**youth mobility**) are crucial.

With regard to the production of **teaching material**, there are **close links between designers and producers** of teaching tools, who are all specialists in language teaching, and the **ways in which they have been trained** (either through initial or continuing training). Quite obviously, the quality of teaching material is highly dependent on the training and the teaching experience of their creators and this **requires interdependence and complementarity** between LINGUA Actions I (**in-service training for language teachers**), II (**initial training for future language teachers**), III (the strand '**development of teaching material for language teachers in economic life**') and IV (the strand '**development of teaching material for the promotion of the least widely used, least taught languages**').

It is also **crucial** for the same **coherence** and **synergies** we find between actions to be reflected by **those involved in implementing the programme**. It is therefore necessary for all those who are helping to improve the effectiveness of language teaching and learning and the efficiency of teaching strategies, to **continue to pool their efforts and work together**, from linguistic theory researcher to applied linguistics specialist, from methodologist to non-linguist in-house personnel training manager, and to the final user of the specially consumer-oriented product, from psycho-linguist to trainer of trainers, from audio-visual expert to computer specialist, and from expert on mobility techniques to inter-cultural specialist. The efforts and competence of each of these players and the possibilities and facilities they are offered to pursue their collaboration will guarantee the success of the Commission's action to help produce effective tools for improving the linguistic skills of Europeans.

E. THE IMPACT OF LINGUA

The **figures** for the number of beneficiaries who have taken part in **decentralised** teacher and youth exchanges since the beginning of the programme (see page 4 of the summary) are sufficiently **eloquent** to preclude the need for extensive comment. Suffice it to stress that, even though quantitatively these figures only represent a small number of the young people and teachers potentially concerned, the **sheer number of exchanges** permits us to confidently say that a **dynamic process** has indeed been **set in motion** and that **new mobility habits** are beginning to take root in circles which, before the advent of LINGUA, were rather passive in their professional or educational approach.

This is less a quantitative than a **qualitative impact**, and this makes it even more **important**. Of course, it continues to be the Commission's role to maintain such dynamism, but it is also **desirable** for **educational authorities** in the **Member States** to **pursue the task from their side**, in **parallel** with the **Commission**, and for them to continue their efforts to sustain the momentum and spread it much further.

Qualitatively-speaking, an analysis of the questionnaires drawn up by the Commission and representatives from each Member State distributed to participants, has revealed that teachers who had benefited from an in-service training grant had on the whole considerably improved their linguistic and methodological skills as well as their cultural knowledge as a result of their training courses, and this improvement had evidently had very positive effects on their teaching.

The most perceptible qualitative impact on young people was in the benefits which transnational cooperation brings: working together for several months with partners in an institution located in another country (even if this collaboration does take place at a distance, at least in the preparatory phase of the exchange) leads to a better understanding of their counterparts, their national differences and physical and cultural environment, and such "insider" knowledge very often helps young people to accept and acknowledge such differences more readily. In a practical and vivid manner this transnational cooperation also enables a genuinely European dimension to be integrated into the teaching approach as well as the outlook which pupils have on the world around them. Due to their strong linguistic component, these joint projects also have a beneficial influence on the way young people perceive and experience the foreign language. Indeed, in such circumstances, the language is no longer considered as being merely an academic discipline ostensibly unrelated to everyday life, but as an essential tool for communicating with their foreign counterparts. This creates a very strong motivation in language students to assimilate the partner's language.

The programme has also had a noticeable impact through centralised actions pertaining to in-service teacher training content, languages in higher education and projects designed for economic life and the general public.

Quantitatively speaking, the impact of the programme is reflected in the constantly growing numbers of projects which are being submitted and accepted. It can also be measured by the number of partnerships which have been established since the programme was created, which have brought together thousands of institutions as well as thousands of people who began working together and actively cooperating almost exclusively due to the incentive of the programme.

Qualitatively speaking, it is actual project content, results, products and their ability to improve the linguistic skills of European citizens, which alone permit us to judge the impact of the programme. 1993 was the first year in which LINGUA-produced training modules and teaching material appeared. We should however point out that initial projects only began to be financed at the end of 1991, and since a large number of them were planned to last two or three years, they have only at best completed the second phase of their work programmes. Consequently, most of the elements available to the Commission at the end of 1993 were sample products which have not yet been perfected.

However, a small number of products have already been finalised, particularly in the fields of language development in economic life and the promotion of the least widely used, least taught languages. On the whole, these products, most of which use new technologies, comply entirely with initial specifications, and the Commission is in the process of drawing up a systematic inventory and a detailed description which will be widely distributed to potential users, in the form of a compendium of LINGUA products (see 'Dissemination of results and products' below). Of course it will not be possible to evaluate the real educational effectiveness of such products until later when there has been an opportunity to disseminate, use and test them in practical training situations.

With regard to **European Cooperation Programmes** for the improvement of continuing training for language teachers, here again very few are yet complete and in the majority of cases the activities which have been set up are intermediary. However, in some instances close links have already been created **between on-going ECPs** and teachers seeking training courses; such teachers have been catered for within the framework of activities organised by Cooperation Programmes and have thus been able to **benefit** from the most **recent research** and **methodological advances** in language teaching. A process is already under way (on a modest scale at present although the phenomenon will spread over the coming years) in which **ECPs** in Member States are **breathing new life** and introducing **greater efficiency into school language teaching methods** at all levels from pre-school to secondary.

It has been possible to begin to measure the **overall impact of the programme on the linguistic policy of Member States** in a practical and precise manner, on the basis of the reports which National Agencies have submitted to the Commission, in compliance with the provisions of Article 13 of the Council of Ministers' Decision of 28 July 1989.

The Commission has produced a summary of these reports which shows that **LINGUA** has played an important role as a **catalyst** for national foreign language teaching. The programme has in particular contributed to **drawing attention** to the **need for addressing** linguistic issues everywhere in a **global and coherent manner**. In most Member States, **LINGUA** has also contributed to **initiating and facilitating dialogue and political debate between those in charge of education and training and those responsible for economic development**, at both national and regional levels (local and regional authorities). In a number of cases, **LINGUA** has fostered the introduction of new Member State initiatives, such as the widespread introduction of **early language teaching**, the **opportunity to study two languages** from the beginning of the **first year of secondary schooling**, and **extension of the range of languages offered by schools**.

In addition, the **impact** described by the above-mentioned summary document is **confirmed by the final external programme evaluation report** drawn up by Price Waterhouse in October 1993 (see 'Follow-up and Evaluation' below).

It has also been noted by the **LINGUA Committee** on several occasions, and its **members** never miss an opportunity to voice their **interest** in and **strong support** for the programme which they are **instrumental** in promoting **through the quality of their interventions, remarks and suggestions during meetings**, as well as the **efficiency of the work** they carry out **within their own respective countries**.

The programme was also the subject of discussion at various meetings of the **Education Committee, Councils of Ministers** and the **European Parliament** which on every occasion **acknowledged the positive impact and results of the LINGUA programme**.

F. DISSEMINATION OF RESULTS AND PRODUCTS

The **Commission** attaches **primary importance** to **disseminating the results** obtained from the various Community education and training programmes, ensuring that these results are made available to the greatest possible number of people and that the products resulting from the various actions benefit a very wide audience.

As far as LINGUA is concerned, the first **teaching products** and training modules are beginning to appear in their final form, and we shall be seeing many more of them in the coming months. It is the responsibility of both project leaders and programme heads to make sure that they reach the **widest possible audience**. The Commission has therefore **brought together experts** from various Member States whose task it was to search for and propose the most appropriate and effective solutions for ensuring the widespread dissemination of LINGUA products and results and to help establish a distribution network during the second half of 1994. Further meetings are planned.

On the other hand, a **compendium** and a **computerised database** of educational products and **teaching material** of every description produced by the LINGUA programme are **in preparation**. Each available product will be the subject of a separate data sheet which will provide all the useful information and a detailed description to include content, levels involved, target groups and the place where it can be consulted. This compendium will, of course, be disseminated very extensively and the database will be easily accessible via the appropriate **networks** of the European Community and the twelve Member States.

G. MONITORING AND EVALUATION

The Commission ensures the **continuous monitoring** of actions and **internal evaluation** of the programme. For **centralised actions**, these are carried out on the basis of the **intermediate and final reports** provided by project coordinators, as well as via **project group meetings, study and coordination meetings** and **formal monitoring or audits in the field**.

For **decentralised actions**, monitoring and evaluation are carried out through the Commission's **permanent contacts** with LINGUA National Agencies, on the basis of **meetings, workshops and working groups** and by means of EuroKom, the **electronic communication network** set up by the Commission in the twelve Member States.

Furthermore, an **external evaluation** of the programme was carried out in 1993 by the firm Price Waterhouse. This evaluation which is now complete was the subject of a report which was generally **very positive**.

Among its principal conclusions, the report states that:

- "LINGUA satisfies a major Community need and is achieving its objectives ...";
- LINGUA "has enabled languages to be written into the political agenda and has had the merit of doing so within a context of communication and cultural diversity";
- LINGUA "has also helped raise awareness of linguistic diversity in the Community and of the importance of establishing cultural links to build European cohesion in accordance with principles of mutual understanding and respect", and that "these observations are particularly relevant to the least widely used, least taught Community languages which have been promoted thanks to LINGUA";

- LINGUA, "through its different actions, ... has financed a wide diversity of projects" and this diversity "has contributed significantly to the innovative nature of projects and to the current enormous enthusiasm for the Programme".

H. THE FUTURE OF LINGUA

The Commission adopted its two proposals for future Community programmes in the fields of education (SOCRATES programme) and training (LEONARDO DA VINCI programme), respectively in January 1994 and December 1993. These proposals were then submitted to the Council and Parliament.

A legitimate concern to rationalise existing programmes in order to lend them greater effectiveness has led to programmes being grouped together. The LINGUA programme itself has almost entirely been absorbed by the SOCRATES programme where all its planned actions are included. In fact, Chapter I of the SOCRATES proposal takes over and expands current LINGUA Action II (Languages in Higher Education); Chapter II takes over and reinforces current Action IV (European Common Projects); Chapter III on *transversal measures, takes over and extends current Actions I (continuing training for language teachers) and V (promotion of the Union's least widely used, least taught languages, as well as assistance to associations in the 'Complementary Measures' section). Only current Action III (languages in economic life) is included in the proposal for the LEONARDO training programme.

Nevertheless, the Commission has clearly manifested its intention to manage globally all the linguistic activities contained in the two programmes, in order to ensure their cohesion and coherence and reinforce their impact and effectiveness.

Commission proposals therefore not only secure the maintenance and development of LINGUA achievements to date, but also considerably reinforce the programme's scope and impact, since languages will be placed at the very heart of practically all the actions of the two future programmes.

CONCLUSION

During its three years of operation, LINGUA has amply fulfilled the expectations which had been placed in it by all those who had worked to establish the programme. It has been an undeniable success as regards centralised and decentralised actions, quantitatively as well as qualitatively.

LINGUA has effectively contributed towards promoting the teaching and learning of languages in a large number of sectors and in particular has succeeded (though results are as yet still modest), in advancing the teaching and learning of the Community's least widely used, least taught languages. It has also helped to change certain habits, notably in the field of language teacher training and has enabled school exchanges to develop by turning them into genuine educational projects which have been integrated into school curricula and professional teaching practices.

Its impact is therefore considerable and it will grow even more within the much wider framework of the future SOCRATES and LEONARDO programmes.

We may now safely confirm that LINGUA programme activities represent a particularly important element in improving European linguistic and communication skills, and that they constitute one of the cornerstones of the Community's education and training policy.

LINGUA

QUANTITATIVE AND QUALITATIVE DEVELOPMENT OF LINGUISTIC SKILLS IN EUROPE

by means of

- the widespread practice of foreign languages -
- helping promote all Community languages -
- integrating foreign languages *into* university curricula -
 - perfecting the skills of language teachers -
- promoting foreign languages in economic life -
 - encouraging methodological innovation -
 - support for youth exchange programmes based on educational projects -

ANNEXES

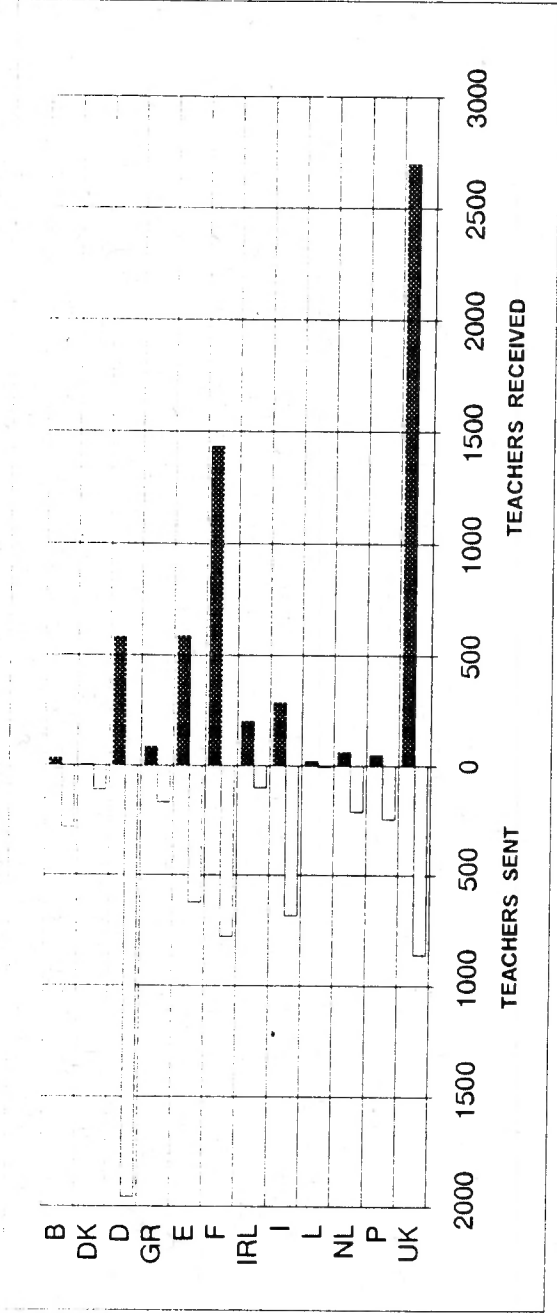
STATISTICAL OVERVIEW

- . Annexes 1 to 4 pertain to the decentralised Actions IA and IV
- . Annexes 5 to 11 pertain to the centralised Actions IB, III, VA and VB as well as to Preparatory Visits
- . Annex 12 pertains to Action II

ANNEX 1 - ACTION IA - MOBILITY OF FOREIGN LANGUAGE TEACHERS PER MEMBER STATE

S E N D I N G C O U N T R Y	H O S T C O U N T R Y													R a n k	%	T O T A L	S E N D I N G C O U N T R Y	
	Bg	Bfr	Bnl	DK	D	GR	E	F	IRL	I	L	NL	P					UK
Bg					1		1							2	4	0.07	4	Bg
Bfr					2		29		2	1		53	1	6	94	1.56	286	Bfr
Bnl					58	1	11	70	3	5			1	39	188	3.11	188	Bnl
DK					13		22	21		4				52	112	1.86	112	DK
D		28			23	192	459	100	133	20	1		3	998	1957	32.42	1957	D
GR					1		70	3						95	169	2.80	169	GR
E		3		1	13	17		151	35	13			1	391	625	10.35	625	E
F					87	42	72		9	24		6	23	515	778	12.89	778	F
IRL					37		22	33		9				377	683	11.31	683	IRL
I		1			48		23	203	30		1			3	7	0.12	7	I
L					1								3	3	7	0.12	7	L
NL					25	1	22	50	4	10				100	212	3.51	212	NL
P					29			80	12					122	243	4.03	243	P
UK				1	266	3	194	297	1	84		1	17		864	14.31	864	UK
Total				2	581	87	588	1434	199	283	20	62	49	2700	6037	100	6037	
%				0.03	9.62	1.44	9.74	23.75	3.30	4.69	0.33	1.03	0.81	44.72	100		100	
Rank		10		12	4		7	3	2	5	11	8	9	1				
		B		DK	D	GR	E	F	IRL	I	L	NL	P	UK				

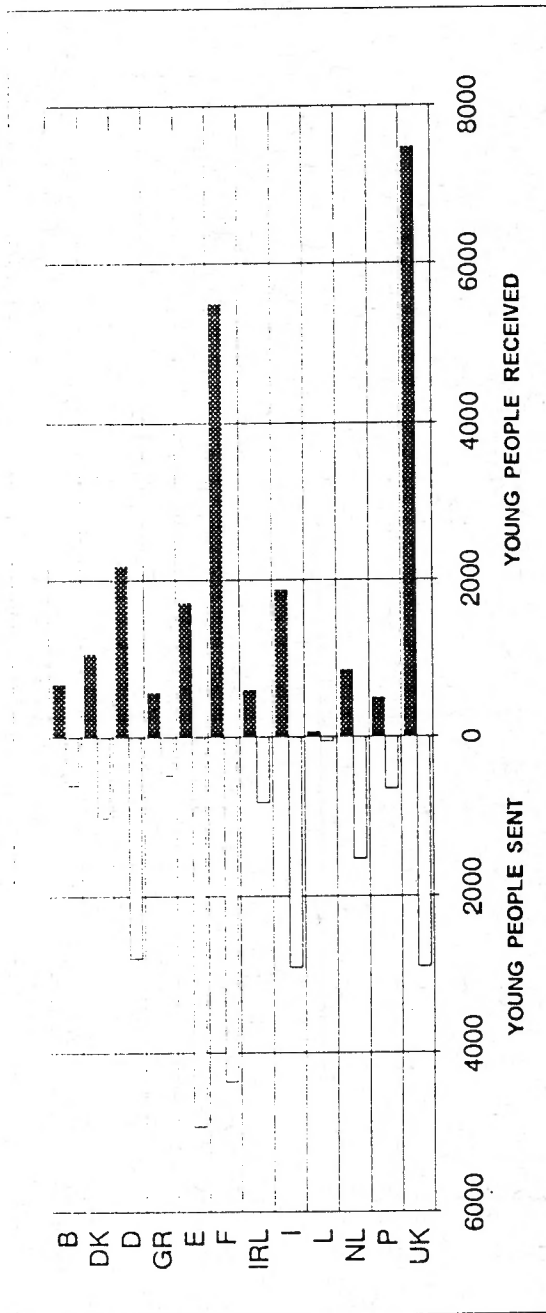
ANNEX 2 - ACTION IA - SENDING AND RECEIVING FLOWS PER MEMBER STATE



ANNEX 3 - ACTION IV - MOBILITY OF YOUNG PEOPLE PER MEMBER STATE

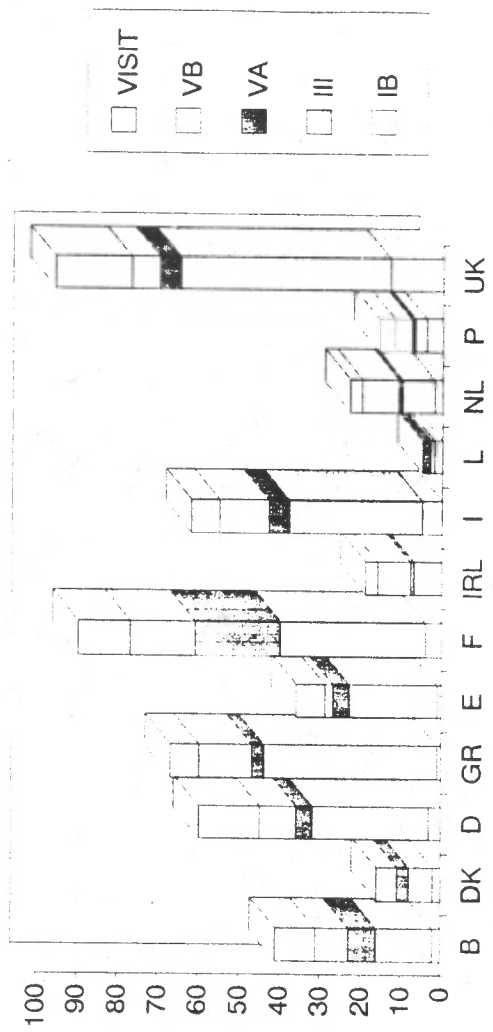
S E N D I N G C O U N T R Y	H O S T C O U N T R Y													TOTAL	%	Rank	S E N D I N G C O U N T R Y	
	Bg	Bfr	Bnl	DK	D	GR	E	F	IRL	I	L	NL	P					UK
Bg								24							24	0.10		Bg
Bfr				11			62	35		49		11	11	131	310	1.34	2.59	Bfr
Bnl				20			42	13		59			18	111	263	1.14		Bnl
DK	16	44		150	86		73	95		197		28	15	311	1015	4.40		DK
D	44	24	185	18	87		161	430	124	162	46	52	14	1454	2801	12.15		D
GR			22	46			47	121		112			25	105	478	2.07		GR
E	55	40	202	184	75		1955	30	265	20	172	40	1896	4934	21.40		E	
F		30	135	480	90		615	75	165	405	75	150	2145	4365	18.93		F	
IRL	35	35		158			16	498		49	28				819	3.55		IRL
I	134			241	348	95	121	816	172		109	43	829	2908	12.61		I	
L							28						25	53	0.23		L	
NL	25			104	232	20	164	165	48	158		256	84	277	1533	6.65		NL
P	12			18	28	45	20	248		58		25	195	649	2.82		P	
UK	45	117		176	510	69	390	1049		356		95	94	2901	12.58		UK	
Total	35	366	277	1061	2185	567	1711	5493	598	1870	66	851	494	7479	23053	100		
%	0.15	1.59	1.20	4.60	9.48	2.46	7.42	23.83	2.59	8.11	0.29	3.69	2.14	32.44	100			
Rank	8			6	3	10	5	2	9	4	12	7	11	1				
	B			DK	D	GR	E	F	IRL	I	L	NL	P	UK				

ANNEX 4 - ACTION IV - SENDING AND RECEIVING FLOWS PER MEMBER STATE

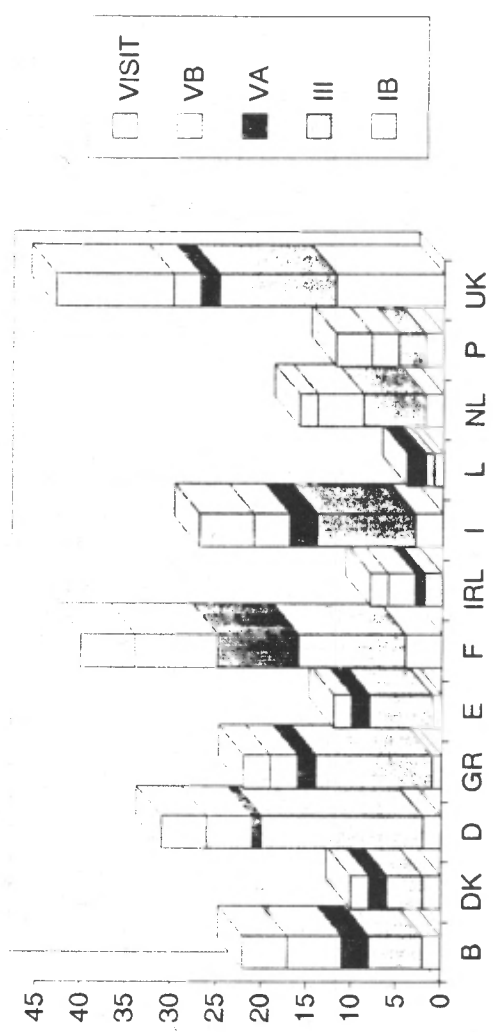


ANNEX 5 - CENTRALIZED ACTIONS - PROJECTS RECEIVED AND PROJECTS ACCEPTED IN 1993 PER MEMBER STATE

STATE	PROJECTS RECEIVED					TOTAL
	IB	III	VA	VB	VISIT	
B	2	14	7	8	10	41
DK	2	6	3	5		16
D	3	29	4	9	15	60
GR	1	43	3	13	7	67
E	1	22	4	2	7	36
F	4	36	21	16	13	90
IRL		7	1	8	3	19
I	5	33	5	12	7	62
L	2	1	2			5
NL	2	8	1	9	3	23
P	4	3	1	4	4	16
UK	13	52	5	7	19	96
TOTAL	39	254	57	93	88	531



STATE	PROJECTS ACCEPTED					TOTAL
	IB	III	VA	VB	VISIT	
B	2	6	3	6	5	22
DK	2	4	2	2		10
D	2	18	1	5	5	31
GR	1	13	2	3	3	22
E	1	7	2		2	12
F	4	12	9	9	6	40
IRL		2	1	3	2	8
I	3	11	3	4	6	27
L	1	1	2			4
NL	2	7		5	2	16
P	2	3		3	4	12
UK	12	13	2	3	13	43
TOTAL	32	97	27	43	48	247



ANNEX 6 - CENTRALIZED ACTIONS - 1993: BREAKDOWN OF PROJECTS BY REGION

R1: BRD DEUTSCHLAND : Total = 31

R11: Schleswig-Holstein, R12: Hamburg
 R13: Niedersachsen, R14: Bremen, R15: Nordrhein-Westfalen,
 R16: Hessen, R17: Rheinland-Pfalz, R18: Baden-Württemberg,
 R19: Bayern, R1A: Saarland, R1B: Berlin, R1C: Brandenburg,
 R1D: Mecklenburg-Vorpommern, R1E: Sachsen,
 R1F: Sachsen-Anhalt, R1G: Thüringen

R2: FRANCE : Total = 40

R21: Ile de France, R22: Bassin Parisien,
 R23: Nord - Pas-de-Calais, R24: Est, R25: Ouest, R26: Sud-Ouest,
 R27: Centre-Est, R28: Méditerranée, R29: Département d'Outre-Mer.

R3: ITALIA : Total = 27

R31: Nord-Ovest, R32: Lombardia, R33: Nord-Est,
 R34: Emilia-Romagna, R35: Centro, R36: Lazio, R37: Campania,
 R38: Abruzzo-Molise, R39: Sud, R3A: Sicilia, R3B: Sardegna

R4: NEDERLAND : Total = 16

R41: Noord-Nederland, R42: Oost-Nederland,
 R45: Zuid-Nederland, R47: West-Nederland

R5: BELGIQUE-BELGIE : Total = 22

R51: Vlaams Gewest, R52: Région Wallonne,
 R53: Bruxelles-Brussel

R6: LUXEMBOURG : Total = 4

R7: UNITED KINGDOM : Total = 43

R71: North, R72: Yorkshire and Humberside,
 R73: East Midlands, R74: East Anglia, R75: South East,
 R76: South West, R77: West Midlands, R78: North West,
 R79: Wales, R7A: Scotland, R7B: Northern Ireland

R8: IRELAND : Total = 8

R9: DANMARK : Total = 10

RA: ELLADA : Total = 22

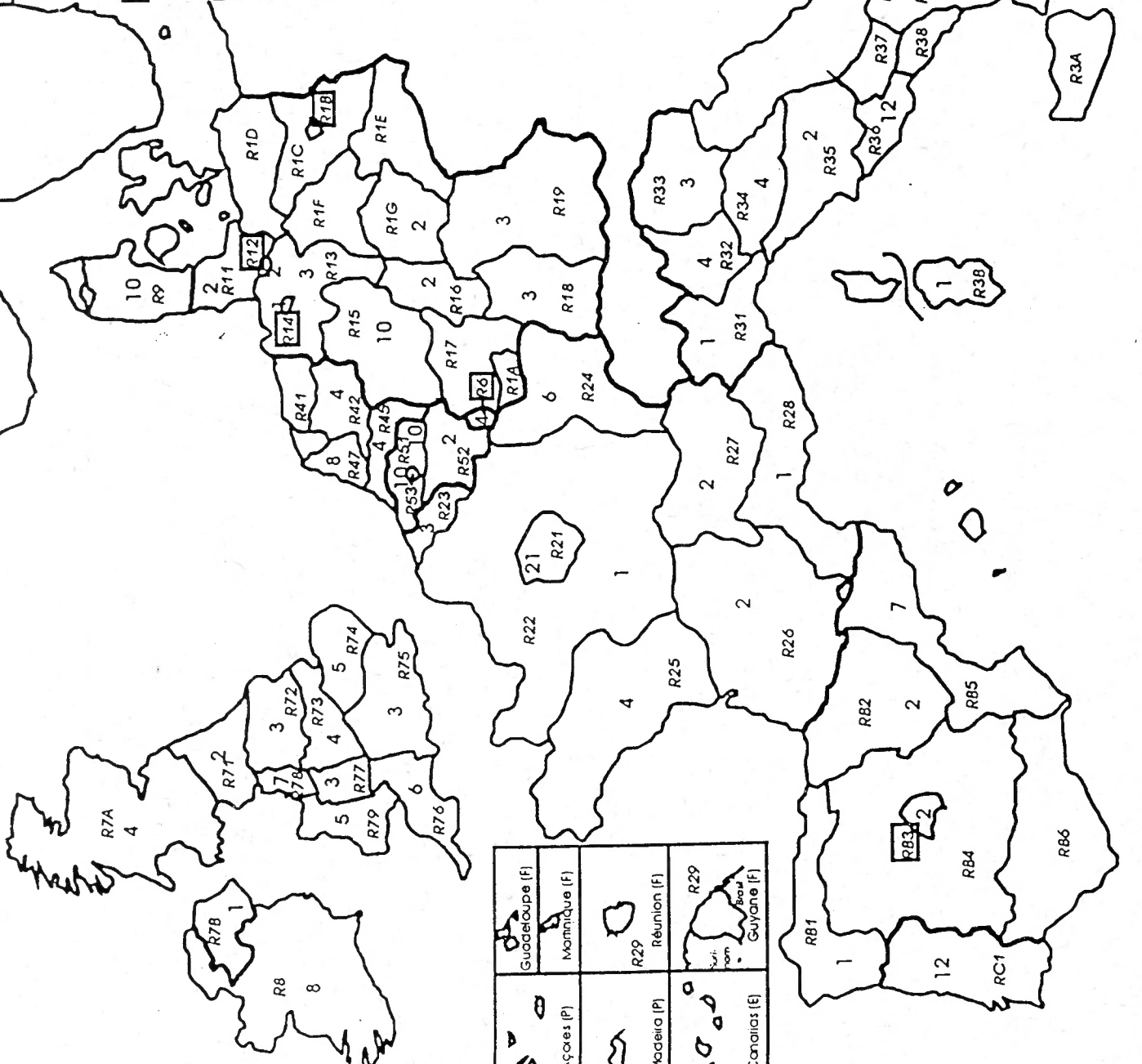
RA1: Voreta Ellada, RA2: Kentriki Ellada,
 RA3: Attiki, RA4: Nisio

RB: ESPANA : Total = 12

RB1: Noroeste, RB2: Noroeste, RB3: Madrid,
 RB4: Centro, RB5: Este, RB6: Sur, RB7: Canarias

RC: PORTUGAL : Total = 12

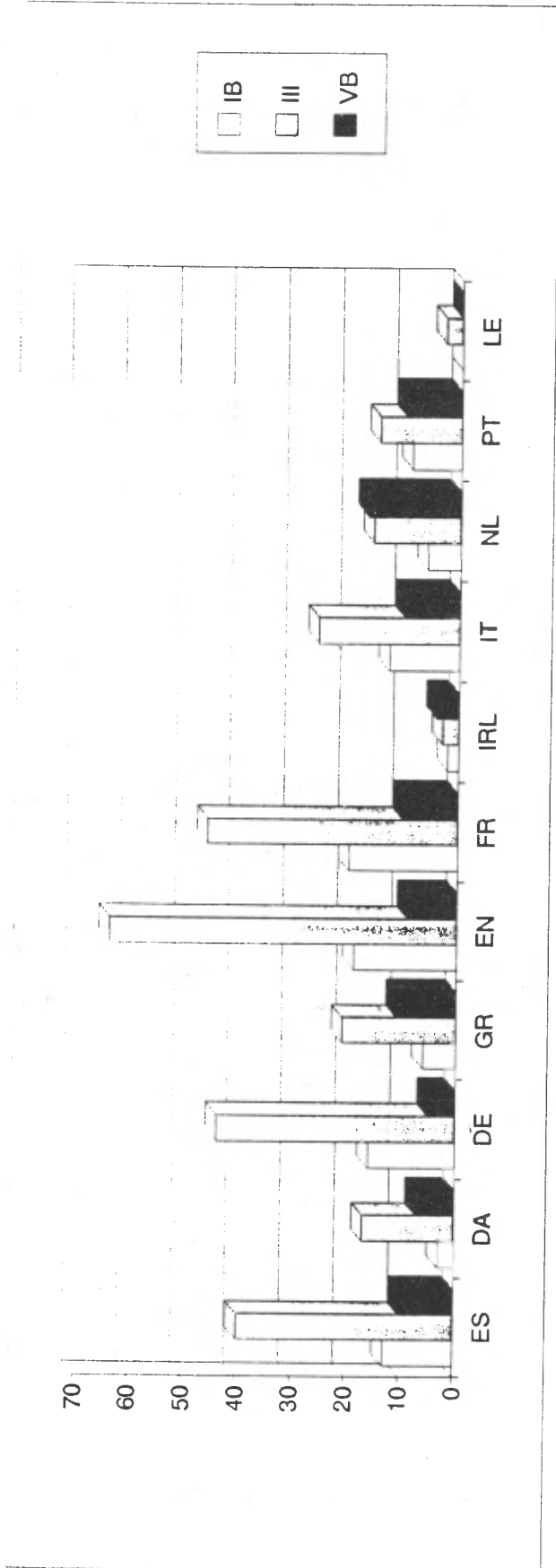
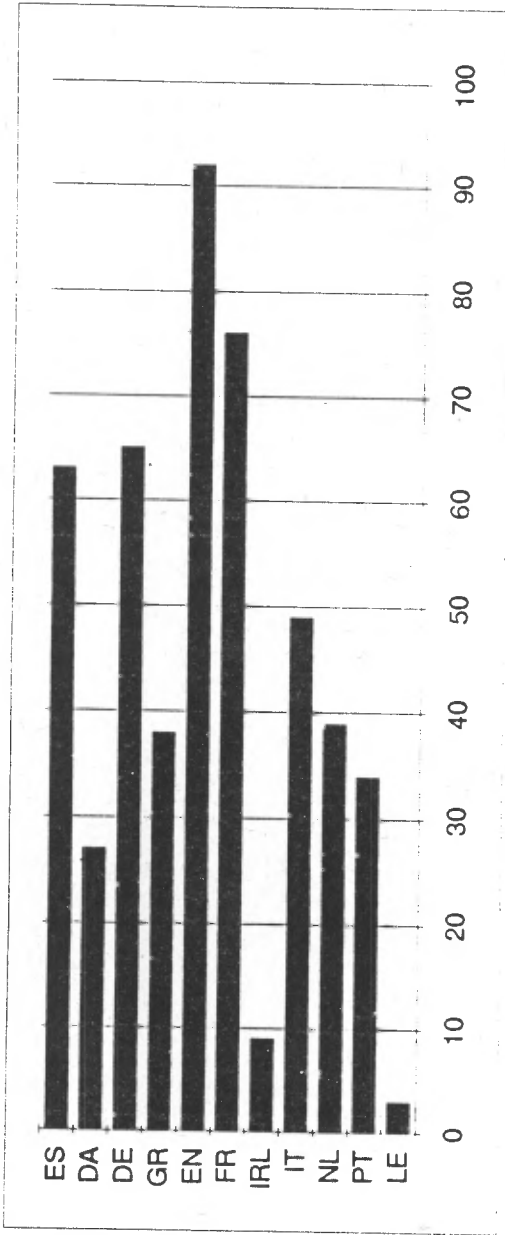
RC1: Continente, RC2: Açores, RC3: Madeira



RC2 Açores (P)	Guadeloupe (F)
RC3 Madeira (P)	Martinique (F)
RB7 Canarias (E)	R29 Réunion (F)
	R29 Saint Pierre et Miquelon (F)
	R29 Guyane (F)

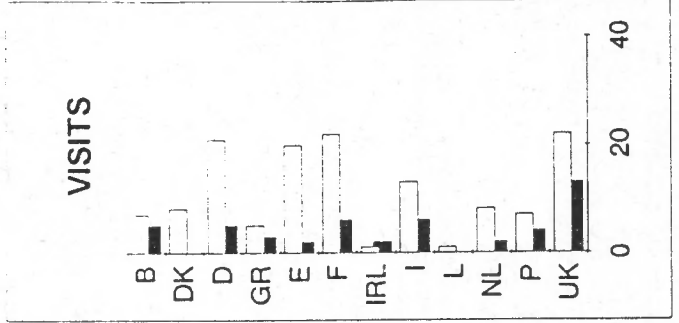
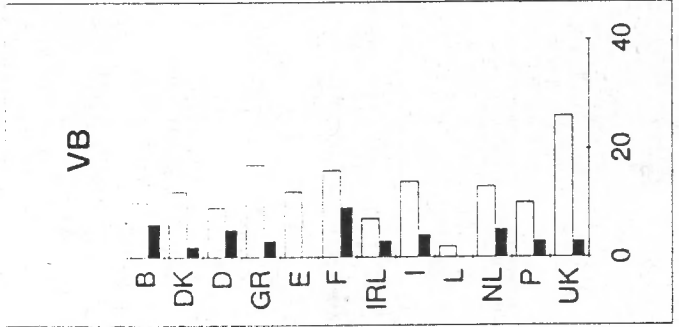
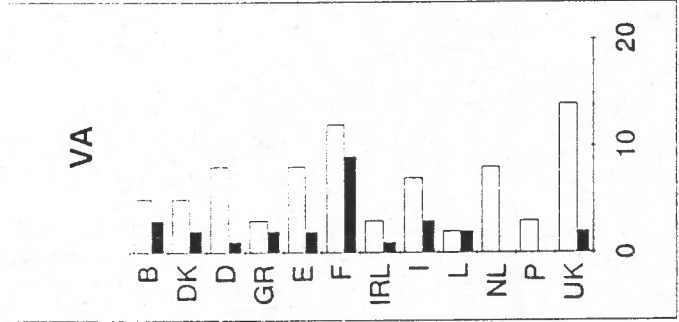
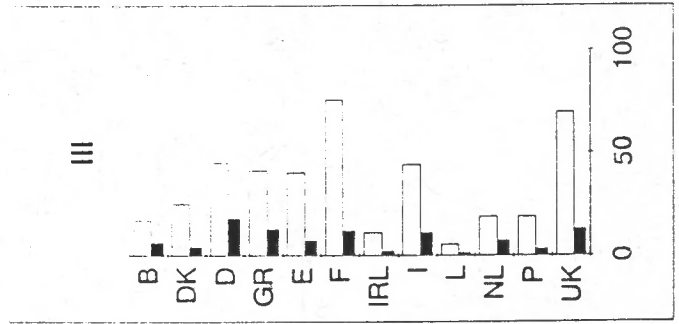
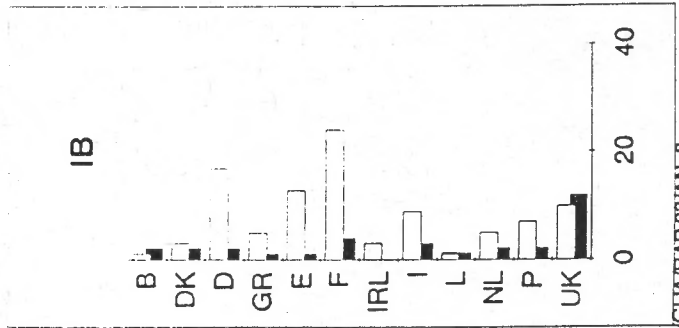
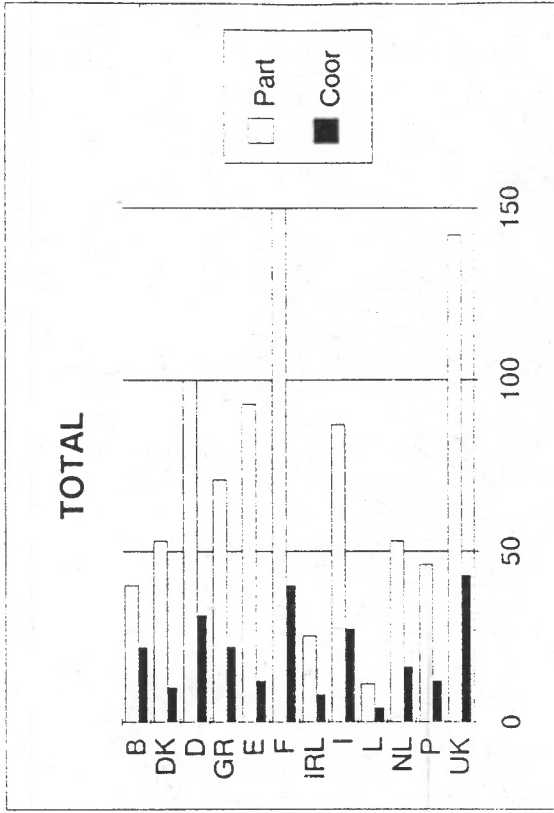
ANNEX 7 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1993 - DISTRIBUTION ACCORDING TO TARGET LANGUAGES

Language	ACTION			TOTAL
	IB	III	VB	
ES	13	40	10	63
DA	3	17	7	27
DE	16	44	5	65
GR	6	21	11	38
EN	19	64	9	92
FR	20	46	10	76
IRL	2	3	4	9
IT	13	26	10	49
NL	6	16	17	39
PT	9	15	10	34
LE		3		3

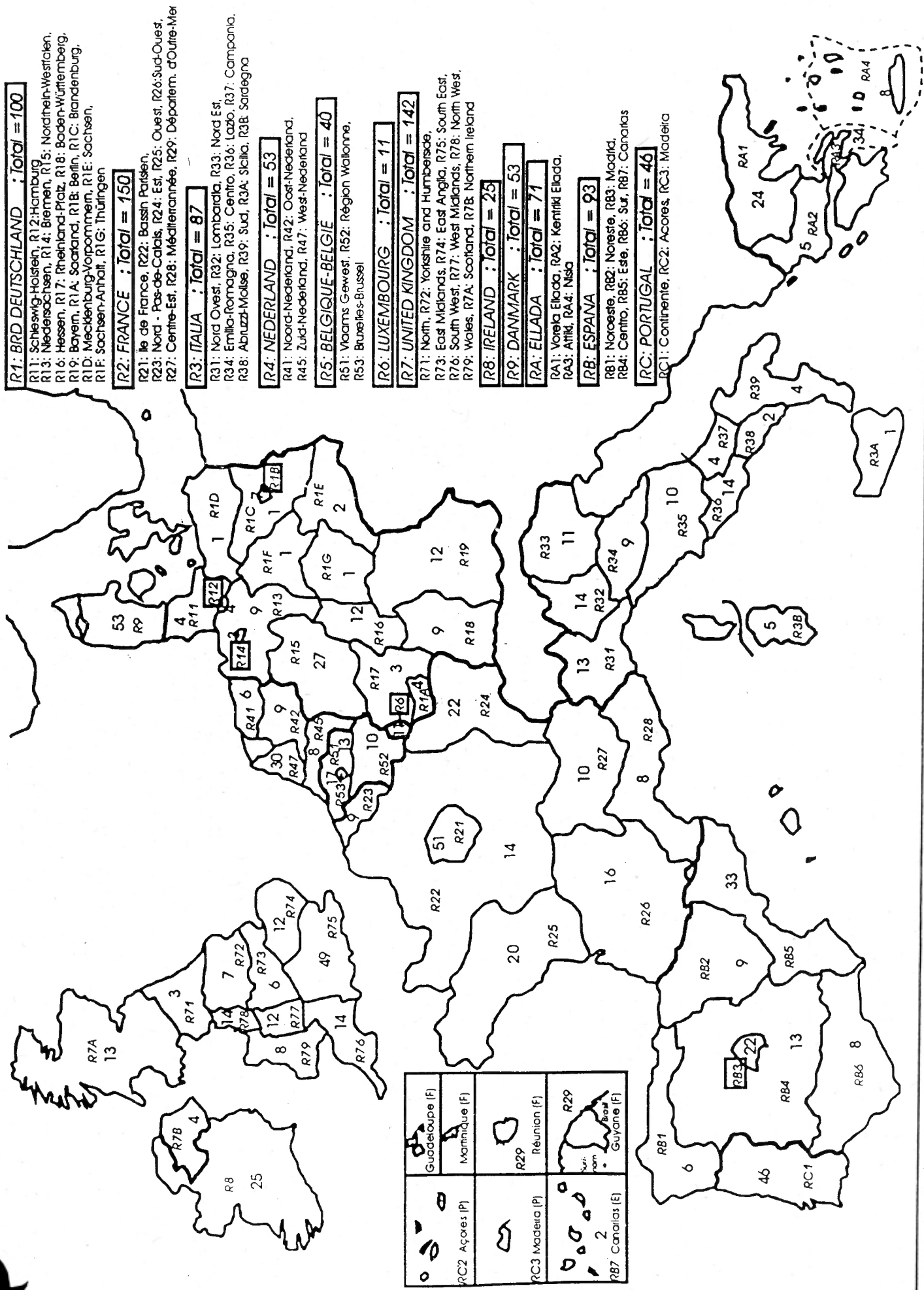


ANNEX 8 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1993 - NUMBER OF COORDINATORS AND PARTNERS PER MEMBER STATE

State	IB		III		VA		VB		Vis		Total	
	Coor	Part	Coor	Part	Coor	Part	Coor	Part	Coor	Part	Coor	Part
B	2	1	6	17	3	5	6	10	5	7	22	40
DK	2	3	4	25	2	5	2	12		8	10	53
D	2	17	18	45	1	8	5	9	5	21	31	100
GR	1	5	13	41	2	3	3	17	3	5	22	71
E	1	13	7	40	2	8		12	2	20	12	93
F	4	24	12	76	9	12	9	16	6	22	40	150
IRL		3	2	11	1	3	3	7	2	1	8	25
I	3	9	11	44	3	7	4	14	6	13	27	87
L	1	1	1	5	2	2		2		1	4	11
NL	2	5	7	19		8	5	13	2	8	16	53
P	2	7	3	19		3	3	10	4	7	12	46
UK	12	10	13	70	2	14	3	26	13	22	43	142
Total	32	98	97	412	27	78	43	148	48	135	247	871



ANNEX 9 - CENTRALIZED ACTIONS - BREAKDOWN OF PARTNERS IN 1993 BY REGION



R1: BRD DEUTSCHLAND : Total = 100

R11: Schleswig-Holstein, R12: Hamburg
 R13: Niedersachsen, R14: Bremen, R15: Nordrhein-Westfalen,
 R16: Hessen, R17: Rheinland-Pfalz, R18: Baden-Württemberg,
 R19: Bayern, R1A: Saarland, R1B: Berlin, R1C: Brandenburg,
 R1D: Mecklenburg-Vorpommern, R1E: Sachsen,
 R1F: Sachsen-Anhalt, R1G: Thüringen

R2: FRANCE : Total = 150

R21: Île de France, R22: Bassin Parisien,
 R23: Nord - Pas-de-Calais, R24: Est, R25: Ouest, R26: Sud-Ouest,
 R27: Centre-Est, R28: Méditerranée, R29: Département d'Outre-Mer

R3: ITALIA : Total = 87

R31: Nord Ovest, R32: Lombardia, R33: Nord Est,
 R34: Emilia-Romagna, R35: Centro, R36: Lazio, R37: Campania,
 R38: Abruzzi-Molise, R39: Sud, R3A: Sicilia, R3B: Sardegna

R4: NEDERLAND : Total = 53

R41: Noord-Nederland, R42: Oost-Nederland,
 R45: Zuid-Nederland, R47: West-Nederland

R5: BELGIQUE-BELGIË : Total = 40

R51: Vlaams Gewest, R52: Région Wallonne,
 R53: Bruxelles-Brussel

R6: LUXEMBOURG : Total = 11

R7: UNITED KINGDOM : Total = 142

R71: North, R72: Yorkshire and Humberside,
 R73: East Midlands, R74: East Anglia, R75: South East,
 R76: South West, R77: West Midlands, R78: North West,
 R79: Wales, R7A: Scotland, R7B: Northern Ireland

R8: IRELAND : Total = 25

R9: DANMARK : Total = 53

RA: ELLADA : Total = 71

RA1: Voreia Ellada, RA2: Kentriki Ellada,
 RA3: Athina, RA4: Nisa

RB: ESPAÑA : Total = 93

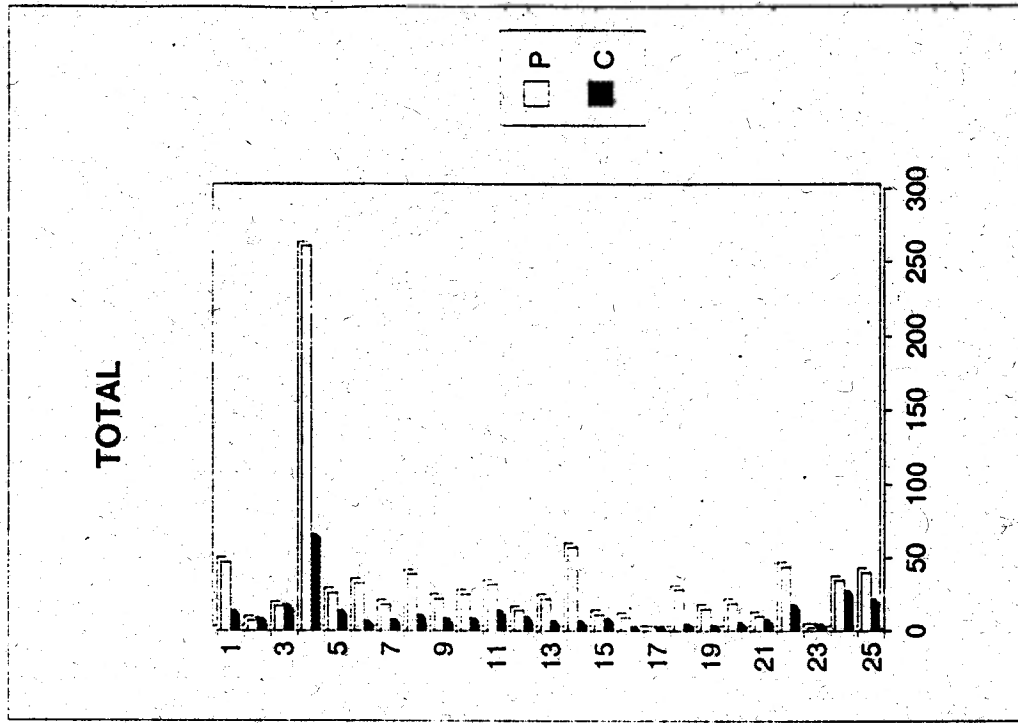
RB1: Noroeste, RB2: Noroeste, RB3: Madrid,
 RB4: Centro, RB5: Este, RB6: Sur, RB7: Canarias

RC: PORTUGAL : Total = 46

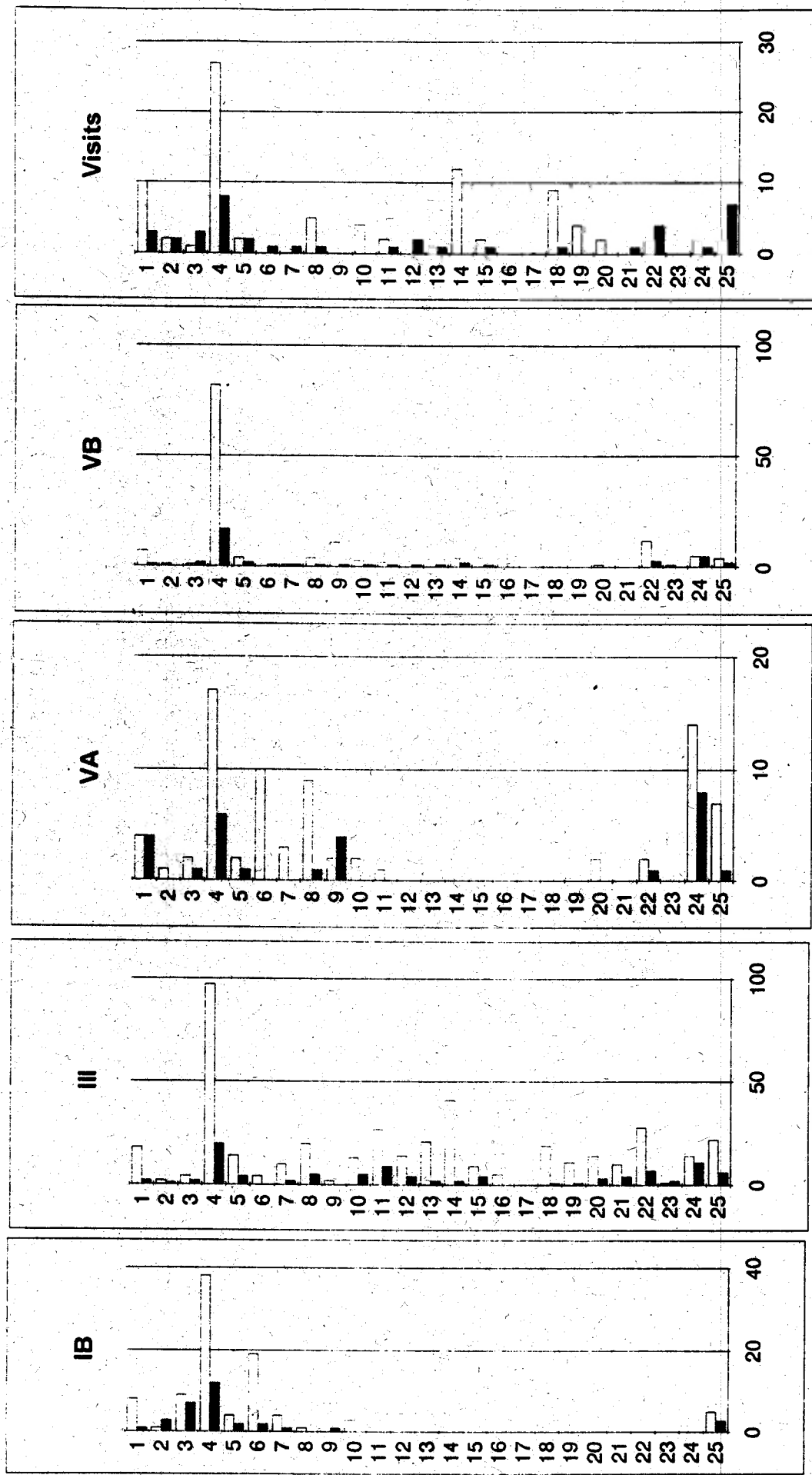
RC1: Continente, RC2: Açores, RC3: Madeira

ANNEX 10 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1993 - DISTRIBUTION ACCORDING TO TYPE OF COORDINATOR AND PARTNER

Type of Coordinator/Partner	IB		III		VA		VB		Visits		Total	
	C	P	C	P	C	P	C	P	C	P	C	P
1 = Ministerial department	1	7	2	16	4	4	1	7	3	10	11	44
2 = Local Government	3	1	1	2	0	1	0	1	2	2	6	7
3 = Local or regional educational authority	7	9	2	4	1	2	2	1	3	1	15	17
4 = Higher education institution	12	38	20	95	6	17	17	82	8	27	63	259
5 = Research Centres specializing in foreign language teaching	2	4	4	14	1	2	2	4	2	2	11	26
6 = Foreign language teacher training institution	2	19	0	4	0	10	1	0	1	0	4	33
7 = School	1	4	2	10	0	3	1	1	1	0	5	18
8 = Language Centre	0	1	5	20	1	9	1	4	1	5	8	39
9 = Assoc. or federation of foreign language teachers	1	7	0	2	4	2	1	11	0	0	6	22
10 = Initial vocational training organization	0	3	5	13	0	2	1	4	0	4	6	26
11 = Continuing vocational training organization	0	0	9	27	0	1	2	1	2	1	11	32
12 = SME training organization	0	0	4	14	0	0	1	0	2	0	7	14
13 = Adult or workers' training organization	0	0	2	21	0	0	1	0	1	1	4	22
14 = SME	0	0	2	38	0	0	2	4	0	12	4	54
15 = SME organization	0	0	4	9	0	0	1	0	1	2	5	11
16 = Large enterprise	0	0	0	4	0	0	0	4	0	0	0	8
17 = Organization of large enterprises	0	0	0	0	0	0	0	0	0	0	0	0
18 = Chamber of Commerce or Industry	0	0	1	19	0	0	0	0	0	1	9	28
19 = Sectoral organization	0	0	1	10	0	0	0	0	0	4	1	14
20 = Professional organization	0	0	3	13	0	2	0	1	0	2	3	18
21 = Workers' association	0	0	4	10	0	0	0	0	1	0	5	10
22 = Publisher or software manufacturer	0	0	7	28	1	2	3	12	4	2	15	44
23 = Certification body	0	0	2	1	0	0	0	1	0	0	2	2
24 = Non-profit association	0	0	11	14	8	14	5	5	1	2	25	35
25 = Other	3	5	6	24	1	7	2	4	15	48	27	88
	32	98	97	412	27	78	43	148	48	135	247	871



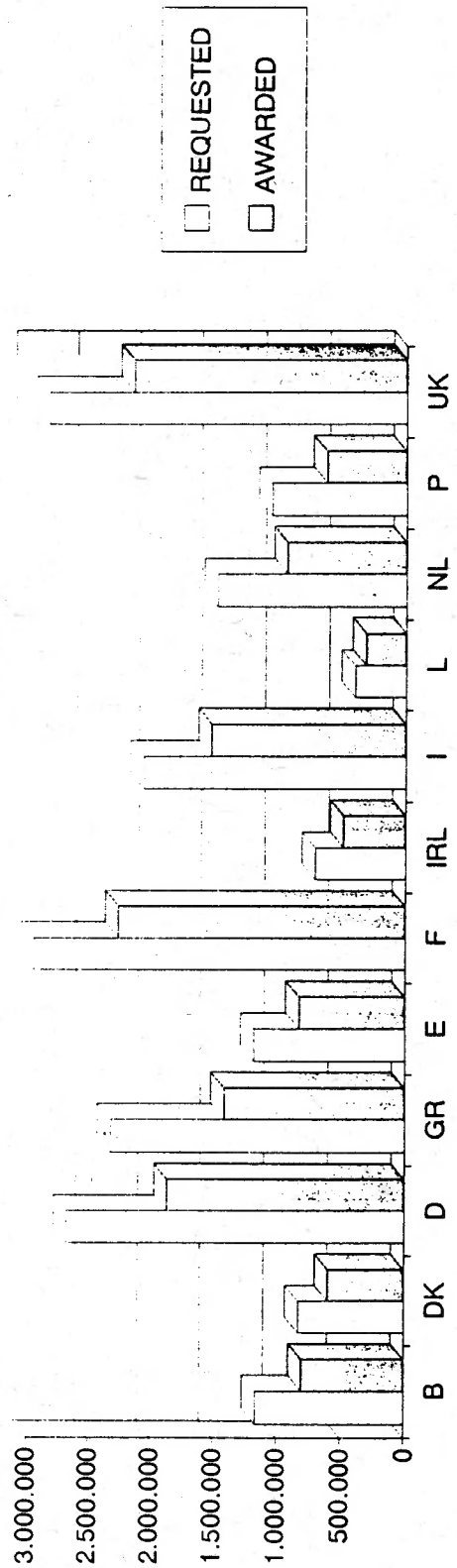
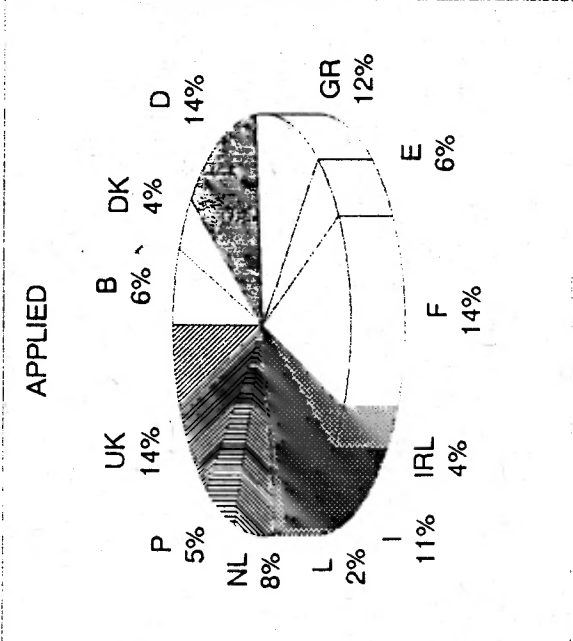
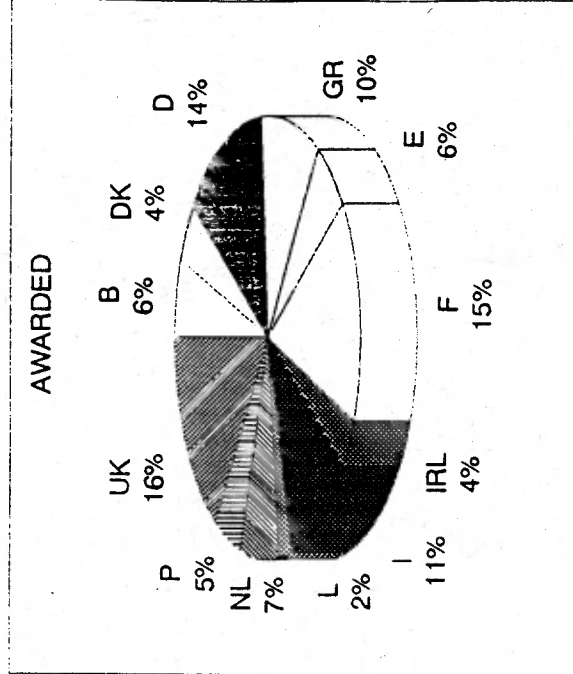
ANNEX 10 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1993 - DISTRIBUTION ACCORDING TO TYPE OF COORDINATOR AND PARTNER



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ANNEX 11 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1993
GRANTS REQUESTED AND GRANTS AWARDED PER CONTRACTING MEMBER STATE

STATE	GRANT REQUESTED	GRANT AWARDED
B	1.162.411	803.432
DK	828.781	598.660
D	2.680.092	1.868.763
GR	2.326.851	1.416.100
E	1.182.298	832.130
F	2.949.201	2.268.637
IRL	709.840	487.606
I	2.066.035	1.524.350
L	402.100	317.500
NL	1.478.680	933.800
P	1.053.080	625.610
UK	2.829.835	2.150.313
TOTAL	19.669.204	13.826.901



	Total grant applications		acceptance rate (%)	accepted in 1992/93	increase (%) in 1993/94	acceptance rate (%) for 1992/93
	received	accepted				
ICP participants	1.189	1.147	96.5	972	18.0	93.5
ICP	238	226	95.0	211	7.1	90.9
	Total grant applications		acceptance rate (%)	accepted in 1992/93	increase (%) in 1993/94	acceptance rate (%) for 1992/93
	received	accepted				
SM - participants	1.169	1.129	96.6	944	19.6	91.3
Students	9.169	8.847	96.5	6.724	31.6	92.8
Student months	65.418	63.585	97.2	48.326	31.6	93.3
SM - programme	232	220	94.8	204	7.8	89.1
TS - programme	107	70	65.4	58	20.7	49.2
CD - programme	-	-	-	-	-	-
IP - programme	-	-	-	-	-	-
	Renewal applications		acceptance rate (%)			
	received	accepted				
ICP participants	998	990	99.2			
ICP	192	191	99.5			
	Pluriannual activities		acceptance rate (%)	new activities within renewal applications		
	received	accepted		received	accepted	acceptance rate (%)
SM - participants	970	962	99.2	12	12	100.0
Students	7.792	7.667	98.4	161	161	100.0
Student months	56.461	55.699	98.7	966	966	100.0
SM - programme	186	185	99.5	1	1	100.0
TS - programme	51	50	98.0	42	15	35.7
CD - programme	-	-	-	-	-	-
IP - programme	-	-	-	-	-	-
	New applications		acceptance rate (%)			
	received	accepted				
ICP participants	191	157	82.2			
ICP	46	35	76.1			
	New applications		acceptance rate (%)	New applications + new activities within renewal applications		
	received	accepted		received	accepted	acceptance rate (%)
SM - participants	187	155	82.9	199	167	83.9
Students	1.216	1.019	83.8	1.377	1.180	85.7
Student months	7.991	6.920	86.6	8.957	7.886	88.0
SM - programme	45	34	75.6	46	35	76.1
TS - programme	14	5	35.7	56	20	35.7
CD - programme	-	-	-	-	-	-
IP - programme	-	-	-	-	-	-

Notes:

SM = student mobility

TS = teacher mobility

CD = joint development of new curricula

IP = intensive programme

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