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LINGUA PROGRAMME

ACTIVITY REPORT 1991

(presented by the Commission)

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A. SUMMARY

The LINGUA Programme was adopted by the Council Decision of 28 July 1989 for a period of five years starting on 1 January 1990.

The estimated budget for the implementation of the Programme for this first five-year period was MECU 200.

1. PURPOSE AND STRUCTURE

Political and operational objectives

The principal objective of the Lingua Programme is to promote the quantitative and qualitative improvement of foreign language learning within the Community. An increase in linguistic skills is in fact necessary in order to favour mobility as well as economic and administrative interaction between all regions of the Community, and in practically all fields, and to confront the growing needs in foreign languages in the economic sphere and in social, cultural and scientific life.

Based on these recent needs, the Lingua Programme has adopted a strategy of **innovation**. This strategy manifests itself as follows at the levels of the different operational objectives:

- to modernise methods of in-service training of teachers;
- to modernise the content of the initial training of teachers;
- to modernise teaching curricula;
- to promote the use of innovative teaching materials;
- to introduce innovation into youth exchanges by creating new kinds of pedagogical projects;
- to create structures and networks of multilingual communication.

2. ADMINISTRATION OF THE PROGRAMME

2.1. The administration and promotion of the Programme at national levels, as well as the management of the decentralized Actions are entrusted, in each Member State, to one or more National Agencies.

The Actions of the Programme fall into three categories of administration:

- a) **decentralized Actions** (Actions IA and IV) administered by the Member States in cooperation with the Commission
- b) a **semi-decentralized Action** (Action II) jointly administered by the Commission and the Member States, on the ERASMUS model
- c) **centralized Actions** (Actions IB, III and the whole of Action V) administered by the Commission

2.2. According to the Council Decision adopting the Programme, a LINGUA Committee was created whose main task is to advise and assist the Commission in the implementation of the Programme.

2.3. For all operational matters concerning the Programme, the Commission is assisted, on a contractual basis, by the Bureau LINGUA, which was set up, in November 1990, by a consortium consisting of the British Council, The Centre International d'Etudes Pédagogiques/Alliance Française and the Goethe Institut.

For all operational matters concerning Action II of the Programme, the Commission is assisted by the ERASMUS Bureau, due to the fact that Action II is implemented in the same way as ERASMUS.

The cost of technical assistance and of information and promotion activities represents about 9 per cent of the annual budget for 1991. This percentage will decrease progressively to reach 5 per cent in 1994.

3. INFORMATION AND PROMOTION

Information is disseminated through printed material, such as the Applicants' Guide, summary leaflets and press releases.

The Commission produced a first version of the Applicants' Guide in 1990 and a revised version in 1991.

The promotion of the Programme has included the organisation by the Commission of various major activities, in cooperation with the Member States (workshops, seminars, conferences, symposiums, language exhibitions, launching conferences in practically all countries ...), or its participation in these activities.

The information and promotion campaigns will, of course, be continued in 1992.

4. LINGUA IN OPERATION

4.1. 1990 was predominantly a preparatory year for the full implementation of the Programme during which, among other things, the guidelines for applicants were developed, the National Agencies were set up and made operational and the Programme was promoted and made widely known in the different Member States; very limited funds were therefore provided for the implementation of the Actions of the Programme over that period.

4.2. In 1991, however, the Programme, as is reflected in this report, started to become fully operational.

Results obtained in 1991

The achievements of 1991 are apparent first and foremost in the hundreds of projects launched at the levels of the Actions administered both by the Member States and by the Commission.

Thus, during the school year 1990/91 already, more than 500 teachers were able to benefit from **Lingua in-service training grants** (Action I) through a period of training in the country whose language they are teaching. During the school year 1991-92, the number of teachers receiving grants will probably increase five-fold.

As far as the **development of youth exchanges** (Action IV) is concerned, more than 4000 young people have been able to participate in exchange projects during the school year 1990-91. There again, a five-fold increase is expected for 1991-92.

The **European Cooperation Programmes between teacher training institutions (Action IB)**, although not strong in numbers (12 programmes involving 28 institutions in 1991), are nonetheless destined to become an essential network which will provide the infrastructure for a strategy of innovation in this sector.

The measures destined to promote the learning of foreign languages at university level, and to improve the **initial training of teachers (Action II)** are administered jointly with ERASMUS. During the academic year 1991-92, 144 student mobility programmes and 32 staff mobility programmes received support. More than 4000 students are benefitting from these measures.

In the framework of the measures for the promotion of **foreign language skills in professional relations and economic life (Action III)**, financial assistance was granted in 1991 to 61 transnational projects concerned mainly with the development of teaching materials and, to a lesser extent, linguistic audits and the development of curricula and certification systems.

Finally, the **complementary measures (Action V)** have made it possible to grant support to eight **European-level associations** concerned with the promotion of the teaching and use of foreign languages, and to 17 **pilot projects** for the development of **teaching materials** for the **less widely used and lesser-taught languages**, with the aim of furthering the diversification of the teaching of foreign languages.

5. LINGUISTIC DIVERSIFICATION AND THE LEAST WIDELY USED AND LEAST TAUGHT LANGUAGES

5.1. Centralized and Semi-decentralized Actions

It seems clear, at the moment and at this stage of the evolution of the Programme at least, that diversification in general and the promotion of the least widely used and least taught languages in particular are best implemented through the centralized Actions.

ACTION II has supported 600 students of the least widely used and least taught languages during the academic year 1991-92, which represents 11.6% of the total number of 'LINGUA' participants in ERASMUS.

One of the main objectives of Action II is to contribute to the improvement of the initial training of language teachers.

This obviously accounts for a strong representation of the most taught languages.

But, another important objective of the Action, which is specifically emphasized in Article 5 of the 'LINGUA Decision', consists in "promoting the provision of opportunities for university students to combine foreign language studies with the pursuit of their main disciplines, as a recognized component of their degree, diploma or other qualification".

The fact that this important aspect of 'language plus another subject' is given low priority by the Member States (a fact which is confirmed by the very few opportunities offered to students for such possibilities in the 'standard curricula') contributes greatly to the low representation of the least widely used and least taught languages in Action II.

Member States should somehow come to terms with the fact that it is of paramount importance that they promote combined studies with a rather strong foreign language component (see ERASMUS report).

ACTIONS III AND VB have, from the beginning, contributed greatly to the diversification of foreign language learning and to the promotion of the least widely used and least taught languages throughout the Community.

All the official languages of the Community, plus the two added 'LINGUA languages' (Irish and Letzeburgesch), are present as target languages in the projects funded by the Commission.

Danish represents 5% of all the target languages in the accepted projects, Dutch 7%, Greek 8.5% and Portuguese 6.5% (27% altogether); as for Irish, it represents 2.9% and Letzeburgesch 1.4% (4.3% between them); finally, Spanish and Italian account respectively for 9.2% and 11.3% (20.5% for both of them).

These 8 languages represent therefore 51.8% of all the target languages in the accepted projects.

ACTIONS IB AND VA also show great promise.

Although the total number of projects accepted under these two Actions was very restricted in 1991 due to budget limitations, some of the projects that were funded have already started to make a modest contribution to diversification and to a wider use of the lesser taught languages.

5.2. Decentralized Actions

The situation, in the case of the decentralized Actions, managed directly by the Member States and by their National Agencies, is not as straightforward, as Member States understandably consider, first and foremost, their national priorities.

Diversification and the promotion of the least widely used and least taught languages in decentralized Actions have therefore, up to now, not been very widely implemented.

ACTION IA typically reflects the situation in the national school systems.

As the foreign language provision is normally restricted to the usual quartet, English, French, German and Spanish, an Action for in-service training cannot, at the moment, count on any dramatic participation of teachers of other target languages.

Member States should, not only encourage the learning of at least two languages in schools, as obligatory subjects, but also aim at actually including the least widely used and least taught languages within their educational systems and general curricula.

ACTION IV can, in many cases, create the motivation to learn one of the least widely used and least taught languages; the setting-up of cultural and linguistic contacts with the countries where these languages are spoken can greatly contribute to this objective.

Member States should consequently take the necessary measures to encourage and facilitate Joint Educational Projects and exchanges under this Action.

6. MONITORING AND EVALUATION

6.1. Monitoring

The Commission has already started implementing ways of measuring the first impact of LINGUA at Community level:

- a) sending of questionnaires to the National Agencies concerning the actions that have been taken, in each Member State, since the Programme started, in order to widen the range of languages on offer and to promote the lesser-taught languages in their educational systems
- b) production and distribution to the National Agencies of questionnaires for participants under Actions IA and IV
- c) requests for interim reports on the projects which started in 1991 under Actions IB, III and VB
- d) regular follow-up of the most important accepted projects under Actions IB, III, VA and VB, on an individual basis
- e) analysis of the activity reports received for the first year of implementation of Action II
- f) meetings of experts to analyse the situation and the progress of the Programme in the different Member States

However, as most of the projects accepted in 1991 under the centralized Actions only started in the second half of the year and as the activities generated by the 1991 budget under the decentralized Actions are still in progress (see 5.2., paragraph 3, above), the information which the Commission managed to gather did not provide really reliable performance indicators.

6.2. Evaluation

For 1992, the Commission has launched a call for tender for an external evaluation of the Programme, of its structures and of its impact in the 12 Member States.

a) Phase I of the evaluation will focus on:

- . the efficiency of the management and coordination methods, structures and procedures which have been established for the implementation of the Programme at Community and Member State level as well as within the participating universities.
- . a preliminary evaluation of the Programme

An interim report for Phase I will be submitted to the Commission by November 1992 and a final report by 31 March 1993.

b) Phase II will focus in depth on the overall efficiency of the Programme design and each of the Action areas.

An interim report for Phase II will be submitted to the Commission by July 1993 and a final report on both phases of the study by November 1993.

7. THE CONDITIONS FOR SUCCESS

According to the logic of subsidiarity, the measures provided under the Lingua Programme can only bear fruit if the Member States adopt appropriate policies aimed at multiplying opportunities to teach and learn foreign languages, encouraging the learning of less widely used and lesser-taught languages, improving the pre- and in-service training of teachers and trainers in foreign languages, promoting foreign language training for workers and enterprises, and stimulating technological innovation in training methods (cf JOL 239, of 16.8.89, p25-26).

In other words, the voluntarist strategy of the Community programme can only succeed if there is synergy and complementarity with the policies of Member States. If these have neglected certain of these objectives: if, for example they have accorded too low a priority to the maintenance of diversity, the efforts of the Community in certain sectors may be in vain.

Throughout the year 1991 the Commission made efforts to sensitize its partners in the Member States to the problem of diversification. This is a vital issue, on which the whole future of our multilingual and multicultural community depends.

B. DESCRIPTION OF THE ACTIVITIES

DECENTRALIZED ACTIONS (IA and IV)

The decentralized Actions are administered by the National Agencies in cooperation with the Commission.

The general orientations are defined by the Commission with the advice of the LINGUA Committee.

The Commission organizes regular general meetings of the National Agencies in order to coordinate these Actions. In addition, in the Autumn of 1991, bilateral meetings between the Commission and the Agencies were organized which provided most of the information upon which this part of the report is based.

As far as the monitoring of these Actions is concerned, the Commission has produced questionnaires which have been distributed to all teachers who receive support for in-service training under Action IA and to all young people who take part in transnational exchanges under Action IV.

Seven of the twelve Member States have suggested storing the data locally and transmitting the information by disc or E-mail to the Commission for analysis; five intend to send the questionnaires to the Commission for both data-input and analysis.

ACTION IA

1. AIMS

1.1. The overall objective of Action IA consists in raising the standard of foreign language teaching by improving the in-service training of foreign language teachers through an increase of the opportunities offered to them to reap the benefits of appropriate preparation **abroad**.

Foreign language teachers are able, therefore, with the help of LINGUA grants, to improve their professional (both linguistic and methodological) competence, notably through periods of in-service training or professional experience in a Member State in which the language they teach is spoken.

1.2. The priorities of the in-service training in the country of the target language are:

a) improvement of the skills of communication and of the knowledge of the target culture, so that teachers can develop their professional and linguistic competence (qualitative improvement);

b) improvement of the diversification of the foreign language offer including the least widely used and least taught languages of the Community, so that the range of languages in which teachers are to be trained can become wider (quantitative improvement).

2. IMPLEMENTATION IN THE ACADEMIC YEAR 1990-91

2.1. Action IA, is managed by the National Agencies designated by the Member States (most of these Agencies also manage Action IV, but in some cases two different Agencies have been appointed).

The Commission makes over block grants for Actions IA and IV and the Agencies are responsible for the selection of applicants and the grants awarded; the maximum grant per beneficiary under Action IA is ECU 1,500.

In calculating the annual block grant to be allocated to each Member State, the total number of teachers, the number of young people between the ages of 10 and 21, per capita gross domestic product in relation to the Community average and the geographical distance between Member States are taken into account.

2.2. In 1990, the National Agencies had to promote the Programme and to make it widely known; they had therefore to set up their own internal structures, before inviting applications.

2.3. In 1990, in view of the limited budget, the Commission only granted a global amount of ECU 873,758 for both Actions IA and IV in 1990; this allocation was meant to support participants under Actions IA and IV during the school year 1990-91 - **up to 31 August 1991**.

All National Agencies succeeded in making fruitful use of their allocations under Action IA; they all managed to pass from the initial stages of internal organization, promotion and information to the phase of implementation; this gave them the opportunity to have their first experience in sending teachers for in-service training **abroad**.

2.4. 516 teachers were concerned by the measure in the 1990–91 contract period (see table I in the Annexes to this report) for whom 423 reports are available (the discrepancy between the two figures is due to incomplete information sent by the relevant National Agencies; the reason for this is that some National Agencies are only just concluding the process of gathering the necessary information and of setting up reliable means of putting together and analyzing their statistics).

Thus the first of the priorities of the Action, namely the improvement of the communication skills of language teachers, has started to be implemented.

2.5. As far as the second priority is concerned, namely the diversification of the foreign language provision including the least widely used and least taught languages, a creditable effort was made by the Member States, since they sent nearly 25% of the overall number of teachers eligible for a LINGUA grant to countries where lesser taught languages are spoken (included in these are Italy and Spain, although the situation of Italian and Spanish as foreign languages can differ greatly from one Member State to another).

The target countries of the teachers supported were as follows:

1 teacher went to Belgium, 1 to Denmark, 66 to France, 48 to Germany, 2 to Greece, 2 to Ireland, 9 to Italy, 10 to the Netherlands, 5 to Portugal, 71 to Spain and 208 to the United Kingdom.

The dominant role of English (208 teachers sent to the UK), as well as, in a lesser way, that of French, German and Spanish, and the comparatively low representation of the lesser taught languages must certainly be seen in relation to the existing provision of foreign languages in the European school systems. There are nevertheless some possibilities for diversification.

But although it might seem obvious at first sight that there will be very few applications in Action IA for target languages that are not on offer in the standard curricula of schools or other acknowledged teaching institutions, this will not always necessarily be so.

Firstly the least widely used and least taught languages are in many cases, and will more and more often be, offered in schools on a voluntary basis in addition to the compulsory subjects; motivated and capable teachers, specially and specifically retrained, are, and will be, crucial for the organization and success of such optional courses; the activity of these teachers may also greatly contribute to a later introduction of the additional language into the official curriculum. Action IA plays there an important part by offering in-service training for their re-training and the National Agencies, according to the terms of the Decision, have tried to give priority to applications from such teachers.

Secondly, some of the least widely used languages are, in some countries, and will more and more often be, taught in special sectors like adult education and border areas; teachers for these languages and from these sectors should become another of the priority targets of Action IA, as long as they teach in recognized educational institutions other than in higher education.

3. FORECAST FOR THE ACADEMIC YEAR 1991-92

3.1. For 1991, the National Agencies received a block-grant of ECU 4,500.000 for Action IA. This grant is to cover support of in-service training during the school year of 1991-92, beginning 1 September 1991.

If the maximum support of ECU 1,500 is given to each applicant, this grant should enable the National Agencies to support a minimum of 3,000 teachers.

3.2. The interim statistics of the National Agencies show that, in the first months of the 1991-92 contract period, 396 teachers were granted support for in-service training; since then another 1,110 applications were received (see table II in the Annexes to this report).

Ten Agencies (out of thirteen) indicate expectations for total participation in 1991-92; these forecasts indicate a minimum of 2,400 expected participants for the ten Agencies concerned.

The target of 3,000 participants for the academic year 1991-92 seems therefore to be realistic.

4. QUALITY OF IN-SERVICE TRAINING

As a rule, during the first year of Programme, it was the applicant who had to choose the in-service training provider in the target country.

In many cases the National Agencies had difficulties in assessing the quality of these providers, but the critical activity reports of the participants should help to set up a non-exclusive data base of qualified providers; the electronic mail system (EUROKOM), which the Commission will be setting up in Brussels and in the Member States in the Spring of 1992, will make this data base possible and mutually accessible for all the connected institutions.

5. PARTICIPATION

All National Agencies express their conviction that the demand for in-service training abroad is far greater than the present figures indicate.

If the estimates given by each individual Member State for 1992 and 1993 are added up, well over 20,000 teachers altogether should be asking for a grant under LINGUA.

With the inevitable development of language teaching in the Community in the 90's, there will be around 400,000 language teachers in the twelve Member States before 1995.

Considering this figure, it seems reasonable to think that, before the end of Phase I of LINGUA, 40,000 teachers (a 10% target) should be interested in a period of in-service training abroad and should therefore be expected to apply for a grant under Action IA of the Programme.

But problems for the participation in this Action might arise from the administrative obstacles that have been mentioned by officials from certain Member States and which are due to administrative regulations; in some Member States, internal regulations make the in-service training of teachers difficult, if not impossible, particularly during term-time.

School administrations seem, in many cases, to be unable to provide the staff and the funds for the replacement of teachers who want to participate in LINGUA activities.

Member States have, on several occasions, been asked by the Commission to facilitate the participation of teachers in in-service training activities abroad, so that they can fully benefit from the possibilities offered by LINGUA; a successful implementation of Action IA and the full impact of its added-value depend very much on the position that national administrations will take in this matter.

Diversification

Because the general linguistic policy of most Member States does not seem to lead to a quantitative improvement of the provision made for language learning, linguistic diversification in the in-service training of language teachers is lagging behind.

The learning of at least two foreign languages is not obligatory in most school systems and, in some cases, the foreign language provision is even being reduced in favour of new subjects related to economic and technical development in industrialized societies.

If Member States fail to give themselves the practical means to implement their political will to create a multi-cultural and multi-lingual European Community through action in the relevant sectors of the national school systems, or if this implementation is too limited, participation in Action IA of the Lingua Programme will not in future reflect a decisive increase in diversification and the least widely used and least taught languages (Danish, Dutch, Greek, and Portuguese as well as the other two 'LINGUA languages', Irish and Letzeburgesch, and, in a lesser way, Italian and Spanish) will be the first to suffer.

It is understandable that the primary concern of most Member States should be to provide answers to their immediate needs and to make sure of the immediate 'cost-efficiency' of their linguistic policy; it is therefore understandable that they should give priority to the more immediately operational languages of the Community.

They should however be fully aware of the implications of such policy on a multi-cultural and multi-lingual Europe.

ACTION IV

1. AIMS

1.1. The Action is designed to encourage young people in professional, vocational and technical education to participate in exchange programmes based on pedagogical projects, called Joint Educational Projects.

In the Decision, however, it is stated that it is up to each Member State to interpret the terms of the Decision as to what is meant by professional and vocational training, either by narrowing the scope or by widening it.

As shown in one of the annexes (based on information provided by the Member States) of the 'LINGUA Applicants' Guide', 11 out of 12 countries adopted a wide interpretation of the Decision and included some, if not all, institutions providing general secondary education.

Germany had originally adopted a more restricted view but has, since then, decided to widen the scope.

1.2. The aim of the educational exchanges should be the improvement of communication skills in foreign languages and the promotion of the motivation of those taking part to acquire competence in foreign languages.

This is to be achieved by the setting up of carefully prepared pedagogical projects (which can be linguistic and/or technical and/or cultural) fully integrated in the school activities of the participants.

2. IMPLEMENTATION IN THE ACADEMIC YEAR 1990-91

2.1. The Commission makes over block grants and the Agencies are responsible for the selection of applicants and for the grants awarded (the aid for exchanges, however, must not exceed 50% of total costs, including travel and programme, although, in certain duly justified cases, it may cover up to 75% of the costs).

The calculation of aid to be allocated to each Member State takes account of the number of young people between the ages of 16 and 25 in its population, the per capita gross domestic product of the Member State in relation to the Community average, the geographical distance between Member States and the establishment of a better balance in the flow of exchanges within the Community.

2.2. The allocations for 1990 were to cover support for projects under Action IV during the school year of 1990-91 **up to 1 September 1991.**

The definitive versions of the reports of the National Agencies on the use of funds and on participation are, in some cases, still in the process of being finalized before they are sent to the Commission.

This, as is reflected in some of the figures shown in tables III and IV of the Annexes to this report, is due to the fact that National Agencies have only just set up (or are, for some of them, still finishing setting up) their systems for gathering the necessary information and for processing it.

2.3. Applications, partner-finding and the role of the National Agencies

Interested schools or institutions had to find one (or more) adequate partner(s) and often requested help from the National Agencies.

On the whole, because no Joint Educational Projects were yet operational and because reciprocity of exchange is not obligatory, there was, in practically all Member States, more demand from institutions intending to send a group than from institutions willing to host; as a consequence, the National Agencies could not easily provide partners and the applicants usually had to find the partner institutions themselves.

However, as a result of the on-going Joint Educational Projects and as a network of related institutions is set up after the first exchanges, one would expect that more institutions will be prepared to host and the task of the National Agencies will be considerably facilitated in the ensuing years of the Programme.

In addition, inquiries from interested schools or institutions will be integrated in a data-base which will be mutually accessible to all the Agencies through the E-mail system (see Action IA, 4)

2.4. Exchanges

Although this complex Action, which requires the joint development of a pedagogical project as a pre-requisite for the group exchange, necessitated a long preparatory period, 215 groups representing 4,018 young people, accompanied by 317 teachers, were sent to another Member State in the academic year 1990-91.

Considering the budget that was available and with an estimated average grant per participant of ECU 250, the target was under 2,000 young people.

The fact that over twice as many participants were involved indicates clearly that the demand was greater than expected; it also shows that the actual average grant per Member State was, in some cases, lower than the overall average; finally it confirms that, in many cases, the principle of subsidiarity was applied and that extra funding (coming on top of the 50% of the costs covered by 'non LINGUA sources', as requested by the Decision) was provided by Ministries, local authorities and governments or by the institutions themselves.

Out of the 4,018 young people sent abroad under the first contract, reports are available for 3,754 participants (here again, as in Action IA, the discrepancy between the two figures is due to incomplete information sent by the relevant National Agencies; see reason for this in Action IA, paragraph 2.4.)

The target countries of the exchanges supported were as follows:

74 young people went to Belgium, 165 to Denmark, 480 to France, 324 to Germany, 69 to Greece, 124 to Ireland, 227 to Italy, 20 to the Netherlands, 160 to Portugal, 222 to Spain and 1,889 to the United Kingdom.

As the use of foreign languages is an integrated component of the exchanges, some of the tendencies identified in Action IA can be observed with English, French, German and Spanish being much in demand; but significant differences can be seen since, in Action IV, all countries (apart from Luxemburg, for the moment) have been visited and since Italy, Denmark, Portugal and Greece, in particular, have attracted a reasonable number of young people.

It is probably the complementary – and not exclusive – role of foreign languages in the pedagogical project (where languages are used as practical tools to achieve a non-linguistic objective and not considered as vertical academic subjects) which makes all Member States potential partners in exchanges under Action IV; the main objective of a Joint Educational Project does not focus exclusively on the language itself but relates to the professional, vocational or general education of the young people, although the cultural and linguistic experience in the country of the meeting should be a fully integrated component of the project.

In the case of host countries where lesser taught languages are spoken which have not yet been learnt by the visiting young people, participants need linguistic preparation before, and language training during, the meeting to enable them to communicate at "survival level"; this should result in creating motivation to go on learning these languages after the visit.

2.5. Preparatory visits

These visits proved to be an appropriate instrument for implementing the Action; without this possibility offered to teachers or administrators of interested and eligible establishments to contact potential partners directly in the target country, it would have been difficult to get the Action off the ground in any significant way.

They also contributed greatly to linguistic diversification by helping interested institutions in countries where the least widely used and least taught languages are spoken to contact potential partners and give them the incentive to get involved in an exchange.

Within the period covered by the allocation 1990 (school year 1990–91, up to 1 September 1991), 235 preparatory visits were supported with 430 participants, almost exclusively teachers; the major part of these visits can be expected to lead to joint educational projects with integrated exchange meetings.

3. FORECAST FOR THE ACADEMIC YEAR 1991–92

Under the 1991 budget, the National Agencies received ECU 5,500.000 for Action IV; this allocation is to cover the support of projects and meetings up to 31 August 1992.

By the end of November 1991, the Agencies had received 692 applications for projects, out of which 311 were accepted involving 9,157 participants (see table V in the Annexes to this report); as the number of applications is bound to increase considerably before the end of the academic year 1991–92, the prospects appear most favourable (see also paragraph 4.1 below).

Participants came from all kinds of social backgrounds but, in many cases, special care was taken to ensure that less-favoured young people get priority.

Preparatory visits continue to play an important part since, at the time when the National Agencies gave the information to the Commission, 215 visits had been accepted which included 517 participants.

4. PARTICIPATION

a) As the allocations for the academic year 1991-92 amount to over ten times those that were granted for the academic year 1990-91, participation should increase considerably.

With an average grant per participant of ECU 250 (see last paragraph of 4.1 below for justification), a figure of 22,000 young people involved in Joint Educational Projects in the academic year 1991-92 seems to be a reasonable target for use of the 1991 budget.

But this budget will increase considerably in the coming years; considering the fact that all the national structures for Action IV are now in place and operational and that the 'running-in period' is now over, the Commission's estimate is that nearly 150,000 young people should have taken part in Joint Educational Projects by the end of Phase I of the Programme and that the potential demand is probably much higher.

This large increase in the number of potential participants in the years to come implies that appropriate measures be taken by Member States to ensure that as many young people as possible can benefit from the exchanges.

Some of the problems that might arise are connected with factors which can be either general or specific to some Member States:

- national school authorities should support participation during term-time so that projects and exchange meetings can be fully integrated into the curricula of the participating schools; if the meetings cannot take place during term-time it will be impossible for the young people to work together in the school context required for the pedagogical project.

- as in Action IA, the issue of the replacement of teachers accompanying the groups of young people should be addressed and solutions should be found; time should also be allowed during school-periods for the active preparation of the Joint Educational Projects.

- finally, Member States should make sure that they send to the Commission a constantly updated list of potential partners in Joint Educational Projects or should input the information into the system themselves, where and when it is possible, so that these partners can be integrated into the database.

b) During the academic year 1990-91, the financial contribution of the Member States to exchanges was substantial and, in most cases, well over the required 50%.

This commitment to the spirit of subsidiarity should be encouraged and will become all the more necessary as the Programme develops:

- a good and efficient preparation of the projects (through preparatory visits and extensive preliminary work carried out by both teachers and young people prior to the exchange) must be encouraged, and therefore co-financed.

- the costs represented by the hosting of groups must be taken into account.

- more funds will be needed, in the case of the lesser taught languages, to provide some kind of linguistic preparation in the home country and language instruction in the host country during the visit.

– finally, the work programme itself, including its cultural components, will certainly occasion extra costs for the hosting partner.

All these costs should be included in the costs per young person sent abroad and added to the costs for travel; it would therefore seem reasonable to expect the 'LINGUA grant' per participant sent abroad, covering the costs at both ends of the project, to amount to ECU 250.

Diversification and the least widely used and least taught languages

Institutions coming from all Member States are potential participants in Joint Educational Projects.

The role of the foreign language will obviously be different in cases where the language of the host country is already being learnt, and to some extent spoken, by the young people, and in cases where it is new to them.

Linguistic preparation is automatically integrated in the project in the first case, as the language is taught as a compulsory subject within the general curriculum.

In the second case, some linguistic preparation at 'survival level' of the participants is desirable and should to be supplemented by instruction during the visits themselves (see also 2.4 and 4.1 above).

This particularly applies to the least widely used and least taught languages, which would then be introduced in an informal way and in small doses into the curricula.

Measures should be taken by Member States and partner institutions in the exchanges so that full advantage is taken of this opportunity and so that a first contact with new languages is facilitated.

One of the possibilities to achieve this objective would be to make full use of the materials produced under Action VB of the Programme, when these materials are available.

The costs of the linguistic preparation on the sending side and of the instruction on the hosting side should clearly be taken into account in the budgets and, as far as the least widely used and least taught languages are concerned, a LINGUA support of up to 75% of the total cost of the exchange could be envisaged to act as an additional incentive to Member States.

**CENTRALIZED ACTIONS
(IB, III and V)**

AND

**SEMI-DECENTRALIZED ACTION
(II)**

The centralized Actions (Actions IB, III, V) are globally administered by the Commission.

The semi-decentralized Action (Action II) is jointly administered by the Commission and the Member States on the Erasmus model.

As in the decentralized Actions, the general orientations are defined by the Commission with the advice of the LINGUA Committee.

The monitoring of these Actions is based on the analysis of interim and final activity reports sent to the Commission by the coordinating institutions and/or by the participants in the projects. Regular meetings with relevant experts are also held to analyse the impact of these Actions at Community level and to make the necessary adjustments.

ACTION IB

1. AIMS

1.1. European Cooperation Programmes (ECPs) constitute a good example of an innovative approach in the field of the in-service training of foreign language teachers.

1.2. The principal objective of an ECP is to provide original frameworks in which teachers and trainers may improve their communicative skills, their awareness of the cultural environment of the target language and their knowledge of different methods of teaching the language, not only in their own national context but also on a trans-national basis.

1.3. This objective will be reached through the active cooperation between in-service training establishments in at least two Member States; innovation in the field of methodology in foreign language teaching and training and the use of information technologies should be important features to take into account when jointly designing a European Cooperation Programme.

2. IMPLEMENTATION IN THE ACADEMIC YEAR 1991-92

2.1. In 1991, ECU 300,000 were used to support or co-finance European Cooperation Programmes.

The Commission received 50 applications for Programmes to be implemented in the academic year 1991-92, involving 86 institutions.

In spite of the limited means available, the Commission managed to select, with the help of an advisory board, and to co-finance 12 ECPs (representing 24% of all submitted projects) involving 40 partners in 6 different countries – France, Germany, Italy, Portugal, Spain and the United Kingdom – (see Tables VI and VII in the Annexes to this report), and covering 7 target languages (including Greek, Italian, Portuguese and Spanish) (see Table VIII in the Annexes to this report).

This network was started, in 1991, on a limited basis, but the budget set aside for ECPs in 1992 (MECUs 1,5, five times as much as in 1991) reflects the determination of the Commission to promote co-operation in the field of the in-service training of language teachers and to set up a comprehensive network, thus making it possible, in the very near future, to offer teachers in need of training a wide range of activities in which they can participate under Action IA.

2.2. The selection policy adopted by the Commission took into account the priorities expressed in the Council Decision, i.e. preference to Programmes which would clearly:

- a. improve the in-service training of foreign language teachers
- b. encourage competence in the least widely used and least widely taught languages
- c. promote innovation in methods of foreign language training
- d. make use of the new information technologies

3. THE 1st SYMPOSIUM ON EUROPEAN COOPERATION PROGRAMMES

3.1. The evaluation of the 50 applications received in 1991 having shown that most applicants had not clearly understood the basic underlying principles of an ECP and in anticipation of the difficulties that such a new concept might cause for future candidates when preparing their projects, the Commission decided to hold a Symposium on ECPs, in the Autumn, in the Netherlands.

3.2. This Symposium was seen by participants as a worthwhile exercise which brought better understanding of what constitutes an ECP and clarified the concept; this will no doubt lead to considerable improvement in the quality of applications in the future.

The publication of the proceedings of the Symposium is scheduled for the first half of 1992; this will be followed immediately by the production of a short guide for the setting up of ECPs to be used by applicants as a complement to the LINGUA Applicants' Guide; this short guide will take into account the conclusions of the working groups which took place during the Symposium.

4. PERSPECTIVES

4.1. Success seems to depend on a number of factors. The following points are relevant here:

a. there is a considerable variation of practices in the in-service training of foreign language teachers across the Community, which is bound to condition the LINGUA course of action.

b. in-service training institutions should acknowledge that in-service training of foreign language teachers is susceptible of improvement and that new training strategies should be applied.

c. the inter-institutional and transnational nature of an ECP concept requires effort and goodwill on the part of participants if convincing scenarios aimed at the qualitative improvement of foreign language competence within the Community in the 90s and beyond are to be developed.

4.2. The concept of an ECP can be difficult to apprehend by potential candidates.

Experienced specialists and institutions responsible for the in-service training of teachers in Member States where such training exists should contribute to the clarification and promotion of this concept.

The Commission encourages these specialists and institutions to help Member States where the in-service training of teachers is either non-existent or only just starting; it encourages them, in particular, to become active advisory partners in projects co-ordinated by less experienced countries or to integrate these countries in some of their own projects.

4.3. To achieve this objective, the Commission stresses the need for and the importance of preparatory visits.

There was only a small amount of requests for these in 1991: 53 applications were received, out of which only 6 could be funded under the 1991 budget; another 7 of them will be funded under the 1992 budget.

In order to promote the use of preparatory visits, the Commission has already started launching campaigns, at Community level, aimed at language teacher training institutions so that these visits are "advertized" more widely, explained more clearly and generally made better use of.

4.4. All this implies a very pro-active and voluntarist approach on the part of all involved in the training of language teachers (Ministries of Education, teacher training institutions...) and a closer transnational co-operation between them.

The Commission finances up to 50% of the total costs of European Cooperation Programmes; Member States should therefore make sure that the relevant institutions can commit, in the spirit of complementarity and subsidiarity, the necessary extra financial and human resources.

4.5. The first Symposium on ECPs has laid the appropriate foundation for such co-operation, but it will need to be followed by similar "joint ventures" initiated by the Commission and/or the relevant authorities and institutions involved since the in-service training of better prepared and more competent (both linguistically and methodologically) language teachers is one of the keys of the success of the LINGUA Programme; the setting-up and the development of a network of institutions working on new ideas and new approaches in the field of in-service training should certainly be treated as one of the priorities of the Programme.

4.6. A transnational approach to the in-service training of language teachers did not really exist before LINGUA; the added value that the Programme is providing, here as in all its other Actions, is therefore clearly visible.

ACTION II

Action II of the LINGUA Programme, which promotes the teaching and learning of Community languages, covers inter-university cooperation and exchange of Higher Education students and staff. The administration of Action II of LINGUA is carried out in accordance with the same procedures as those used for the ERASMUS Programme, and joint arrangements for the management of ERASMUS and Action II of LINGUA have therefore been implemented.

The total budget available in 1991 for Action II of LINGUA was 5 MECU compared with ECU 2,260,000 in 1990-91.

In the assessment of the applications for 1991-92 in the field of languages, careful attention was given to ensuring that the final selection of ICPs to be supported under LINGUA Action II clearly reflected the priorities of the LINGUA Programme, notably the training of future language teachers and the promotion of the least widely used Community languages.

It should be noted that LINGUA Action II does not provide funding for the development of common curricula or for the organisation of intensive programmes. However, these measures are considered important and they are therefore eligible for parallel funding under ERASMUS.

177 applications were considered under LINGUA Action II (33.5% of all applications in languages for ERASMUS and LINGUA Action II combined), involving 172 student mobility programmes, 80 teaching staff mobility programmes and a total of 4,393 eligible students.

A total of 149 ICPs were selected. These comprised 144 student mobility programmes (compared with 77 in 1990-91) and 32 staff programmes (compared with 8 in the previous year). 448 institutions were involved in the programmes selected, and up to 4,180 students were eligible to spend a period of their recognised study in another Member State. The number of partnerships nearly doubled. Germany (19.9 %), the United Kingdom (15.3 %), France (14 %) and Spain (14 %) accounted for most participations. Smaller countries like Portugal (5.1 %), the Netherlands (4.8 %) and Ireland (4.6 %) were also well represented. Application rates were lowest for Greece (2.9 %) and Denmark (2.4 %).

Nearly all approved LINGUA ICPs accepted in 1991-92 contained a strong teacher-training element and a high proportion of all students exchanged intend to become language teachers. No less than 43 of the 149 approved ICPs involved the teaching and promotion of the least spoken eligible LINGUA languages. In 1991-92 the LINGUA (Action II) budget was so relatively small that only a handful of joint language/non-language subject area ICPs could be accepted.

In line with measures adopted for ICP grantholders within the ERASMUS Programme, the Commission undertook to support most LINGUA accepted ICPs for a period of three academic years in the first instance. Re-application for funding during that period has therefore been considerably simplified, in line with ERASMUS procedures.

In 1991, for the first time, general impressions on the actual performance of LINGUA Action II can be derived from reports of ICPs accepted for 1990-91, but the very small number of programmes involved makes it impossible to draw many conclusions. However one can note that the great majority of the first 79 LINGUA ICPs - 77 Student Mobility Programmes and 8 Teaching Staff Mobility Programmes - have been carried out satisfactorily.

One structural problem, typical in many LINGUA ICPs and highlighted in certain reports is the considerable strain on language departments, especially those receiving incoming students. This is because two departments are often involved in each participating institution – the one sending students and therefore benefiting, and the other receiving students and therefore having an additional work load. Programme coordinators have suggested that the programme should compensate receiving departments (UK and IRL English Language and Literature Departments appear to be the most affected).

In 1991–92 special care was taken to involve institutions from the five new Länder in the reunited Germany. Of the 149 ICPs, 6 were coordinated by FNL institutions and 7 were coordinated by institutions from other Member States but involved a FNL institution as a partner. Student exchanges with FNL took place in the framework of 12 accepted student mobility programmes, involving a total of 570 eligible students (= 4,316 student months). Up to 104 students were eligible to go from the FNL to another Member State and 75 students were eligible to move from another Member State to the FNL. Of the 12 SM programmes, 5 were coordinated by an FNL institution. Of the 32 teaching staff programmes accepted for 1991–92, 3 involved an FNL institution and 1 was coordinated by an FNL institution.

As far as LINGUA Study Visits in 1991 are concerned, 68 applications were received from members of teaching or administrative staff in higher education institutions and 56 of these were accepted. In selection, care was taken to promote visits which would contribute to the teaching of the least widely taught and least used languages as well as those related to the initial training of teachers. Out of these 56 visit programmes, 9 involved a visit to an institution from the FNL. The UK, E and B have the highest participation rate. DK and IRL had the lowest, each being involved in 1 Programme.

The initial impact of LINGUA Action II has been positive although certain difficulties persist with regard to the disparity between the average level of student grants under ERASMUS and LINGUA Action II due to differences in the allocation system for student grants under the respective Programmes; this results from the provisions of their respective Council Decisions. The Commission has undertaken to study the problem and to seek a solution which minimises unintended discrepancies in student grant levels but respects the Council decisions relating to both Programmes.

One issue that will also need to be addressed is the lack of provision within the LINGUA Programme to support improvements in the provision of language teaching for the generality of higher education students. Inadequate language provision is certainly a major barrier to the growth in mobility and mutual understanding which are part of the aims of LINGUA (Action II).

**VUE D'ENSEMBLE DE L'ACTION II DE LINGUA
PROGRAMMES INTERUNIVERSITAIRES DE COOPERATION (PIC) EN 1991-92**

	Nombre de demandes reçues	Nombre de demandes proposées	Taux d'acceptation en %	Montant alloué en ECU	Montant par PIC en ECU
Progr. de mobilité d'étudiants	172	144	83.7%	1,170,000	8,125
Progr. de mobilité d'enseignants	80	32	40.0%	320,000	10,000
TOTAL pour tous les PIC	177	149	84.2%	1,490,000	10,000

VUE D'ENSEMBLE DE LINGUA ACTION II EN 1991-92

	Nombre total de demandes reçues		Demandes proposées pour acceptation		Nombre d'étudiants dans les demandes proposées	
	Participants		Participants		Etudiants/mois	
	Nombre	%	Nombre	% taux d'accept.	Nombre d'étudiants	
B	10	6	35	100.0	251	1,446
D	27	15	140	81.5	729	5,476
DK	10	6	24	50.0	81	587
E	24	14	96	91.7	575	4,060
F	22	12	94	90.9	646	4,654
GR	7	4	19	85.7	111	655
I	26	15	75	84.6	416	3,059
IRL	4	2	29	100.0	174	1,264
L	0	0	1	0.0	1	6
NL	12	7	32	83.3	280	1,421
P	11	6	38	54.5	198	1,351
UK	24	14	106	91.7	718	4,792
TOTAL	177	100	689	84.2	4,180	28,771

ACTION III

1. AIMS

The Action does not aim to replace activities undertaken by enterprises and other bodies in the field of linguistic training directed towards the economic world. Its aim is rather to contribute, through several strategic measures, to the development of teaching and learning of foreign languages as an essential component of vocational training of workers and trainers, particularly in small and medium-sized enterprises.

The Action consists of the following measures:

a) Diagnosis of needs; here the Community aids the development and dissemination of techniques for the analysis of needs for foreign languages and for training for foreign languages of professional or workers' organizations and of enterprises.

b) Development of teaching materials and self-learning methods.

c) Development of mobility and linguistic exchanges directed towards the representatives of small and medium-sized enterprises and professional organizations dealing with foreign language training for the needs of economic life, as well as towards trainers in foreign languages, specialized in different professional and technological fields.

d) Introduction of certificates, in cooperation with representatives of the professions or of the sectors of the economy concerned; here the Community grants aid to establishments responsible for designing curricula and issuing diplomas with a view to introducing foreign-language qualifications for the economic world and to designing the curricula and the teaching materials involved.

This Action therefore plays a vital role in the development of the 'free movement of goods, services, capital and people' in post-1992 Europe.

2. PROACTIVE OPERATIONS IN 1991

Considering the novelty of the activities in Action III, two experts' meetings were held during 1991, in which experts from almost all Member States participated.

At the first meeting (April 1991), working groups produced documents on language audit, certification and Action III strategy; in the case of language audit, a strategy for selection was suggested, which has helped to guide the Commission's selection of projects.

For certification a more specialised meeting was held in September, and resulted in proposals for specific projects to carry out essential work for the development of a "framework for certification"

As far as language audit is concerned, the report by van Hest and Oud de Glas ("A survey of the techniques used in the diagnosis and analysis of foreign language needs in trade and industry"), which was carried out at the request of the Commission, has now been published and is being sent to all language audit projects.

The Commission staff have participated in a number of Action III events in various Member States, and have cooperated with National Agencies in developing materials for them.

3. IMPLEMENTATION IN 1991

3.1. Applications received

For the first round (1st April), 106 projects were received for Action III, and for the second round (1st October) 67, a total of 173.

During 1991 with a budget under MECU 2.8, 40 projects were selected from the first round, and a further 18 from the second, making 58 in all; a further 3 are being recommended for funding from the 1992 budget, which would give a total of 61 out of 173, just over 35% of acceptance.

3.2. Accepted projects

3.2.1. Funding

Funding of accepted projects has been as follows:

	Round 1/91	Round 2/91	Total
Total requested	3,441,352	1,498,911	4,940,263
Total awarded	1,930,800	812,300	2,743,100

(For details of funding, see Tables X and XI in the Annexes to this report).

The distribution of coordinating institutions between Member States was uneven, but when one considers partner institutions, one can see a much better distribution of participation among almost all Member States (For details about this distribution, see Tables XII and XIII in the Annexes to this report).

3.2.2. Target languages

These are shown globally for Actions III and VB in Table XIII in the Annexes to this report.

For Action III, although there was a considerable demand for German (17), English (20) and French (24), most of the "lesser-taught languages" were well-represented, with 14 projects for Italian, 12 for Spanish, 11 for Greek, 9 for Dutch, 7 for Portuguese, 6 for Danish, 4 for Irish and 2 for Letzeburgesch.

This appears to be a satisfactory distribution, particularly in view of the fact that "necessity of the project" was a major criterion of selection.

3.2.3. Types of Project

By far the greatest number of projects both submitted and selected were for materials development.

The next most frequent type of projects was language audits; curriculum development and certification came behind.

However, needs analysis and certification often form part of a materials development project, as does curriculum development.

A large number of the accepted applications involve full use of the new technologies. The Commission also made a point of selecting a few good transborder and regional projects.

a) Language Audits

These were submitted by various Member States (Belgium, Greece, France, Italy, Netherlands, and United Kingdom), and covered:

- . sectoral projects – eg tourism, hotel/restaurant/catering (horeca), furniture and trades unions.
- . regional or geographical projects (see also e below) – eg Atlantic/Mediterranean, "5 Peripheral Regions" (project title), Friuli–Venezia–Giulia.
- . projects aimed first and foremost at the development and refinement of techniques and the production of a guide.

Almost all considered primarily the needs of SMEs.

b) Materials Development

As was expected, the priorities given in the first Applicants' Guide to certain sectors resulted in a concentration of many projects on these sectors.

The most popular area was tourism/horeca; 12 projects involving this area were selected, and these were widely distributed among Member States and target languages; account was taken of the fact that there can be considerable differences between areas (eg cultural, seaside, etc).

Other areas are transport (road/rail/air/sea) (4 projects, 7 languages); local government (4 projects, 5 languages to start with) and auto repair (2 projects, both for English).

In addition to these more specific areas, there have been 9 projects of a more general nature for SMEs/general business/commercial language, involving all Lingua languages.

c) New technology

The Applicants' Guide emphasises the need to exploit new technology (interactive video, computer-assisted language learning, satellite technology etc) to cater more appropriately for the special needs of SMEs, in particular to overcome the difficulty their staff experience in attending regular classes, and to provide more materials for self learning.

This has resulted in a large number of applications, of which it must be said that many were much more explicit on the technology than on the linguistic methodology to be used; however, some 13 have been accepted, which plan to develop the use of these media.

d) Certification

There have been relatively few applications for this type of activity (5 projects with a significant certification element have been approved), pending the outcome of work on developing a longer-term "framework".

e) Transborder and regional projects

Some of the selected projects have a transborder orientation, involving for example the frontiers between Germany and Denmark, Germany and the Netherlands, Germany and France, Belgium, France and the UK, and another (for Letzeburgesch) centring on Luxemburg and involving Belgium and France.

One regional project focuses on the Friuli–Venezia–Giulia region in Northern Italy and another takes "5 peripheral regions" as its focus (Denmark, Germany, Spain, the Netherlands and the UK are involved); another project takes the common linguistic inheritance of the "Latin" area (Spain, France, Italy and Portugal) as its basis.

4. PERSPECTIVES

4.1. Projects based on needs analysis

All materials development projects need to be based on some kind of needs analysis, and this is one of the criteria governing the selection of projects; however there will also be a need to build on the current language audit projects, some of which will be followed up by applications for materials development and/or certification projects, but where this is not the case it may be desirable to guide activity in this direction.

4.2. Framework for certification

Together with the necessary linguistic audits, this area is a major priority, since the development of a framework is a prerequisite for coherence and transparency in the systematic development of certification, curricula and materials.

4.3. Funding policy

One of the vital questions in Actions III and VB concerns the percentage of the requested grants that should be given.

It has become clear that Actions III and VB are not like some mobility programmes, where activity can normally be adjusted to the funding offered.

In the case of these Actions, there are a number of problems:

- Firstly, the type of activity may itself not be amenable to adjustment: for example, half a dictionary or two thirds of a language audit may not be of any use.
- Secondly, the type of institutions concerned (including publishers and software firms as well as training institutions) have in many Member States little flexibility in their funding.

The Commission's policy is therefore to fund projects, not in any 'symbolic way', but so that they can be carried out and implemented in the most satisfactory way; this means that funding can often, when justified, go up to 40 or even 50% of the total costs, the rest of the funding being provided by the coordinators of the projects and their partner institutions, be they public or private, in the spirit of complementarity and subsidiarity.

As has already been stated, with a budget slightly under MECU 2.8 for Action III in 1991, the Commission has managed to fund 58 projects which requested nearly twice that amount from LINGUA (see Table XI in the Annexes to this report).

But if one considers that the total amount requested from LINGUA for all projects submitted under Actions III and VB was nearly MECU 15.5 and that, out of the rejected projects, some of them were turned down, not because they were unacceptable, but because of the limitations of available funds.

ACTION VA

1. AIMS

The Action aims at supporting the development of transnational exchanges between structures at European level whose aim is to promote the LINGUA objectives and particularly those concerned with foreign language teaching methods and with encouraging the use of foreign languages in the media.

It does not, however, allow for funding of statutory meetings of Associations that would take place whether Community money was committed or not, nor does it allow for financing publications on a regular basis.

2. IMPLEMENTATION IN 1991

2.1. Applications received

During 1991, 28 applications were submitted for Action VA, of which only 8 were accepted.

a) Types of institutions

Most of the institutions submitting projects were transnational non-profit-making associations, followed by transnational higher education institutions and teachers' associations, and finally local government and other bodies.

b) Target languages

As was to be expected, considering the objectives of this Action and the ground it can cover, almost all languages were targetted directly or indirectly, at different levels.

2.2. Distribution of accepted projects by Member State

The 8 selected projects were co-ordinated by Belgian, Spanish, Italian, Luxemburgish, Dutch and British institutions (see Table XIV in the Annexes to this report), but all 12 Member States are involved in one project or another.

An interesting example of a typical activity under Action VA is 'Promolingua', an ambitious and long-term project submitted by Luxemburg. Its aim is to implement a concrete programme of cooperation, including a survey of initiatives taken in the different countries, in order to stimulate the effective practice of foreign languages, to identify initiatives contributing to the development of the European dimension, to investigate the means and techniques to promote its introduction, and to coordinate and organize concretely a variety of events. All 12 Member States are involved in the activities generated by this project, which includes the 11 LINGUA languages.

3. PERSPECTIVES

The least widely used and least taught languages of the LINGUA Programme play an important part in this Action, which provides an effective means of promoting them, directly or indirectly.

In this respect, the Commission encourages European Associations and Consortia to submit projects that have to do with language fairs, language festivals, language competitions ..., which offer organizers excellent opportunities to introduce the lesser-taught languages on an equal footing with the more widely used ones.

ACTION VB

1. AIMS

According to the Council Decision, financial aid in Action VB will be provided on an experimental basis during the initial phase of the Lingua Programme to support the diversification of foreign language teaching and learning through assistance in the development and exchange of teaching materials for the least widely used and least taught languages.

In practice emphasis has been placed on the following aspects:

- diversification of the provision of foreign languages in Member States;
- development and exchange of materials for general purposes (and exceptionally for specific purposes not falling under Action III and not otherwise catered for)
- least widely used and least taught languages (in almost all cases)
- innovative use of advanced technology and self-learning/distance learning.

There is some potential overlap with Action III, since some materials for beginners produced under Action III will in fact be general-purpose materials as far as their linguistic content is concerned, and are often likely to be of use to a more general public as well.

2. IMPLEMENTATION IN 1991

2.1. Applications received

During 1991, 18 VB projects were received for the first round of selection and 34 for the second; six had also been considered in February, giving a total of 58.

3 projects were selected in February, another 8 in the first round, and 4 in the second; 2 further projects may be financed from the 1992 budget, which would give an overall total of 17 out of 58 (just over 29%).

Funding of accepted projects has been as follows (the February round is here referred to as "Prelim"):

	Prelim 91	Round 1/91	Round 2/91	Total
Total requested	159,500	427,000	184,000	770,500
Total awarded	103,500	325,000	120,000	548,500

(For further details of funding, see Tables X and XI in the Annexes to this report).

2.2. Accepted projects

With the exception of one project for materials for a competition involving all LINGUA languages, and another for primary school video materials for English and French, all projects involved almost exclusively least taught languages.

They have involved Danish (1), Greek (3), Spanish (1), French (1), Irish (1), Italian (1), Dutch (2), and Portuguese (3), (with French included in a project combining the four "Latin" languages, Spanish, French, Italian and Portuguese).

Two projects were 'general' projects – one involved all LINGUA languages except Greek and the other dealt with 'learning to learn languages'.

(See Table XIII in the Annexes to this report for further details about target languages).

Materials projects have included one for a Greek–Danish dictionary, and a number of them concern the development of multimedia materials and software.

Projects are coordinated by institutions in Belgium (2), Denmark (2), Germany (1), Greece (1), France (3), the Netherlands (2), Portugal (1) and the UK (3).

(For further details about target languages and distribution of coordinators and partners by Member States, see Tables XII and XIII in the Annexes to this report).

3. PERSPECTIVES

Experience has shown that a campaign to arouse interest among those bodies and institutions particularly concerned with the least taught languages can be very effective; the difficulty is to stimulate **enough** good projects, but not **too many**.

The success of the policy of "diversification", to which Member States have subscribed through the LINGUA Decision, not only depends on the willingness of many people to learn more than one foreign language, but also on the availability of good and relevant didactic materials.

There is therefore everywhere an urgent need to widen the range of languages on offer and to facilitate access to these languages by, among other things, developing high–quality distance learning systems and self–teaching materials; this is one of the priorities of Action VB.

Production of didactic materials at 'survival level' under this Action can also be very useful for the linguistic preparation of young people involved in a Joint Educational Programme under Action IV; this is an area which the Commission certainly intends to explore and to promote in 1992 and to which a relevant budget will be committed.

C O N C L U S I O N

ADDED VALUE OF THE LINGUA PROGRAMME

The LINGUA Programme was designed to complement the policies of the Member States in the spirit of Article 5 of the Decision.

An added value to the activities already going on in the Member States is created by projects under Actions III and V, by the 'LINGUA school exchanges' under Action IV and by the periods of in-service training and study periods under Actions I and II.

Probably, without LINGUA:

- transnational networks for the in-service training of language teachers would not have been set up
- a large number of language teachers would not have been able to go abroad to improve their linguistic and pedagogical competence
- thousands of students and school-children would not have benefited from a period of study in a foreign country
- practically none of the projects aiming at the production of didactic materials, at the analysis of language needs in various areas and sectors of the Community or at the setting-up of a consistent and transparent 'certification framework' would ever have been started

LINGUA also plays an important complementary part in the implementation of other Community actions involving the mobility of European citizens by helping to provide them with the means to communicate in the languages spoken in the host countries.

However, the pre-requisite for the successful operation of subsidiarity in the LINGUA Programme with respect to national educational policies is the full commitment of the Member States to the spirit of Article 5 of the Decision, particularly a commitment to:

- encourage all citizens to acquire a working knowledge of at least two foreign languages
- increase the existing opportunities for teaching and learning foreign languages
- promote competence, if only at 'survival level' to begin with, in the least widely used and least taught languages
- increase the opportunities for teachers and trainers to reap the benefits of in-service training abroad

The LINGUA Programme, because of its very nature, depends greatly on national contributions. Experience has shown that the countries where the Programme works best are those where efficient LINGUA structures have been set up and where adequate human and financial resources have been allocated to those structures by the national authorities.

ACTIVITY REPORT

1991

ANNEXES

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TABLE III	ACTION IV Introductory note Statistics for the academic year 1990-91 (1)
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TABLE V	ACTION IV Introductory note Statistics for the academic year 1991-92
TABLE VI - VII	ACTION IB Introductory note Applications received and accepted (Table VI) Applications received and accepted (Table VII)
TABLE VIII (1 & 2)	ACTION IB Introductory note Target languages
TABLE IX (1 & 2)	ACTION IB Introductory note Costs of ECPs and grants awarded
TABLE X to XIII	ACTIONS III and VB Introductory note
TABLE X	ACTIONS III and VB Funding requested and awarded during 1991 (1)
TABLE XI	ACTIONS III and VB Funding requested and awarded during 1991 (2)
TABLE XII	ACTIONS III and VB Projects accepted in 1991 (analysis by Member States participating as co-ordinators)
TABLE XIII	ACTION III and VB Projects accepted in 1991 (analysis by Member States participating as partners and by target language)
TABLE XIV	ACTION VA Introductory note Applications received and accepted

INTRODUCTORY NOTE

This table shows the actual participation of the different Member States in the in-service training of language teachers under Action IA in the academic year 1990-91

Thus Belgium (FR) sent 11 teachers abroad in 1990-91:

- 3 were sent to Germany
- 3 were sent to Spain
- 5 were sent to the United Kingdom

In the vertical "total-column" of this table, the figures on the left of the slants represent the number of teachers each Member State sent to other Member States as indicated in the reports which were sent to the Commission.

The figures on the right of the slants represent the total number of teachers whom each Member State sent to other Member States.

The discrepancy between the two sets of figures in one case (E) and the fact that no figures are indicated in two cases (DK and UK) are due to incomplete information sent by the relevant National Agencies.

The reason for this is that some National Agencies are only just concluding the process of gathering the necessary information and of setting up reliable means of putting together and analyzing their statistics, hence the difficulty of providing fully reliable and complete information.

TABLE I

ACTION IA

Statistics for the academic year 1990-91

90-91 Teachers sent by	90-91 Number of teachers	90 - 91 Teachers sent to													TOTAL		
		B	DK	D	GR	E	F	IRL	I	L	NL	P	UK				
B(FR)	11			3		3										5	11/11
B(NL)	7				1			3				1				2	7/7
DK	11																?/11
D	137		1		1	53				7				10	3	62	137/137
GR	24							9								15	24/24
E	97	1						8								57	66/97
F	38			10		7				1					1	19	38/38
IRL	45			25				20									45/45
I	52			9		1		9		1						32	52/52
NL	18			1		7		5							1	4	18/18
L	3							1								2	3/3
P	22							11		1						10	22/22
UK	51																?/51
TOTAL:	516	1	1	48	2	71	66	2	9	0	10	5	208	423/516			

INTRODUCTORY NOTE

This table shows the actual or expected participation of the different Member States in the in-service training of language teachers under Action IA in the academic year 1991-92.

Thus Italy received 600 applications and has already sent 75 teachers abroad; but it is expecting to send another 500 before the end of the academic year 1991-91.

The United Kingdom has received 95 applications so far and has already sent 74 teachers abroad; but it is expecting more applications which will enable the National Agency to send another 500 teachers before the end of the academic year 1991-92.

ACTION IA

Statistics for the academic year 1991-92

Country	91-92 Applications already accepted	91-92 Applications received	91-92 Participants expected
B(FR)	2	2	60
B (NL)	2	20	40
DK	99	340	---
D	---	12	245
GR	2	54	300
E	---	---	---
F	133	249	346
IRL	---	45	75
I	75	600	500
NL	9	29	140
L	---	---	---
P	---	60	200
UK	74	95	500
TOTAL	396	1506	2406

INTRODUCTORY NOTE

This table shows the actual participation of the different Member States in the exchange of young people under Action IV, in the academic year 1990-91.

Thus Germany received 61 requests for preparatory visits and accepted 41.

16 groups were sent abroad, representing 264 young people and 29 teachers.

German institutions hosted 3 groups, representing 37 young people and 5 teachers.

The table is incomplete due to insufficient information provided by some Member States.

ACTION IV

Statistics for academic year 1990/91 (I)

Country	90-91 prep. visits		90-91 groups sent by			90-91 groups hosted by		
	grants to	participants from	N° of groups	N° of participants	N° of teach.	N° of groups	N° of part.	N° of teach.
B (FR)	11	15	1	16	2	1	16	2
B (NL)	5	11	11	218	44	?	?	?
DK	17	24	1	50	2	?	?	?
D	41	61	16	264	29	3	37	5
GR	6	?	3	17	2	1	45	3
E	28	28	8	157	?	?	?	?
F	72	168	105	2422	161	?	?	?
IRL	?	?	4	132	12	?	?	?
I	24	60	20	494	42	?	?	?
L	2	--	--	--	--	--	--	--
NL	27	60	7	174	16		137	30
P	2	3	4	74	7	2	27	4
UK	?	?	35	?	?	?	?	?
Total	235	430	215	4018	317	7	262	44

INTRODUCTORY NOTE

This table shows the actual participation of the different Member States in the exchange of young people under Action IV in the academic year 1990-91 and where the young people went.

Thus, out of the 157 young people whom Spain sent on an exchange, 22 went to Denmark, 40 to Germany, 39 to France, 20 to the Netherlands and 36 to the United Kingdom.

In the vertical "total column" of this table, the figures on the left of the slants represent the number of young people whom each Member States sent to other Member States as indicated in the reports which were sent to the Commission.

The figures on the right of the slants represent the total number of young people whom each Member States sent to other Member States.

The discrepancy between the two sets of figures in three cases (B(NL), DK, D) and the fact that no figure are indicated in the one case (UK) are due to incomplete information sent by the relevant National Agencies.

The reason for this is that some Agencies are only first now concluding the process of gathering the processary information and setting up reliable means of putting together and analysing their statistics.

TABLE IV

ACTION IV

Statistics for academic year 1990-91 (2)

Country	90-91													TOTAL
	young people sent to													
	B	DK	D	GR	E	F	IRL	I	L	NL	P	UK		
B (FR)					16								16/16	
B (NL)						12	16	37				39	104/218	
DK													?/50	
D					1	94		1				68	164/264	
GR		17											17/17	
E		22	40			39				20		36	157/157	
F	24	79	224	69	145		10	177			140	1554	2422/2422	
IRL			10		10	100		12					132/132	
I	50	47	32		50	76	98				20	121	494/494	
L	--	--	--	--	--	--	--	--	--	--	--	--	0/0	
NL						113						61	174/174	
P			18			46						10	74/74	
UK														
Total	74	165	324	69	222	480	124	227	--	20	160	1889	3754/4018	

INTRODUCTORY NOTE

This table shows the actual or expected participation of the different Member States in the exchange of young people under Action IV in the academic year 1991-92.

Thus France received 135 requests for preparatory visits and accepted 129, involving 307 teachers and administrative staff.

140 applications for exchanges were submitted, out of which 122 were accepted representing a total number of participants of 2,418.

Due to incomplete information sent by the relevant National Agencies (see reason for this in introductory note to Table IV) some figures are still missing.

ACTION IV

Statistics for academic year 1991-92

Country	91-92 preparatory visits				91-92 application for sending				N° of participants
	applications received	grants	participants	recommended	accepted	recommended	accepted		
B(FR)	4	4	8	10	9	10	9	136	
B(NL)	40	---	44	15	---	15	---	448	
DK	---	33	69	---	40	---	40	1010	
D	15	12	17	54	41	54	41	1049	
GR	2	1	1	8	6	8	6	131	
E	---	---	---	---	---	---	---	---	
F	135	129	307	140	122	140	122	2418	
IRL	7	---	---	7	---	7	---	112	
I	40	---	---	60	---	60	---	---	
L	---	---	---	---	---	---	---	---	
NL	29	25	51	43	19	43	19	430	
P	11	11	20	40	19	40	19	323	
UK	---	---	---	315	55	315	55	3100	
TOTAL	283	215	517	692	311	692	311	9157	

INTRODUCTORY NOTE

Tables VI and VII show the actual participation of the different Member States in received and accepted projects under Action IB either as co-ordinators or as partners.

Thus, out of the 50 received applications, Portuguese institutions co-ordinated 2 projects and were partners in 5.

Out of the 12 accepted applications, a Portuguese institution co-ordinated one project and another one was a partner in one project.

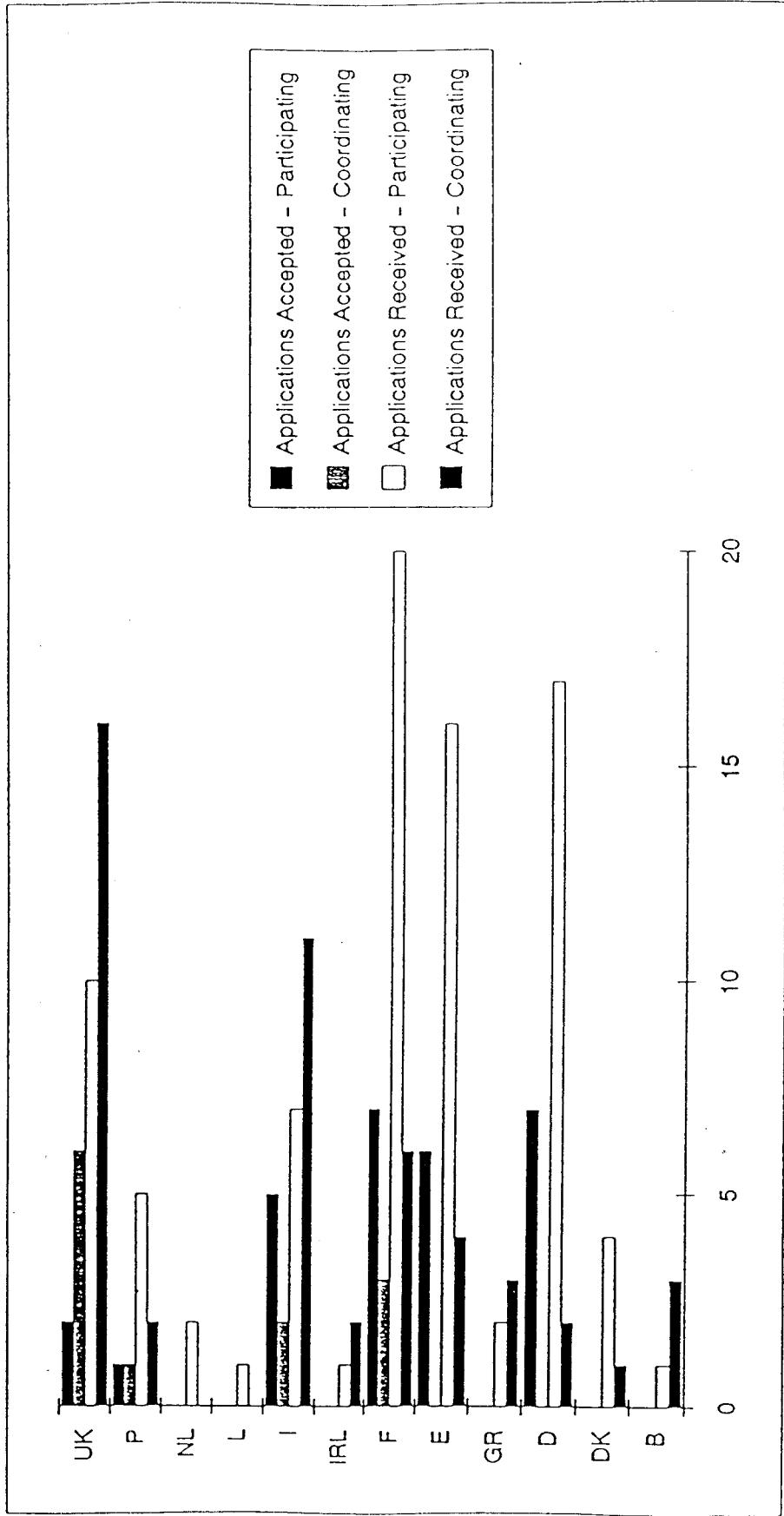
TABLE VI

ACTION IB
EUROPEAN COOPERATION PROGRAMME

1991

MS	Applications Received		Applications Accepted	
	coordinating	participating	coordinating	participating
B	3	1	---	---
DK	1	4	---	---
D	2	17	---	7
GR	3	2	---	---
E	4	16	---	6
F	6	20	3	7
IRL	2	1	---	---
I	11	7	2	5
L	---	1	---	---
NL	---	2	---	---
P	2	5	1	1
UK	16	10	6	2
TOTAL	50	86	12	28

European Cooperation Programme
1991
APPLICATIONS RECEIVED AND ACCEPTED



INTRODUCTORY NOTE

These tables show the number of times a given language was chosen as a target language in the different applications under Action IB.

Thus Greek was target language twice in all the received applications (see Table VIII. 1) and once in the accepted applications (see Table VIII.2).

ACTION IB

EUROPEAN COOPERATION PROGRAMME

1 9 9 1

TARGET LANGUAGES

(1)

TARGET LANGUAGES IN RECEIVED APPLICATIONS	
DK (Danish)	2
D (German)	8
GR (Greek)	2
E (Spanish)	9
F (French)	13
IRL (Irish)	1
I (Italian)	7
L (Letzerburgesch)	1
NL (Dutch)	2
P (Portuguese)	5
UK (English)	18

(2)

TARGET LANGUAGES IN ACCEPTED APPLICATIONS	
D (German)	6
GR (Greek)	1
E (Spanish)	6
F (French)	10
I (Italian)	6
P (Portuguese)	2
UK (English)	7

INTRODUCTORY NOTE

These tables provide figures concerning the costs of European Cooperation Programmes under Action IB (Table IX.1) and give the global amount of the grants awarded to the co-ordinating institutions of each Member State involved in accepted project (Table IX.2).

ACTION IB

EUROPEAN COOPERATION PROGRAMME
1 9 9 1

(1) COSTS OF ECPs

Grants requested from LINGUA in all received projects	Costs of accepted projects	Grants requested from LINGUA in accepted projects	Grants awarded by LINGUA
3.779.597 ECUs	1.004.154 ECUs	625.087 ECUs	189.840 ECUs

The sum total of all the individual grants requested from LINGUA for the 50 projects that were submitted was 3.779.597 ECUs.

The sum total of all the individual costs of the 12 accepted projects (as estimated by the co-ordinating institutions) was 1.004.154 ECUs.

The sum total of all the individual grants requested from LINGUA for the 12 accepted projects was 625.087 ECUs.

The sum total of all the individual grants awarded by LINGUA to the 12 accepted projects was 189.840 ECUs.

(2) GRANTS AWARDED TO CO-ORDINATING INSTITUTIONS
(PER COUNTRY)

Co-ordinating Country	Number of accepted projects	Grants awarded
F	3	50.640 ECUs
I	2	29.540 ECUs
P	1	12.660 ECUs
UK	6	97.000 ECUs

INTRODUCTORY NOTE

These tables concern projects received and accepted under Actions III and VB.

The first two give global figures (Table X) and figures broken- down by Member States (Table XI) of funds requested and awarded during 1991.

Table XII gives an analysis of projects by co-ordinating Member States.

Table XIII, finally, provides an analysis of the Member States participating as partners in accepted projects and of the target languages involved.

ACTIONS III and VB

1991

FUNDING REQUESTED AND AWARDED (1)

This table shows how much money (in ECUs) was requested and how much was actually awarded in grants to projects from the 1991 budget. It refers to the preliminary selection round for Action VB (February 1991), and the two rounds for Action III and VB projects received in 1991.

	Projects Received	Amount requested	Projects accepted	Amount requested	Amount awarded
Feb.91:					
Action VB	6	262.619	3	159.500	103.500
1st round:	106				
	18	5.330.265	40	3.441.352	1.930.800
		1.109.271	8	427.000	325.000
Action III					
Action VB					
2nd round:					
	67	6.545.924	18	1.498.911	812.300
Action III	34	2.225.781	4	184.000	120.000
Action VB					
Total	231	15.473.860	73	5.710.763	3.291.600

ACTIONS III and V.B.

1991

FUNDING REQUESTED AND AWARDED (2)

This table gives a breakdown by Member States of funds requested and awarded in 1991 for Actions III and VB Member States are given in the left-hand column. Thus accepted Action III projects from Danish coordinating institutions requested a total of ECUs 465.000 and were awarded 205.000 from the 1991 budget.

MS	Action III		Action VB		Total	
	Amount requested	Amount granted	Amount requested	Amount granted	Amount requested	Amount granted
B	100.000	90.000	103.500	75.000	203.500	165.000
DK	465.000	205.000	102.000	90.000	567.000	295.000
D	1.027.395	560.800	51.500	20.000	1.078.895	580.800
GR	651.187	270.000	94.000	30.000	745.187	300.000
E	148.900	69.000	-	-	148.900	69.000
F	786.871	435.800	147.000	87.000	933.871	522.800
IRL	205.170	135.000	-	-	205.170	135.000
I	270.740	168.000	-	-	270.740	168.000
L	200.000	100.000	-	-	200.000	100.000
NL	429.500	160.000	86.000	60.000	515.500	220.000
P	-	-	50.000	50.000	50.000	50.000
UK	655.500	549.500	136.500	136.500	792.000	686.000
TOTAL	4.940.263	2.743.100	770.500	548.500	5.710.763	3.291.600

Total amount requested for all projects submitted : 15.473.860

Total grants requested for accepted projects : 5.710.763

Total grants awarded for accepted projects : 3.291.600

ACTIONS III and VB

1991

PROJECTS ACCEPTED

ANALYSIS BY MEMBER STATE COORDINATING

This table shows the number of Action III and VB projects coordinated by institutions of each Member State (see left-hand column for country abbreviations) during 1991. For example, Denmark coordinated 4 Action III projects and 2 Action VB projects, a total of 6 altogether.

MS	Action III	Action VB	TOTAL
B	2	2	4
DK	4	2	6
D	10	1	11
GR	7	1	8
E	2	-	2
F	10	3	13
IRL	2	-	2
I	6	-	6
L	1	-	1
NL	3	2	5
P	-	1	1
UK	11	3	14
Total	58	15	73

TABLE XIII

ACTIONS III and VB

1991

PROJECTS ACCEPTED

ANALYSIS BY MEMBER STATE OF PARTNER INSTITUTIONS
AND BY TARGET LANGUAGE

This table indicates:

- how many institutions of a given Member State figured as partners in Action III and VB projects;
- how many times the language of that Member State occurred as a target language in Action III and VB projects

Country	Partner in Project			Target Language		
	preliminary + 1st round	2nd round	Total	preliminary + 1st round	2nd round	Total
B	13	2	15	--	--	--
DK	12	1	13	4	3	7
D	20	4	24	14	5	19
GR	23	10	33	5	7	12
E	14	7	21	8	5	13
F	35	13	48	17	10	27
IRL	2	2	4	1	3	4
IT	13	14	27	8	8	16
LUX	1	1	2	--	2	2
NL	15	2	17	6	4	10
P	9	2	11	5	4	9
UK	19	12	31	14	8	22
TOTAL	176	70	246			

INTRODUCTORY NOTE

This table gives the number of applications received and accepted under Action VA for the February, April and December rounds of selection.

The figures are broken down by Member States asking for funding.

TABLE XIV

ACTION VA
1991

Country	Applications received				Applications accepted				Total
	February round	April round	December round	Total	February round	April round	December round	Total	
B	---	2	2	4	---	---	2	2	
DK	1	1	---	2	---	---	---	---	
D	1	---	1	2	---	---	---	---	
GR	---	---	---	---	---	---	---	---	
E	---	---	1	1	---	---	1	1	
F	---	6	---	6	---	---	---	---	
IRL	---	---	---	---	---	---	---	---	
I	1	4	2	7	---	1	---	1	
L	---	1	---	1	---	1	---	1	
NL	---	2	---	2	---	1	---	1	
P	---	1	---	1	---	---	---	---	
UK	---	1	1	2	---	1	1	2	
TOTAL	3	18	7	28	---	4	4	8	

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