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LINGUA PROGRAMME

1994 ACTIVITY REPORT

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INTRODUCTION

In its initial phase between 1 January 1990 and 31 December 1994, LINGUA¹ was a programme of actions for the qualitative and quantitative promotion of the nine official languages and the two non-official national languages of the Community taught or learned as foreign languages. The budget allocated for implementing the programme was estimated at ECU 200 million, and slightly more than ECU 153 million was in fact allocated.

Since its creation, LINGUA has been endeavouring to:

- 1) help improve the quality of the language learning and teaching, whilst encouraging an evaluation of linguistic needs and existing language skills. This evaluation concerned the world in general and, perhaps more particularly, the economic world,
- 2) provide the benefits of language learning to the greatest possible number of people, encourage diversification and promote the use of the least widely used, least taught ("LWULT") languages of the Union.

With a budget of MECU 44.2, 1994 witnessed confirmation of the establishment of LINGUA, consolidation of the gains already made and the introduction of several new projects (see breakdown of the 1994 budget on the following page).

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

The LINGUA budget in 1994

Excluding technical assistance to the programme, the actual 1994 budget was distributed between the various actions as follows:

ACTION IA

- In-service training of language teachers
(individual grants) : MECU 8.0

ACTION IB

- In-service training of language teachers
(European Cooperation Programmes and preparatory
visits for these programmes) : MECU 2.2

ACTION II

- Mobility of students and teachers in higher education
(Inter-university Cooperation Programmes) : MECU 8.5

ACTION III

- Promoting language learning in the economic world
(support for projects relating to language audits,
teaching materials, certification and preparatory
visits for projects) : MECU 8.3

ACTION IV

- Mobility of young people between the age of 16 and 25
(Joint Educational Projects) : MECU 11.5

ACTION VA

- Grants for associations, seminars, publications etc.
(including subsidies to LINGUA National Agencies) : MECU 1.9

ACTION VB

- Promoting learning of the least widely used, least taught
languages of the Union : MECU 3.8

Total : MECU 44.2

LINGUA in 1994

Some key figures

In 1994 :

* **Decentralised programme actions (Actions IA and IV) permitted :**

- **6,802 teachers** to undertake in-service training in a country whose language they taught
- **29,837 young people and 3,319 teachers** to become involved in Joint Educational Projects through **1,460 partnerships** between schools in the twelve Member States

* **Centralised programme actions (Actions IB and III - including preparatory visits - Actions VA and VB) permitted :**

- the establishment of **276 partnerships** bringing together **1,357 different partners** to improve and promote in-service training of language teachers and linguistic skills in both economic and general life, through the preparation and implementation of ambitious projects with a high multiplier effect.
- **more than 55%** of the total number of languages targeted by the proposed projects to be designated **least widely used, least taught languages** of the Union.

* **The "Higher Education" action (Action II) permitted :**

- the operation of **225 Inter-university Cooperation Projects** bringing together **1,277 different partners**, bringing mobility to **10,378 students**

* **All centralised projects combined (including Inter-university Cooperation Projects):**

- **Universities represented almost 66%** of partners involved

* **Excluding Inter-university Cooperation Projects:**

- **universities represented 34%** of partnerships and **companies, professional associations and vocational training organisations almost 21%**

LINGUA from 1990 to 1994

Some key figures

Over four years :

* Decentralised programme actions (Actions IA and IV) permitted:

- almost **19,000 teachers** to undertake an in-service training course in a country whose language they teach
- almost **83,000 young people** and more than **8,000 teachers** to become involved in Joint Educational Projects through almost **4,000 partnerships** between schools in the twelve Member States

* Centralised programme actions (Actions IB and III - including preparatory visits - Actions VA and VB) permitted :

- the establishment of more than **800 partnerships**, representing together almost **3,800 partner-years**, to improve and promote in-service training of language teachers and linguistic skills in both economic and general life, through the preparation and implementation of ambitious projects with a high multiplier effect.
- **more than 55%** of the total number of languages targeted by the projects proposed by these 801 partnerships to be **least widely used, least taught languages** of the Union.

* The "Higher Education" action (Action II) permitted :

- the operation of almost **900 Inter-university Cooperation Programmes**, representing together almost **4,300 partner-years**, bringing mobility to more than **32,000 students**

I. GLOBAL ANALYSIS

A. THE LINGUISTIC POLICIES OF THE UNION AND LINGUA

The new European Commission, which has been in place since January 1995, has clearly indicated its determination to strengthen ties with its citizens, to be closer to them, to share more in their everyday concerns, and help them to find answers to the problems they have to face.

One element of this closer relationship should be to provide all those with a need to do so with the necessary means to communicate effectively with their counterparts in other Member States, in a thoroughly practical way. Through greater mutual communication, Europeans will get to know each other better, enjoy improved mutual understanding and share more culturally, socially, and economically.

In this way, pursuing multilingual development in the Union emerges as an essential element in the construction of a Europe which respects each of its components and its members.

This fundamental aspect of the European issue has been evoked on several occasions in 1994, especially during the LINGUA colloquium in Bonn, Germany, where political leaders were anxious to make multilingualism and equal opportunities for all languages a major focus of their activities.

This aspect was also at the heart of the discussions, both at the Council and the Parliament, which preceded the adoption of the new SOCRATES and LEONARDO programmes, in which languages were accorded a role commensurate with their importance.

A.1. LEARNING, TEACHING, EVALUATING NEEDS AND EXISTING SKILLS

A.1.1. Language learning and teaching

The main aim of the LINGUA programme was to promote the quantity and quality of language learning and teaching. The Commission therefore introduced practical initiatives to increase the number of people benefiting, or in a position to benefit from, language training, and the number of teaching products designed to cover increasing needs. Furthermore, the Commission strongly encouraged Member States to broaden the range of languages offered for study in the various institutional or quasi-institutional organisations in Member States.

As far as the number of products made available to would-be trainees is concerned, numerous original educational packages have been created, and entire sectors which were previously not covered are now catered for. With the establishment of effective procedures for the dissemination of these products, a growing number of users will be able to benefit from them.

Language promotion measures have been particularly concerned with and encouraged:

- a) mobility at different levels and in different sectors,
- b) the promotion of original language learning methods and teaching and training programmes for use in all pre-elementary, elementary, secondary or higher education establishments, as well as in initial and in-service vocational training establishments and company training centres,
- c) early language training and the creation of educational tools intended to encourage and facilitate

this,

d) giving greater weight to the linguistic dimension outside of general education, and particularly in technical and vocational training.

These measures are described below and concern both language learning and teaching; they have had a significant impact on the quality of such learning and teaching and contributed to their improvement. However, to this list of measures could be added the activities in which a large number of teachers participated as part of initiatives taken by many institutions and associations specialised in language issues (workshops, conferences, seminars, colloquiums, symposiums, meetings, etc.)², activities which have all encouraged an enriching joint reflection, developed multiple transnational contacts and encouraged fruitful exchanges of experience.

a) Mobility

Over five years, the programme will have brought mobility to almost 200,000 people.

. more than 120,000 young people will have been able to experience the practical realities of another country through visits or exchanges as part of a collective educational project spanning several months and covering a theme jointly defined by the partners (Joint Educational Programmes - JEP)³.

. the Inter-university Cooperation Programmes⁴ will have enabled more than 30,000 students to undertake part of their studies, recognised by their university of origin, in a university in another Member State.

. and more than 40,000 teachers will have been permitted to improve their skills (linguistic, teaching and cultural) in the country whose language they teach⁵, thanks to an individual grant, with higher education teachers being able to benefit from mobility as part of the Inter-university Cooperation Programmes mentioned in the previous item.

The programme has also enabled thousands of persons to make preparatory and study visits:

- . teachers involved in setting up Joint Educational Projects
- . potential partners in European Cooperation Programmes
- . as well as potential partners for language projects aimed at the economic world.

This mobility, which over the years has been shifting more and more towards the countries with the LWULT languages, is a prerequisite for European integration. Under the LINGUA programme, there has been massive mobility under conditions which guarantee both quality and effectiveness. Clearly, this could not have taken place on such a scale without the impetus and material support of the Community.

b) Teaching and training methods and programmes

The creation of new training tools and original teaching aids has been the subject of many projects, for the most part integrating new educational technologies. The latter frequently endow teaching aids with greater effectiveness by creating varied and motivating multimedia teaching software, making it possible to personalise the teaching process to a greater degree and to benefit from substantial

² see 'Statistical analysis of programme actions', Action VA, p.35

³ see 'Statistical analysis of programme actions', Action IV, p.24

⁴ see 'Statistical analysis of programme actions', Action II, p.40

⁵ see 'Statistical analysis of programme actions', Action IA, p.22

economies of scale. A good number of projects have also made use of the potential offered by open and distance learning, the only appropriate response to teaching and learning languages on a massive scale, and therefore to their genuine democratisation.

Creating such new tools has involved teaching and learning languages in general, language training for young people engaged in technical and vocational training, as well as training all those wishing to take maximum advantage of their mobility opportunities⁶. This has also contributed to better language training for company staff⁷. Many educational training packages and programmes in the context of which they can be used are now available to interested persons. They cover all of the languages of the Union and practically all levels.

We call special attention to the efforts made by certain partnerships to reflect on the possibilities offered by the specific development of skills associated with comprehension (speaking one's own language, making oneself understood and understanding the other person when he expresses himself in his own language) and to create effective educational packages aimed at promoting such skills.

In-service training of teachers has benefited from European Cooperation Programmes⁸. These Programmes enabled new training processes to be set up within partnerships bringing together the majority of the most important European Institutions specialising in language training. These training institutions have formed ever bigger and more integrated transnational networks, permitting them to share ideas and to pool various human and material resources. European Cooperation Programmes have contributed to greater professionalisation of language teaching and thereby to a tangible improvement in the quality and effectiveness of teaching. They have also encouraged the introduction of a truly European dimension into training such teachers, a dimension which, naturally, they then integrate into their teaching.

In the field of creating training tools and teaching aids, the Community initiative has also made it possible to carry out projects which would have been difficult to do on the scale of a single country or within bilateral partnerships.

c) Early learning

Early learning was one of the priorities of the LINGUA programme, which endeavoured to support a good number of partnerships proposing to develop it, both through European Cooperation Programmes and projects envisaging the design, creation and production of teaching aids and teaching programmes especially for children.

LINGUA has played a part in the official integration by Member States of this type of teaching into programmes in some of their establishments.

d) Linguistic skills in technical and vocational education

Technical and vocational education have for a long time paid little heed to languages in their programmes and pupils involved in such activities were generally at a disadvantage compared with their counterparts in general sectors. This applies to most Member States. However, at the same time companies in which these young people went to practice their professions had a growing need for employees who could understand and speak one or several languages to varying degrees. The

⁶ see 'Statistical analysis of programme actions', Action VB, p.36

⁷ see 'Statistical analysis of programme actions', Action III, p.31

⁸ see 'Statistical analysis of programme actions', Action IB, p.28

result was a conspicuous mismatch between supply and demand, as well as a discrepancy which needed to be addressed.

The Joint Educational Projects mentioned earlier have enabled tens of thousands of young people in technical and vocational education to benefit from privileged contacts with their counterparts in other Member States. The fact that the preparation of these exchanges formed an integral part of their normal school work, as well as the fact that this work often generated teaching products specially suited to the sector of activity covered by the teaching project (products created by the young people themselves with the help of their teachers and usable by others), makes it possible to add a new, motivating dimension to language practice and, moreover, to integrate the practice of these languages not only into the study of disciplines as varied as history, geography, mathematics and science, but also into disciplines more closely related to their future profession.

European Cooperation Programmes have also specialised in in-service training for language teachers in technical and vocational education, taking into account the special characteristics of the audience concerned and the type of language used (specialised language) and offering suitable "educational packages".

The special attention paid by the LINGUA programme to these traditionally "linguistically deprived" groups in certain Member States, have permitted languages to be given enhanced status in sectors where their importance is now recognised, and will be even more so in the future. It has also encouraged a considerable number of adolescents and young adults to open up to horizons wider than those of their familiar environment, as well as teaching these young people to better understand each other, and consequently to better understand and appreciate their European counterparts.

A.1.2. Evaluation of needs and prior linguistic skills

Implementing an appropriate and effective linguistic plan of action necessarily involves the most accurate assessment possible of language needs of the target groups and an evaluation of the gains achieved from past measures.

These two dimensions have always been taken into account within the LINGUA programme in all actions leading to the design, creation and production of educational material. The Commission has always paid great attention to two factors which it believes to be fundamental in the choice of projects to be supported within the programme framework: firstly, the necessity for partnerships to conduct a preliminary study of the relevance of their future creations, and secondly, the necessity for such partnerships to provide the means to test the effectiveness of their products and assess their impact in terms of improved linguistic skills for their citizens.

Furthermore, as part of the programme action aimed at the economic world, the Commission has supported projects concerned with the definition of analysis systems which can be used for the in-depth study of the language needs of companies as part of their global strategy (language audits), as well as evaluating the existing mechanisms for measuring linguistic skills and reflecting on the possible rationalisation of levels of knowledge and the corresponding communication skills (certification).

The Commission has also taken part in seminars and workshops organised by the Council of Europe on the problems of recognition of existing language skills in general and certification in particular. In its turn it has invited the Council of Europe to participate in meetings which it has organised on these topics, during which experts from various Member States have been able to reflect on these issues together and make appropriate recommendations.

The Commission has therefore always strongly encouraged, within the LINGUA programme, all relevant initiatives which have contributed to the definition of methods for analysing needs and to the debate on the implementation of homogeneous and transparent systems for evaluation and recognition of linguistic knowledge.

A.2. DIVERSIFICATION, AND THE LEAST WIDELY USED, LEAST TAUGHT LANGUAGES

As for the range of languages on offer to would-be linguists in the various initial or in-service places of training, observation of practices in certain Member States shows that this range is gradually broadening and that, although far from ideal, the situation is improving. This diversification is partly attributable to LINGUA and the commitment of Member States, as part of the programme, to offer a broader range of languages in their teaching and training programmes.

In any case, priority has been given to linguistic diversification in all actions supported by the LINGUA programme.

As envisaged in the Decision of July 1989, particular attention has been paid in the project selection process, to projects which provide a sufficiently wide range of languages or which guarantee easy transfer to languages other than those initially envisaged, in the subsequent development of their products.

As for the LWULT languages, the political determination to pursue the construction of a multi-cultural, and therefore, multilingual, Europe, necessarily leads to the establishing of appropriate strategies which enable teaching and training in all of the Union languages to be provided wherever the need is felt or sufficient interest expressed.

The reasons for promoting the LWULT languages are as much political and cultural as they are intellectual and economic. Nevertheless, whatever their nature, they all plead in favour of developing these languages.

A reading of the section on "Statistical analysis of programme actions" which follows this global analysis will provide evidence that linguistic diversification has been encouraged by LINGUA, and that the eleven languages covered by the programme in its initial phase were all included in all actions. We also see that the LWULT languages, for their part, have all been targeted in projects falling within the framework of the action specifically designed to promote their development.

LINGUA has certainly made a substantial contribution to the process of defending and promoting the LWULT languages, both through the number and variety of the educational packages and the various aids created specifically for them.

B. LINGUA MEETINGS AND EVENTS IN 1994

B.1. COMMITTEE AND NATIONAL AGENCIES

In 1994 the LINGUA committee met twice in Brussels, first on 11 and 12 April and later on 14 November.

On the second occasion, the Committee and the LINGUA National Agencies met at the request of the Commission. This meeting gave rise to interesting exchanges and allowed national programme leaders to exchange ideas among themselves and with the Commission on the future of LINGUA and

its integration into the new SOCRATES and LEONARDO programmes.

The two meetings also allowed the Committee to examine the status of various programme actions and formulate strategies to be implemented subsequently. Finally, they gave participants the opportunity to reflect on the issue of promoting the LWULT languages and to examine and discuss the report by the Commission on language teaching in the Union, a document providing a critical summary of national reports drawn up by Member States. As usual, there were numerous enriching contributions from members of the Committee which the Commission took fully into account.

LINGUA National Agencies also met twice, once in Spetses in Greece on 30 and 31 May, and once in Brussels on 14 and 15 November, the 14th being the date of the joint Committee/National Agencies meeting (see above).

During these meetings the Agencies reported on the operational status of programme actions. They were also informed about developments in the adoption of the new programmes. Finally, they had an opportunity to reflect on their relationships with each other and on the operation of the network.

The second Agency meeting also provided an occasion for representatives to welcome future colleagues from new Member States and the countries of the E.E.A.

B.2. EVENTS

B.2.1. Events in Member States

Three major events were organised in Member States in 1994.

a) Saarbrücken

The first took place at Saarbrücken on 27 and 28 February. The theme was language audits and analysing language needs in professional circles.

This resulted in:

- . fostering the formulation of a concept for language audits based on principles recognised by all potential users,
- . defining the means for broadening the use of analytical tools created as part of the LINGUA programme and for guiding new projects based on the results obtained from such analyses,
- . proposing standards, methods and instruments for regional, sectorial and company audits.

b) Ghent

The second event took place in Ghent on 24 and 25 June. Like the symposium held in Veldhoven in 1991, it examined the status of the European Cooperation Programmes.

This event provided an opportunity to:

- . evaluate progress in the in-service training of language teachers since the Veldhoven symposium,
- . bring together the coordinators of Programmes currently under way and report on the status of actions,
- . exchange views on the possibilities of forming a network of current projects and training institutions in the various Member States,
- . reflect on the possible means of recognising in-service training of language teachers

c) Bonn

The third event was held in Bonn on 28 and 29 November. It endeavoured to make participants think about the problems posed by learning foreign languages, "the key to communication and mobility in a common Europe".

It gave rise to:

- . a review of the five previous years of the LINGUA programme's existence,
- . proposals concerning how to organise the promotion of language learning and teaching within the framework of the new SOCRATES and LEONARDO programmes,
- . a reflection on new possibilities for promoting language learning and teaching in Europe outside of these programmes.

B.2.2. Other meetings in Member States

National meetings on European Cooperation Programmes, bringing together project coordinators, partners, potential candidates for new Programmes, political decision-makers and representatives from National Agencies and the Commission, were held in all Member States (with the exception of Greece, Luxembourg and the Netherlands, where meetings are scheduled for 1995). The aim of these meetings was to bring together the teams working in the same country and encourage them, along with well as institutions specialising in in-service training for language teachers, to form networks on a national scale for current projects.

Furthermore, "partnership fairs" were also organised in some Member States. These meetings enabled National Agencies specialised in Joint Educational Projects and establishments likely to take part in a project to make contact with establishments from other Member States interested in the initiative in such a way that their pupils could take part in joint educational activities.

B.2.3. Meetings in Brussels

Finally, three major meetings were held in Brussels.

A working group comprised of National Agency representatives and specialists from various Member States met on 20 January to discuss the problems posed by the LWULT languages, the impact of the LINGUA programme in this domain and the additional resources needed to further their promotion.

In addition, a group of experts met on 4 February to plan the strategy to employ in order to ensure the effective distribution of teaching products created as part of the LINGUA programme, to enable the greatest possible number of potential learners to benefit from them.

Finally, a special group bringing together LINGUA programme operators and representatives from the Council of Europe met on 9 February to discuss, in a complementary fashion, the work undertaken by the Commission and the Council of Europe in the field of certification and transparency in the recognition of existing language skills.

C. STUDIES AND PUBLICATIONS

C.1. STUDIES

The four studies announced in the 1993 report which were begun at the end of the same year continued into 1994 and the results were submitted to the Commission.

Readers will recall that the first study concerned in-service training for language teachers, institutions specialised in this field and the types of training offered by such institutions; the second study focused on teaching aids created for use by the staff of SMEs and SMIs; the third study examined national and transnational associations for the promotion of languages; and the fourth was intended to establish a list of the main existing products created within or outside the LINGUA programme for learning and teaching the LWULT languages.

C.2. PUBLICATIONS

* published in 1994:

. Report on language education in the Union (critical summary of reports provided by Member States, stipulated in the Decision of 28 July 1989) - revised edition of July 1994.

. Guide to Joint Educational Projects

. Language audits and needs analysis (minutes of the Saarbrücken Symposium)

. Compendium of LINGUA projects for 1993

. LINGUA Activity Report for 1993

* in preparation (published or to be published in 1995):

. Proceedings of the European Conference in Bonn ("learning foreign languages: the key to communication and mobility in a common Europe")

. Proceedings of the Ghent Symposium ("European Cooperation Programmes - 2nd Symposium")

. Catalogue of LINGUA teaching products

. Compendium of LINGUA projects in 1994

D. FOLLOW-UP AND EVALUATION

As in previous years, both of these were regularly carried out by the Commission.

For centralised actions, follow-up and evaluation were carried out once again this year on the basis of interim and final reports submitted by project coordinators, and which were studied in depth. In addition, meetings combining projects (with the mandatory attendance of coordinators, as well as partners in some cases), organised by the Commission in collaboration with the National Agencies in all Member States and for all actions, made possible on-the-spot follow-up as well as fruitful exchanges between the partners themselves and between partners and the Commission.

These studies of reports and meetings were complemented in 1994 by a greater number of individual visits to project coordinators.

These visits enable the Commission to ensure that the actual content of the projects when implemented corresponded with the initial applications submitted by the candidates

For decentralised actions, the frequent contacts between the Commission and the LINGUA National Agencies in the form of meetings in Brussels or visits to Member States and regular activity reports prepared by these Agencies at the request of the Commission, permitted effective follow-up and evaluation.

E. DISSEMINATION

Since the vast majority of projects supported in the context of centralised programme actions have come to an end, finished teaching products created by partnerships are becoming ever more numerous.

For example, the two actions, "Languages and the economic world" and "Promoting the least widely used, least taught languages", alone have generated, at the last count in 1995, 314 paper-based products, 196 audio products, 116 video products and 308 educational software products (67 of which are multimedia, combining text, images and sound).

In order to make the benefits of these LINGUA results available to everyone, these products should now be widely disseminated, initially amongst the originally targeted groups, of course, as well as amongst other groups likely to be interested.

In order to achieve this, it is vital that the greatest possible number of potential users should be informed of the existence of LINGUA products. The Commission therefore decided to create a catalogue of these products in the form of a computer database which will provide accurate information on each product concerning the target languages, languages of the learners, levels, skills developed, learning situations, types of teaching aids, the technologies used and the target sectors and groups. Three thousand copies of the catalogue will be produced in 1995 and made available to resource centres where they may be consulted.

In this context, The Commission has made contact with the heads of Euro-Info Centres. These centres could become the key partners in the dissemination of LINGUA products and potential users could contact them for relevant information on the various educational packages produced. One could also envisage the demonstration of certain products to users at these centres.

The Commission also plans to use other possible outlets (universities, documentation centres, etc.).

F. POINTS TO BE REINFORCED

Current LINGUA programme actions will all reappear in the SOCRATES and LEONARDO programmes. Within these new frameworks, and in order to ensure that initiatives concerned with the promotion of language learning and teaching have an increasing impact, the Commission will ensure that certain points are reinforced or will encourage their reinforcement.

The following points have always been dealt with as a priority; they consist of ongoing tasks which must continue to be accorded the highest importance:

- . integration of Joint Educational Projects into normal teaching programmes in schools in such a way that they are perceived by participants as a fully recognised official activity and not as an optional one,
- . development of links between European Cooperation Programmes and in-service training grants given to teachers,
- . development of the mobility of young people and language teachers towards the LWULT languages,
- . forming networks for the European Cooperation Programmes and institutions to provide in-service training of language teachers (this was one of the priorities at the Ghent symposium),
- . development of links between initial training and in-service training for language teachers (as an extension to the field of action and scope of the European Cooperation Programmes),
- . integration of a strong linguistic dimension into the training of non-linguist teachers,
- . inclusion of users in all partnerships producing teaching products,
- . development of teaching products destined for the teaching and learning of the LWULT languages

least well covered by existing products,

- . development of training products and modules designed to instil or improve skills associated with comprehension for the benefit of all of the LWULT languages.

To this can be added the problems of evaluation and dissemination which should themselves also receive special attention:

- . critical analysis of the impact of measures taken as part of in-service teacher training on the quality of language teaching in educational establishments,
- . critical analysis of the impact of the Joint Educational Projects on schools and on language education in these establishments,
- . creation of the most transparent and easily comparable systems and resources required to evaluate prior learning and the skills of pupils, students and company staff,
- . ever wider distribution of LINGUA teaching products.

Finally, the two points below concern Member States and fall under their direct responsibility:

- . the generalised replacement of teachers on mobility as part of in-service training to ensure that they can follow courses during the school year and not only during holidays,
- . teaching a greater number of languages in establishments and the development of early learning.

G. CONCLUSION - THE FUTURE OF LINGUA

The SOCRATES programme, adopted by the decision of the European Parliament and the Council on 14 March 1995, and the LEONARDO programme, adopted by Council decision of 6 December 1994, both contain a substantial linguistic element.

Nevertheless, the major part of the current LINGUA programme is retained in the SOCRATES programme, which even makes provision for new measures.

The LINGUA part of SOCRATES envisages Community support for the following closely interlinked actions:

- . Action A : European Cooperation Programmes (LINGUA Action IB)
- . Action B : Immersion courses for language teachers (LINGUA Action IA) as well as for non-linguist teachers
- . Action C : Linguistic assistantship (new measure)
- . Action D : Development of teaching materials (LINGUA Action VB) and evaluation and recognition instruments for linguistic knowledge
- . Action E : Exchanges of young people under Joint Educational Projects (LINGUA Action IV)
- . Complementary measures: promoting European cooperation in the field of language learning (LINGUA Action VA).

The linguistic dimension will also appear in other constituent parts of SOCRATES, especially those concerned with higher education (ERASMUS) (LINGUA Action II) and school education (COMENIUS). Links will also be developed with the promotion of open and distance learning and adult education (both of which already existed in LINGUA).

The changes and additional elements compared with the current LINGUA programme are essentially to measures concerning the initial and in-service training of teachers and setting up a system of assistantships, as well as the creation of tools for measuring linguistic skills.

The only part of the programme not taken over by SOCRATES concerns the promotion of languages in the economic world, which has been transferred in its entirety to the LEONARDO programme.

It can be seen that the achievements of the LINGUA programme have been completely preserved and its actions have in effect been developed and reinforced within the new programmes, since they appear both vertically, in a specifically linguistic section, as well as horizontally with languages being at the heart of all other actions.

The Decisions stipulate that the two new programmes should be managed in synergy in such a way that education and training can be seen as complementary and as part of a "life-long learning" process. Naturally, this also applies to the parts concerned with promoting communication skills amongst Union citizens and it is important to remember that the Commission has undertaken not only to ensure a global approach to all linguistic activities which appear within each programme, but also to ensure that the resources are available to coordinate the linguistic dimension between the two programmes. This involves avoiding redundancy and preserving the internal logic of the LINGUA programme and the cohesion, or even interdependence, of its various actions. Improving the linguistic and communication skills of European citizens, which is at the heart of the concerns of European Union leaders, will thus continue to be effectively assured and the impact of LINGUA will continue to grow.

II. STATISTICAL ANALYSIS OF PROGRAMME ACTIONS

LINGUA is comprised of five actions which can be split into two categories according to the way in which they are managed:

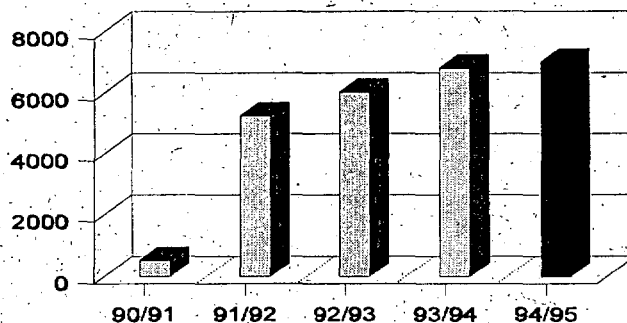
- the so-called decentralised actions are administered by Member States in collaboration with the European Commission,
- the so-called centralised actions are administered globally by the European Commission.

A. DECENTRALISED ACTIONS⁹

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

The number of participants continued to grow compared with the previous year; indeed, in 1993/94, due to an actual budget of almost ECU 7.68 million and an average LINGUA grant of approximately ECU 1,070, this action enabled **6,802 teachers** to benefit from in-service training courses abroad, representing an increase of more than 12.5% compared with 1992/93 when the number of grants awarded to teachers was 6,037. **Since the beginning of 1991, this action has involved a total of 18,612 teachers.**

(reminder: in 1994, the budget available for the 1994/95 training periods was MECU 8)



Action IA - Changes in the number of participants from 1990 to 1995

(the figures correspond to the columns in the diagram: 1990/91, 516 ; 1991/92, 5257 ; 1992/93, 6037 ; 1993/94, 6802; estimate 1994/95, 7500)

⁹ Since the training and exchange activities take place during the school year, the projects taken into consideration in 1994 as part of these actions are projects which were carried out between 1 October 1993 and 30 September 1994. These projects were therefore financed by LINGUA National Agencies in Member States from the 1993 budget.

As in previous years, grants gave a growing number of teachers the opportunity to undertake in-service training in the country whose language they teach, thus also enabling them, like their predecessors, not only to improve their command of this language and their methodological skills, but also to gain greater understanding of the culture of the target country. They were therefore able to increase their overall professional know-how. In addition, courses brought them into close contact with the everyday reality of the language they teach, which is a vital prerequisite for a dynamic form of teaching practice based on real life. LINGUA thus encourages a more effective exercise of the professional activity of language teachers.

Furthermore, even though the majority of requests continue to concern the United Kingdom and France, followed by Germany and Spain, the number of teachers undertaking training courses in countries with the LWULT languages, in particular Greece, Italy, the Netherlands and Portugal, has substantially increased compared with the previous year.

It is reasonable to suppose that this new-found mobility of teachers to the countries with the LWULT languages could not have occurred without the impetus and intervention of LINGUA, and it is vital to pursue efforts concerning these countries.

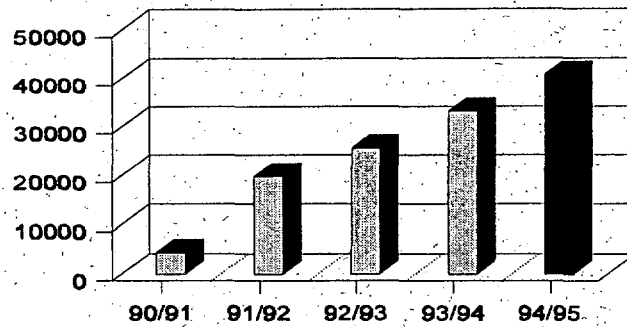
	Teachers sent			Teachers received					
	91/92	92/93	93/94	91/92	%	92/93	%	93/94	%
B	202	286	265	21	0.4	32	0.5	45	0.7
DK	98	112	208	4	0.1	2	0.0	12	0.2
D	2312	1957	2236	447	8.5	581	9.6	521	7.6
GR	73	169	240	35	0.7	87	1.4	79	1.1
E	460	625	727	577	11.0	588	9.7	663	9.7
F	480	778	741	1416	26.9	1434	23.8	1561	23
IRL	72	101	124	114	2.2	199	3.3	435	6.5
I	613	683	921	189	3.6	283	4.7	355	5.2
L	19	7	13	1	0.0	20	0.3	5	0.1
NL	121	212	217	29	0.6	62	1.0	96	1.4
P	144	243	239	8	0.2	49	0.8	51	0.7
UK	663	864	871	2416	46.0	2700	44.7	2979	43.8
total	5257	6037	6802	5257	100.0	6037	100.0	6802	100.0

Action IA - Number of teachers sent and received by country in 1991/92, 1992/93 and 1993/94

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

Young people's exchanges and visits under Joint Educational Projects (language education projects between establishments in different countries), also continued to expand compared with 1992/93. In 1993/94, with an actual budget of ECU 10.5 million and an average LINGUA grant of a little over ECU 280, this action involved 29,837 pupils (almost 30% more than in 1992/93) and 3,319 teachers (over 36% more than in 1992/93), giving a total of 33,156 participants (please note that there are also non-reciprocal projects whose participants are not included in these statistics). To these figures must be added the 1,774 participants in 1,186 preparatory visits for setting up projects. Since the beginning of 1991, this action has involved a total of 82,699 people, plus the 5,304 teachers who have made preparatory visits for setting up projects.

(reminder: in 1994, the available budget for 1993/94 Joint Educational Projects was MECU 11.5).



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

(the figures correspond to the columns in the diagram: 1990/91, 4335 ; 1991/92, 19909 ; 1992/93, 25488; 1993/94, 33156 ; estimate 1994/95, 40800)

It should be remembered that, as in previous years, **Community funding** for Joint Educational Projects **never exceeds 50% of the total cost** of operations (except in the case of projects which involve disadvantaged groups or which exclusively concern the **LWULT languages**; such projects may under these conditions be financed up to 75%). This implies that **additional finance** has to be found from outside the programme. In certain cases such additional funding is provided by the competent **ministries** or by **local authorities** in the form of subsidies, which clearly demonstrates that Member States, stimulated by LINGUA, recognise the primary importance of Joint Educational Projects and do not hesitate to **invest in mobility** for young people and in **improving their linguistic skills**.

As in previous years, the great majority of **Joint Educational Projects** were of **great cultural and educational interest**, both in terms of the themes studied and research undertaken, as well as the work carried out by young people and their teachers. This work continues to closely interlink the **intercultural and linguistic dimensions**. The harmonious relationship between these two dimensions contributes greatly to **introducing a truly international element into the educational process** and to **integrating a real European dimension into establishments** in general and **the teaching of disciplines other than languages** in particular.

	Participants sent			Participants received					
	91/92	92/93	93/94	91/92	%	92/93	%	93/94	%
B	418	665	915	689	3.5	754	3.0	843	2.5
DK	830	1124	1415	1130	5.7	1170	4.6	2399	7.2
D	3140	3120	3503	1777	8.9	2418	9.5	3137	9.5
GR	304	533	808	291	1.5	627	2.5	967	3.0
E	2851	5424	6413	1632	8.2	1889	7.4	2498	7.6
F	4860	4801	6120	4200	21.1	6052	23.7	7021	21.1
IRL	455	895	615	548	2.8	662	2.6	953	2.9
I	2471	3212	7053	1417	7.1	2066	8.1	3469	10.4
L	0	62	172	42	0.2	72	0.3	38	0.1
NL	1434	1708	1499	418	2.1	938	3.7	1327	4.0
P	313	715	1251	280	1.4	551	2.2	1215	3.7
UK	2833	3229	3392	7485	37.6	8289	32.5	9289	28.0
total	19909	25488	33156	19909	100.0	25488	100.0	33156	100.0

Action IV - Number of participants sent and received by country in 1991/92, 1992/93 and 1993/94¹⁰

With the increased budget, **all countries experienced growth** in the number of participants sent and received compared with the previous year (with the exception, in the latter case, of Luxembourg). Trends in mobility in terms of host countries clearly show that the **United Kingdom and France** remained by far the **most visited countries** but they experienced a **noticeable slowdown** compared with the previous year, especially for the United Kingdom. This applies even taking into account the positive growth in figures for Ireland. On the other hand, we note a **net increase in countries with the LWULT languages** such as Portugal (+121%), Denmark (+105%), Greece (+55%) and the Netherlands (+42%). Italy grew by 68% and Spain by 33%. As for Ireland, it received 44% more visitors, although it was the English language which benefited most from this increase.

As usual, although some countries had a more or less balanced flow (Belgium, Germany, France, the Netherlands and Portugal), others received more young people than they sent to other Member States. This phenomenon was particularly marked in the **United Kingdom** where the **number of participants received** is almost **three times as high as those sent**. This of course continues to pose a problem for reciprocity of exchanges with this country.

It is also interesting to note that once again this year Spain, and especially Italy, send more young people on mobility than they receive (twice as many in the case of Italy).

In this action, as in the previous one, it can be clearly seen that the **LINGUA** programme fully plays its role as a **catalyst** by encouraging **linguistic diversification and promoting the LWULT languages** which, without it, would certainly not have occurred. The **principles of Joint Educational Projects** (which were the subject of a publication entitled "A Guide to ECPS" in 1993) and their **practical implications** now form a part of the **daily lives** of a large number of **pupils and teachers**.

¹⁰ Participants, young people and teachers accompanying them (the latter representing 10% of the total on average)

**BETWEEN 1990 AND 1995,
EXCLUDING UNIVERSITY EDUCATION,
LINGUA
WILL HAVE MADE POSSIBLE
THE MOBILITY OF
* almost 40,000 LANGUAGE TEACHERS
* more than 120,000 YOUNG PEOPLE**

B. CENTRALISED ACTIONS

In 1994, 524 projects were submitted; they involved 2,498 coordinators and partners and concerned the following activities:

- Action IB : In-service training of language teachers as part of the European Cooperation Programmes (ECPs) (42 projects received)
- Action III : Promoting languages in the economic world (218 projects received)
- Action VA : Promoting LINGUA objectives via transnational associations or organisations (89 projects received)
- Action VB : Creating general teaching aids for teaching and learning the LWULT languages of the Union (78 projects received)

They also concerned:

- Study visits and preparatory visits for setting up European Cooperation Programmes (ECPs) or language project actions in the economic world (97 projects received).

Out of these 524 applications, 276 projects (involving 1,357 coordinators and partners) were selected (more than 52.5% of the projects submitted). Compared with 1993, this figure represents an increase of almost 12% in the number of projects accepted.

As in 1993, the projects submitted in 1994 were, in general, of a very high standard and were it not for budgetary constraints, a larger number of projects would have been financed. Therefore

the only proposals to be taken into consideration and given financial support were those of a very high standard involving projects which would have had little chance of being implemented without the help of LINGUA and which proposed activities or truly innovative products responding to vital, clearly defined needs in terms of content and the sectors and target groups concerned. The 1994 selection was therefore, as in previous years, very strict.

For example, the total cost of the 524 projects submitted solely within the framework of centralised actions was more than MECU 91 and requests for associated subsidies totalled more than MECU 43. The total cost of the 276 accepted proposals was MECU 48, with requests for subsidies totalling MECU 22.5 and Commission participation of almost MECU 15.

The average level of funding for an accepted project in 1994 was therefore a little more than 65% of the amount requested and approximately 31% of the total cost. As in previous years, financial aid granted represented the minimum amounts of additional financial support necessary for partnerships to create their products, or set up the activities described in their application forms. Experience from the first year of operation of the programme had shown that, for a centralised action, Community funding spread thinly over a larger number of projects resulted in a large number of them being withdrawn since partnerships found themselves forced to abandon them because of an inadequate level of funding.

The table below shows changes in the situation for centralised actions (covering all actions) between 1991, the year when the first projects were funded, and 1994.

	Projects submitted ¹¹	Projects accepted ¹²	"Partner-years" ¹³
1991	320	93	324
1992	306	148	714
1993	443	199	935
1994	427	227	1144
total	1496	667	3117

Number of projects received and the number of partners in projects accepted since 1991

B.1. In-service training of language teachers as part of European Cooperation Programmes (Action IB)

- 42 applications, 25 of which were requests for an extension (more than 59% of the total number of applications), bringing together 195 partner institutions, were submitted in 1994.

Out of the 42 applications, 38 projects were accepted (more than 90% of all applications and almost 19% more than in 1993), 25 of which were extensions (almost 66% of the number of projects accepted and 100% of extension requests). These projects were set up for a contractual period extending from 1 September 1994 until 31 August 1995.

The total amount of aid requested from the LINGUA programme by these 38 partnerships

¹¹ Excluding "Preparatory visits"

¹² see note 11

¹³ The figures corresponding to "partner-years" reflect the fact that a partner involved in a project lasting more than one year is counted as many times as he appears in the proposals submitted.

represented ECU 2,983,514 (almost 27% more than in 1993) and Community support of ECU 2,236,893 was awarded (almost 75% of the total amount requested - approximately 18% more than in 1993 - and a little less than 27% of the total cost of projects). This latter sum does not take into consideration the support granted for preparatory visits. Total Community support for Action IB, including visit funding, totalled around ECU 2,260,000.

The table on the following page shows changes in the situation of Action IB between 1991 and 1994 and for each year shows the number of projects submitted, the number of projects accepted and the number of "partner-years".

	Projects submitted ¹⁴	Projects accepted ¹⁵	"Partner-years" ¹⁶
1991	51	12	40
1992	62	25 (7 extensions)	110
1993	39	32 (22 extensions)	130
1994	42	38 (25 extensions)	178
total	194	107 (54 extensions)	458

Action IB - Number of projects submitted and accepted and the number of partners in accepted projects since 1991 (in brackets: number of project extensions)

- In 1994, the 38 accepted programmes involved 178 different institutions (almost 37% more than in 1993).

- All Member States were represented in these projects, either as coordinators, or as partners. Only two Member States did not appear as coordinators, Denmark and Ireland, but these two countries were however involved in six partnerships. Naturally we should not overlook the significant representation of countries with the LWULT languages in partnerships, but we should stress that a new trend has been emerging ever more clearly, year on year, since the beginning of the programme: foreign language training in general and the methodologies used are no longer the prerogative of northern countries. Southern countries are very well represented and very active in the field of European Cooperation Programmes: 21 establishments in Spain, 15 in Italy, 9 in Portugal and 7 in Greece. Note also that, given the number of inhabitants compared with the number of language teachers and students, the distribution of establishments between the twelve Member States is fairly well balanced.

- All languages, including Irish which was targeted in four Programmes, and Danish which was targeted in three Programmes, and with the sole exception of Letzeburgesch, were included in projects and although English, French and German remained the best represented languages, Spanish and Italian were close behind and Portuguese, Dutch and Greek were also well placed. In view of the impact that European Cooperation Programmes could have on the range of languages offered in educational establishments, this year, as in previous years, the Commission monitored selection even more closely so that these Programmes would contribute to linguistic diversification and the promotion

¹⁴ see note 11

¹⁵ see note 11

¹⁶ see note 13

of the LWULT languages. These two elements appear clearly in European Cooperation Programmes and their presence can be explained by both the **wide variety of establishments** involved in projects and the **potential for easy transfer** from the majority of ECPs to other languages than those initially targeted.

- Two categories of applicants between them equally shared two thirds of these projects: **local and regional education authorities and higher education establishments**. Included in these two groups were the Italian IRRSAEs, the French MAFPENs; the German Landeinstitute and the Universities officially made responsible for in-service training of teachers in certain countries such as Spain, Greece, the Netherlands, Portugal and the United Kingdom.

IN 1994,
EUROPEAN COOPERATION PROGRAMMES
- ECP -
BROUGHT TOGETHER
178 INSTITUTIONS
SPECIALISED
IN LANGUAGE TRAINING

ALL OF THE MOST
IMPORTANT AND REPRESENTATIVE
INSTITUTIONS IN THE UNION
IN THIS FIELD
WERE REPRESENTED IN PARTNERSHIPS

- As in previous years, the **selection criteria** were based on several factors, especially those related to the following:

the quality of projects, assessed from the point of view of the contribution they could make to **improving in-service training** of language teachers and trainers, especially in the areas of **methodology and innovation**

the priority given to the **joint production of teaching programmes, teachings materials and/or in-service training modules** for language teachers and trainers

the **importance of transnational partnerships**, in particular the participation of in-service training establishments from each of the Member States, either as coordinators or partners.

- At the level of **general trends** in the 1994 batch of European Cooperation Programmes, we note that:

1. Selected programmes were required to have a **significant impact on the quality of**

professional development of trainers and teachers.

2. A large number of projects were recommended because they encouraged integration of new theoretical models into the training process.

3. Preference was also given to projects which laid the foundations for effective links between the two strands of the "In-service training of language teachers" action (European Cooperation Programmes and mobility grants - see Action 1A in decentralised programme actions).

4. The majority of the selected projects focused on seven major themes: the European dimension, the creation of materials for in-service training of teachers and trainers, introducing languages into elementary schools, self-tuition in training, new education technologies, in-service training for bilingual education and in-service training for speciality languages.

- 9 preparatory visits for setting up European Cooperation Programmes were financed for the 18 applications received.

B.2. Languages and economic life (Action III)

- 218 applications, 82 of which were project extensions (more than 37.5% of all applications), bringing together 1,101 partner institutions were submitted in 1994.

Out of the 218 applications, 101 projects were accepted (more than 46% of all applications and around 4% more than in 1993), 66 of which were extensions (almost 65.5% of the number of projects accepted and more than 80% of requests for extensions). These projects were set up for contractual periods running from 1 July 1994 until 30 June 1995, for projects submitted for the selection round of 15 March 1994, or from 1 January to 31 December 1995 for projects submitted for the selection round of 15 September 1994.

The total amount of aid requested from the LINGUA programme by these 101 partnerships came to ECU 12,931,909 (around 10.5% more than in 1993) and Community support of ECU 8,175,000 was awarded (more than 63% of the total requested - around 2% more than in 1993 - and almost 30.5% of the total cost of the projects). This sum does not take into account the support given for preparatory visits. Total Community aid, including for visits, was ECU 8,270,000.

The table on the following page shows changes in the situation for Action III between 1991 and 1994, and, for each year, shows the number of projects submitted, the number of projects accepted and the number of "partner-years".

	Projects submitted ¹⁷	Projects accepted ¹⁸	"Partner-years" ¹⁹
1991	185	58	195
1992	170	86 (34 extensions)	441
1993	254	97 (57 extensions)	509
1994	218	101 (66 extensions)	566
total	827	342 (157 extensions)	1711

Action III - Number of projects submitted and accepted and the number of partners in projects accepted since 1991 (in brackets: number of project extensions)

- In 1994, the 101 projects accepted involved **566 different institutions** (+11% compared with 1993).

The most widely represented institutions were **university or para-university organisations** (167 or around **29.5%** of the total number of institutions involved in projects); **initial and in-service vocational training organisations** came in second place (75 institutions, or almost **13.5%**), followed by SMEs and SME organisations (67 or almost **12%**); next came **publishers and distributors of educational software** (40 institutions, or a little over **7%**), then **non-profit-making associations** (36 institutions, or almost **6.5%**). Also involved in partnerships in decreasing order of importance were **professional associations and organisations** - three of which were teaching associations or federations- (35, or a little over **6%**), **Chambers of Commerce and Industry** (29, or just over **5%**), **language schools and centres** (27, or more than **4.5%**), **official organisations - national organisations or local authorities** (25, or almost **4.5%**), as well as, in less significant numbers, certification organisations (4) and large companies (3). There were also 58 miscellaneous organisations and institutions representing isolated categories (consultancy offices, for example).

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

- **All languages** were represented in the projects, with **English, French and German** taking 47.5% of the total of target languages and maintaining a clear majority, but showing a significant decline compared with the previous year (almost 5% less), confirming and accentuating the trend in recent years. The shift in interest amongst partnerships towards the **LWULT languages** and their use in situations where other languages previously predominated has thus once again been **amplified**. Indeed, (even if we exclude Spanish and Italian which, with almost 23% between them of the total of targeted languages, confirm their place as the most widespread of the LWULT languages in the Union) the six other languages alone represented more than 27% of the total, although the action was not entirely devoted to them. Once again this left **Irish and Letzeburgesch** a long way behind, two languages for which **substantial efforts still need to be made**.

- In 1994 the **type of project most frequently submitted** was, as in past years, the design, creation and production of **teaching aids** (83 out of 101 projects). Trailing a long way behind came a **small number of projects** for setting up **teaching programmes** (6 projects), **language audits and analyses of language needs** (4 projects) and **certification** (1 single project). It should however be remembered

¹⁷ see note 11

¹⁸ see note 11

¹⁹ see note 13

that in almost all projects concerning teaching material, an initial phase was planned or had already been carried out involving an **in-depth analysis of the needs** to which the educational material was intended to respond.

The use and development of new educational technologies integrated into teaching aids continued to **predominate**. The vast majority of selected projects developed products using computers (interactive multi-media or hyper-media products) and many made use of optical memory devices such as the CD-ROM, as well as computer networks. The increasing use of voice cards, making it possible to record the voice of the student in multi-media applications, should also be noted, along with projects using satellite television and/or video-conferencing.

The emergence of new educational technologies has had a **dual direct effect**: firstly, the complexity of systems has increased and brought with it an **rise in development and production costs**. On the other hand, the explosion in the market for CD-ROMs at affordable prices combined with networks such as the INTERNET, offer the prospect of **wider and more economical distribution** to the publisher.

Open and distance learning (ODL), a vital factor in the context of more personalised learning of foreign languages, is far from being the **best represented learning method**. Since open and distance learning also allow the maximum dissemination of products in other Member States or in economic sectors other than those initially envisaged, the Commission attached great importance to this component in the list of factors affecting the selection process for projects to receive support.

- project selection criteria were essentially based on those listed in the "LINGUA Applicants' Guide":

- . demonstrating the **necessity of carrying out the project** with the involvement of **several partners specialised** in the project content and established in **different Member States**
- . validity and feasibility of the objectives being pursued in line with LINGUA general criteria and priorities
- . **matching of coordination, working schedule and financial aspects**
- . the **quality of the partnership** in terms of transnationality, distribution of tasks, expertise, involvement/representation of users
- . the **quality and justification of the methodology** and, where appropriate, the **technology** to be used
- . the prospects and guarantees of **distribution for the products** produced.

In addition, in order to avoid duplication between new projects and existing projects and also to ensure the greatest possible coverage of needs, the following **priorities** were observed. Thus projects had to involve:

- . the **LWULT languages** in economic life
- . **educational materials aimed at the most advanced students** in the case of the most widely used languages
- . **target groups not yet covered** by existing projects
- . the **transfer of results** already obtained and **products** already produced, after an analysis of needs, to one or several other languages, for example:
 - . adaptation of a project covering the learning of language A by native speakers of language B for native speakers of language C
 - . the use of innovative methods and technologies developed in the context of designing teaching material intended for language A in the production of teaching material intended for language B.

OVER 4 YEARS,
PROJECTS INTENDED FOR THE ECONOMIC WORLD
- ACTION III -
BROUGHT TOGETHER
1,754 INSTITUTIONS
WITHIN
339 PARTNERSHIPS
AND TO DATE HAVE PRODUCED
242 ORIGINAL EDUCATIONAL
PACKAGES

- In general, in 1994 as in previous years, the activities supported by Action III of the LINGUA programme have continued to play a crucial role in generating interest in language learning among enterprises and their staff in the business world.

- 40 preparatory visits to set up Action III projects were financed out of the 79 applications submitted.

B.3. Support for associations (Action VA)

- 89 applications covering 386 partner institutions were submitted in 1994.

Out of these 89 applications, 42 projects were accepted (a little over 47% of all applications and around 55.5% more than in 1993)

The amount of support requested from the programme by these 42 partnerships was ECU 726,317 (almost 31% more than in 1993) and total Community aid of ECU 525,424 was awarded (almost 72.5% of the total amount requested).

	Projects submitted	Projects accepted	¹²⁰ Partner-years
1991	28	8	38
1992	22	14	70
1993	57	27	105
1994	89	42	184
total	196	91	397

Action VA - Number of projects submitted and accepted and the number of partners in projects accepted since 1991

- In 1994, the 42 projects accepted involved **184 different institutions** (around 75% more than in 1993).

The most widely represented institutions were university or para-university higher education establishments (37, or more than 20% of all institutions engaged in projects), non-profit making associations (26, or more than 14%) and the competent ministries and ministerial departments (22, or almost 12%).

- All Member States were represented in these projects.

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

- The most frequently submitted types of project primarily concerned the organisation of conferences or colloquiums (32 out of 42 projects), then publications (16 projects) and the activities of organisations and associations (10 projects).

The themes covered by events, symposia and other seminars receiving from Community support were extremely varied. In particular, they concerned training language teachers, the promotion of the LWULT languages and new educational technologies in languages.

Other initiatives focused on meetings concerned with monitoring, evaluating and finding synergy for projects

- In general 1994, even more than 1993, provided an opportunity to extend and diversify the field of activities of Action VA and integrate them more precisely into the global strategy of the programme.

Action VA underwent substantial development in 1994. It is necessary for future initiatives generated by this type of action to continue to grow in both quantity and quality and provide the different European operators in the field of languages with the possibility of meeting and comparing their ideas and experiences. It is also necessary for this type of action to contribute to the reflection on various linguistic actions undertaken by the Commission and to bolstering the strategy of widespread dissemination of language, teaching or other products produced with the help of Community finance.

²⁰ see note 13

B.4. Promotion of the LWULT languages (Action VB)

- 78 applications, 29 of which were requests for an extension (or more than 37% of all applications) bringing together 339 partner institutions, were submitted in 1994.

Out of these 78 applications, 46 projects were accepted (almost 59% of all applications and nearly 7% more than in 1993), 26 of which were for extensions (around 56.5% of all projects accepted and almost 90% of requests for an extension). These projects were set up for contractual periods running from 1 July 1994 until 30 June 1995 for projects submitted for the selection round of 15 March 1994, or from 1 January to 31 December 1995 for projects submitted for the selection round of 15 September 1994.

The total amount of aid requested from the LINGUA programme by these 46 partnerships came to ECU 5,677,790 (around 16.5% more than in 1993) and total Community support of ECU 3,786,000 was awarded (more than 66.5% of the total sum requested - around 15.5% more than in 1993 - and almost 36.5% of the total cost of the projects).

	Projects submitted	Projects accepted	"Partner-years" ²¹
1991	56	15	51
1992	52	23 (7 extensions)	93
1993	93	43 (22 extensions)	191
1994	78	46 (26 extensions)	216
total	279	127 (55 extensions)	551

Action VB - Number of projects submitted and accepted and the number of partners in projects accepted since 1991 (in brackets: number of project extensions)

- In 1994, the 46 projects accepted involved 216 different institutions (more than 13% compared with 1993).

The most widely represented institutions were university or para-university organisations (125 or almost 58% of the total number of institutions involved in projects); next, but far behind, came publishers, manufacturers and distributors of educational software (19, or almost 6.5%), official organisations - national organisations or local authorities (14, or almost 9%), language schools or centres (12, or more than 5.5%), non-profit-making associations (10, or more than 4.5%); and teaching associations or federations (6, or a little less than 3%). Also involved in partnerships in decreasing order of importance were vocational initial and in-service training organisations (5), SMEs and SME organisations (also 5), 2 professional associations and 2 certification organisations. There were also 16 miscellaneous organisations and institutions representing isolated categories.

- All Member States were represented in the projects.

- All of the LWULT languages were covered by the projects, with Italian representing almost 13% of the languages targeted by the projects, Spanish and Greek almost 12% each, Dutch and Portuguese around 11% each, Danish almost 8.5%, Irish more than 5.5% and Letzeburgesch around 1%.

²¹ see note 13

As in previous years, this clearly demonstrates the implementation of the decision to reserve Action VB for supporting diversification in teaching and learning the LWULT languages in the Union.

IN 1994,
the 8 LEAST WIDELY USED
LEAST TAUGHT LANGUAGES
in the UNION
- THE LEAST WIDELY
USED
LEAST TAUGHT
LANGUAGES -
WERE TARGETED
89 TIMES
WITHIN THE
46 PILOT PROJECTS
SELECTED

- The most frequently submitted types of project concerned the design, creation and production of teaching aids (44 out of 46), with the two other projects devoted to the development of teaching programmes.

- The remarks made concerning Action III (see page 18), in terms of the use and development of new technologies integrated into teaching aids produced by partnerships, as well as the "Distance learning" dimension, also apply to Action VB. These elements are clearly present in practically all of the projects and exert vital influence on their impact and effectiveness.

LINGUA - ACTION VB

THE PROMOTION

OF THE

LEAST WIDELY USED, LEAST TAUGHT LANGUAGES

AND

LINGUISTIC

DIVERSIFICATION

- Once again the **selection criteria** were essentially based on those listed in the "LINGUA Applicants' Guide" and the only projects which received support were those concerned with the **design, creation and production of educational materials** (and their integration into teaching programmes) aimed at the LWULT languages for which there are not enough educational methods or aids available.

Moreover, special attention was paid to projects involving one or several of the following learning situations:

- . **self-tuition**
- . **distance learning**
- . **assisted learning using advanced technology**, especially multimedia technologies (combined use of computers, video and audio) and satellite transmission.

Priority was also given to projects which made **proposals to transfer the results** from a current or completed LINGUA project to one or several of the LWULT languages in the Union.

- **Action VB** continues to play a vital role as part of the linguistic initiatives taken by the Community since it is largely responsible for the success of linguistic diversification and the promotion of the LWULT languages in all other initiatives undertaken within Community education and training programmes. Indeed, it is largely thanks to this action that the teaching aids which encourage such diversification and promotion have been produced. 88 important educational packages have already been produced to date, but others are expected to emerge from the results of projects under way. These packages are, for the most part, comprised of advanced materials and, in general, the media used very well suited to effective learning of the LWULT languages as foreign languages. Henceforth, members of the general public wishing to learn one of the LWULT languages will have numerous and varied, quality teaching materials at their disposal.

C. THE "HIGHER EDUCATION" ACTION

Promoting the learning of foreign languages in universities (Action II)

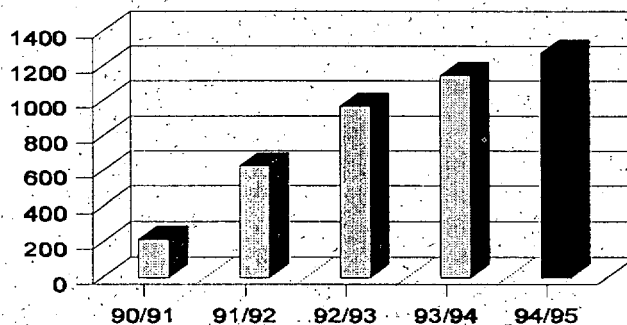
Action II of the LINGUA programme covers **inter-university cooperation** as well as **mobility and exchanges for students and staff** in higher education. The administrative procedures for this action were modelled on those used for the ERASMUS programme and joint provisions for managing ERASMUS and LINGUA Action II were set up.

As in previous years, applications were evaluated in such a way that selection would **clearly reflect the priorities of the LINGUA programme**. Priority was therefore given to the **LWULT languages** and to projects involving the **training of future language teachers**. In the case of visit grants, particular attention was paid to the study of the linguistic problems posed by **student mobility** and **applying new technologies to language education**. Special attention was also given to projects planning to set up courses involving the study of a foreign language as the main theme in combination with a **another discipline**.

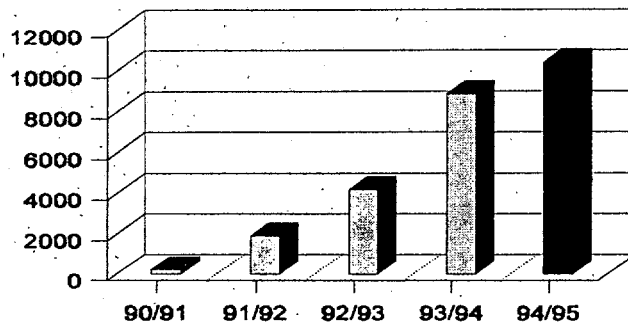
Again, as in previous years, the selection policy in 1994 **confirmed the commitment over several years** of most programmes which had been accepted in 1993/94, whilst **continuing to encourage universities to develop new initiatives** for inter-university cooperation.

All partners in the Inter-university Cooperation Programmes who requested special renewal of their contract at the end of the normal three-year cycle had to provide additional information and renewal decisions were only taken when the ICPs responded very precisely to a set of special performance criteria.

The diagrams below show the changing patterns in institutions involved in the Inter-university Cooperation Programmes and the number of students benefiting from mobility between 1990 and 1995.



Action II Changes in the number of institutions involved in ICPs from 1990 to 1994
(the figures correspond to the columns in the diagram: 1990/91, 215 ; 1991/92, 627 ; 1992/93, 972 ; 1993/94, 1147 ; 1994/95, 1277)



Action II - Changes in the number of students profiting

from mobility from 1990 to 1994

(the figures correspond to the columns in the diagram: 1990/91, 1897 ; 1991/92, 4180 ; 1992/93, 6724 ; 1993/94, 8847 ; 1994/95, 10378)

- Out of 242 applications for Inter-university Cooperation Programmes (1.7% more than in the previous year), 225 ICPs were selected in 1994 for the 1994/95 academic year (a fall of 0.4% compared with the previous year). These involved 10,378 students (17.3% more than in 1993/94) and 866 teachers (25.9% more than in 1993/94).

- 37 applications for study visit grants were accepted out of the 44 applications submitted. Wherever applications allowed, preference was given to requests for visit grants concerning the LWULT languages and those clearly including the dimension of "training future teachers".

The number of projects selected in 1994 fell by 19% compared with 1993 and, as in previous years, the overall number of visits remained very low. This is due, in part, to the fact that since the beginning of the programme, there have been few, if any, applications where learning one of the LWULT languages represented a major component of a course combining languages and one or several other disciplines.

ANNEXES

STATISTICAL OVERVIEW

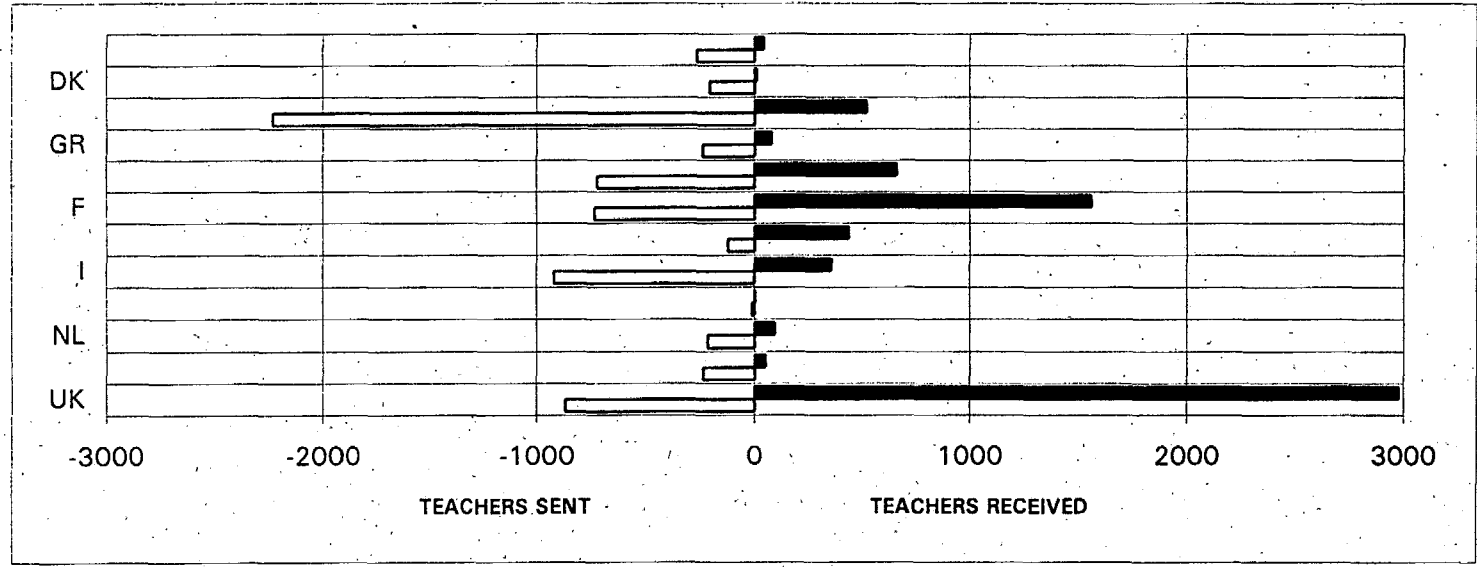
1994

- . Annexes 1 to 4 illustrate decentralised Actions IA and IV.
- . Annexes 5 to 11 illustrate centralised Actions IB, III, VA and VB as well as preparatory visits.
- . Annexe 12 illustrates Action II.

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

		HOST COUNTRY													TOTAL	%		Rank			
		Bg.	Bfr	Bnl	DK	D	GR	E	F	IRL	I	L	NL	P		UK					
S E N D I N G C O U N T R Y	Bg.					1		3						1	5	265	0,07	3,90	6	Bg	S E N D I N G C O U N T R Y
	Bfr					1		14		11	2		1	16	0,66		Bfr				
	Bnl					31		9	107		14			54	3,16		Bnl				
	DK					26		33	49	43	18			39	208	3,06	10	DK			
	D		12	4	4		36	199	510	198	168		70	34	1001	2236	32,87	1	D		
	GR					19			36	1	2			1	181	240	3,53	7	GR		
	E		5			17	5		136	69	9			1	485	727	10,69	5	E		
	F					83	32	109			23		4	13	477	741	10,89	4	F		
	IRL					47		18	53		6				124	124	1,82	11	IRL		
	I					65		20	208	45		1	20	1	561	921	13,54	2	I		
	L								9						4	13	0,19	12	L		
	NL		21		1	8	1	59	49	4					74	217	3,19	9	NL		
	P		3			17	2		96	35					86	239	3,51	8	P		
	UK				7	206	3	202	305	29	113	4	1	1	871	871	12,81	3	UK		
Total		41	4																		
		45		12	521	79	663	1561	435	355	5	96	51	2979	6802	100					
%		0,60	0,06																		
		0,66		0,18	7,66	1,16	9,75	22,95	6,40	5,22	0,07	1,41	0,75	43,80	100						
Rank		10		11	4	8	3	2	5	6	12	7	9	1							
		B		DK	D	GR	E	F	IRL	I	L	NL	P	UK							

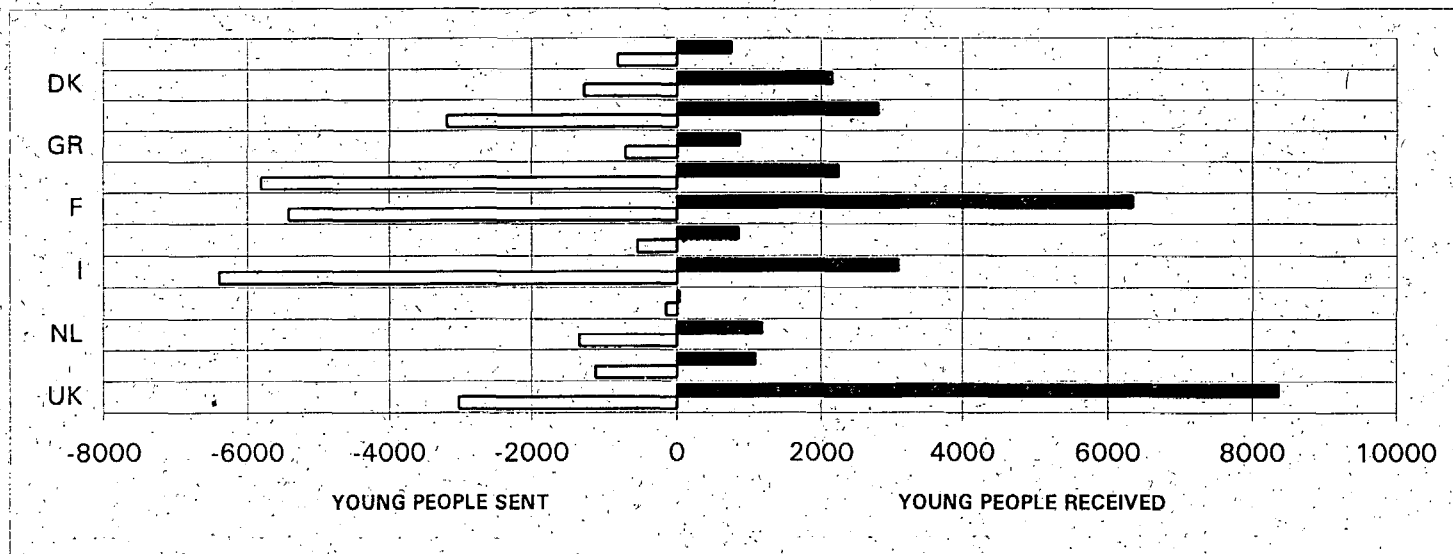
ANNEX 2 - ACTION IA - SENDING AND RECEIVING FLOWS PER MEMBER STATE



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

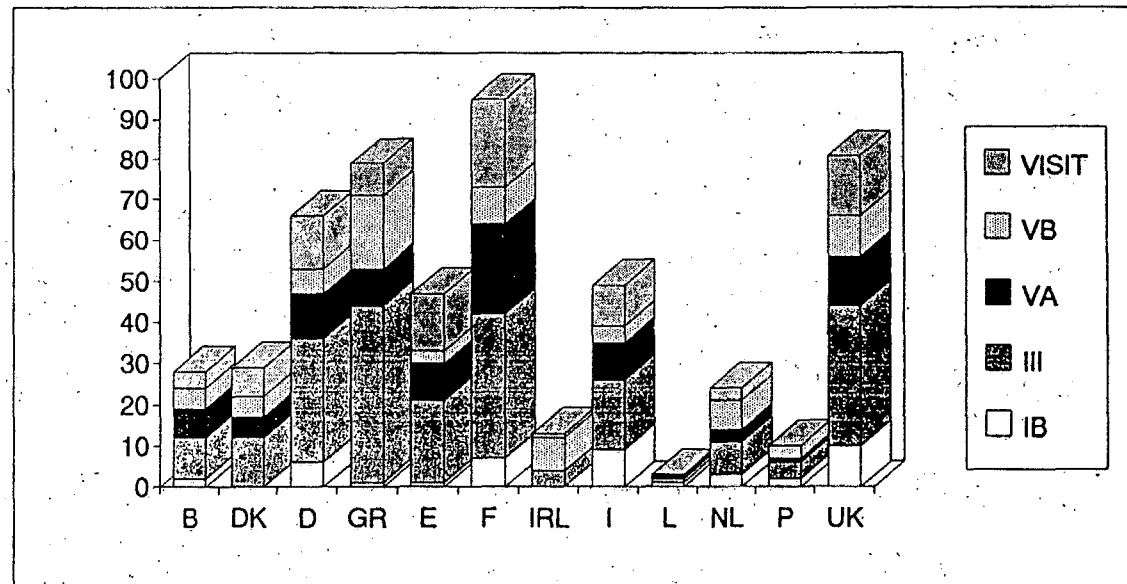
		HOST COUNTRY														TOTAL		%		Rank		
		Bg	Bfr	Bnl	DK	D	GR	E	F	IRL	I	L	NL	P	UK							
S E N D I N G C O U N T R Y	Bg							20								20		0,07				
	Bfr				12	26		61	38	35			31	13	152	368	823	1,23	2,76	9		
	Bnl			60	58	79	22		112		44				60	435		1,46				
	DK		41			202	13	78	124	40	286		48	69	383	1284		4,30		7		
	D		35	74	352	10	93	195	332	117	228		94	96	1557	3183		10,67		4		
	GR				68	16		69	124		308		81	55		721		2,42		10		
	E	10	105	40	121	335	96		2270	33	419	20	218	94	2049	5810		19,47		2		
	F			73	464	492	226	759	72	284	873	14	139	164	1860	5420		18,17		3		
	IRL		10		25	83		58	226	20	72		22	36		552		1,85		11		
	I		150	15	630	675	329	373	1815	210			288	209	1709	6403		21,46		1		
	L		16		12	77		23	10				19			157		0,53		12		
	NL		15		87	148	30	166	244	46	252			65	291	1344		4,50		6		
	P		20	32	97	79	41	12	309	70	110		46		306	1122		3,76		8		
UK		22	42	233	592	20	458	691		476		198	286		3018		10,11		5			
Total		10	414	336												29837		100				
		760			2159	2814	870	2252	6349	858	3103	34	1184	1087	8367							
		0,034	1,388	1,126																		
%		2,547			7,24	9,43	2,92	7,55	21,28	2,88	10,40	0,11	3,97	3,64	28,04	100						
Rank		10			12	4	7	3	2	6	5	11	8	9	1							
		B			DK	D	GR	E	F	IRL	I	L	NL	P	UK							

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

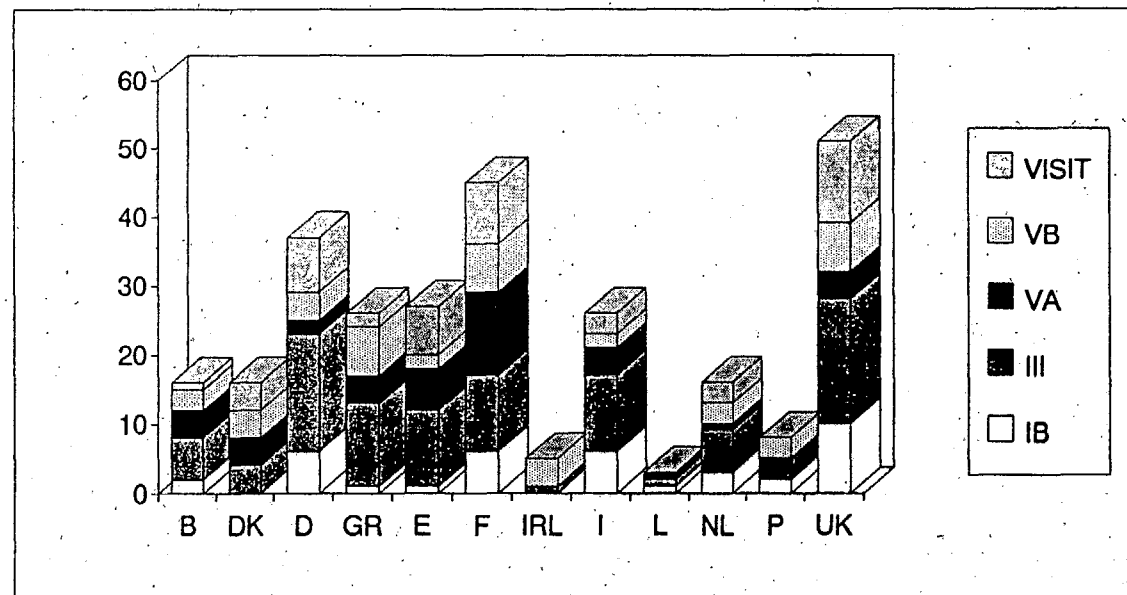


ANNEX 5 - CENTRALIZED ACTIONS - PROJECTS RECEIVED AND PROJECTS ACCEPTED IN 1994 PER MEMBER STATE

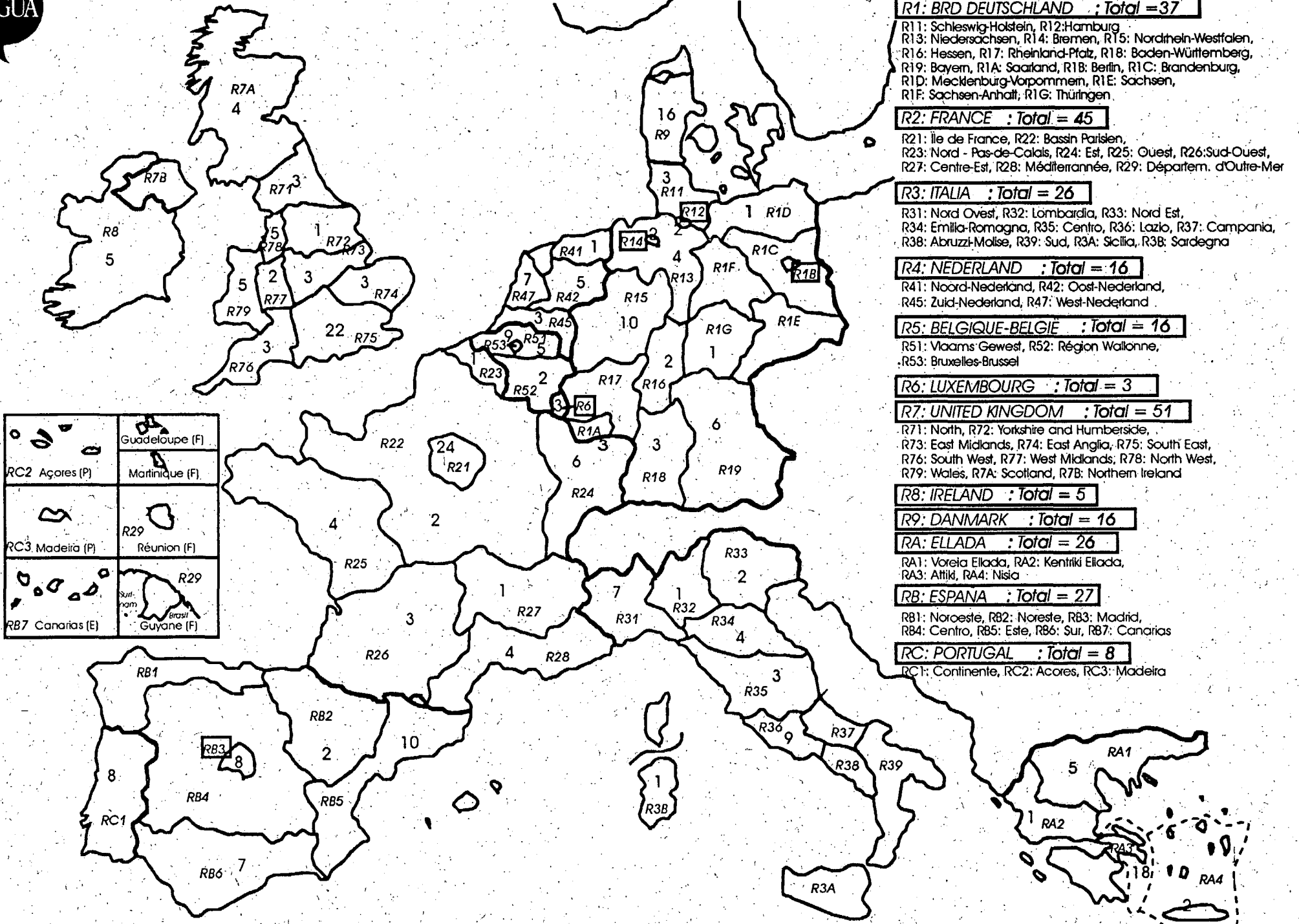
STATE	PROJECTS RECEIVED					TOTAL
	IB	III	VA	VB	VISIT	
B	2	10	7	5	4	28
DK		12	5	5	7	29
D	6	30	11	6	13	66
GR	1	43	9	18	8	79
E	1	20	9	3	14	47
F	7	35	22	9	22	95
IRL		4		8	1	13
I	9	17	9	4	10	49
L	1	1	1			3
NL	3	8	3	7	3	24
P	2	4	1	3		10
UK	10	34	12	10	15	81
TOTAL	42	218	89	78	97	524



STATE	PROJECTS ACCEPTED					TOTAL
	IB	III	VA	VB	VISIT	
B	2	6	4	3	1	16
DK		4	4	4	4	16
D	6	17	2	4	8	37
GR	1	12	4	7	2	26
E	1	11	6	2	7	27
F	6	11	12	7	9	45
IRL		1		4		5
I	6	11	4	2	3	26
L	1	1	1			3
NL	3	6	1	3	3	16
P	2	3		3		8
UK	10	18	4	7	12	51
TOTAL	38	101	42	46	49	276



ANNEX 6 - CENTRALIZED ACTIONS - 1994: BREAKDOWN OF PROJECTS BY REGION



R1: BRD DEUTSCHLAND : Total = 37

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

R2: FRANCE : Total = 45

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

R3: ITALIA : Total = 26

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

R4: NEDERLAND : Total = 16

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

R5: BELGIQUE-BELGIE : Total = 16

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

R6: LUXEMBOURG : Total = 3

R7: UNITED KINGDOM : Total = 51

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

R8: IRELAND : Total = 5

R9: DANMARK : Total = 16

RA: ELLADA : Total = 26

RA1: Voreia Ellada, RA2: Kentriki Ellada, RA3: Attiki, RA4: Nisia

RB: ESPANA : Total = 27

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

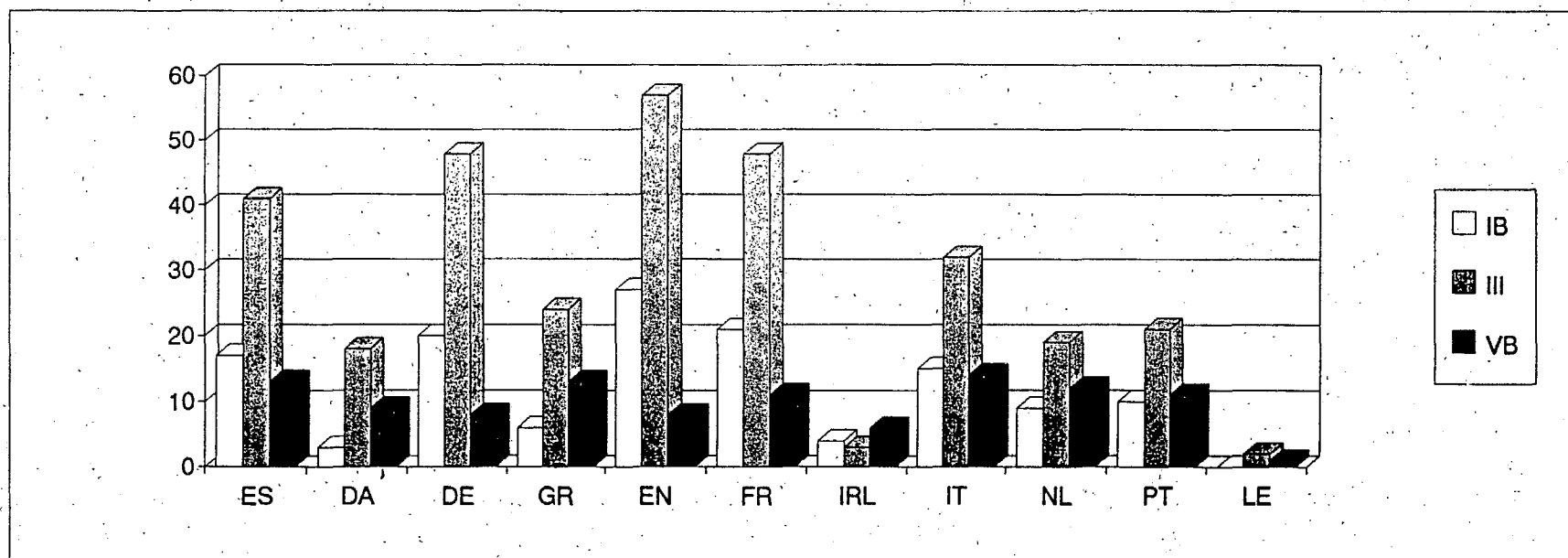
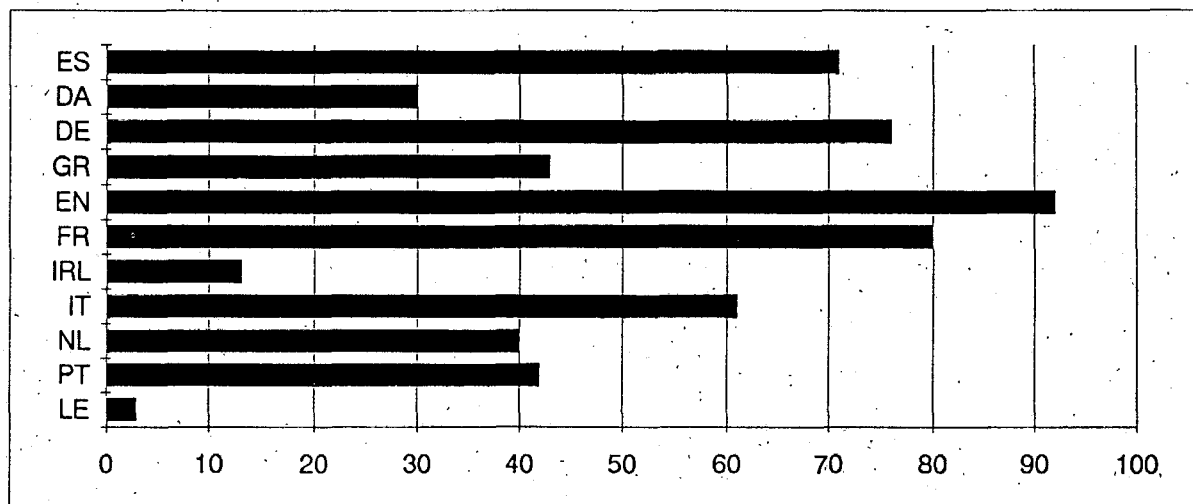
RC: PORTUGAL : Total = 8

RC1: Continente, RC2: Acores, RC3: Madeira

	Guadeloupe (F)
	Açores (P)
	Martinique (F)
	Madeira (P)
	Reunion (F)
	Canarias (E)
	Guyane (F)

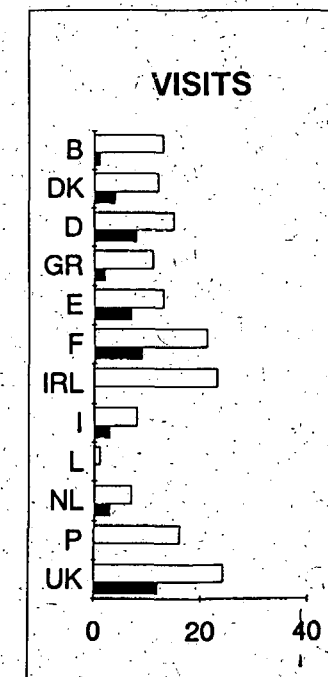
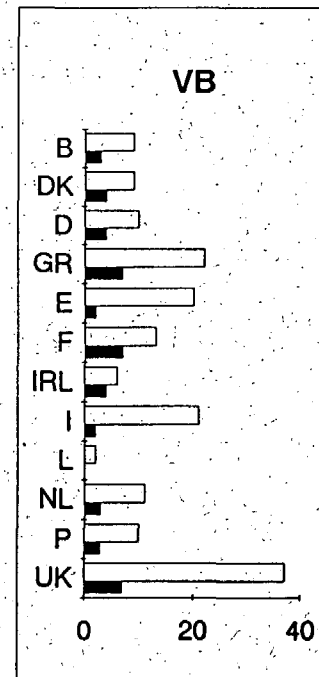
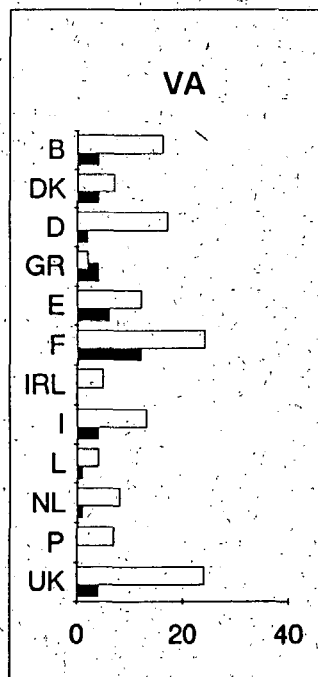
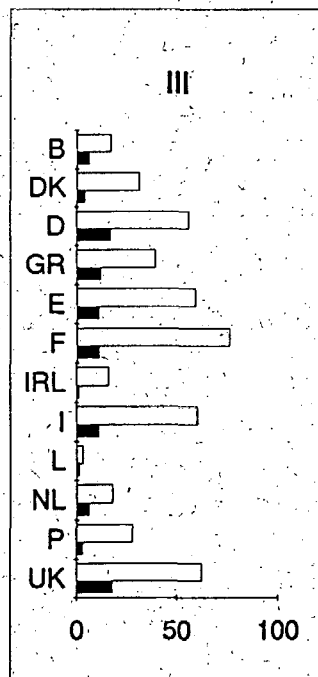
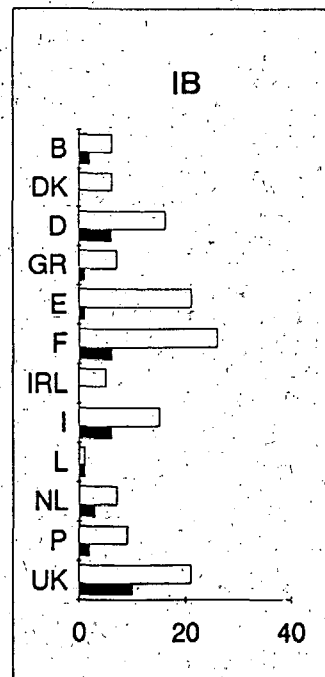
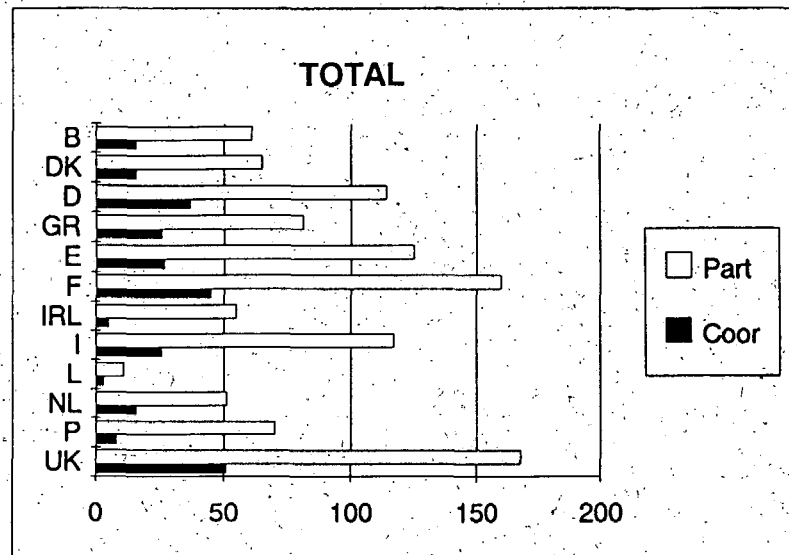
ANNEX 7 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1994 - DISTRIBUTION ACCORDING TO TARGET LANGUAGES

Language	ACTION			TOTAL
	IB	III	VB	
ES	17	41	13	71
DA	3	18	9	30
DE	20	48	8	76
GR	6	24	13	43
EN	27	57	8	92
FR	21	48	11	80
IRL	4	3	6	13
IT	15	32	14	61
NL	9	19	12	40
PT	10	21	11	42
LE		2	1	3

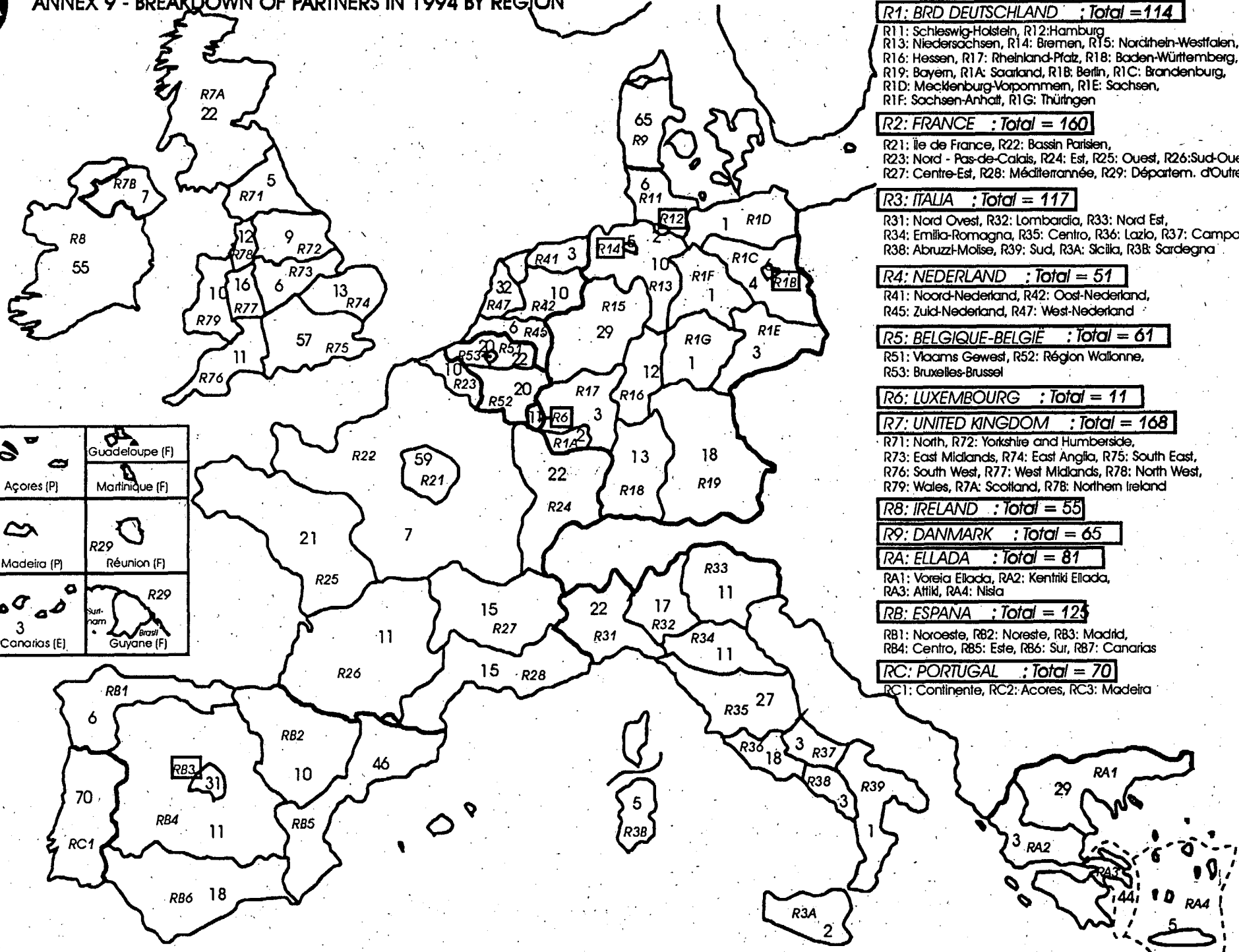


ANNEX 8 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1994 - NUMBER OF COORDINATORS AND PARTNERS PER MEMBER STATE

State	IB		III		VA		VB		Vis		Total	
	Coor	Part	Coor	Part	Coor	Part	Coor	Part	Coor	Part	Coor	Part
B	2	6	6	17	4	16	3	9	1	13	16	61
DK		6	4	31	4	7	4	9	4	12	16	65
D	6	16	17	56	2	17	4	10	8	15	37	114
GR	1	7	12	39	4	2	7	22	2	11	26	81
E	1	21	11	59	6	12	2	20	7	13	27	125
F	6	26	11	76	12	24	7	13	9	21	45	160
IRL		5	1	16		5	4	6		23	5	55
I	6	15	11	60	4	13	2	21	3	8	26	117
L	1	1	1	3	1	4		2		1	3	11
NL	3	7	6	18	1	8	3	11	3	7	16	51
P	2	9	3	28		7	3	10		16	8	70
UK	10	21	18	62	4	24	7	37	12	24	51	168
Total	38	140	101	465	42	139	46	170	49	164	276	1078



ANNEX 9 - BREAKDOWN OF PARTNERS IN 1994 BY REGION



R1: BRD DEUTSCHLAND : Total = 114

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

R2: FRANCE : Total = 160

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

R3: ITALIA : Total = 117

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

R4: NEDERLAND : Total = 51

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

R5: BELGIQUE-BELGIE : Total = 61

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

R6: LUXEMBOURG : Total = 11

R7: UNITED KINGDOM : Total = 168

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

R8: IRELAND : Total = 55

R9: DANMARK : Total = 65

RA: ELLADA : Total = 81

RA1: Voreia Ellada, RA2: Kentriki Ellada, RA3: Attiki, RA4: Nisia

RB: ESPANA : Total = 123

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

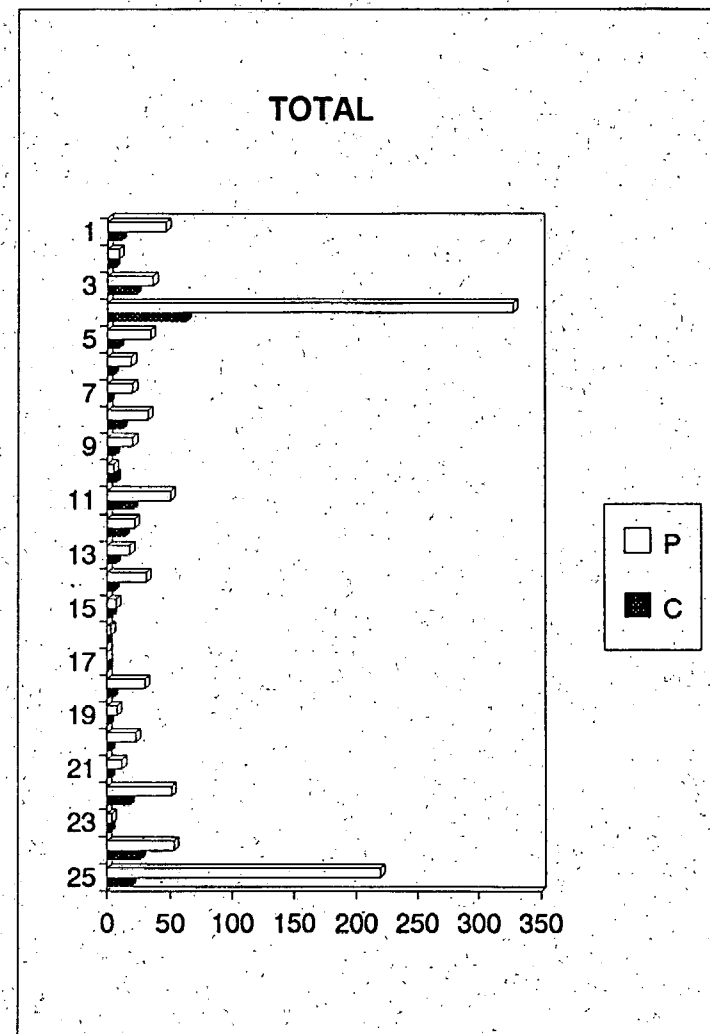
RC: PORTUGAL : Total = 70

RC1: Continente, RC2: Acores, RC3: Madeira

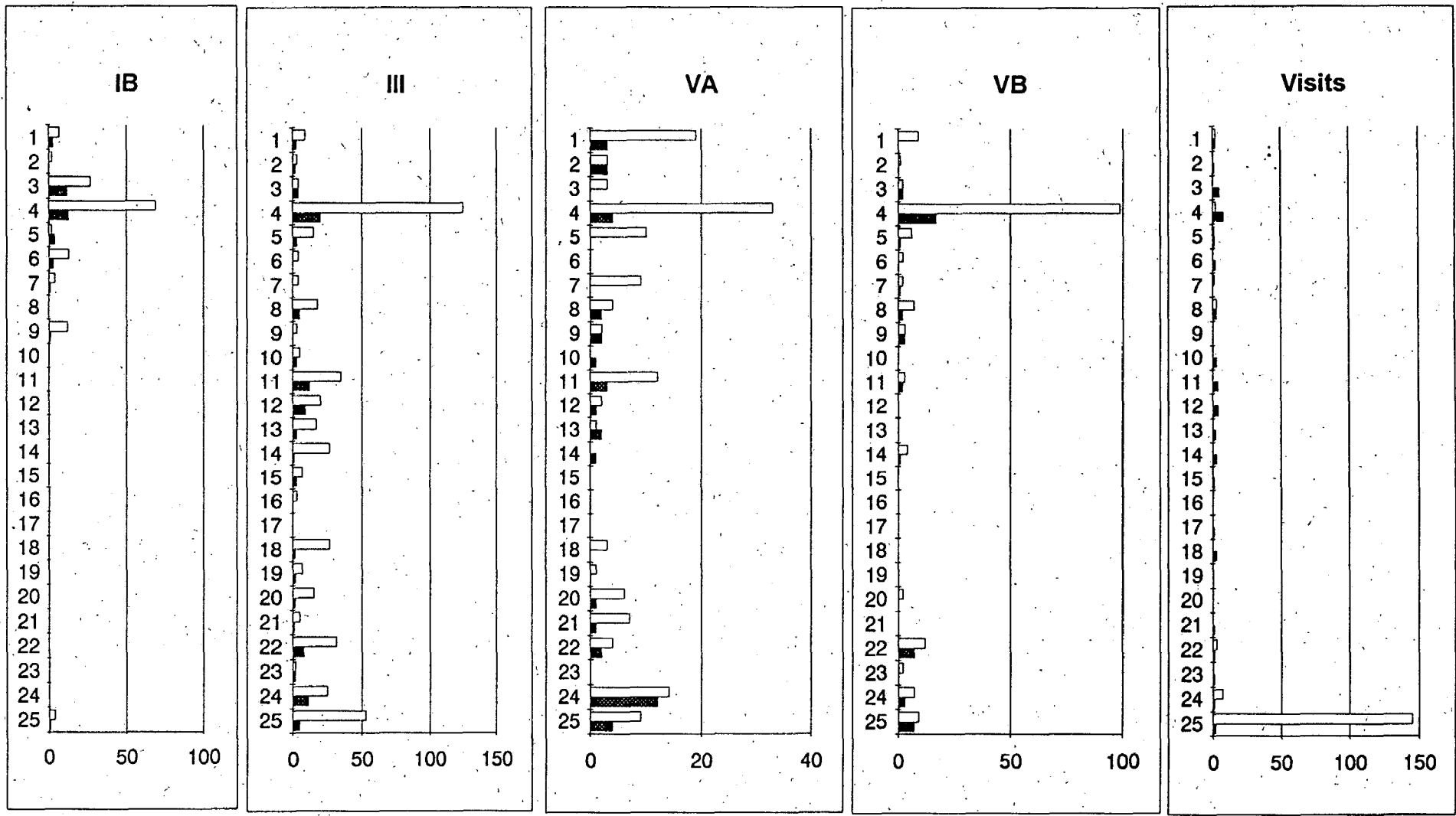
	Guadeloupe (F)
	Martinique (F)
	R29 Réunion (F)
	R29 Réunion (F)
	R29 Surinam (F)
	R29 Guyane (F)

ANNEX 10 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1994 - DISTRIBUTION ACCORDING TO TYPE OF COORDINATOR AND PARTNER

Type of Coordinator/Partner	IB		III		VA		VB		Visits		Total	
	C	P	C	P	C	P	C	P	C	P	C	P
1 = Ministerial department	3	7	3	9	3	19	0	9	2	2	11	46
2 = Local Government	0	2	2	3	3	3	0	1	1	0	6	9
3 = Local or regional educational authority	12	27	4	4	0	3	2	2	5	0	23	36
4 = Higher education institution	13	69	20	125	4	33	17	99	8	2	62	328
5 = Research Centres specializing in foreign language teaching	4	2	3	15	0	10	1	6	1	1	9	34
6 = Foreign language teacher training institution	3	13	0	4	0	0	0	2	2	0	5	19
7 = School	1	4	0	4	0	9	1	2	0	1	2	20
8 = Language Centre	0	0	5	18	2	4	2	7	3	3	12	32
9 = Assoc. or federation of foreign language teachers	1	12	0	3	2	2	3	3	0	0	6	20
10 = Initial vocational training organization	0	0	3	5	1	0	0	0	3	0	7	5
11 = Continuing vocational training organization	0	0	12	35	3	12	2	3	4	0	21	50
12 = SME training organization	0	0	9	20	1	2	0	0	4	0	14	22
13 = Adult or workers' training organization	0	0	3	17	2	1	0	0	2	0	7	18
14 = SME	0	0	1	27	1	0	1	4	3	0	6	31
15 = SME organization	0	0	3	7	0	0	0	0	1	0	4	7
16 = Large enterprise	0	0	0	3	0	0	0	0	0	0	0	3
17 = Organization of large enterprises	0	0	0	0	0	0	0	0	1	0	1	0
18 = Chamber of Commerce or Industry	0	0	2	27	0	3	0	0	3	0	5	30
19 = Sectoral organization	0	0	2	7	0	1	0	0	0	0	2	8
20 = Professional organization	0	0	2	15	1	6	0	2	0	0	3	23
21 = Workers' association	0	0	1	5	1	7	0	0	1	0	3	12
22 = Publisher or software manufacturer	0	0	8	32	2	4	7	12	1	3	18	51
23 = Certification body	0	0	2	2	0	0	0	2	1	0	3	4
24 = Non-profit association	0	0	11	25	12	14	3	7	1	7	27	53
25 = Other	1	4	5	53	4	9	7	9	2	145	19	220
	38	140	101	465	42	142	46	170	49	164	276	1081

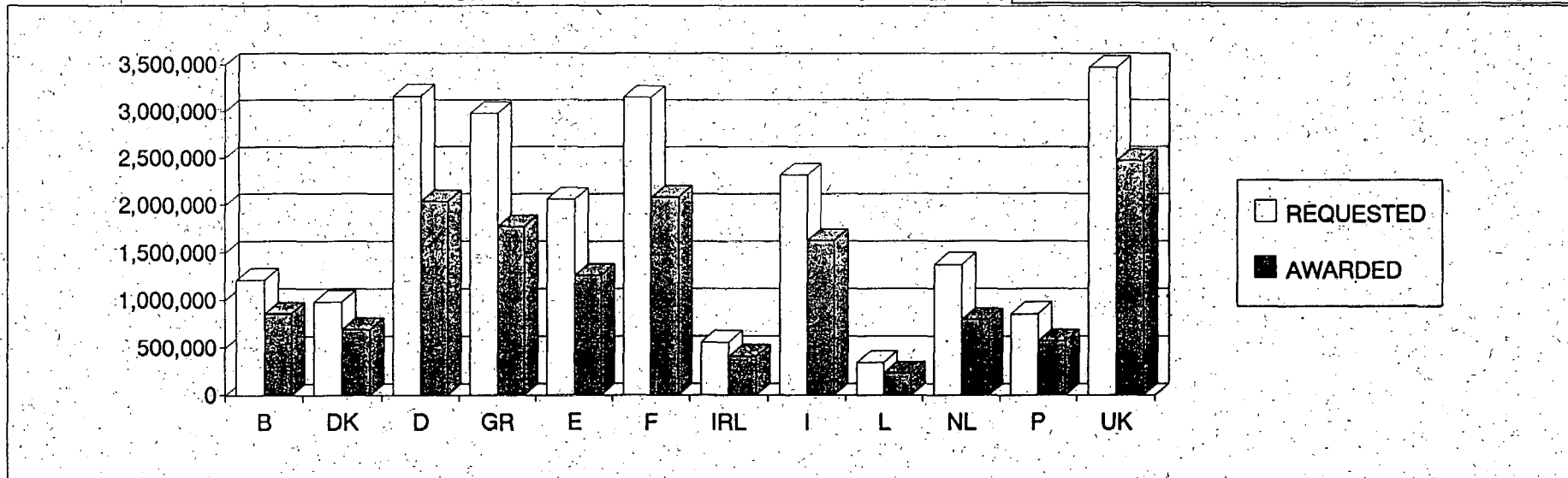
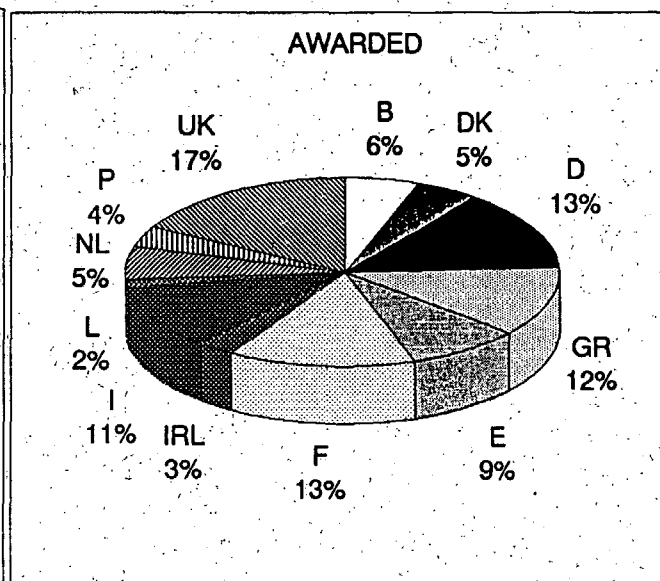
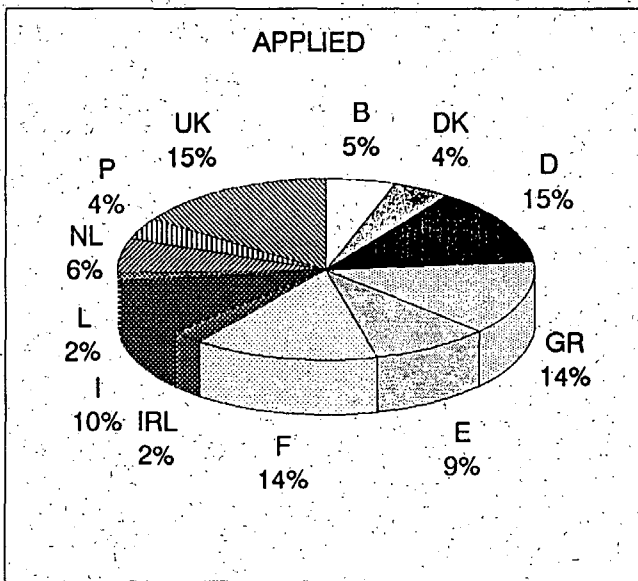


ANNEX 10 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1994 - DISTRIBUTION ACCORDING TO TYPE OF COORDINATOR AND PARTNER



ANNEX 11 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1994
GRANTS REQUESTED AND GRANTS AWARDED PER CONTRACTING MEMBER STATE

STATE	GRANT REQUESTED	GRANT AWARDED
B	1,219,821	863,761
DK	986,165	697,230
D	3,162,644	2,040,418
GR	2,978,503	1,772,423
E	2,062,867	1,264,460
F	3,153,723	2,089,312
IRL	561,715	410,000
I	2,320,409	1,627,294
L	344,000	231,750
NL	1,377,920	797,185
P	859,623	570,640
UK	3,469,295	2,474,136
TOTAL	22,496,685	14,838,609



ANNEX 12 - ACTION II - GENERAL OVERVIEW

	Total grant applications		acceptance rate (%)	accepted in 1992/93	increase (%) in 1993/94	acceptance rate (%) for 1992/93
	received	accepted				
ICP participants	1,340	1,277	95.3	1147	11.3	96.5
ICP	242	225	93	226	-0.4	95
	Total grant applications		acceptance rate (%)	accepted in 1992/93	increase (%) in 1993/94	acceptance rate (%) for 1992/93
	received	accepted				
SM - participants	1,302	1,246	95.7	1,129	10.4	96.6
Students	10,734	10,378	96.7	8,874	17.3	96.5
Student months	77,227	74,900	97	63,585	17.8	97.2
SM - programme	233	218	93.6	220	-0.9	94.8
TS - programme	121	75	62	70	7.1	65.4
CD - programme	-	-	-	-	-	-
IP - programme	-	-	-	-	-	-
	Renewal applications		acceptance rate (%)			
	received	accepted				
ICP participants	336	336	100			
ICP	69	69	100			
	Pluriannual activities		acceptance rate (%)	new activities within renewal applications		
	received	accepted		received	accepted	acceptance rate (%)
SM - participants	330	330	100	0	0	-
Students	2,441	2,441	100	0	0	-
Student months	17,023	17,023	100	0	0	-
SM - programme	67	67	100	0	0	-
TS - programme	10	10	100	16	5	31.3
CD - programme	-	-	-	-	-	-
IP - programme	-	-	-	-	-	-
	New applications		acceptance rate (%)			
	received	accepted				
ICP participants	214	184	86			
ICP	43	36	83.7			
	New applications		acceptance rate (%)	New applications + new activities within renewal applications and special reapplications.		
	received	accepted		received	accepted	acceptance rate (%)
SM - participants	190	167	87.9	190	167	87.9
Students	1,402	1,235	88.1	1,402	1,235	88.1
Student months	9,102	8,091	88.9	9,102	8,091	88.9
SM - programme	38	33	86.8	38	33	86.8
TS - programme	16	7	43.8	60	21	35
CD - programme	-	-	-	-	-	-
IP - programme	-	-	-	-	-	-
	Special reapplications		acceptance rate (%)			
	received	accepted				
ICP participants	790	757	95.8			
ICP	130	120	92.3			
	Special reapplications		acceptance rate (%)	New activities within special reapplications		
	received	accepted		received	accepted	acceptance rate (%)
SM - participants	782	749	95.8	0	0	-
Students	6,891	6,702	97.3	0	0	-
Student months	51,102	49,786	97.4	0	0	-
SM - programme	128	118	92.2	0	0	-
TS - programme	51	44	86.3	28	9	32.1
CD - programme	-	-	-	-	-	-
IP - programme	-	-	-	-	-	-

Notes:

SM = student mobility

TS = teacher mobility

CD = joint development of new curricula

IP = intensive programme

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