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The LINGUA Programme in 1990

A Report presented by the Commission

in accordance with

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establishing the LINGUA programme

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I. INTRODUCTION : GENERAL CONTEXT AND OBJECTIVES

A. General context

1. Language is an expression of the identity of people. It is the key to understanding their culture, customs and aspirations. Language is a cohesive force in a community, and just as science and technology have come to pervade every aspect of human living, so the question of languages pervades all the ambitions, intentions and policies of the European Community. Indeed, lack of linguistic competence is seen as the "Achilles heel" in the Community-wide effort to make the free-movement of persons and ideas a practical reality, and the need to improve foreign languages skills is enhanced by the imminence of the completion of the Internal Market.
2. The importance of languages is expressed in the recital to the Council decision on the LINGUA programme, which records that *"greater foreign language competence will enable citizens to reap the benefits of completion of the Internal Market and will enhance understanding and solidarity between the peoples which go to make up the Community, while preserving the linguistic diversity and cultural wealth of Europe"*;....
3. It is within this context that the Council adopted the LINGUA programme on 28 July 1989 with the general aim of promoting a qualitative and quantitative improvement in foreign language competence with a view to developing communication skills within the Community.
4. In adopting this general objective, the Community deliberately chose a strategy of action involving the diversification of the foreign languages on offer in education and training programmes, thus promoting the lesser taught of the Community languages, rather than promoting one or two priority languages. Given the rich diversity of European linguistic and cultural traditions, the option taken through the adoption of the LINGUA programme is that all the official languages of the Member States of Community should be more widely taught throughout the Community, together with Irish, one of the languages in which the Treaties establishing the European Communities are drafted, and Letzeburgesch, a language spoken throughout the territory of Luxembourg. The languages covered by the LINGUA programme are, therefore, Danish, Dutch, English, French, German, Greek, Irish, Italian, Letzeburgesch, Portuguese and Spanish (the "Lingua languages") when taught as foreign languages.

5. Language competence is necessary to support mobility, economic and administrative interaction and cooperation in practically every sphere of activity. Because of the increasing importance of foreign languages for non-language specialists working in business, commerce or science, the LINGUA programme also aims to improve skills of communication. This requires substantial improvement in the quality and in the quantity of foreign language teachers and trainers, and their initial and continuous preparation is accorded high priority. Priority is also given to the improvement of foreign language learning in the field of vocational training.

B. Objectives of the LINGUA programme

6. The principal objective of the LINGUA programme is to promote the qualitative and quantitative improvement in foreign language competence in the Community. By means of Community-wide measures, this programme will help to promote those of the policies which the Member States adopt, which they apply in the context of their internal structures and the characteristics and possibilities of their education and training systems and which are generally aimed at improving linguistic competence of all citizens.
7. In order to achieve the objectives of Member States' policies set out in Article 5, the Council Decision provides for a series of Actions to be supported by the Community, which cover the following areas:
 - I. the in-service training of teachers and trainers;
 - II. the learning of foreign languages in universities and, in particular, the development of the initial training of foreign language teachers;
 - III. the promotion of the knowledge of foreign languages used in work relations and in economic life;
 - IV. the development of exchanges of young people undergoing professional, vocational and technical education;
 - V. complementary measures.

The LINGUA Programme is partly decentralised, which means that Actions I(a) and IV are managed through national agencies, Action II is administered through the same structures as the ERASMUS Programme, while Actions I(b), III and V are centrally administered on behalf of the Commission.

II. THE LINGUA PROGRAMME IN 1990

8. The LINGUA programme came into effect on 1 January 1990, but in view of the small budget made available to the programme, 1990 was used as a "preparatory year". The strategy to implement the LINGUA programme was, therefore, centred around three elements:
- establishment of the consultative infrastructure: the LINGUA Committee;
 - establishment of the organisational infrastructure, both the national and at Community level: National Agencies and LINGUA Bureau;
 - measures to inform target groups, national authorities, etc about the Programme and initial programme operations under the various actions.

This report gives account of the activities undertaken under these three headings during 1990.

III. THE LINGUA COMMITTEE

9. The LINGUA Committee consists of two representatives of each Member State, and is chaired by a representative of the Commission. The Committee's remit includes:
- (a) the general guidelines governing the LINGUA Programme;
 - (b) the general guidelines governing the financial assistance to be provided by the Community (amounts, duration and recipients of assistance);
 - (c) questions relating to the overall balance of the LINGUA Programme, including the breakdown between the various actions and the encouragement of the use of all foreign languages.⁽¹⁾
10. The Committee met for the first time, informally, in November 1989, before the Council Decision had come into effect, and three times in 1990. All meetings of the LINGUA Committee have been held in a cooperative and positive spirit, which augurs well for the future cooperation between the Commission and the Member States in ensuring the success of the LINGUA programme.

11. Meetings of the LINGUA Committee in 1990

In 1990 the Committee met three times, in February, June and December. The major point of discussion of the first two meetings was the development of operational guidelines for each Action, which were made concrete through discussions of the detailed text of the "Applicants' Guide". A further point of discussion at the February meeting was the balance between the different Actions of the

(1) Article 9.3 of the Decision

programme and the parameters to be applied in the distribution of funds for Actions I and IV, the decentralised part of the Programme, in 1990.

12. Throughout 1990 the LINGUA Committee also discussed such matters as how to apply the priority for the lesser widely taught languages in the Community and how to implement the "diversification" objective of the LINGUA Programme, the kind of schools and of teacher training institutions that can participate in the programme, the sectors of economic life to be targeted, the publicity and promotion to be made of the Programme, and the question of monitoring and evaluation. At the December 1990 meeting, and account taken of the discussion at the two previous meetings, the Committee agreed that further reflexion was needed on :
- a. what constitutes the "needs" and the "priorities" of Member States in so far as the in-service training of language teachers is concerned;
 - b. how are those needs and priorities to be reconciled with the objectives and priorities of the programme;
 - c. the strategies to be developed by each Member State to contribute to the success of the LINGUA programme.

13. The Applicants' Guide

The first Applicants' Guide for the LINGUA Programme was published in September 1990. It contained detailed information on each Action, its application procedures, criteria for selection, application forms etc. A new version will be published in November 1991.

IV. NATIONAL AGENCIES AND TECHNICAL SUPPORT

14. Article 7 of the LINGUA Decision invites Member States "to designate one or more competent structures responsible for coordinating at national level the implementation of the measures as described in the Annex." The establishment of a good network of National Agencies is fundamental to the success of the LINGUA Programme. These Agencies are not just responsible for the decentralised administration of the major part of Action I and Action IV; they are also the first point of reference in their countries for information and guidance about the programme as a whole. They must be able to respond to queries on all parts of the programme, and to provide guidance to potential applicants under any Action. Equally, they are the Commission's first point of reference as to the position in regard to foreign languages in their Member States, and are invited to express an opinion as to projects submitted to the Commission under Actions I (Ecps), III and V where their country is concerned.

15. Given the fundamental role that National Agencies have to play, the designation of the appropriate entities or the establishment of new bodies to manage the LINGUA programme at national level, presented difficulties for some Member States as the target beneficiaries and the expertise required vary as between the actions of the programme. The result was that in most cases final arrangements could only be made in the second part of 1990, which implied a certain delay in the real launching of the programme.
16. The complexity of the programme has meant that there are always at least two agencies concerned with its administration in each Member State; for example, one for Actions I, III, IV and V; and the National Grant Awarding Authorities (NGAAs) designated under the Erasmus Programme, which handle student grants for Action II. In practice, there are considerably more "National" Agencies than this implies; the total number, including all the agencies designated in regard to the various Actions and the NGAAs, amounts to 35 Agencies. Since the first meeting of the LINGUA Committee, the Commission has warned against the proliferation of National Agencies in Member States, stressing the communication difficulties that this would entail. Indeed in some Member States there are now four agencies and it must be questioned whether this complexity facilitates access to the programme for would-be applicants.
17. During the first year of the Programme, the agencies have been occupied with establishing the detailed applications systems and guidelines for the Actions they handle directly, as well as responding to a considerable information demand. A number of "launching conferences" were organised in 1990, though many of the Agencies preferred to wait until 1991 before holding such conferences, as the financial means available to them in the first year were not sufficient to respond to the demand that would have been created. The Commission organised two meetings of agencies during this period.
18. So far as the Commission's own technical support requirements are concerned, the Commission organised a Call for Tenders in late 1989, and in June 1990 awarded the contract to a consortium of three of the tenderers, the British Council, the Centre International des Etudes Pédagogiques (Sèvres), and the Goethe-Institut. The technical support team provided by this consortium took up its tasks in November 1990.

V. ACTIVITIES SUPPORTED UNDER THE PROGRAMME IN 1990

19. Article 10 of the LINGUA Decision estimates that an amount of ECU 200 million will be necessary for the execution of the programme during the 5-year period 1990 to 1994. The annual appropriations are to be established in the annual budgetary procedure in accordance with the inter-institutional agreements.

20. A budget of ECU 6 million was provided for the implementation of the LINGUA programme in 1990. Although the main thrust of the preparatory year focused on the setting up of the operational infrastructure of the Programme, both at national and at Community level, some activity under the various Actions was supported, approximately as follows:

Actions I and IV	861.000	ECU
Action II	2.161.000	ECU
Actions III and V	3.078.000	ECU

Annex I contains several tables related to Action II of the LINGUA programme.

ACTION I The in-service training of teachers

Action I (a)

21. The major part of Action I involves the provision of in-service training grants to individual (or groups of) teachers to enable them to take part in in-service training activities which respond to the aims of the programme. These activities will normally take place in the country of the target language, and last at least 10 days. In addition, grants may be made towards the in-service training of teachers who have "retrained" into teaching another foreign language, for example where the demand for the languages they teach has diminished.
22. These grants are administered through the National Agencies, on the basis of block allocations provided by the Commission, calculated according to the parameters agreed with the LINGUA Committee. Given that the contracts with the National Agencies run from 1.12.1990 to 31.9.1991, the final reporting date is the end of October 1991. The Commission has, therefore, not yet received complete reports on the implementation of Action I (a) and IV at national level. However, first contacts reveal that there has been a considerable demand, even though in some Member States problems associated with the establishment of the national Agencies have delayed the process.

Action I (b)

23. The second part of Action I enables the Commission to support "European Cooperation Programmes" (ECPs) between institutions and organisations involved in the in-service training of foreign language teachers. After discussion with the Committee, the Commission decided that the deadline for applications for this part of the Action should be 31st January each year; and since the first deadline was thus 31 January 1991, no applications were received in 1990, nor were any preparatory visit grants made. The totality of funds available for in-service training of language teachers was, therefore, devoted to part (a) of Action I, managed by the National Agencies.

ACTION II Foreign language learning in Higher Education Institutions and the Initial Training of foreign language teachers

24. This Action is administered through the same structures as the ERASMUS Programme - indeed, although its content objectives and the specific criteria for the selection of its participants relate clearly to the LINGUA Programme, the Commission has taken care to link its operational aspects as closely as possible to those of the ERASMUS Programme, in order to ease the application process. However, successful candidates for funding are clearly regarded as part of the LINGUA Programme, and their contracts reflect this. Deadlines for applications, and the selection and contract procedures are the same as those for the ERASMUS Programme. The Action provides for the Community to support three of the ERASMUS types of operation: Inter-University Cooperation Programmes (ICPs), Student Grants, and Study Visit Grants.

25. In 1990, despite the limited budget available, the Commission supported 79 Inter-university Cooperation Programmes (ICPs) out of 164 applications received, as follows :

ICPs	600.000	ECU
Student grants	1.390.000	ECU

In making its selection, the Commission was careful to promote the less widely taught languages, as well as to seek programmes concerning the initial training of foreign language teachers. The student grants were channelled through the National Grant Awarding Agencies designated under the ERASMUS Programme.

26. Table 1 in the Annex I to this Report sets out the participation of institutions in each Member State in ICPs supported under the LINGUA Programme, Table 2 gives the expected student flows between Member States and Table 3 gives the funds devoted to ICPs. These ICPs involve the teaching and learning of at least all the 9 official languages of the Community; the remaining two LINGUA languages, Irish and Letzeburgesch, are not covered specifically, although Irish is covered elsewhere through the ERASMUS programme in the context of "Celtic Studies" programmes, not eligible - because they are not essentially about the language - for support from the LINGUA Programme. Table 4 of Annex I gives the allocation per Member State for student mobility.

27. Action II also enabled the Commission to support study visits in higher education. Here, 94 applications were received from teaching or administrative staff from higher education institutions and 80 of these, involving 150 individuals, were accepted. The selection took place in three rounds in 1990 and 170.970 ECU in total was made available for this part of Action II. Care was again taken in the selection to promote the less widely-taught and less used languages, as well as to support visits related to the initial training of teachers.

ACTION III Foreign Languages used in work relations and in economic life

28. Action III involves a number of distinct areas:
- a. the development and dissemination of techniques for the diagnosis and analysis of the linguistic training needs of the workforce (linguistic audit);
 - b. the development of language training curricula and systems of certification, and activities promoting the transnational recognition of these systems of certification in other Member States;
 - c. (i) pilot projects concerning the development of innovative teaching materials adapted to the specific needs of sectors of economic life, particularly in the least widely used and least taught LINGUA languages; and (ii) self-learning methods for foreign languages (including multi-media projects).
29. This complexity is translated into a requirement that projects must be transnational, and that they should generally include (at least) one representative from the country of the target language, and at least one from outside that country, as a means of ensuring not only that the language itself (and the culture of which it is the vehicle) is properly represented in the project, but also that the experience of the foreign-language user (ie, someone not having it as a mother tongue) is also present. It is also clearly necessary for projects to be well rooted in economic life, and experience suggests that this, too, has not been easy for all those promoting projects.
30. During the course of the year, the Commission held two meetings of experts concerned with the use of foreign languages in the workplace, to obtain advice as to the development of this Action. The experts also advised the Commission on the use of foreign languages in less-favoured and border regions, and on the selection of sectors of strategic importance for foreign language learning (eg, tourism, road transport).
31. Since the "Applicant's Guide" for the programme, which sets out the details of what the Commission may support, was only finally agreed with the Committee at its Dublin meeting in June 1990, and the process of translation and production meant that it was not available before September 1990, the number of applications received for support under Action III was not substantial. The Commission therefore supported the following pilot-projects :
- . a pilot survey on the provision of accreditation in foreign language learning carried out in Germany, Spain, France, the Netherlands and the United Kingdom;
 - . a pilot survey of techniques used in the diagnosis and analysis of foreign language needs in industry;

- . a pilot project concerning the development of a multilingual vocabulary trainer with acoustic input/output module (CAL);
- . a pilot project for the development of a multi-media self-teaching package for Irish in a working environment.

32. As in other areas of the programme, the Commission sought to promote the less widely-used and less taught languages through its grants. These languages received a substantial part of the funding available.
33. Aware of the importance of language training in the continuing vocational training of the work force, and in synergy with the FORCE programme, adopted in 1990, the Commission will ensure that the results of the projects supported under Action III of the LINGUA programme, such as models of linguistic needs analysis, teaching materials, language courses and certificates, etc., are made available to the structures responsible for the FORCE programme.

ACTION IV - Exchanges of young people undergoing professional, vocational and technical education

34. This Action presented some difficulties of interpretation, and the Committee discussed it at length. Two main problems arose: the definition of what is, in each Member State, "professional, technical and vocational education"; and the definition of what is a "project", since the Council Decision required that the exchanges supported should be "organised as part of a project".(2)
35. The Council Decision(3) gives Member States the right to "define (professional, technical and vocational education) and to narrow the scope or to widen it to, for instance, all those over 16 years of age or all in post-compulsory education". Member States varied in their definitions: some adopted a tighter definition, more closely based on vocational education and training; others chose to widen it, and included a broader spectrum of young people. The problem foreseen by the Committee in this situation was that it might be difficult for countries with tighter definitions to find enough partner institutions in other Member States to arrange exchanges; and indeed, there is some evidence that this is happening. The eventual definitions given by Member States are set out in the "Applicant's Guide".
36. The definition of a "project" appeared easier at first, but experience suggests that it, too, has been causing difficulties in implementation. the central idea agreed by the Commission and the Committee was that exchanges should be based on a "joint educational

(2) Annex, Action IV, point 1
(3) Same article

project", which would involve activity jointly undertaken by partner institutions in different Member States, to enrich the learning of a specific subject, or to contribute to the personal development of the young people involved and their preparation for working life. Such a project must necessarily contribute to the improvement of the pupils' linguistic competence, and will take place over a significant period; and the exchange must be an integral part of the project, and not just tourism attached at the end of it. Therefore, the specificity of school exchanges under Action IV of the LINGUA programme is the practice and improvement of the target foreign language.

37. Despite its wider objectives, the importance of foreign languages as a component of vocational training is also included in Action I of the PETRA II programme, where there is provision for linguistic preparation of young people participating in exchanges or work placements. Discussions were started in 1990 to ensure the complementarity of both programmes.
38. This definition rules out exchanges or work placements abroad that have not been the subject of joint activity through a good part of the year; and some Member States have reported that education and training institutions have encountered difficulties in adapting their programmes to this requirement. Problems have also been faced in regard to the particular support that should be given to the less-widely used and less taught languages, since these are rarely taught in professional, vocational or technical education.
39. In 1990 the Commission made available block grants to the National Agencies for the support of school exchanges as described above. The parameters for distribution were decided on the basis of the advice of the LINGUA Committee in February 1990. No complete data are available at the time of writing as to the numbers of projects supported, or the numbers of young people and the languages involved, as all exchange operations will take place effectively in 1991.

ACTION V - Complementary measures

40. Action V covers three types of activity:
 - a. Under it, the Commission provides support for certain types of activity carried out by the National Agencies. In particular:

"The Community finance will support the development of transnational exchanges between structures. The aid will also contribute towards the promotion of the objectives and the dissemination of the results of the guidelines and measures implemented under the programme"(4).

(4) Annex, Action V, point 2

Similarly, the Action provides for the technical support required by the Commission in the implementation of the programme.

- b. secondly, the Commission supports associations at European level in "informational" back-up for the LINGUA Programme and its objectives, in particular those concerned with foreign language teaching methods and with promoting the use of foreign languages in the media;
 - c. finally, the Commission provides support for the development and exchange of teaching materials which will encourage the diversification of foreign language teaching.
41. The budget available for projects under Action III and V, as well as for technical assistance to the Commission and to National Agencies was approximately 3.000.000 ECU. This sum was largely used to establish the operational infrastructure of the programme. The Commission also supported "informational" back-up activities, conferences, work-shops, etc, limited in number, due to the same constraints on applications that applied to Action III as well as a few pilot projects. Of particular interest are :
- . the development of a multi-media method for Portuguese as foreign language;
 - . a pilot project concerning the use of the OLYMPUS satellite for language teaching (EUROSTEP).

VI - Evaluation and monitoring

42. As early as in June 1990, the LINGUA Committee had a discussion on monitoring and evaluation of the programme. There was a consensus that a twofold approach should be adopted :
- internal monitoring and evaluation forming an integral part of the organisational structure of the programme, taking place both at the programme management level and at the level of the individual projects;
 - external evaluation to be led by a panel of experts (on behalf of the Commission).

Monitoring at the programme level

43. In order to monitor the operation as a whole on a continuing basis, efforts should be made to clearly set out :
- . the objectives and target groups;
 - . the criteria to be followed in the selection of projects;
 - . the expected interaction between LINGUA and other Community programmes, such as COMETT, DELTA, EUROTECNET, FORCE, PETRA, etc.

Monitoring at the project level

44. To enable the evaluation to take place, projects should :
- . establish and implement self-monitoring systems;
 - . specify and monitor their targets in relation to implementing the objectives of the programmes;
 - . assess their contribution to the transfer of good practices and their "Community added value".

External evaluation

45. Article 13 of Council Decision 89/489/EEC stipulates that : "The Council will evaluate the experience in implementing the LINGUA programme at the end of the second year of operation on the basis of a report to be presented by the Commission, accompanied if appropriate by a proposal to adapt it".
46. In application of the Council Decision, the Commission will appoint a group of independent experts (made up of professionals from universities and educational institutions). After a tender procedure to be launched in the beginning of 1992, the external evaluators - selected by the Commission - will be charged with drawing up the draft report that the Commission will have to submit to the Council.
47. The discussion on both the objectives and the procedures of monitoring and evaluation was continued at the National Agencies meeting in November and the LINGUA Committee meeting in December. As a result of this, a clear strategy for monitoring and evaluation of the LINGUA programme has been established from the very first operational year.

VII - CONCLUSIONS AND FUTURE PERSPECTIVES

48. The Commission considers that the LINGUA Programme was well launched in 1990. The definition of the ground rules for the programme was completed through the publication of the "Applicant's Guide", and the network of National Agencies well launched, even though the strength of the various agencies is not yet uniform.
49. The total budget allocated to the LINGUA programme in 1991 is 22 mio ECU. At its meeting in December 1990, the LINGUA Committee broadly agreed on the Commission's suggestion to distribute the funds on a ration of 25% to each of Actions I, II, IV and II and V together. Beside responding to the public interest already shown for the

programme, a number of activities will be undertaken or continued in 1991 to enhance the development of the programme:

- a conference will be organised by the Commission on European Cooperation programmes for the in-service training of foreign language teachers. This event will serve to clarify and illustrate the notion of an ECP, as well as generating further proposals for ECPs;
- a number of studies will be undertaken in the field of certification and in the field of language audits;
- launching conferences in Member States.

50. Experience so far suggests that the demand for the various actions of the programme is strong, and that it is well placed to meet a real need within the Community, one that has been thrown into relief by the approach of the Single Market, but which has in fact existed since the Community itself was founded.

Overview on LINGUA Action II (90/91)

Member State	ICPs applications received		ICPs accepted Applications		Involvements (% acceptance rate)		Students in accepted ICPs	
	No	%	No	%	No	%	No	Student/months
Belgium	9	(5)	7	(19)	9	(47)	146	(756)
Germany	14	(9)	6	(65)	34	(52)	277	(2031)
Denmark	11	(7)	6	(19)	9	(47)	53	(347)
Spain	22	(13)	8	(61)	28	(46)	275	(1911)
France	32	(20)	13	(70)	29	(41)	279	(2039)
Greece	9	(5)	4	(20)	9	(45)	41	(249)
Italy	22	(13)	10	(48)	21	(44)	154	(1271)
Ireland	7	(4)	2	(22)	10	(45)	55	(373)
Luxembourg	0	(0)	0	(0)	0	(0)	0	(0)
Netherlands	12	(7)	6	(27)	14	(52)	144	(988)
Portugal	10	(6)	6	(30)	17	(57)	94	(645)
United Kingdom	16	(10)	11	(68)	35	(51)	379	(2655)
TOTAL	164	(100)	79	449	215	(48)	1897	(13265)

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Distribution of accepted student flows by home/host country (Student number)

Home country	Host country											Total	Total %	
	B	D	DK	E	F	G	I	IRL	LUX	NL	P			UK
B	28	31	8	22	0	4	0	8	0	28	2	43	146	7.7
D	0	12	1	10	59	8	51	4	0	43	27	46	277	14.6
DK	0	8	4	4	2	8	5	2	0	0	0	20	53	2.8
E	23	8	4	69	68	4	21	6	0	13	0	128	275	14.5
F	0	73	5	2	1	4	15	5	0	9	27	72	279	14.7
G	4	9	7	2	1	0	0	0	0	4	2	12	41	2.2
I	0	56	5	21	15	0	0	21	0	5	4	27	154	8.1
IRL	8	6	2	6	5	0	19	0	0	3	2	4	55	2.9
LUX	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
NL	23	35	7	13	12	4	3	2	0	0	0	45	144	7.6
P	2	26	0	0	27	3	4	2	0	0	30	94	5.0	
UK	22	35	13	120	82	10	27	4	0	36	30	379	20.0	
Total	110	291	52	267	271	45	145	54	0	141	94	427	1897	100
Total %	5.8	15.3	2.7	14.1	14.3	2.4	7.6	2.8	0.0	7.4	5.0	22.5	100	

General Overview of Lingua Action II Interuniversity Cooperation Programmes (ICPs)
in 1990/91

	Number of Applications Received (1)	Number of Applications Accepted (1)	Accept Rate %	Amount Allocated ECU	Amount per ICP ECU
Student Mobility Programmes	148	77	52	500,000	6,494
Teaching Staff Mobility Programmes	47	8	17	100,000	12,500
ICPs TOTAL	164	79	48	600,000	7,595

	LINGUA				
	Base (A) allocation (000 ECU)	Base percents (LUX=0)	Allocation (B) of remainder (1260000 ECU)	(C) Total (A) + (B) allocation (000 ECU)	(C) expressed as %
B	10	3.03	38.18	48.18	3.47
D	10	20.17	254.14	264.14	19.00
DK	10	1.56	19.66	29.66	2.13
E	10	13.51	170.23	180.23	12.96
F	10	17.44	219.74	229.74	16.53
G	10	3.07	38.68	48.68	3.51
I	10	17.15	216.09	226.09	16.26
IRL	10	1.04	13.10	23.10	1.66
LUX	20	0	0	20	1.44
NL	10	4.95	62.37	72.37	5.21
P (*)	10	2.46	31.00	41.00	2.95
UK	10	15.62	196.81	206.81	14.88
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TOTAL	130	100	1 260	1 390	100

Allocation of remainder = 1260 * base percents

