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REPORT OF THE COMMISSION

LINGUA PROGRAMME

1992 ACTIVITY REPORT

This report is divided into three main parts:

- Part One, the **SUMMARY**, begins on page 5 and presents a brief review of the Programme's activities in 1992 within the scope of its Decentralized and Centralized Actions as well as that of the Inter-university Cooperation Programmes. Brief mention is also made of the partnerships which were set up, the languages targeted by the projects and the budgets allocated to the various measures. Part One finishes with a cursory glance at the coherence of LINGUA, its Community impact and, finally, its monitoring and evaluation.
- Part Two, entitled **DEVELOPMENT**, begins on page 14 and places LINGUA in its context before providing a detailed analysis for 1992 of the operation of the Programme and the various Actions it comprises. Part Two also provides information on the management, monitoring, evaluation and promotion of the Programme.
- Part Three, the **CONCLUSION**, can be found on page 44. This part draws the lessons to be learnt from the LINGUA activities for 1992, underscores the value of the Programme and contemplates the prospects for the years ahead.

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The annexes provide a statistical overview and can be consulted from page 47 onwards.

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SUMMARY

LINGUA, the Community Action Programme for the qualitative and quantitative promotion of the eleven Community languages taught or learnt as foreign languages in the twelve Member States, was adopted by the Council Decision 89/489/EEC of 28 July 1989 as published in the Official Journal of the European Communities N° L239/24. The Programme was initially set up for a five-year period from 1 January 1990 to 31 December 1994. The budget allocated to implement this initial phase was estimated at 200 million ecus.

With a budget allocation of six million ecus, 1990 was essentially a preparatory year and the whole Programme, with all Actions taken together, only became operational in 1991. 1992 was therefore the second year that LINGUA was actually in operation.

1991 benefited from a total budget allocation of 23 million ecus. The results proved favourable overall and promised even more encouraging results for the future. 1992, with a budget of 38 million ecus, lived up to the promises of the previous year. The Programme grew and developed both in quantity and quality in all sectors and in all Actions.

Decentralized Actions of the Programme

(Run by the Member States in cooperation with the Commission of the European Communities)

- The number of mobility grants for the in-service training of language teachers increased tenfold in relation to the previous year. With an available overall budget of 5.6 million ecus and an average general LINGUA grant of some 1000 ecus (approaching the maximum of 1500 ecus set out in the Decision) in 1991/92, mobility grants thus enabled 5,255 teachers to benefit from in-service training courses abroad, compared to 516 teachers who had received grants in 1990/91.

As is mentioned in the reports submitted by grant recipients to the LINGUA National Agencies of the Member States, these grants have not only given teachers the possibility to visit the country whose language they teach, which some were doing for the first time, but in particular they have enabled them to substantially improve their language skills together with their competence in cultural and methodological areas. In the courses they attended, grant recipients have thus managed to increase their overall professional know-how and their specific competence as language teachers.

The fact that teacher participation has increased tenfold demonstrates both the interest of the teachers concerned (for in many countries grant applications largely exceeded the opportunities available under the budgets allocated) and the positive Action taken by the Commission and the Member States with regard to providing information on and promoting this Action.

- Within the scope of the Joint Educational Projects (JEPs) set up in the various countries, visits and exchanges of young people between establishments involved 17,891 pupils and 1,829 teachers, amounting to 19,720 participants in 1992. The available overall budget totalled 6 million ecus in 1991/92, and the average general LINGUA grant amounted to between 250 and 300 ecus per participant. This financial support represented a maximum amount of 50% (75% in some cases) of the total cost of the projects, the remainder being provided by grants from outside the Programme. Compared to the 4,335 pupils and 317 teachers who participated in 1990/91, almost five times the number of young people and six times the number of accompanying teachers took advantage of the mobility offered by a Community training programme in 1991/92.

An increasing number of Joint Educational Projects (JEPs) are truly original in their choice of working topics and directed to an ever greater extent towards proposals combining both the intercultural dimension and the linguistic dimension. The many possible examples that could be mentioned include the following:

- . the 'NIJMEGEN Exchange Scheme' which brings together six countries in the same exchange network and which is assigned the task of promoting tolerance, cooperation and communication among young people within the framework of bilateral projects;
- . a joint Action between the establishments of two Member States to write two plays in two languages which were then produced and presented in the two countries;
- . the joint construction, by establishments of two Member States, of a mobile information unit with its own electricity supply, enabling it to be used anywhere.

In this and in the previous Actions, the substantial overall increase in participants, even if a few Member States are still experiencing difficulties in absorbing all the financial support granted them, stems both from the increased interest of the establishments, teachers and pupils and a good promotional campaign. It should also be emphasized that the opportunity offered by the Member States to the general education schools (while in some cases reserving priority for vocational training centres) to join the Joint Educational Programmes (JEPs) has certainly contributed to the development of this Action.

Centralized Actions of the Programme

(Globally administered by the Commission of the European Communities)

369 large-scale projects were submitted in 1992, bringing together 1,419 partners and involving:

- the in-service training of language teachers within the scope of European Cooperation Projects (ECPs) (62 projects received);
- the promotion of languages in economic life (170 projects received);
- the creation of general teaching materials for the teaching and learning of the least widely used and least taught Community languages (52 projects received);
- the promotion of LINGUA objectives by transnational associations or bodies (22 projects received)
- and study visits or preparatory visits for setting up European Cooperation Programmes (ECPs) or language Action projects in economic life (63 projects received).

Of these 369 applications, 164 were accepted and supported (ie almost 45% of the projects submitted in 1992 and about twice as many as in 1991). The 164 accepted applications involved 769 coordinators and partners.

This increase in projects supported by Community funds is distributed relatively evenly across all of the Actions. Particular increases were noted for:

- projects related to economic life (86 major projects supported in 1992 compared to 58 in 1991)
- teaching materials for the least widely used and least taught languages (23 projects in 1992 compared to 15 in 1991) or the Actions for promoting the LINGUA objectives (14 in 1992 and 8 in 1991).

In view of the large scale of the projects taken into consideration and the entire novelty of the principle of transnational cooperation between training centres for language teachers, the most significant difference (although, in absolute terms, the figures still seem a little low) involves European Cooperation Programmes. Here the number of projects supported in 1992 has more than doubled compared to 1991 (25 large projects supported in 1992 compared to 12 in 1991).

Taking all Centralized Actions together, the general increase in the budget available in 1992 – irrespective of the larger number of supported projects – enabled higher average levels of grants per project supported than in 1991. In 1992, the average grant amounted to almost 50% of the total costs authorized by the Decision. This enabled worthwhile projects to come about and considerably reduced the number of accepted projects that might not have been set up due to a lack of Community support.

However, this increase also reflects the excellent quality of the very large majority of applications submitted, whatever the sectors and Actions concerned. Owing to a wealth of good projects which could not all be supported, a reserve list has had to be drawn up in case any of the accepted projects do not materialize.

As regards European Cooperation Programmes (ECPs), there is no doubt that the success of the Symposium organised in Veldhoven at the end of 1991 largely contributed to the significant increase in projects submitted, in the high quality of the training content offered and, consequently, in the number of projects the Commission decided to support.

Inter-university Cooperation Programmes (ICPs)

(run by the Commission of the European Communities on the model of the Inter-university Cooperation Programmes of the ERASMUS Programme)

There were 232 applications for the Inter-university Cooperation Programmes (ICPs) in 1992, of which 211 were accepted (compared to 149 in 1991, ie an increase of more than 40%). With a budget of just over seven million ecus, 6,724 students and 774 teachers were able to take advantage of the mobility offered.

These 211 Inter-university Cooperation Programmes (ICPs) enabled 972 partners from higher education centres to participate. 48 of these Programmes concerned the study of the least widely used and least taught Community languages.

Partnerships

Within the context of the Centralized Actions of the Programme, transnational groups and networks of experts and institutions, bringing together more than 1,742 partners in 1992, were set up to develop projects in all the Actions and sectors covered by LINGUA.

The networks set up are, as a whole, more concerned with the problems of training content and developing quality training materials which best suit Community requirements than with the problems posed by the simple encouragement of physical mobility among European citizens. In this context, mobility is considered to be more a means than an end.

Although universities and various university training and research departments and institutes have monopolized all available places in the Inter-university Cooperation Programmes (ICPs), as was to be expected, they also represented around 31% of the partners in Centralized Actions concerning the in-service training of language teachers, the development of the language skills of those involved in economic life and the development of teaching materials for the general promotion of the least widely used and least taught Community languages. Enterprises and vocational training centres counted for 30% in these Actions, the ministries and local and regional authorities for more than 10%, and publishers and other promoters of teaching materials for almost 5%.

Target Languages

Most applications for support among Decentralized Action projects were received for English, French and German, as these are the target languages that more than 81% of in-service training grant recipients have in view. Similarly, 68% of applications for Joint Educational Projects involve the United Kingdom, France and Germany. The same result is found in the Inter-university Cooperation Programmes where English, French and German account for 77% of the languages targeted.

Worrying as this situation may be, it is hardly surprising since the figures merely reflect the place these languages still hold in the national curricula. The general trend in several Member States is certainly towards a development and more significant offer of the least widely used and least taught languages in these curricula. But some time is required before this trend is reflected in the habits and choices of potential beneficiaries.

Nevertheless, Spain is more in demand than Germany for in-service training grants and Denmark is among the leading countries visited within the context of Joint Educational Projects.

On the other hand, the predominance of the most widely taught and most widely learnt languages in the Community is considerably less marked in the Centralized Actions of the Programme. Here the variety of applications submitted and the selection made by the Commission ensure that the three most widespread languages only represent 45% of the languages targeted by all supported projects.

The least widely used and least taught languages comprise 55% of applications and are in the majority here, a figure which is more than encouraging.

Budget

The total budget for 1992 amounted to 38 million ecus, compared to 23 million ecus in 1991.

This budget has been used as follows:

- In-service training for teachers (individual grants, support for European Cooperation Programmes and preparatory visits)	:	8.52 million ecus
- Mobility in higher education (support for Inter-university Cooperation Programmes and individual grants)	:	7.53 million ecus
- Languages and economic life (projects relating to language audits, teaching materials and preparatory visits)	:	7.02 million ecus
- Mobility of young people aged between 16 and 25 (Joint Educational Projects)	:	8.40 million ecus
- Complementary measures (grants for associations, seminars, publications and projects concerning teaching materials for the least widely used and least taught languages)	:	1.85 million ecus

- Programme management (technical assistance and subsidies to National Agencies)		:	4.68 millions ecus
Total		:	38.00 million ecus

The Coherence of LINGUA

Experience gained in the LINGUA Programme's first few years of operations has shown that an effective quantitative and qualitative promotion of foreign language competence can only be achieved in a coherent overall context.

At first glance, the problem of language communication in a multilingual Community is a complex one since there are many and, apparently, quite different targets and objectives. It would appear, however, that the solution largely lies in defining coherent national language policies and a coherent Community approach. These should be reflected in specific measures which are linked by an overall strategy.

The LINGUA Programme offers this coherence and tackles the problems as a whole, allowing it to have a real impact on Member State policies.

LINGUA aims to tackle the language problem facing Europe overall and not on the basis of randomly identified requirements (the various Programme users and coordinators are dedicated to this approach). The LINGUA Programme consists of a series of Community Actions which aim to develop mobility, on the one hand, and training content and materials, on the other hand, all Actions being linked together by an internal logic and closely interdependent.

Although this logic and interdependence of Programme Actions are clearer with regard to the Actions for teacher training and young people's mobility (vocational training pupils, secondary school pupils or students), they are just as real in the context of relations between these Actions (and the strategies they involve) and those concerning the promotion of languages in economic life or the production of teaching materials.

Although the economic world does have its own strategies and its own means of training its various staff in foreign languages, it is equally true that this sector defines its strategies and adapts its means to fit their students' competence. This in turn clearly depends on the quality of the education they have received and the opportunities of mobility given to them. Their competence is generally the result of a school education.

The connection between those who develop teaching materials - who tend to be language education experts and therefore often teachers or former teachers - the way in which they have been trained (initially or through in-service training) and their pedagogical experience is clear enough not to require further elaboration.

It is therefore essential that in these two particularly important aspects of the Programme (languages in economic life and the development of teaching materials), all those who contribute to make language teaching and learning more efficient and learning strategies more effective should combine forces and work together: from the theoretical linguistics researcher to the applied linguistics expert, from the teacher to the non-linguist responsible for company training and the final user of the products designed for him, from the psycholinguist to the teacher trainer, from the audiovisual expert to the computer technician, and from the mobility expert to the intercultural specialist. The force and skill of each component in this synergy,

and the opportunities and facilities provided for them to cooperate, are guarantees for the success of Community action in these sectors.

All these forces, that have just begun working together within the scope of a coherent overall Programme, must also ensure that they are given the opportunity of continuing to work together for the same common Community good in the future.

The Impact of LINGUA

The results of the Programme can now be quantified significantly in the sector of Decentralized Actions concerning the mobility of teachers and young people. The figures demonstrate this (see the paragraph on the Programme's Decentralized Actions in 1992, pages 5 and 6 of this report).

Results can also be quantified in the Centralized Actions which are concerned with the content of in-service training intended for teachers, with languages in higher education and projects intended for economic life or the general public. This is of particular interest for partnerships bringing together hundreds of institutions and thousands of individuals with little or no experience of working together, and who have only been able to engage in active cooperation through the Programme. The figures substantiate this as well (see the paragraph on the Centralized Actions of the Programme and Inter-university Cooperation Programmes in 1992, pages 6 and 7 of this report).

For the time being, however, these results are less easy to evaluate in terms of quality.

With regard to the Decentralized Actions, the questionnaires drawn up by the Commission and by the representatives of each country have been distributed to the participants. At the time of distribution, they reached some 50% of all teachers and young people concerned by these Actions in 1992. The questionnaires were completed and returned to the Commission via the national structures for Programme management at the beginning of 1993. The results of entering and processing the data furnished in these questionnaires by computer and their qualitative analysis will be ready at the end of the first half of 1993.

With regard to Centralized Actions and the teaching materials they are in the process of developing, the very first results of the projects supported by the Programme are just beginning to emerge. Almost all of the reports from the end of the first phase to be drafted for the first projects supported by LINGUA and, consequently, the product samples or the products themselves, are only expected at the beginning of 1993. Their dissemination will also begin in 1993. In this way, a serious study of their impact on the Community can only begin in 1994.

Nonetheless, the first indications received by the Commission in the first interim reports are already showing a particularly favourable cost-benefit ratio. Convincing evidence has been provided by:

- . the large scale of most of the projects,
- . the large number, diversity and quality of the partnerships they have generated,
- . their great potential multiplier effect (since many of them use new information technologies enabling optimum use and dissemination, and also on account of the setting up of large national or transnational networks which some team members belong to),
- . the Community gain achieved (the great majority of products being developed had very little chance of being produced without the Commission's intervention and the additional support provided by LINGUA).

As of 1993, the Commission will be able to start an in-depth evaluation of the impact of the first European Cooperation Programmes for the in-service training of teachers. Almost all of the final reports on phase 1 were submitted during the last quarter of 1992. Since again most of the projects are the object of a three-year Action plan, the first modules or training products for dissemination will only become available after 1993.

Although only a few of these European Cooperation Programmes existed in 1991, the final reports on phase 1 demonstrate their effectiveness.

In the same way as the projects relating to teaching materials mentioned above, these Programmes already serve as excellent examples of a very positive cost-benefit ratio thanks to:

- . their scale,
- . the partnerships they have formed,
- . their great multiplier effect (owing to their impact, in the very short term, on thousands of teachers who have begun to exercise their Community mobility with LINGUA in-service training grants and who are potential users of the products generated by these projects),
- . the obvious gain, both in quantity and quality, they provide with regard to transnational cooperation between specialist institutions (which, without the Programme, would have continued to be unaware of each other and work alone, each in their own country, region and sector) and with regard to the foundations they lay for a large transnational network for the in-service training of language teachers.

To give an idea of the types of projects supported by the Commission within the scope of the Centralized Actions of the Programme and their potential impact on the Community, reference can be made to the two compendia of LINGUA projects accepted in 1991 and 1992. The 1991 compendium has been available for almost a year, while the 1992 compendium will be available in April 1993.

A more accurate assessment of the general impact of the Programme on the language policy of the Member States can be made once the reports to be provided during the first six months of 1993 by the aforesaid Member States at the request of the Commission have been received and evaluated. These reports will also enable the Commission to report to the Council on its experience with implementing the Programme at the end of its second year of operation, in accordance with Article 13 of the Decision of the Council of Ministers of 28 July 1989.

The Programme was already the subject of debate in the Council of Ministers on 1 June 1992. The discussions during that meeting related, in particular, to the question of administrative obstacles to the smooth development of the Programme and the problems related to language diversification.

Particular mention was made of administrative obstacles involving the availability of teachers for in-service training courses during the academic year and their replacement during training courses. Also mentioned were the problems of integrating Joint Educational Projects intended for young people aged between 16 and 25, the work they involve and the visits or exchanges they generate within the scope of the educational programmes of the participating establishments.

The Council noted difficulties in achieving language diversification. It also noted that the teaching of two foreign languages in educational programmes was not compulsory in all Member States, and that efforts were generally focused on the more common languages.

While awaiting the reports on the evaluation and effectiveness of the Programme planned for 1993, the Council assigned the Education Committee the task of monitoring the situation.

Monitoring and Evaluation

In addition to monitoring the projects and making regular internal evaluations by means of reports, discussions and coordination meetings in Brussels, and site inspections, the Commission launched an invitation to tender in 1992 for the external evaluation of the Programme, its structures and its impact in the twelve Member States. The final report of this evaluation is expected during the second half of 1993.

LINGUA

QUANTITATIVE AND QUALITATIVE DEVELOPMENT OF LANGUAGE SKILLS IN EUROPE

by

- generalizing the use of foreign languages
- supporting the promotion of all Community languages
- integrating foreign languages into university courses
 - improving the skills of language teachers
 - promoting foreign languages in economic life
 - encouraging innovation in teaching methods
- fostering exchange programmes for young people
 - by building on pedagogical projects

LINGUA in 1992

Several key figures in review

- **The Programme's Decentralized Actions have enabled :**

- **5,257 teachers** to follow in-service training courses in the country whose language they teach (ten times more than in 1991)
- **19,720 people** to become involved in Joint Educational Projects (five times more than in 1991) through more than nine hundred partnerships between educational establishments in the twelve Member States

- **The Centralized Actions of the Programme have enabled :**

- **more than 1,742 partner institutions** from all Community countries to begin or continue working within the context of projects supported by the Commission
- **164 partnerships** bringing together **769 different institutions** (more than twice the figures for 1991), to be established in order to improve and promote, through ambitious projects with a great multiplier effect, the in-service training of language teachers and language skills in economic life or in general
- **almost 55%** of the total number of languages targeted by the projects proposed by these 164 partnerships to be the **least widely used and least taught Community languages**
- **211 Inter-university Cooperation Projects** (40% more than in 1991), bringing together **972 institutions** to operate, permitting the mobility of **6,724 students** and **774 teachers**

- **All centralized projects combined :**

- **universities** represented almost **70%** of partnerships

- **Action outside Inter-university Cooperation Programmes :**

- **universities** represented more than **31%** of the partnerships and enterprises, professional associations and vocational training centres almost **30%**

1. CONTEXT

1.1. What is LINGUA?

While reflection on its objectives began as early as 1976, the LINGUA Programme was adopted on 28 July 1989 at the proposal of the Commission and came into being on 1 January 1990 for a five-year period with an estimated budget of 200 million ecus.

At meetings held in Stuttgart in July 1983, then in Fontainebleau in June 1984 and in Milan in June 1985, these initial reflections led to an official adoption of the view that languages constitute an appropriate field of Community activity. Declarations on European Union subsequently underscored the need for the Community to improve the language skills of its citizens.

This process of reflection was spurred by declarations from all those involved in the building of Europe. They have in fact regularly and clearly indicated their concern to safeguard and promote the cultural identity of all the components of the Community and of each of its citizens. As languages represent one of the best means to express the culture of peoples and individuals, the preservation of the European cultural environment and the safeguarding of a true multicultural character necessarily entail the defense of multilingualism across the Community. The task is to ensure that all Community languages can live together and enjoy equal opportunities, to promote the multilingualism of our citizens, so as to give each of us the means to master one or more foreign languages in addition to our mother tongue.

This movement was also fostered by the strong belief that improved foreign language skills among Europeans would help them to overcome communication barriers, thus constituting one of the keys to achieving overall Community objectives. In particular, foreign language skills can facilitate the introduction of the internal market and realization of the free movement of persons, goods, services and capital within the single market.

1.2. The Objectives of LINGUA

Article 4 of the Decision of 28 July 1989 states that:

"The principal objective of the LINGUA Programme shall be to promote a quantitative and qualitative improvement in foreign language competence with a view to developing communication skills within the Community. To that end, it shall, by means of Community-wide measures, provide opportunities for supporting and complementing Member States' policies and schemes aimed at achieving this objective."

Article 5 insists on the aspects of subsidiarity and complementarity emphasizing the fact that the Programme aims "to promote the implementation of those policies adopted by the Member States, applied within the scope of their internal structures and the characteristics and opportunities of their education and training system" which aim to achieve this principal objective.

Article 5 describes this principal objective in greater detail and indicates the following specific objectives:

- generalize the practice of foreign languages
"encourage all citizens to acquire a working knowledge of foreign languages"
- help promote all Community languages
"increase the opportunities of teaching and learning foreign languages in the Community and, in particular, encourage competence with the least widely used and least taught foreign languages"
- incorporate foreign languages into the largest possible number of university courses
"promote the provision of opportunities for university students to combine foreign language studies with the pursuit of their main disciplines as a recognized component of their degree, diploma or other qualification"
- improve the skills of foreign language teachers
"raise the standard of foreign language teaching by improving the initial and in-service training of foreign-language teachers and trainers, by increasing the opportunities for them to reap the benefits of appropriate preparation abroad"
- promote foreign languages in economic life
"encourage employers and professional organizations to promote training in foreign languages for the workforce in order to take full advantage of the internal market, with particular reference to the needs of the small and medium-sized enterprises and of the peripheral and least-developed regions of the Community"
- encourage methodological innovation
"promote innovation in methods of foreign language training and in the exploitation of the communication technologies used"

The information collected from the Member States at the end of the first phase of operation of the Programme clearly shows that pursuing these objectives has already had a certain effect on their language policy and that the impact of the Programme is starting to be felt.

Four examples spring to mind to illustrate this, although they only represent some of the measures or steps inspired by LINGUA in one Member State or another:

- . the almost systematic and compulsory inclusion of languages in all secondary education and vocational training curricula
- . a wider range of languages offered to pupils or students in educational establishments
- . the increasing inclusion of languages in non-language university courses
- . the spread of early language teaching in most Member States.

2. THE LINGUA PROGRAMME : CHARACTERISTICS, DEVELOPMENT AND RESULTS IN 1992

2.1. Operational Components

To achieve its objectives, the LINGUA Programme is divided into five Actions which boast several characteristics in common. On the one hand, they all aim somehow and to some extent in one sector or another to promote competence in the eleven Community languages which are learned or taught as foreign languages. On the other hand, they all involve transnational partnerships with the countries in which the languages targeted by the projects are spoken and/or include mobility to those countries. And finally, for projects of equal quality and when budgets require priorities to be set, all five Actions give preference to the least widely used and least taught languages.

These five Actions, as described in the Annex to the Decision of the Council of Ministers, are as follows:

- Action I : Measures intended to promote the in-service training of foreign-language teachers
- Action II : Measures intended to promote the learning of foreign languages at university and, in particular, to develop the initial training of foreign-language teachers
- Action III : Measures intended to promote competence in foreign languages used in working relations and in economic life
- Action IV : Measures intended to promote the development of exchanges of young people following specialist, vocational or technical training courses in the Community
- Action V : Complementary measures, in particular those intended to promote innovation in foreign language teaching methods

Despite their heterogeneous appearance, these five Actions of the Programme are closely related, very interdependent and create a synergy by bringing together all those who are essential to an effective promotion of language skills among Europeans. The complementarity of the design and content of these Actions as well as that of the people implementing them ensure the coherence of the Programme as a whole.

These five Actions belong to two different categories at management level: the Decentralized Actions and the Centralized Actions.

The first part of Action I (relating to mobility grants for language teachers, all categories combined, except for higher education teaching staff) and Action IV are decentralized, ie they are run as a whole by the Member States in cooperation with the Commission. However, their general guidelines and overall budget are defined by the Commission with the assistance of the LINGUA Committee.

The second part of Action I (relating to the setting up of European Cooperation Programmes for improving the in-service training of language teachers), and also Actions II, III and V are centralized, ie they are run as a whole by the Commission.

The general guidelines for the Decentralized Actions and their respective budgets are also defined by the Commission with the assistance of the LINGUA Committee.

Italy is also improving its percentage (68% more than in 1991), even if it is still a fair way behind the 'big' four. However, if we take into account that the overall number of participants is much higher this year, the result is encouraging.

The Danish, Greek, Dutch and Portuguese languages together account for 1.45% of applications. This figure should be credited to the LINGUA Programme which has enabled some one hundred teachers to go to Denmark, Greece, the Netherlands and Portugal to follow courses which they would not have had the means to attend without Community incentive. This dynamic appears to be developing well and applications relating to the least widely used and least taught languages are likely to increase in the months and years to come.

1991			1992		
Host country	%	Rank	Rank	%	Host country
B	00.23	10	9	00.40	B
DK	00.23	10	11	00.08	DK
D	11.35	4	4	08.51	D
GR	00.47	8	7	00.67	GR
E	16.79	2	3	10.98	E
F	15.60	3	2	26.94	F
IRL	00.47	8	6	02.17	IRL
I	02.13	6	5	03.59	I
L	00.00	12	12	00.02	L
NL	02.37	5	8	00.55	NL
P	01.19	7	10	00.15	P
UK	49.17	1	1	45.94	UK

*Table 1 - Action 1A
Teacher Mobility - Host Country - Comparison of 1991 and 1992 Figures*

- The Commission's budget commitments, by country, under contracts covering the 1991/92 and 1992/93 financial years were as follows:

(Note: the Programme's Decentralized Actions do not operate in calendar years, but in school or academic years. They thus make it possible to support, for example, projects undertaken during the period running from 1 August one year to 31 July the next. But these dates may vary depending on the Member States. Some projects which span 1991 and 1992 are taken into account in this 1992 activity report, although these projects were financed under the 1991 budget (for the record: the 1991 LINGUA activity report showed figures relating to projects implemented in 1990/91 and financed under the 1990 budget). The 1992 budget will be used during the 1992/93 school or academic year. The figures relating to the amounts made available to the Member States within the scope of this 1992 budget are shown in Table 2a, for information and to offer a point of comparison with 1991).

Italy is also improving its percentage (68% more than in 1991), even if it is still a fair way behind the 'big' four. However, if we take into account that the overall number of participants is much higher this year, the result is encouraging.

The Danish, Greek, Dutch and Portuguese languages together account for 1.45% of applications. This figure should be credited to the LINGUA Programme which has enabled some one hundred teachers to go to Denmark, Greece, the Netherlands and Portugal to follow courses which they would not have had the means to attend without Community incentive. This dynamic appears to be developing well and applications relating to the least widely used and least taught languages are likely to increase in the months and years to come.

1991			1992		
Host country	%	Rank	Rank	%	Host country
B	00.23	10	9	00.40	B
DK	00.23	10	11	00.08	DK
D	11.35	4	4	08.51	D
GR	00.47	8	7	00.67	GR
E	16.79	2	3	10.98	E
F	15.60	3	2	26.94	F
IRL	00.47	8	6	02.17	IRL
I	02.13	6	5	03.59	I
L	00.00	12	12	00.02	L
NL	02.37	5	8	00.55	NL
P	01.19	7	10	00.15	P
UK	49.17	1	1	45.94	UK

*Table 1 - Action IA
Teacher Mobility - Host Country - Comparison of 1991 and 1992 Figures*

- The Commission's budget commitments, by country, under contracts covering the 1991/92 and 1992/93 financial years were as follows:

(Note: the Programme's Decentralized Actions do not operate in calendar years, but in school or academic years. They thus make it possible to support, for example, projects undertaken during the period running from 1 August one year to 31 July the next. But these dates may vary depending on the Member States. Some projects which span 1991 and 1992 are taken into account in this 1992 activity report, although these projects were financed under the 1991 budget (for the record: the 1991 LINGUA activity report showed figures relating to projects implemented in 1990/91 and financed under the 1990 budget). The 1992 budget will be used during the 1992/93 school or academic year. The figures relating to the amounts made available to the Member States within the scope of this 1992 budget are shown in Table 2a, for information and to offer a point of comparison with 1991).

Country	Budget	Country	Budget	Country	Budget
Belgium	176,080 ecus	Spain	495,238 ecus	Luxembourg	21,427 ecus
Denmark	89,543 ecus	France	689,303 ecus	The Netherlands	173,509 ecus
Germany *	2,071,253 ecus	Ireland	62,554 ecus	Portugal	164,940 ecus
Greece	155,088 ecus	Italy	912,436 ecus	United Kingdom	588,629 ecus

(* including the exceptional special grant in favour of the five new Länder)

Table 2 – Action IA – Budget by Country in 1991/92

Country	Budget	Country	Budget	Country	Budget
Belgium	277,610 ecus	Spain	783,926 ecus	Luxembourg	39,923 ecus
Denmark	137,670 ecus	France	1,059,587 ecus	The Netherlands	275,500 ecus
Germany	1,739,598 ecus	Ireland	106,728 ecus	Portugal	270,578 ecus
Greece	255,107 ecus	Italy	1,107,406 ecus	United Kingdom	946,369 ecus

Table 2a – Action IA – Budget by Country in 1992/93

– The flows of teachers sent and hosted, by country, are indicated in Table 3 below (see also Annex 1 – Statistical Overview – at the end of the report). It can be seen from this table that, among those countries with more widely used and more widely taught languages, the United Kingdom and France hosted more teachers than they sent abroad. Germany completely reversed the trend by sending abroad more than five times the number of teachers it hosted. Spain is the only country to show a near balance.

For those countries with less widely used languages, Denmark and Portugal sent between 18 and 25 times the number of teachers they hosted, the Netherlands four times and Italy three times as many.

Country	Teachers sent	Teachers hosted	Country	Teachers sent	Teachers hosted
Belgium	202	21	Ireland	72	114
Denmark	98	4	Italy	613	189
Germany	2312	447	Luxembourg	19	1
Greece	73	35	The Netherlands	121	29
Spain	460	577	Portugal	144	8
France	480	1,416	United Kingdom	663	2,414

Table 3 – Action IA – Incoming and Outgoing Flows

– Through its mobility grants, Action IA of LINGUA has certainly provided a significant number of teachers the opportunity of a European experience they would probably not have had without the Programme. Teachers were thus able to improve their language skills in the foreign country and experience the culture of the countries whose languages they teach.

This Action also contributes towards developing and strengthening a network of contacts between academic establishments abroad, a network which will contribute significantly to the setting up of new Joint Educational Projects within the scope of Action IV of the Programme.

– The administrative problems posed by this Action and brought to the attention of the Council of Ministers on 1 June 1992 (see end of paragraph 'The impact of LINGUA', pages 11 and 12 in the 'Summary') do not appear to have stemmed the rise in applications for training courses in 1992.

2.2.2. Visits and Exchanges of Young People: Joint Educational Projects (Action IV)

a) Definition and Objectives of the Action

Action IV aims to promote the participation of young people, aged between 16 and 25 and who follow specialist, technical or vocational training courses, in exchange programmes based on pedagogical projects called Joint Educational Projects.

The Decision specifies that it is up to each Member State to define the concept of specialist, technical or vocational training and to limit or expand it as they see fit. As a whole, the twelve countries have decided to give the Decision a broad interpretation and involve general education schools as well.

The pedagogical exchanges should be aimed at improving the communication skills of young people and at developing their motivation to acquire a working knowledge of foreign languages. When the projects involve the countries of the least widely used and least taught languages, the participants should be able to reach a minimum survival level in the language

of the host country, and they should if possible acquire a minimum amount of technical vocabulary with regard to the topic of the joint activity. These objectives are achieved by setting up educational projects prepared with the utmost care prior to the visit or the exchange and which are fully integrated into the participants' school activities. The educational projects are technical or cultural in nature, but should all comprise a strong linguistic component.

b) Review of 1991 Figures

In the 1991 activity report, the figures supplied by the Member States showed that 4,018 young people had benefited from grants which generally covered a maximum of 50% of the total cost of the projects.

An analysis of the data provided by the Member States and relating to 3,754 of the 4,018 participants showed that 1.97% went to Belgium, 4.40% to Denmark, 8.63% to Germany, 1.84% to Greece, 5.91% to Spain, 12.79% to France, 3.30% to Ireland, 6.05% to Italy, 0.53% to the Netherlands, 4.26% to Portugal and 50.32% to the United Kingdom. No applications were made for Luxembourg.

c) *Development and Results in 1992*

(see also Annexes 3 and 4 in the Statistical Overview at the end of the report)

- The number of beneficiaries increased virtually fivefold in 1992, since 911 projects involving 17,891 young people and 1,829 teachers, ie 19,720 people, were set up and received LINGUA support. Grants for 811 preparatory visits were also awarded.

Table 4 below shows, as a percentage, the breakdown of these young people by countries visited (see also Annex 3 – Statistical Overview – at the end of the report) and enables a comparison to be made with the 1991 figures. As in the case of Action LA, this second series of figures is given purely as an indication and should not be used to draw conclusions which ignore the obvious incongruities between the numbers compared.

1991			1992		
Host country	%	Rank	Rank	%	Host country
Belgium	01.97	9	7	03.39	Belgium
Denmark	04.40	6	6	05.61	Denmark
Germany	08.63	3	3	08.74	Germany
Greece	01.84	10	11	01.40	Greece
Spain	05.91	5	4	07.85	Spain
France	12.79	2	2	21.42	France
Ireland	03.30	8	8	02.80	Ireland
Italy	06.05	4	5	07.13	Italy
Luxembourg	00.00	12	12	00.21	Luxembourg
The Netherlands	00.53	11	9	02.15	The Netherlands
Portugal	04.26	7	10	01.42	Portugal
United Kingdom	50.32	1	1	37.88	United Kingdom

Table 4 - Action IV - Mobility of Young People - Host Country - Comparison of 1991 and 1992 Figures

When participation levels increase and the sample thus becomes more relevant, the percentage for the United Kingdom decreases (by 24.72% compared to 1991) while the percentage for France increases (by 67.47% compared to 1991).

In this way, the United Kingdom and France together hosted more than 59% of participants in Joint Educational Projects.

Germany, Spain and Italy are far behind, although, split fairly evenly between them, they host almost 24% of the total number of participants.

Danish, Greek, Dutch and Portuguese - the four least widely used languages of the Programme (apart from Irish and Letzeburgesch) - account for almost 11%. The figure is still fairly low, but it is no less encouraging. Considering the range of main languages offered in the school curricula of the Member States, the LINGUA Programme has every reason to be pleased with the contribution it is making in terms of opening up to young Europeans the countries where the least widely used and least taught languages are spoken. Although the impact is still low, it is clear that nothing would have happened without LINGUA. The trend has been set, and only needs now to be strengthened.

The case of Denmark is extremely interesting since this country has attracted 5.61% of the total number of participants. This figure reflects the attraction that Scandinavian countries continue to hold for other Member States, and more particularly perhaps for the Mediterranean countries. Although Danish has not been the essential language of communication during the visits and work meetings, course reports show that some of the

time has been set aside for the initial immersion of participants in a language that is certainly hardly known or used in Europe.

- The Commission's budget commitments, by country, under contracts covering the 1991/92 financial year and the forecasts for 1992/93 were as follows:

(Note: see page 18, first comment in the paragraph on budget commitments relating to Action IA. The sums made available to the Member States within the scope of the 1992 budget are shown in Table 5a, for information and to offer a point of comparison with 1991.)

Country	Budget	Country	Budget	Country	Budget
Belgium	159,707 ecus	Spain	749,280 ecus	Luxembourg	26,712 ecus
Denmark	102,111 ecus	France	721,006 ecus	The Netherlands	254,478 ecus
Germany *	1,807,423 ecus	Ireland	89,544 ecus	Portugal	276,471 ecus
Greece	226,204 ecus	Italy	803,226 ecus	United Kingdom	783,838 ecus

(* including the exceptional special grant in favour of the five new Länder)

Table 5 - Action IV - Budget by country in 1991/92

Country	Budget	Country	Budget	Country	Budget
Belgium	241,753 ecus	Spain	1,179,376 ecus	Luxembourg	41,807 ecus
Denmark	149,012 ecus	France	1,098,546 ecus	The Netherlands	390,650 ecus
Germany *	1,622,662 ecus	Ireland	135,399 ecus	Portugal	394,053 ecus
Greece	363,423 ecus	Italy	1,552,893 ecus	United Kingdom	1,230,426 ecus

Table 5a - Action IV - Budget by country in 1992/93

- The flows of young people sent and hosted, by country, are shown in Table 6 below (see also Annex I - Statistical Overview - at the end of the report). It can be seen from this table that most of the 'big' countries (Germany, Spain, France and Italy) sent more young people than they hosted. The United Kingdom alone provides an exception to this rule with almost three times fewer young Britons leaving than young people coming from other Member States. The smaller countries, however, hosted more young people than they sent, except for the Netherlands (three times more Dutch young people leaving than other nationalities coming). Greece and Portugal have had almost the same number of young people coming as going.

Country	Young people sent	Young people hosted	Country	Young people sent	Young people hosted
Belgium	244	607	Ireland	415	501
Denmark	756	1,004	Italy	2,260	1,271
Germany	2,884	1,563	Luxembourg	0	38
Greece	250	251	The Netherlands	1,271	385
Spain	2,589	1,401	Portugal	286	253
France	4,374	3,835	United Kingdom	2,562	6,777

Table 6 - Action IV - Incoming and Outgoing Flows

- The dynamics of Action IV are now well in place, even if a few Member States have still experienced difficulties in using up their total budget. This Action contributes largely, and in an entirely original manner, to the development of language skills and the European dimension in very different types of educational establishments.

The fact that in 1992 the Commission simplified the procedures for the Member States to run this Action, by asking the same National Agency to finance both the costs of sending and hosting project participants, contributed to the development of new initiatives.

Reciprocating visits within projects continues to be a problem. Although reciprocity is not compulsory, it is strongly encouraged. If the principle of reciprocity were generalized and systematized, it would risk creating serious problems for those Member States which are very much 'in demand'. The United Kingdom, in particular, would have great difficulty financially in reciprocating with all its partner establishments. On the other hand, establishing this reciprocity in projects initiated by other countries would risk preventing British establishments from encouraging and setting up the kinds of projects they would like.

- As was the case for Action IA, the administrative problems posed by this Action and which were brought to the attention of the Council of Ministers on 1 June 1992 (see end of paragraph 'The impact of LINGUA', pages 11 and 12 of the 'Summary') do not appear to have impeded the development of Projects.

2.3. Centralized Actions

(Note: unlike the Decentralized Actions, these Actions are run in calendar years and have generated projects submitted and supported in 1992.)

2.3.1. The Network of European Cooperation Programmes (Action IB)

a) Definition and Objectives of the Action

The European Cooperation Programmes constitute an entirely new approach to the in-service training of foreign-language teachers.

The main objective of these Programmes is to create an original framework in which teachers and trainers can improve their communication skills, their knowledge of the cultural

environment of the target language and their mastery of various teaching methods not only in their national context but also in a transnational environment.

This priority objective is achieved by means of active cooperation between the in-service training establishments of at least two Member States. Innovations in the field of the methodologies of teaching and learning foreign languages and the use of new information technologies are important aspects to be considered in the joint development of a European Cooperation Programme.

b) Review of the 1991 Figures

In 1991 (contract period running from 1 September 1991 to 31 August 1992), twelve projects received financial support.

Three projects were coordinated by France, two by Italy, one by Portugal and six by the United Kingdom. These four countries also participated as partners in several projects along with Germany (seven partner institutions in the projects) and Spain (six partner institutions). The languages targeted by the projects were Spanish (six times), German (six times), Greek (once), English (seven times), French (ten times), Italian (six times) and Portuguese (twice).

c) Development and Results in 1992

- 62 applications were submitted in 1992, bringing together 187 partner institutions. Of these 62 applications, 25 Programmes (including seven renewed Programmes accepted in 1991) were set up (or continued to operate) with LINGUA support for a contract period running from 1 September 1992 to 31 August 1993. The amount of support from the LINGUA Programme requested by these 25 partnerships amounted to 1,733,187 ecus, and a total Community support of 1,431,000 ecus was granted.

- These 25 Programmes involved 110 different establishments. The most frequent partners in the teams were universities or official, national or local teacher training institutions.

- The languages targeted by the projects were Spanish (10 times), Danish (3 times), German (14 times), Greek (6 times), English (14 times), French (18 times), Irish (3 times), Italian (10 times), Dutch (5 times) and Portuguese (8 times).

With the sole exception of Letzeburgesch, all Community languages were included in the projects and - although German, English and French are still in the lead - the Commission has most carefully ensured that, in its selection, the least widely used and least taught languages are well represented.

- As shown in the following table, all the Member States were represented in the projects either as coordinators (all except for Ireland) or as partners (all except for Luxembourg).

Country	Coordinators	Partners
Belgium	2	1
Denmark	2	1
Germany	2	16
Greece	1	4
Spain	1	9
France	5	14
Ireland	0	5
Italy	3	9
Luxembourg	1	0
The Netherlands	1	6
Portugal	1	10
United Kingdom	6	10

Table 7 - Action IB - Coordinators and Partners by Country

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

- . the quality of the applications in terms of potential and original contribution to an improvement in the in-service training of foreign language teachers and their trainers
- . the priority given to joint curricula development for the in-service training of foreign language teachers and their trainers
- . the importance of transnational partnerships and the effort to have all Member States represented as either coordinators or partners.

- The same criteria were adopted for renewal applications. However, in the absence of final phase one reports at the time of selection, (as specified in the contracts, reports were received after the period for evaluating applications), renewal applications were examined in the light of interim reports and the evaluators' knowledge of results and progress already achieved and recorded.

- The selection of all Programmes supported by the Commission took into account the impact these training projects could have on the general quality of the professional development of teachers and their trainers, in particular when the content and established partnerships enable participants, through the experience they have acquired in the projects, to develop new expectations, new attitudes or new strategies with regard to the training of foreign language trainers, and enable them to question themselves and to challenge and refocus their own expertise.

- The Commission also selected the European Cooperation Programmes in such a way that they could in future begin innovative training activities so as to offer support to grant-holders under Action IA of the Programme (see Decentralized Actions).

- Not much use was made of preparatory visits leading to the setting up of European Cooperation Programmes as provided for by the Decision, as only 41 applications were submitted in all, of which only four were accepted (most of the rejected applications came from language teachers applying for support to follow a training course abroad which fell outside the scope of Action IA of the Programme).

Seven applications for additional visits were submitted by 31 December 1992, of which three were accepted. However, these visits were supported by the 1993 budget and are not taken into account here.

These preparatory visits are currently undergoing much promotion. By enabling possible future partners to meet and contemplate the advisability and feasibility of a project together, the visits serve as a good means of setting up well motivated and suitably prepared European Cooperation Programmes in the future.

2.3.2. The European Network of Inter-university Cooperation Programmes and the Mobility of Students and Higher Education Staff (Action II)

a) Definition and objectives of the Action

This Action incorporates a set of measures intended to promote the learning of foreign languages at university and in other higher education establishments and in particular to finance the initial training of future foreign-language teachers.

More specifically, these measures consist of providing grants favouring the creation of Inter-university Cooperation Programmes and fostering the mobility of students and teachers. Grants are also available to support study visits made by members of teaching and administrative staff in higher education.

The objective of student mobility programmes is to enable students to complete a study period in another Member State of at least three months duration fully which is recognized in their own Member State.

The support provided for mobility programmes for foreign-language teachers is intended to enable them to practise in another Member State for a period lasting one week to one year. The study visit grants should be used by staff for preparing and implementing mobility programmes or increasing their competence in language teaching.

b) Review of 1991 Figures

In 1991, grants were awarded to 149 Inter-university Cooperation Programmes bringing together 627 institutions and involving 4,180 students.

Of these 149 programmes, 144 were student mobility programmes and 32 teacher mobility programmes. 56 study visits were also accepted.

Of the 149 Inter-university Cooperation Programmes, there were 10 Belgian applications and 35 participating institutions, 22 German applications and 125 partners, 5 Danish applications and 15 partners, 22 Spanish applications and 88 partners, 20 French applications and 88 partners, 6 Greek applications and 18 partners, 22 Italian applications and 70 partners, 4 Irish applications and 29 partners, 10 Dutch applications and 30 partners, 6 Portuguese applications and 32 partners and 22 British applications and 96 partners; one Luxembourg institution also took part in a programme.

c) Development and Results in 1992

(see also Annex 12 in the Statistical Overview at the end of the report)

- 232 applications bringing together 1,040 partner institutions were submitted in 1992. Of these, 211 programmes (including 162 renewals and 49 new applications) were set up (or continued to operate) with LINGUA support for the 1992/93 academic year. The financial support permitted for this Action amounted to 7.53 million ecus in 1992.

- These 211 programmes involved 972 different partner institutions and 6,724 eligible students. Given the definition and objectives of this Action, all the partners were universities or similar higher education establishments.

- 54 applications were received for study visits, of which 40 were accepted (nine for Germany, eight for the United Kingdom, five for France, four for Spain, three for Denmark, Italy and Portugal respectively, two for Greece and one for Belgium, Ireland and the Netherlands respectively).

Special attention was again paid to projects intending to promote the least widely used and least taught languages and those relating to the initial training of language teachers.

As for the preparatory visits for the setting up of Action IB (see 2.3.1.) or Action III projects (see 2.3.3.), the study visits for Action II were insufficiently used and a promotional effort should be made for the future.

- In selecting projects for support, preference was systematically given to those concerned with the least widely used and least taught languages, and 48 of the 211 projects selected were dedicated to them.

As in previous years, the 1992 selection policy paid particular attention to ensuring that the priorities of the LINGUA Programme are scrupulously observed. It confirmed its multiannual commitment to most of the projects accepted for 1991/92, but nevertheless continued to encourage universities to develop new inter-university cooperation initiatives.

The policy also ensured that preference was given to programmes giving an important place to the initial training of future language teachers. 53 out of 211 programmes clearly noted this specific dimension, and most of them (193 out of 211) indicated the likelihood that the participating students would become language teachers.

The main characteristics of the selection were as follows:

- . the number of programmes accepted increased by 41.6% compared to the previous year
- . there were also considerably more institutions participating in the programmes (55% more than in 1991)
- . student mobility programmes increased by 41%, and the number of eligible students by 61% compared to 1991
- . teacher mobility programmes increased by 81% compared to the previous year.

2.3.3. Languages and economic life (Action III)

a) Definition and Objectives of the Action

The objective of this Action is to contribute, by means of appropriate strategic measures, to developing competence and practice in Community languages in the various sectors of economic life and, more particularly, small and medium-sized enterprises. The Action does not aim to replace the activities that enterprises and various training bodies conduct in the field of staff language training, in the strict sense, but rather to give them the means of facilitating and optimizing this training.

The Action provides for the following measures:

- . a language audit, whereby the programme contributes to the design, development and dissemination of techniques for analysing the foreign language requirements of economic life, particularly the requirements of enterprises, professional organizations and workers;
- . the development of teaching materials to be used on the spot, in distance learning or self-tuition;
- . the establishment of transnational reference systems to recognize the language skills of those involved in economic life, particularly those skills acquired by learners on language training courses;
- . the development of mobility for foreign language trainers in economic life, representatives of small and medium-sized enterprises and professional organizations concerned with the problems of foreign language training by promoting study visits.

b) Review of 1991 Figures

In 1991 (contract periods running from 1 July 1991 or 1 January 1992 to 31 December 1992); 58 projects were awarded grants.

Two projects were coordinated by Belgium, four by Denmark, ten by Germany, seven by Greece, two by Spain, ten by France, two by Ireland, six by Italy, one by Luxembourg, three by the Netherlands and 11 by the United Kingdom. No projects were coordinated by Portuguese establishments. However, all the Member States without exception were represented as partners.

All of the Community languages were targeted on several occasions: Spanish (12 times), Danish (6 times), German (17 times), Greek (11 times), English (20 times), French (24 times), Irish (4 times), Italian (14 times), Letzeburgesch (twice), Dutch (9 times) and Portuguese (7 times).

c) Development and Results in 1992

- 170 applications were submitted in 1992 bringing together 774 partner institutions, out of which 86 projects (including 34 renewals to projects set up in 1991) were set up (or continued to operate) with LINGUA support for contract periods running from 1 July 1992 to 30 June 1993 for projects submitted during the 15 March 1992 selection round, or from 1 January to 31 December 1993 for projects submitted during the 15 September 1992 selection round. Grants applied for under the LINGUA Programme by these 86 partnerships amounted to 8,359,193 ecus and total Community support of 7,003,500 ecus was awarded.

- These 86 projects involved 441 different institutions.

The universities or university centres conducting research on language teaching were those most largely represented (102 institutions), with vocational training institutes in second place (74 institutions), followed by adult training centres (53 institutions). Partnerships also included small and medium-sized enterprises, Chambers of Commerce and various sectoral organizations (47), language centres (43), professional associations and trade unions (32), ministries and local and regional authorities (22), publishers and those involved in developing and disseminating teaching materials (16), and to a lesser extent language examination centres, various teaching and applied linguistics institutes, associations and federations of language teachers and various other institutions.

- The type of projects submitted most often related to teaching materials, distantly followed by several projects for auditing and analysing language requirements and for certifying and setting up training courses. However, it should be noted that in almost all projects concerning

teaching materials an initial phase was planned for a thorough analysis of the requirements the teaching materials were intended to meet.

Almost one quarter of the projects involved the use of the media and new information technologies and four of them related specifically to distance learning.

– The languages targeted by the projects were: Spanish (35 times), Danish (15 times), German (35 times), Greek (23 times), English (54 times), French (46 times), Irish (5 times), Italian (35 times), Letzeburgesch (4 times), Dutch (19 times) and Portuguese (19 times). All the Community languages without exception were therefore represented and this time German, English and French only amounted to just over 46% of the total compared to almost 48.5% in 1991. As in the case of the European Cooperation Programmes, Action III plays its role to the full in promoting language diversification and the least widely used and least taught languages.

– As shown in the following table, all the Member States were represented in the projects, both as coordinators (except for Luxembourg), and as partners (with no exception).

Country	Coordinators	Partners
Belgium	8	21
Denmark	8	16
Germany	10	33
Greece	7	28
Spain	3	40
France	15	68
Ireland	2	6
Italy	10	43
Luxembourg	0	5
The Netherlands	5	11
Portugal	1	16
United Kingdom	17	68

Table 8 – Action III – Coordinators and Partners by Country

- The criteria for selecting projects were essentially based on:
 - . the needs, either certified or analysed by the partnerships, for the teaching materials offered,
 - . the validity and feasibility of the objectives and their coherence with the criteria and the priorities of the Programme as defined in the Decision,
 - . the relevance of the partnerships with regard to both their transnationality and the complementarity of expertise required and the involvement of the target sectors and groups,
 - . the quality of the methodology and the innovative character of the objectives pursued and the means used to achieve them,
 - . the quality of the product distribution plans and the fields covered.

- The same criteria were applied to renewal applications. Renewal decisions were again based on an analysis of the new applications, project progress reports and the knowledge obtained by those evaluating the progress and recorded results.

- The selection of projects supported by the Commission took into account the impact they might have on the various sectors of economic life involved. However, many target sectors and groups are still to be covered and, in the light of the initial results of the general audit of ongoing projects and other more specific results of analyses carried out within projects for the development of teaching materials, the Commission will now be able to hold a more proactive attitude and encourage projects and help partnerships to be set up which meet the actual requirements of the sectors not covered at present.

- As for the European Cooperation Programmes and the Inter-university Cooperation Programmes, little use was made of the preparatory visits for setting up Action III projects (22 applications submitted, of which 12 were accepted; 9 applications for supplementary visits were submitted before 31 December 1992, of which 6 were accepted; however, since these visits are supported under the 1993 budget, they are not taken into account here).

No applications were submitted for study visits provided for by the Decision and aiming to encourage those directly or indirectly responsible for language training in enterprises to visit their counterparts in other countries of the Community in order to compare and mutually enrich their experience.

2.3.4. Complementary measures

*** Part One – Promoting the Objectives of LINGUA (Action VA)**

a) Definition and Objectives of the Action

This Action aims to encourage the development of transnational exchanges between different European structures. One of its tasks consists in promoting the objectives of the Programme, encouraging, in particular, those structures concerned with foreign-language teaching.

Action VA also supports projects aiming to provide synergies with existing LINGUA projects. This new dimension given to the Action should make it possible to encourage and support the dissemination of results recorded by the Programme.

b) Review of 1991 Figures

In 1991, eight projects received support.

Two projects were coordinated by Belgium, one by Spain, one by Italy, one by Luxembourg, one by the Netherlands and two by the United Kingdom.

Given the objectives of this Action and the fields it covers, all of the Community languages were present in the projects at different levels, either directly or indirectly.

c) Development and Results in 1992

- 22 applications were submitted in 1992, bringing together 95 partner institutions (five additional applications were submitted before 31 December 1992, of which two were accepted. However, since these projects are supported under the 1993 budget, they are not taken into account here). Out of these 22 applications, 14 projects were able to benefit from a LINGUA grant. The grants requested under the Programme by these 14 partnerships amounted to 231,232 ecus, and a total Community support of 172,392 ecus was awarded.

- These 14 projects involved 70 different institutions: mostly universities and university centres but also foreign-language teachers' associations, cultural foundations and ministerial departments, among others.
- The projects involved the specific publication of journals or symposia proceedings, the organization of transnational events (symposia on 'languages and economic life', 'languages and the European dimension in education' and 'languages and new technologies') or language competitions and the promotion of a project supported by the Programme.
- As in the previous year, and in view of the nature of the Action and its objectives, all Community languages were represented in the projects in one way or another.
- Only five countries coordinated projects but, as shown in the table below, all Member States without exception were represented in the partnerships.

Country	Coordinators	Partners
Belgium	0	7
Denmark	0	2
Germany	0	4
Greece	0	1
Spain	4	9
France	1	10
Ireland	0	2
Italy	1	6
Luxembourg	0	1
The Netherlands	2	5
Portugal	0	5
United Kingdom	6	4

Table 9 - Action VA - Coordinators and Partners by Country

- The new guidelines given to this Action during the course of 1992 (see 'Definition and Objectives of the Action' above) should give it an extra dimension. Since the number of ongoing projects within the scope of other Centralized Actions of the Programme is increasing from year to year and there are more and more potential applicants, it would be good to give coordinators (and their partners) of existing or potential projects the opportunity to meet again - in an Action VA project - to exchange their experiences, report on the progress made in their work, compare results and contemplate regroupings or new renewed partnerships. All of these activities are sources of potential savings of time, energy and money while at the same time generating greater efficiency.

This Action can now be used to promote, very specifically, the other Actions in the Programme as well as the results obtained by current projects included in these other Actions, which should also contribute towards the development of this Action.

*** Part Two – General Teaching Materials for the Least Widely Used and Least Taught Languages (Action VB)**

a) Definition and Objectives of the Action

During the initial phase of the Programme, this Action provides support in an experimental way to projects aimed at supporting the diversification of foreign language teaching and learning in the Community. This financial support will relate to the development and exchange of teaching materials to promote the least widely used and least taught languages. In practice, the priority means of achieving this objective are:

- . to develop and exchange teaching materials for general purposes (and, as an exception, for specific purposes not covered by Action III or by another initiative); and
- . to encourage the innovative use of new technologies as well as self-tuition and distance learning methods.

In pursuing its objectives, Action VB may partially cover a field also covered by Action III, since several teaching materials for beginners' use created within the scope of Action III may be considered usable material for general purposes and also intended for a larger target group. The Commission is particularly vigilant in this regard and ensures that the same products, or products of the same type, are not supported twice.

b) Review of 1991 Figures

In 1991 (contract periods from 1 July 1991 or 1 January 1992 to 31 December 1992), 15 projects received support.

Two projects were coordinated by Belgium, two by Denmark, one by Germany, one by Greece, three by France, two by the Netherlands, one by Portugal and three by the United Kingdom. No projects were coordinated by Spanish, Irish, Italian or Luxembourg institutions; however, all the Member States were represented as partners.

With the exception of one project relating to the development of teaching materials for the 11 languages in the Programme, another relating to techniques aiming to make it possible to "learn to learn languages" and a third aiming to prepare original video material for teaching English and French at primary school (such material does not yet exist for this particular age group), all the other projects related to the least widely used and least taught languages: one project for Danish, three for Greek, one for Spanish, one for Irish, one for Italian, two for Dutch and three for Portuguese.

c) Development and Results in 1992

– 52 applications were submitted in 1992, bringing together 191 partner institutions, out of which 23 projects (including seven renewals to projects set up in 1991) were set up (or continued to operate) with LINGUA support for contract periods running from 1 July 1992 to 30 June 1993 for projects submitted in the 15 March 1992 selection round, or from 1 January to 31 December 1993 for projects submitted in the 15 September 1992 selection round. The support requested under the LINGUA Programme by these 23 partnerships amounted to 1,569,617 ecus and a total Community financial support of 991,500 ecus was granted.

- These 23 projects involved 93 different institutions.

Those most largely represented, as in the case of the Action III projects (see above), were the universities or university centres concerned with research on language teaching (45 institutions). Publishers came in second position (19) which, in view of the primary aim of Action VB, namely the promotion of the least widely used and least taught languages, is hardly surprising. Keen to include less widely used languages in their catalogue, publishing houses can only engage in a costly operation, which will certainly not bring profits, if they receive external financial support. The partnerships also included language centres (12), ministries and local and regional authorities (10), associations or federations of language teachers (6) and one teacher training institute.

- As set out in the Decision and in the description of materials developed under Action VB, the projects submitted all related to teaching materials and almost 50% of them incorporated use of the media and new information technologies or related more specifically to distance learning.

- The languages targeted by the projects were Spanish (three times), Danish (four times), Greek (three times), Irish (four times), Italian (five times), Dutch (seven times) and Portuguese (6 times). German was targeted twice, English four times and French five times, but always as additional languages combined with the least widely used and least taught languages. All the languages were therefore represented with the exception of Letzeburgesch, and the least widely used and least taught languages were obviously present in all the projects, this being the primary aim of the Action.

- The selection criteria already indicated within the scope of Action III (see above) were also applied to this Action. These criteria were in fact entirely relevant to the level of requirements for the justification of products to be produced under a clearly defined application, a precise definition of the objectives, the validity of the partnerships and the quality of the measures taken or anticipated for optimum dissemination of the products once they had been produced.

The fact that the Commission took the Decision in 1992 to align the maximum possible grant for this Action with that of Action III certainly contributed to increasing, not the number of projects by very much, but at least the quality and scope of these projects. As we have seen, half of the projects incorporate into their finished products the use of new information technologies which are generally costly to design and develop. This was only possible since available financial support had been increased and shows quite clearly that the Commission's initiative was well received.

- These same criteria were applied to the selection of the seven projects applying for a renewal. As for the renewal projects under Actions IB and III, the decisions were also based on an analysis of the new applications, the progress reports on the projects and the knowledge held by those evaluating the progress and results.

- As shown in the following table, all the Member States, with the sole exception of Luxembourg, were represented in the projects both as coordinators (apart from Greece and Spain) and as partners.

Country	Coordinators	Partners
Belgium	1	4
Denmark	2	10
Germany	4	4
Greece	0	5
Spain	0	4
France	3	10
Ireland	4	5
Italy	3	3
Luxembourg	0	0
The Netherlands	2	5
Portugal	3	7
United Kingdom	1	13

Table 10 – Action VB – Coordinators and Partners by Country

2.4. Budget

The estimated total budget for the first phase of the LINGUA Programme is 200 million ecus. This figure is intended to cover all activities organized within the scope of the five Actions, as well as the general management of the Programme.

Six million ecus were used in 1990, 23 million in 1991 and 38 million in 1992.

These 38 million ecus were broken down as follows (in millions of ecu) :

. Action IA :	7 million ecus	
. Action IB :	1.52 million ecus	
. Total Action I :		8.52 million ecus
. Action II :		7.53 million ecus
. Action III :		7.02 million ecus
. Action IV :		8.40 million ecus
. Action VA :	0.85 million ecus	
. Action VB :	1 million ecus	
. Total Action V :		1.85 million ecus
. Programme management (technical assistance and subsidies to the National Agencies)		4.68 million ecus

3. PROGRAMME MANAGEMENT

3.1. Selection Procedures in 1992

3.1.1. Centralized Actions

– Action IB (European Cooperation Programmes) asked for proposals and applications to be submitted by 15 January 1992.

– Actions III (projects concerning languages in economic life) and VB (projects concerning teaching materials for promoting the least widely spread and least taught languages) twice asked for proposals and applications to be submitted by 15 March 1992 for the first selection round and 15 September for the second round.

– The Commission began by evaluating the applications submitted with the help of the Technical Assistance Bureau, 'Bureau LINGUA'. All ineligible applications (eg owing to the non-transnationality of the project or the irrelevance of the partnership) were eliminated during this initial phase.

The projects were then the subject of a second in-depth examination by a group of independent external evaluators appointed by the Commission on the basis of their expertise and their experience with the Programme and on the basis of a rotating representation of the Member States.

At the end of this second selection phase, the Commission was able to draw up the final list of projects accepted for Community support.

– Action VA projects (projects aiming to promote the LINGUA objectives) and the preparatory visits (for the setting up of Action IB or III projects), could be submitted at any time and were the subject of four selection rounds (the first on 31 March, the second on 30 June, the third on 30 September and the last on 31 December).

The applications were examined and selected internally by the Commission with the aid of the Technical Assistance Bureau, without having recourse to a committee of external evaluators.

3.1.2. Decentralized Actions

With regard to Actions IA (mobility and language teacher training grants) and IV (visits and exchanges of young people by means of Joint Educational Projects), the applications and projects were selected and grants allocated to beneficiaries in each Member State.

3.2. The LINGUA Committee

In implementing the LINGUA Programme, the Commission is assisted by a committee composed of two representatives appointed by each Member State and chaired by the representative of the Commission. Committee members can be assisted by experts or consultants.

The Committee coordinates its work with the ERASMUS Programme committee with regard to Action II of the LINGUA Programme (Inter-university Cooperation Programmes). The Committee is consulted and gives advice on proposed measures concerning the general guidelines of the Programme, the financial support granted by the Community and the questions relating to the general balance of the Programme.

The Commission may also consult the Committee on any other question relating to the implementation of the Programme.

The Committee met twice In 1992, once in Brussels on 3 and 4 February and once in Lisbon on 2 and 3 June.

During those working meetings, which proved both intensive and fruitful, the Committee, along with the Commission, was able to run through the whole Programme, Action by Action, and also approach its problems overall.

During the meeting in Portugal, in particular, the Committee was able to give valuable advice by actively participating in the reflection on the actual operation of the Programme and the way to follow-up on it. The Commission was thus able to benefit from the Committee's thorough knowledge of the various national bodies and language policies of the Member States with which it is most often closely associated and in which it participates. The Committee was able to give well-informed advice on how it perceives the problem of promoting the communication skills of Europeans at Community level and give recommendations on the remedies to be applied and the manner in which the Programme should develop.

The seriousness of approach, the wealth of comments and insightful remarks made by the delegates makes each Committee meeting a vital moment in the life of the Programme and makes the conceptual task of the Commission much easier.

3.3. National Agencies

The Member States have appointed one or more competent structures, called National Agencies and specialist agencies, responsible for coordinating at national level the implementation of the measures set out in the Council Decision. The situations differ greatly from one Member State to another.

These National Agencies are an essential link between the Commission and Programme users. They have numerous tasks to perform and they grow in importance as the Programme progresses and develops. All Member States should therefore provide these structures, which they themselves have appointed, with sufficient human and financial resources to perform their task with the desired efficiency, to supplement the means provided by the Commission in the form of annual grants for Programme management.

The aid provided for these structures by the Member States is all the more desirable as they truly lead to Decentralized Actions in each country by assuring the management and most of the promotional activities. They contribute tremendously to the success of the Decentralized Actions by the information campaigns they conduct and by the technical assistance they provide to people or institutions contemplating participating in projects.

The importance of the National Agencies also lies in the fact that, irrespective of their management, promotion and assistance tasks, they now constitute a viable international network of administrators and experts in the field of language teaching and learning which may, in many cases, enable national officials to benefit from their advice. This entirely original network of people who have established close relations and which, outside their common working meetings, keep up relations and maintain contact to an ever great extent, has now become a truly effective Community unit specializing in the promotion of language teaching and learning. Benefiting from transnational inspiration, this network constitutes a contribution for the Member States whose opportunities and scope should not be

underestimated and which entirely justifies an additional investment in human and financial resources.

The importance of the Community gain provided by this network cannot be emphasized enough.

The established synergies (which certainly did not exist in the pre-LINGUA days) and the benefits each one has reaped, and will reap to an ever greater extent by cooperation that can only gain in efficiency, have only been made possible with the link provided by the Programme.

The National Agencies met several times in 1992, both in plenary sessions (on 5 and 6 May in Brussels and on 27 and 28 October in York), and in smaller working parties, meeting in Brussels and bringing together delegates from several Member States to deal with very specific topics ('Young People's Mobility within the Scope of Joint Educational Projects', for example, on 29 September, or 'The Role and Tasks of the National Agencies' on 30 September).

3.4. Group of Experts

Within the framework of the Programme, the Commission has also regularly called upon groups of experts meeting either in Brussels or in another Member State, to help take stock of certain Programme actions or certain key aspects of its development.

A group of experts, responsible for ensuring the follow-up to the seminar held in Veldhoven at the end of 1991 on the European Cooperation Programmes with regard to in-service teacher training, met on several occasions at the beginning of 1992.

The Commission also organized an important symposium in Perpignan on 4, 5 and 6 June on the topic of 'Languages and Economic Life' which brought together experts from the twelve Member States, representatives from all the National Agencies concerned with the problem and coordinators of current LINGUA Action III projects.

This symposium was preceded by several meetings of a steering committee bringing together experts from various Member States whose task consisted in helping to prepare the philosophy and content of the event.

Meetings of two other multinational steering committees were also organized by the Commission in the second half of 1992 in order to prepare for two events to be held at the beginning of 1993: one in London on the topic 'Language Teaching and New Information Technologies', and the other in Venice on the topic 'Visits and Exchanges of Young People within the Scope of Joint Educational Projects'.

3.5. Technical assistance

The Commission is assisted, in the operational management of the LINGUA Programme, by a technical assistance bureau, an external unit of the Commission, called 'Bureau LINGUA', Association Internationale Sans But Lucratif (AISBL), established in November 1990 by a consortium composed of the British Council, the Centre International d'Etudes Pédagogiques de Sèvres/Alliance Française and the Goethe Institut, and with which adequate contractual provisions were established.

With regard to Action II of the Programme, the Commission is also assisted by the ERASMUS Bureau which provides assistance, in addition and more extensively, in the operational management of the ERASMUS Programme.

3.6. Links with other Community programmes

LINGUA is a programme with two equally important dimensions:

- one vertical, in which languages, their teaching and learning constitute in themselves an object of study and reflection as well as a field of activity, to be approached as a whole and coherently. This has quite naturally given rise to a specific programme aiming to promote linguistic activities both quantitatively and qualitatively by specific measures incorporated into specific, interdependent Actions;
- the other horizontal, in which languages, the privileged means of communication between citizens, are present in all human activities and, on this account, form a significant component of all the Community programmes with regard to education, training and youth, even if only at the level of the linguistic and cultural preparation of applicants for these programmes.

The vertical dimension of the Programme is of prime importance since it makes it possible to group together all aspects concerning the development of the language skills of Europeans to integrate them into a unique strategy making it possible to deal with the whole problem of language communication within the Community and assist in promoting and strengthening coherent national and Community policies. This vertical dimension clearly has significant repercussions on its horizontal dimension: even if only at the level of Community programmes other than LINGUA which can only benefit from the research generated by the verticality of the Programme, and also, and in particular, by the resulting products.

LINGUA cooperates with programmes such as COMETT, DELTA, ERASMUS and PETRA. The Programme also participates in the general reflection within the scope of other initiatives taken by the Task Force, such as those in the field of distance learning, integration of the European dimension in schools, education of migrants, and so forth.

The two LINGUA events planned at the beginning of 1993 will associate the DELTA Programme (London event on the topic 'Language Teaching and New Information Technologies') and the PETRA Programme (Venice event on the topic 'Visits and Exchanges of Young People within the Scope of Joint Educational Projects'). Representatives of these two programmes have already taken an active part in the steering committees for these two events.

The LINGUA Programme is a key building block in the construction of Europe. In the years to come it will also have to make the results and products of its verticality more available to other Community programmes, so as to provide them with specific solutions to the problems posed by language communication.

4. MONITORING AND EVALUATION

4.1. Follow-up, Monitoring and Internal Evaluation

4.1.1. Follow-up and Monitoring of Projects

The Commission uses several means of following-up and monitoring projects which receive Community grants.

. Interim and final reports –

Interim reports are carefully examined by the Commission. Essentially, they serve to evaluate the state of progress of the work of the partnerships involved in the projects and enable the experts responsible for examining and selecting applications to make solid decisions on the validity and justification of renewal applications. In 1992, several renewal applications were rejected on the basis of inadequate interim reports, after more specific investigations subsequently confirmed the poor development of the project. However, these unfavourable cases proved to be the exception.

In 1992, the final reports solely related to the projects accepted in the first selection round of the European Cooperation Programmes in 1991. Like the interim reports mentioned above, these reports were carefully examined by the Commission.

In general, an analysis of these reports showed that the work of the partnerships had been carried out according to the work plans initially accepted by the Commission and confirmed that use made of the budgets was in keeping with the financial forecasts shown in the applications.

As the organization and setting up of these first ambitious and long-term European has been planned over a period of two to three years, the final training modules and teaching materials will only be completed in the second half of 1993 or 1994.

. Meetings –

Meetings attended by a representative of the Commission, project coordinators or partnership representatives are called by the Commission and are held in Brussels or in one of the Member States involved. These meetings address the content or financial management of projects.

In 1992, these meetings concerned several projects or sets of projects falling under Action Ib, III or VB. They followed-up on specific inspections in the form of letters, telephone calls or meetings with project partners. They enabled the Commission to take stock of the work in progress, check the use of Community support and provide technical assistance for partnerships. Since the various people involved met in the same place, the operations could be conducted efficiently and economically.

. Conferences –

During conferences, symposia or seminars, presentations and individual or group monitoring of the projects represented at these events are organized by the Commission (see Veldhoven for projects falling under Action IB, in 1991, Perpignan for projects falling under Action III, in 1992, and the two events planned for the beginning of 1993: London for projects falling under Actions III and VB in January, and Venice for projects falling under Action IV, in February).

. Prospects for 1993 -

As the Programme was still in its early days, projects did not advance very far in 1992 and did not permit or warrant intensive monitoring. In 1993, however, far more projects will have moved forward. The Commission therefore proposes that at least ten per cent of all ongoing projects will be followed-up and monitored, along with all the projects it thinks require special attention and warrant a specific inspection of their activities and costs (content audit and financial audit).

In letters to each coordinator of an ongoing Centralized Action project sent out as of the end of 1992, the Commission also asked to receive the timetables for meetings with partnership representatives, indicating in particular the meetings for group evaluation on the work undertaken. This will enable the Commission to draw up its own timetable of measures with regard to individual monitoring of projects on the basis of prime time in the activities undertaken by partnerships.

In following-up and monitoring projects, the Commission also has to ensure that the teaching materials developed with the grants awarded by LINGUA, which will start appearing on the market as from 1993, correspond to the description provided in the initial application or in the various progress reports. The Commission also has to ensure broad dissemination of these products.

4.1.2. Internal Evaluation of the Programme

In addition to the external evaluation (see 4.2. below) which, at a given period in time, takes stock of the activities generated by LINGUA and provides information on the manner in which these activities are generated, the Commission makes a continuing internal evaluation of the Programme and its applicability to the Member States, drawing on the various means it has available:

. meetings of the LINGUA Committee and the National Agencies. Each meeting helps to provide the Commission with valuable and relevant information on the operation of the Programme and, in particular, on that of the Decentralized Actions, provided by those nationally responsible for them. This information is presented in the form of minutes of meetings;

. working parties on specific topics. Among other things, these groups enable experts to inform the Commission on the way in which a given aspect of the Programme is developing. The information is again presented in the form of minutes of meetings.

. questionnaires on the Decentralized Actions of the Programme. Together with the National Agencies, the Commission has drawn up questionnaires intended for participants in Actions IA and IV which were distributed to participants by the National Agencies until October 1992. The Agencies also ensured the centralization of completed questionnaires. The responses to these thousands of questionnaires will be processed and analysed during the first half of 1993 and a summary of the results will be prepared.

. visits by the Commission to the National Agencies of certain Member States.

4.2. External evaluation

In 1992, the Commission issued an invitation to tender for the external evaluation of the Programme, its structures and its effects on the twelve Member States. The firm to which the task is assigned will carry it out in two phases.

Phase 1 of the evaluation will essentially relate to the efficiency of the management and coordination methods and the structures and procedures set up to implement the Programme in the Community and participating Member States. It will also include a preliminary evaluation of the Programme.

Phase 2 will make an in-depth study of the overall efficiency of the Programme from the points of view of its design and each field covered by the various Actions.

The final version of the report will be available in November 1993.

Action II of the Programme relating to the Inter-university Cooperation Programmes will be the object of a separate evaluation.

The information provided by part one of the study already shows that the Programme is enthusiastically received by the Member States and that this enthusiasm is shared by all Programme operators.

Although users often pay tribute to the generous nature of the initiatives taken within the LINGUA Programme overall and appreciate in particular the grants which, still limited to the provisions of the Decision and falling short more often than not, generally enable partnerships and individuals to work in good conditions, all those involved in the Programme agree that the support provided by LINGUA does not in any way replace the financial support that Member States should invest to promote languages. Indeed Community aid only helps finance activities that would not take place without it. The Community clearly gains from it and this gain, along with the great multiplier effect of most of the actions and projects undertaken within the scope of the Programme, is a clear sign of a good cost-benefit ratio.

5. INFORMATION AND PROMOTION

Responsibility for disseminating the information and promoting the Programme at national level should, for the most part and as a priority, involve the LINGUA structures established in each Member State. These structures have the most direct contact with users of the Programme, whether they be students, pupils or the various institutions for which the Programme is intended. The majority of these national structures also wish for a greater decentralization of information.

Even if the role of the agencies assumes prime importance and even if they are the ones best placed to conduct effective work in providing information and promoting the Programme in their respective countries, in most cases the limited human and financial resources placed at their disposal by the Member States have prevented them from undertaking large-scale actions. However, there is no need to cast gloom on the situation and make harmful generalizations. Despite the lack of available support (which has meant that the impact of the Actions undertaken has been less noticeable and less noticed than it might have been had the structures been more solid) and despite the very great diversity of situations, strategies and achievements from one Member State to another, the Programme has still made itself visible in many ways: meetings organized by the National Agencies, participation of these agencies at meetings or events organized by other institutions, production of additional information, publications issued by specific or regular liaison agencies (of the 'LINGUA Letter' type), etc.

The Commission has continued its work of providing information on and promoting the Programme at two levels:

- firstly, by continuing to cooperate with the National Agencies to help them define and implement a coherent, realistic and effective strategy on the information to be provided in each Member State;
- secondly, by continuing along the lines of its own objectives, by organizing or attending many events (language fairs, student fairs, exhibitions, colloquys, symposia, etc.), by various publications (1992 edition of the Applicant's Guide, compendium of projects accepted in 1991, preparation of the compendium of projects accepted in 1992, documents prepared by the Veldhoven symposium, preparation of documents for the Perpignan seminar, various notices and brochures, publication and dissemination of a collection of press cuttings relating to language teaching and learning, and the LINGUA Programme more particularly, preparation of an information folder to be made available to all those responsible for promoting the Programme, etc.) and by continuing to establish the 'EUROKOM' electronic mail and database network for distance consultation. This network already links most of the National Agencies and will, among other things, as from the beginning of 1993, permit direct consultation of the results of the various selection rounds for Centralized Action projects as well as distance consultation of the Compendium of LINGUA projects, ie all ongoing projects.

The Commission has also continued to define and implement a strategy in favour of a concerted action with regard to information and promotional activities. This action affects all Community programmes managed by the Task Force, including LINGUA.

CONCLUSION

Added Value of the Programme

In 1992 the Commission drafted a report on the evaluation of the results and achievements of Community education and training programmes (1986-1992).

The LINGUA Programme has effectively contributed to providing added value in the following sectors, in particular:

- . transnational transfer of know-how and expertise (at the level of in-service training for language teachers, visits and exchanges of young people, language learning techniques in general and the use of new information technologies),
- . creation of original structures to strengthen European cooperation with regard to language teaching (at the level of established partnerships),
- . assisting in the promotion of a European qualifications and training market (at the level of reflection and projects concerning certification in languages and recognition of language skills acquired as well as the setting up of training courses),
- . value for other Community policies and activities in Europe (through the assistance provided with regard to promoting a multilingual and multicultural Community),
- . improvement in European competitiveness (by strengthening the communication skills of citizens and, in so doing, their ability to communicate and work more easily together),
- . economic and social cohesion (by enabling citizens to exercise their professional mobility efficiently, thus contributing to promoting equal opportunities, and ensuring that Community support for better language communication is shared evenly),
- . promoting European citizenship (through the assistance provided for citizens in terms of learning and acquiring several Community languages and by the mobility actions),
- . increased mobility in education and training environments (not only with regard to mobility actions specific to the Programme, but also by the assistance it provides for the linguistic preparation of applicants for other Community training programmes).

The Programme also contributes to providing added value in the fields of better-quality education and training and contributes to the convergence of language training systems aiming to provide greater effectiveness. It thus ensures an excellent financial synergy and a very good cost-benefit ratio.

LINGUA's overall impact in terms of added value has been all the more noticeable in 1992 as the Programme has made real progress in all fields. 1992 has in fact been a year of positive development, a year of improvement practically across the board.

The Quantitative Aspect

Quantitatively, it has been seen that the number of teachers receiving Community grants has increased tenfold compared to the previous year. Young people participating in Joint Educational Projects have increased fivefold. The partnerships established and the number of institutions participating in the Programme's Centralized Actions have more than doubled. The Inter-university Cooperation Programmes have increased by 40%. And the list of increases compared to 1991 continues, as shown in the 'Development' section of this report. Nonetheless, this development and improvement have not only been in terms of quantity.

The Qualitative Aspect

The Programme also made substantial qualitative strides in almost all its activities in 1992.

Language teachers following in-service training courses have been more selective overall in the choice of institutions at which they have conducted their training. In particular, the training courses established within the scope of the European Cooperation Programmes, implemented under the LINGUA Programme, have made it possible to provide more original answers which are targeted more to training requirements and, overall, have constituted an approach better suited to the needs of users.

The pedagogical content of Joint Educational Projects has been considerably improved compared to 1991 and the nature of the projects was more specifically directed towards LINGUA requirements than in the previous year. The linguistic dimension, in particular, has been incorporated far more clearly and more satisfactorily into most of the work programmes. There has also been a considerable development towards longer and more complete project preparation phases, preparatory visits and exchanges.

The Inter-university Cooperation Programmes made a greater contribution in 1992 to the development and promotion of the least widely used and least taught Community languages in higher education and facilitated a greater and better integration of languages in non-language university courses. As many of these programmes were clearly intended for future language teachers, the value and relevance of student mobility as well as its impact in the longer term increased.

Projects set up to develop materials for language teaching and learning needs in economic life and society in general made qualitative progress in 1992 as well. Not only were more partnerships set up but more particularly these partnerships were larger, thus ensuring greater transnational and technical complementarity. The projects themselves were better targeted, covering sectors or groups not yet or too little accounted for. The integration of new information technologies in an ever growing number of projects has certainly provided greater efficiency. Above all, these technologies offer more flexibility in the use of products, enabling them to be disseminated far more extensively.

It can be seen that the results for 1992 have been entirely encouraging overall. This satisfactory development of the Programme was, however, accompanied by certain problems in several specific sectors.

Grey areas

With regard to the content of the Programme itself, problems continued to be posed by the quantity and quality of projects submitted by associations within the scope of the assistance they can provide in promoting the objectives of LINGUA (Action VA), as well as the applications for study visits or preparatory visits to set up European Cooperation Programmes or projects concerning languages in economic life. The few projects supported in 1992 were interesting and of high quality, but there are still too few of them. Aware of the problem, the Commission and the Member States are looking for solutions and, in 1993, will propose means of action to add dynamism to these two sectors.

Even if the situation has improved since 1991, four points on a more general level deserve to be mentioned again.

On the one hand, the National Agencies are often in need of greater integration. In view of the important role they play in the correct operation and promotion of the Programme, it is desirable for certain Member States to make a greater effort to support them in terms of human and financial resources.

On the other hand, there is a problem of replacing teachers in schools when the teachers wish to follow in-service training during the school year. Since such replacements are rarely provided for in school budgets, the teachers are once again forced to follow their training during the holidays.

Also problematical is the fact that Joint Educational Projects could have been more integrated in the courses and, in so doing, have generated visits or exchanges during term time and not taken out of young people's holidays. Psychologically, this greater integration could only have benefited the projects really considered by the participants to be activities assuming as much importance and having the same status as the other more usual educational activities.

Finally, problems arose in promoting the Programme among certain categories of barely or misinformed potential beneficiaries, these categories possibly varying from one country to another and concerning, in one Member State, one or more target groups which were neglected or difficult to reach, and, in another, a particular sector or economic region that would require more specific support.

The Commission's priorities in 1993

On all these issues, as for the promotion of projects falling under Action VA and the preparatory visits mentioned above, the Commission and the Member States will take all necessary measures in 1993 to resolve the problems. The Commission will ensure, in particular, that it is globally more effective in its approaches to and management of the Programme. The Member States need to ensure that they take measures to implement the Programme, at their level, within the scope of the subsidiarity principle.

The Commission and the Member States will also ensure that the positive points in 1992 are strengthened in 1993.

In this spirit, the Commission and the Member States need to contribute to an even greater development and dissemination of all the activities of the Programme and bolster the necessary synergy between the different Actions. They need to move quickly to simplify application and selection procedures for projects and provide greater transparency to Programme management. They also need to strengthen cooperation between the National Agencies. Finally, the Commission needs to strive to develop its cooperation with the Member States even further so that the impact of LINGUA is as broad and effective as possible.

ANNEXES

STATISTICAL OVERVIEW

1992

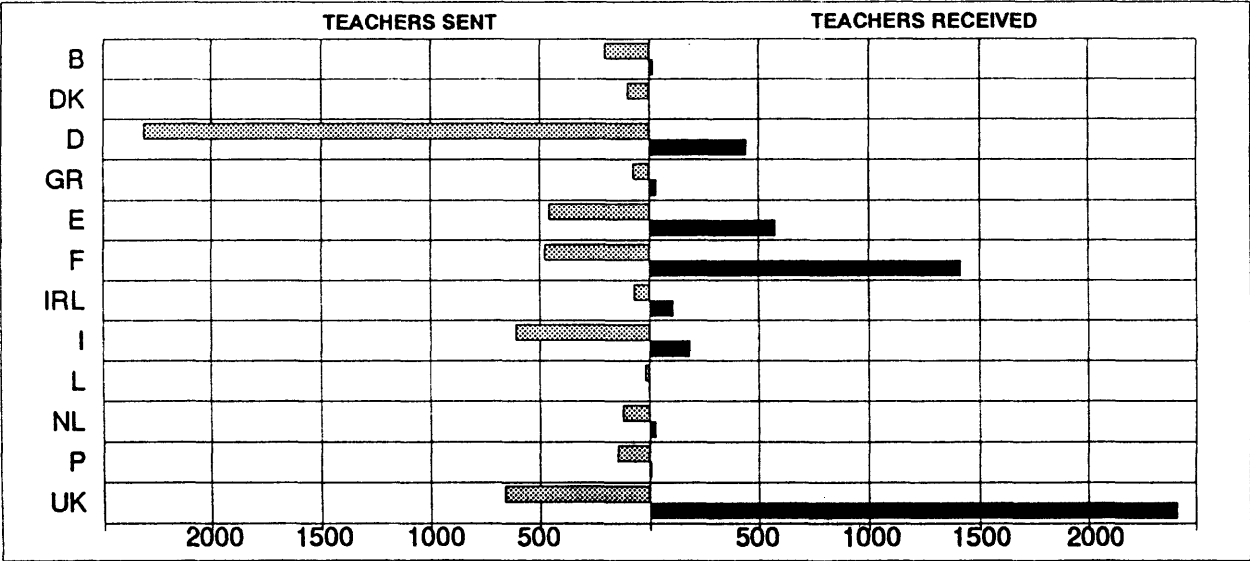
- . Annexes 1 to 4 relate to Decentralized Actions IA and IV
- . Annexes 5 to 11 only relate to Centralized Actions IB, III, V and preparatory visits
- . Annex 12 relates to Action II

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

		HOST COUNTRY														TOTAL		%		Rang		
		Bfr	Bvl	DK	D	GR	E	F	IRL	I	L	NL	P	UK								
SENDING COUNTRY	Bfr						5		3			26		32	66	1.26		Bfr	SENDING COUNTRY			
	Bvl				45	3	5	37	1	2			2	41	136	2.59	3.84	6		Bvl		
	DK				19		25	15		1				38	98	1.86		9		DK		
	D	4	2	2		1	228	645	42	131			1	1256	2312	43.98		1		D		
	GR				1			49						23	73	1.39		10		GR		
	E	5		2	19	13	22	101	14	4	1	1	1	277	460	8.75		5		E		
	F				109	13	78		14	15		2	1	248	480	9.13		4		F		
	IRL				17		16	30		9					72	1.37		11		IRL		
	I				43		9	145	39						377	613	11.66			3	I	
	L				1			13		2					3	19	0.36			12	L	
	NL				18	2	11	26		1					63	121	2.30			8	NL	
	P				24			61	1						58	144	2.74			7	P	
	UK	10			151	3	178	294		24			3		663	12.61		2		UK		
		19	2																			
Total	21		4	447	35	577	1416	114	189	1	29	8	2416	5257	100							
Rang	0.36		0.04																			
	0.40		0.08	8.5	0.67	11	26.9	2.17	3.6	0.02	0.55	0.15	46	100								
	9		11	4	7	3	2	6	5	12	8	10	1									
	B		DK	D	GR	E	F	IRL	I	L	NL	P	UK									
HOST COUNTRY																						

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



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

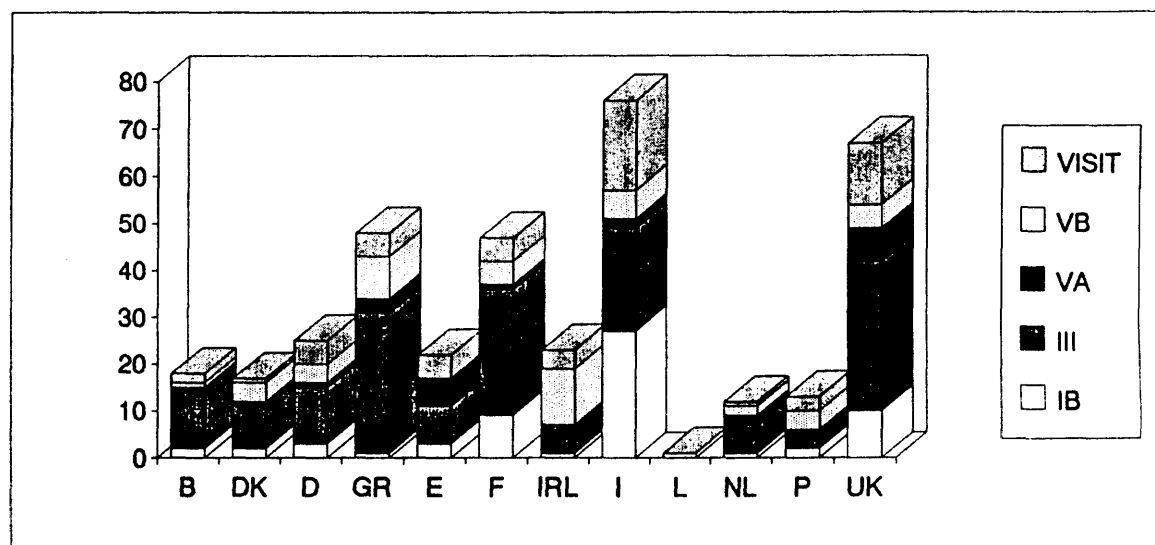
		HOST COUNTRY													TOTAL		%		Rang		Bfr		Bvl	
		Bfr	Bvl	DK	D	GR	E	F	IRL	I	L	NL	P	UK										
H O S T C O U N T R Y	Bfr								12			10		97	119		0.67			Bfr				
	Bvl							9	14	64				38	125	244	0.70	1.36	11	Bvl				
	DK				27		57	149	21	130		32		340	756		4.23		7	DK				
	D	68	56	160		84	258	600	141	123		46	56	1292	2884		16.12		2	D				
	GR			45				45		67			40	53	250		1.40		10	GR				
	E	89	42	95	196	61		764		148		26	20	1148	2589		14.47		3	E				
	F		54	144	468	36	630	18	126	342	18		72	2466	4374		24.45		1	F				
	IRL	34	17		57		25	222		60					415		2.32		8	IRL				
	I	21	20	215	153	15	76	717	47			123	23	850	2260		12.63		5	I				
L N L P U K	L														0		0.00		12	L				
	NL	75		66	192		107	193		209				429	1271		7.10		6	NL				
	P				39	16	16	131			20			64	286		1.60		9	P				
	UK	131		279	431	39	235	985	140	132		148	42		2562		14.32		4	UK				
		418	189																					
	Total	607		1004	1563	251	1404	3833	501	1275	38	385	253	6777	17891		100							
		2.34	1.06																					
	%	3.39		5.61	8.74	1.4	7.85	21.4	2.8	7.13	0.21	2.15	1.41	37.9	100									
	Rang	7		6	3	11	4	2	8	5	12	9	10	1										
	B		DK	D	GR	E	F	IRL	I	L	NL	P	UK											
		HOST COUNTRY																						

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

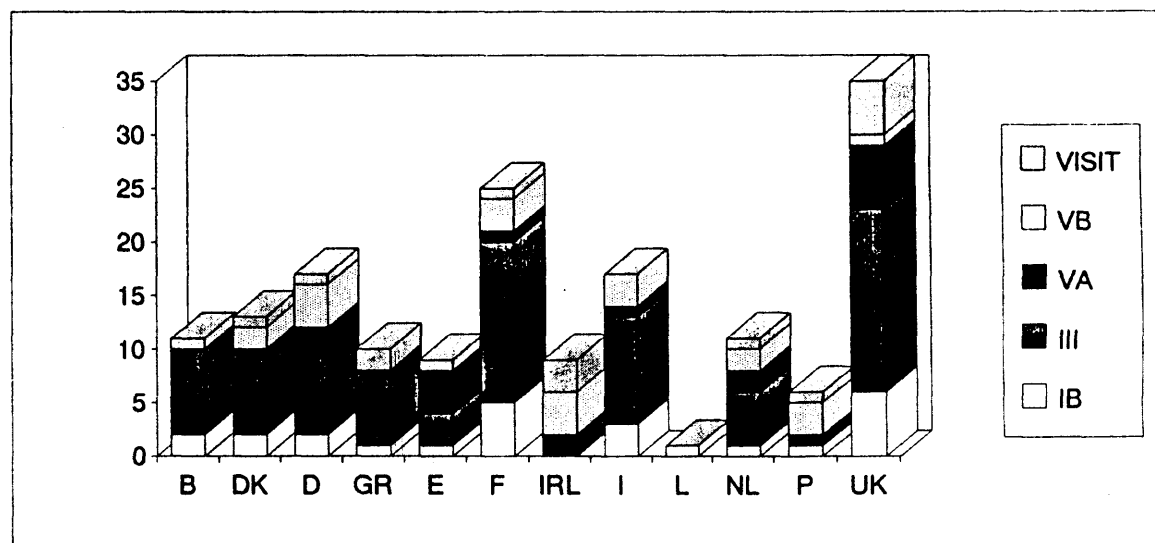


ANNEX 5 - CENTRALIZED ACTIONS - PROJECTS RECEIVED AND PROJECTS ACCEPTED IN 1992 PER MEMBER STATE

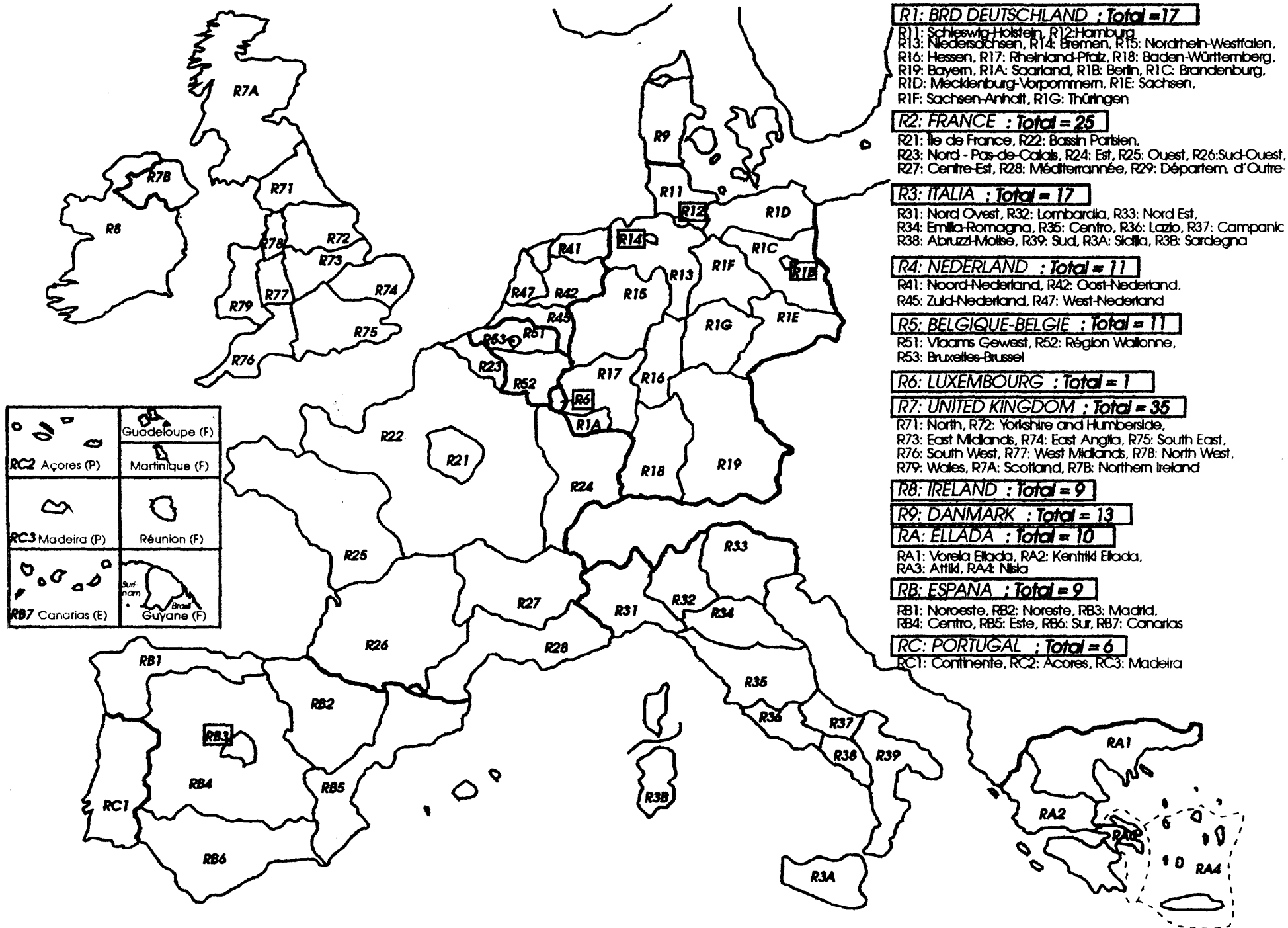
STATE	PROJECTS RECEIVED					TOTAL
	IB	III	VA	VB	VISIT	
B	2	13	0	1	2	18
DK	2	10	0	4	1	17
D	3	12	1	4	5	25
GR	1	30	3	9	5	48
E	3	8	6	0	5	22
F	9	27	1	5	5	47
IRL	1	6	0	12	4	23
I	27	22	2	6	19	76
L	1	0	0	0	0	1
NL	1	6	2	2	1	12
P	2	4	0	4	3	13
UK	10	32	7	5	13	67
TOTAL	62	170	22	52	63	369



STATE	PROJECTS ACCEPTED					TOTAL
	IB	III	VA	VB	VISIT	
B	2	8	0	1	0	11
DK	2	8	0	2	1	13
D	2	10	0	4	1	17
GR	1	7	0	0	2	10
E	1	3	4	0	1	9
F	5	15	1	3	1	25
IRL	0	2	0	4	3	9
I	3	10	1	3	0	17
L	1	0	0	0	0	1
NL	1	5	2	2	1	11
P	1	1	0	3	1	6
UK	6	17	6	1	5	35
TOTAL	25	86	14	23	16	164

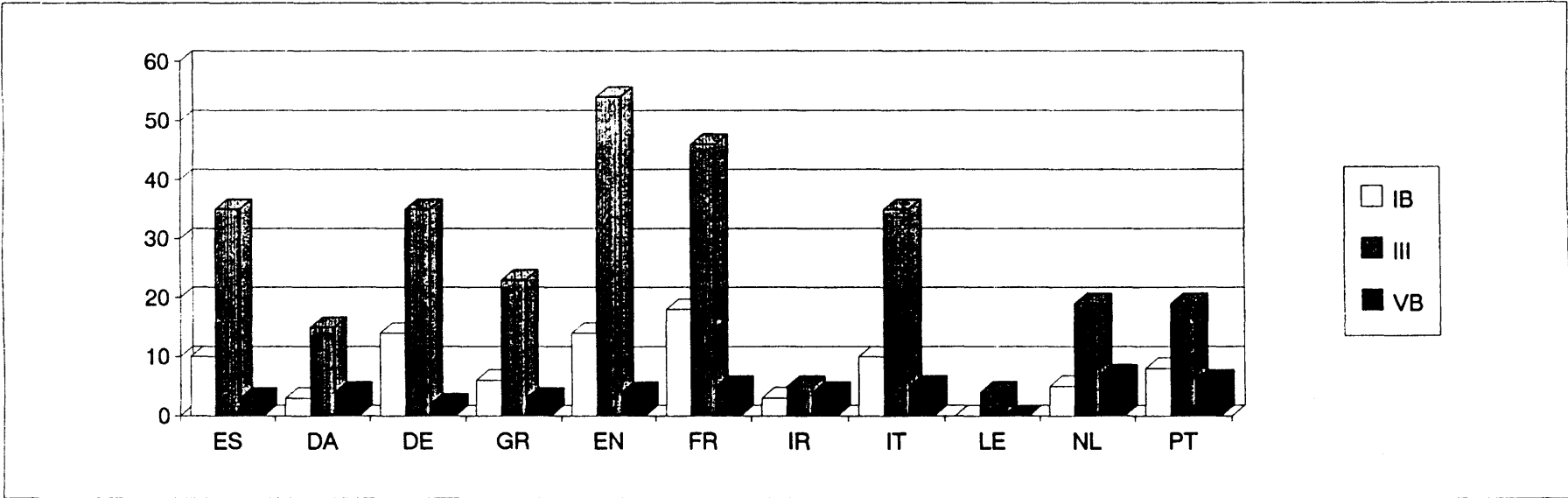
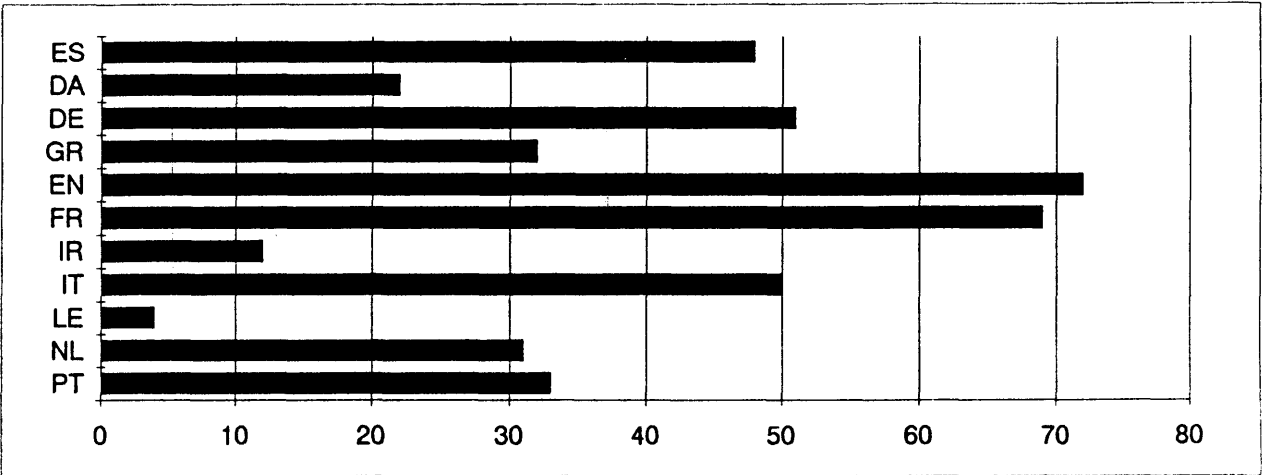


ANNEX 6 - CENTRALIZED ACTIONS - 1992: BREAKDOWN OF PROJECTS BY REGION



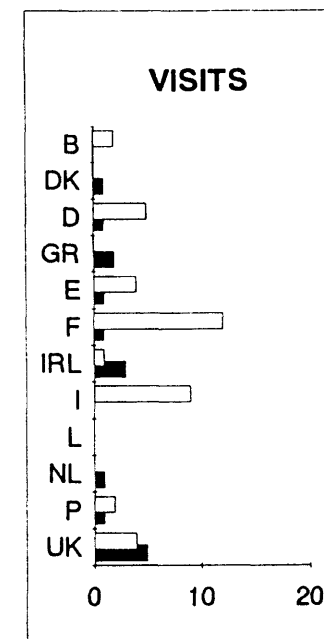
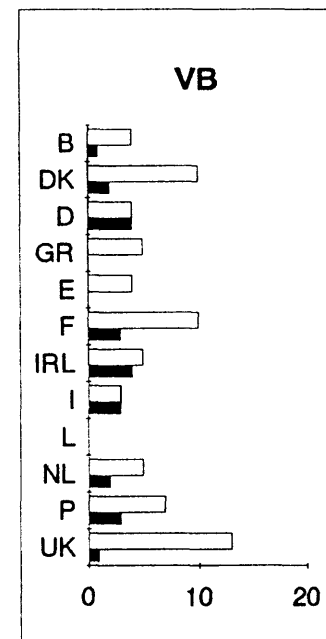
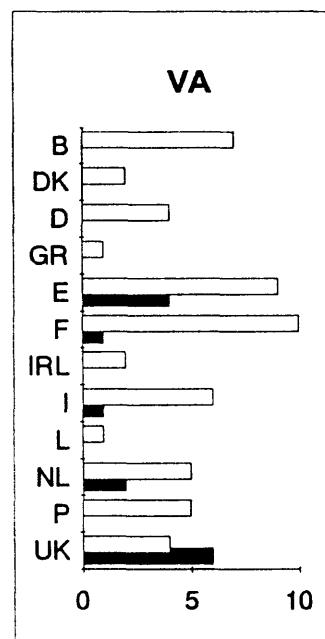
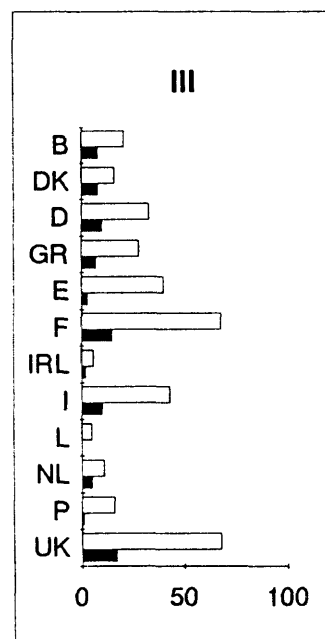
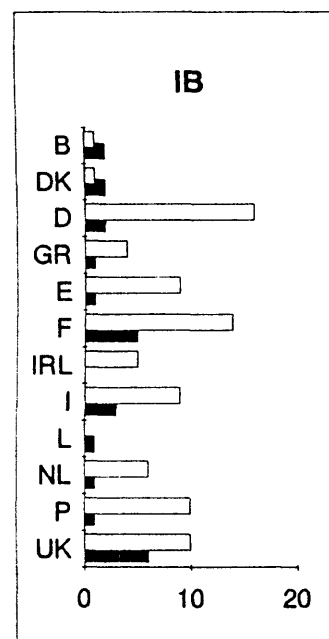
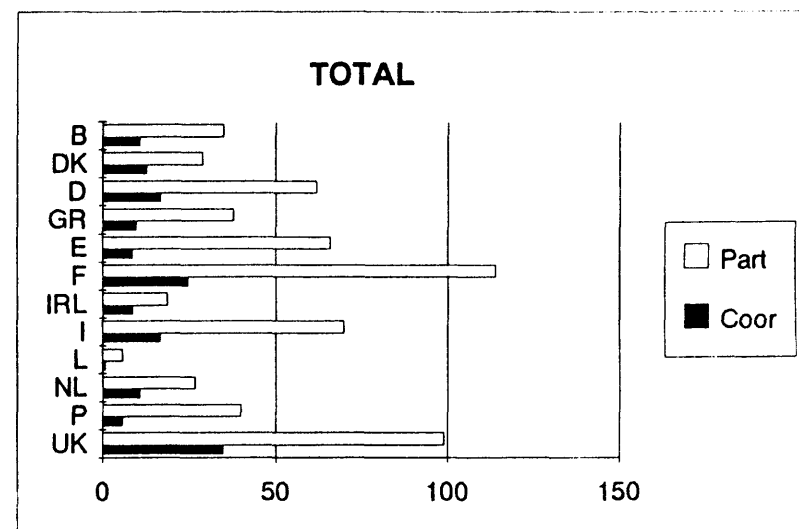
ANNEX 7 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1992 - DISTRIBUTION ACCORDING TO TARGET LANGUAGE

Language	ACTION			TOTAL
	IB	III	VB	
ES	10	35	3	48
DA	3	15	4	22
DE	14	35	2	51
GR	6	23	3	32
EN	14	54	4	72
FR	18	46	5	69
IR	3	5	4	12
IT	10	35	5	50
LE		4		4
NL	5	19	7	31
PT	8	19	6	33

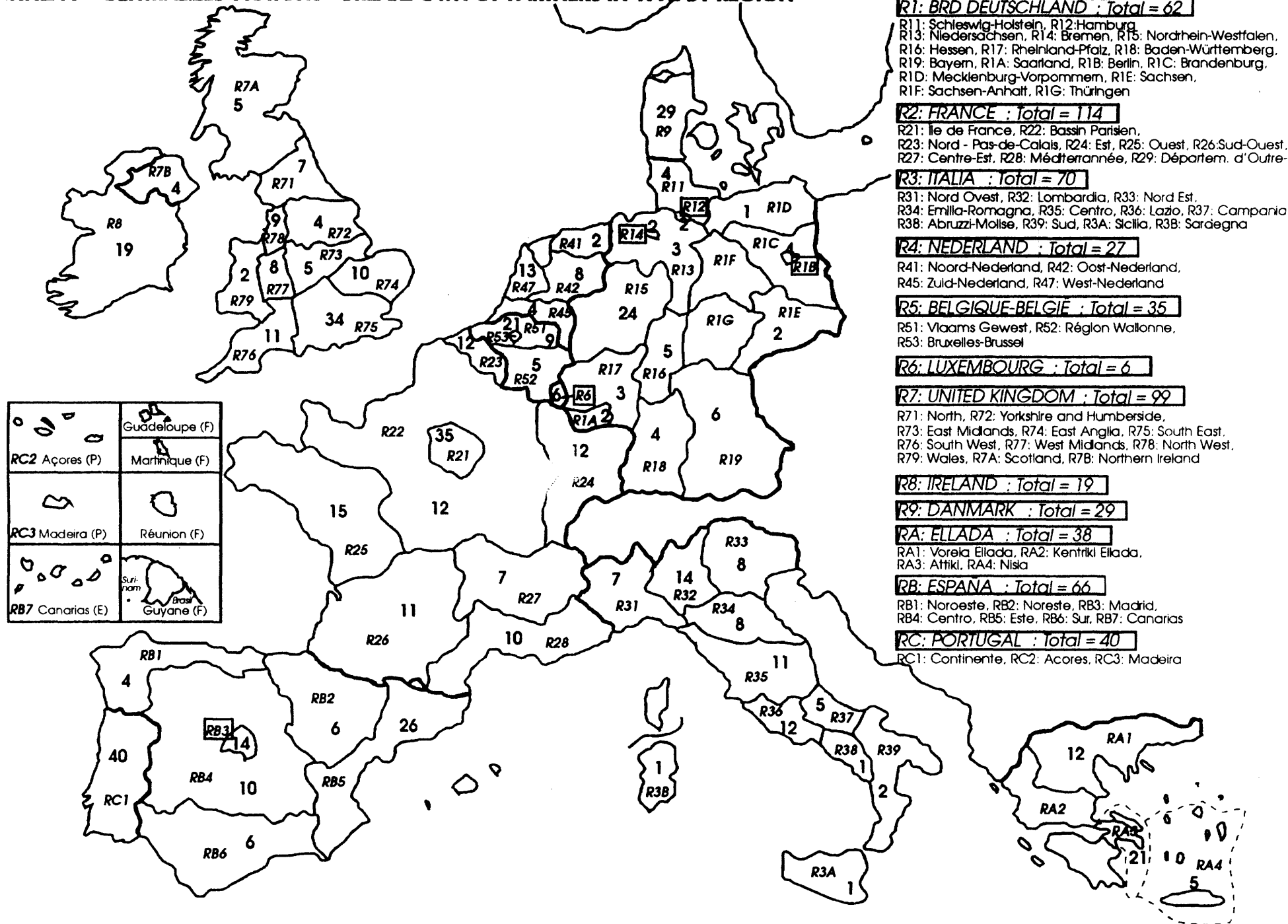


ANNEX 8 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1992 - NUMBER OF COORDINATORS AND PARTNERS PER MEMBER STATE

State	IB		III		VA		VB		Vis		Total	
	Coor	Part	Coor	Part	Coor	Part	Coor	Part	Coor	Part	Coor	Part
B	2	1	8	21	0	7	1	4	0	2	11	35
DK	2	1	8	16	0	2	2	10	1	0	13	29
D	2	16	10	33	0	4	4	4	1	5	17	62
GR	1	4	7	28	0	1	0	5	2	0	10	38
E	1	9	3	40	4	9	0	4	1	4	9	66
F	5	14	15	68	1	10	3	10	1	12	25	114
IRL	0	5	2	6	0	2	4	5	3	1	9	19
I	3	9	10	43	1	6	3	3	0	9	17	70
L	1	0	0	5	0	1	0	0	0	0	1	6
NL	1	6	5	11	2	5	2	5	1	0	11	27
P	1	10	1	16	0	5	3	7	1	2	6	40
UK	6	10	17	68	6	4	1	13	5	4	35	99
Total	25	85	86	355	14	56	23	70	16	39	164	605

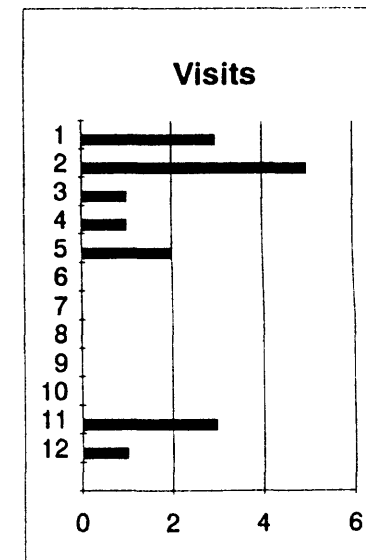
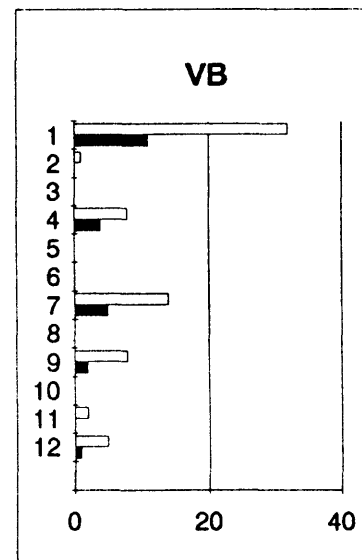
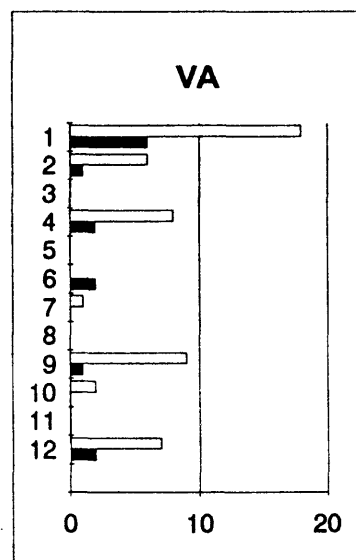
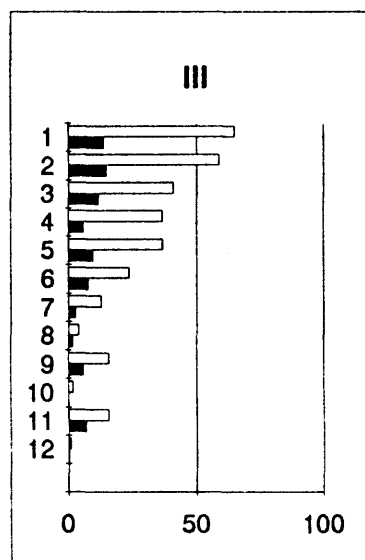
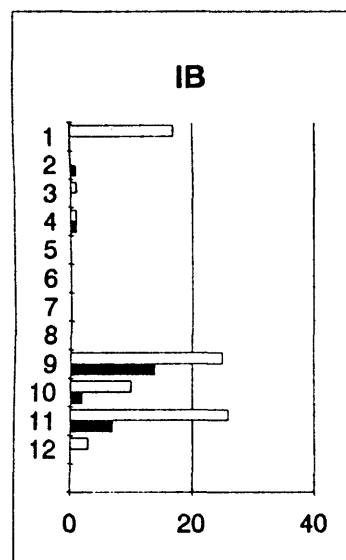
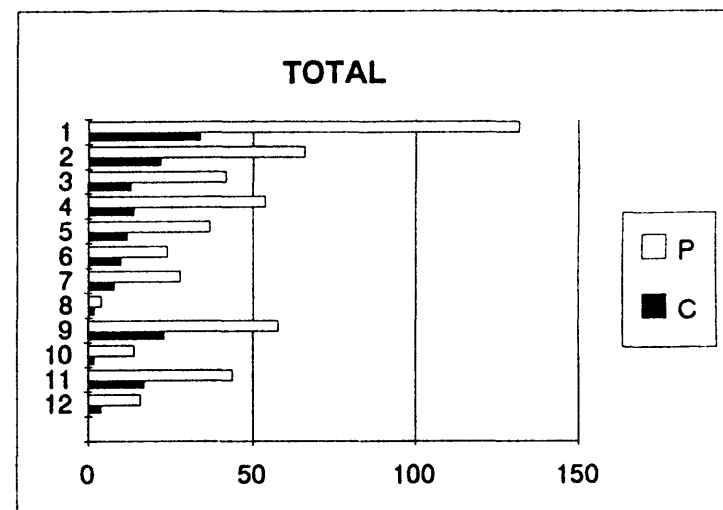


ANNEX 9 - CENTRALIZED ACTIONS - BREAKDOWN OF PARTNERS IN 1992 BY REGION



ANNEX 10 - CENTRALIZED ACTIONS _ PROJECTS ACCEPTED IN 1992 DISTRIBUTION ACCORDING TO TYPE OF COORDINATOR AND PARTNER

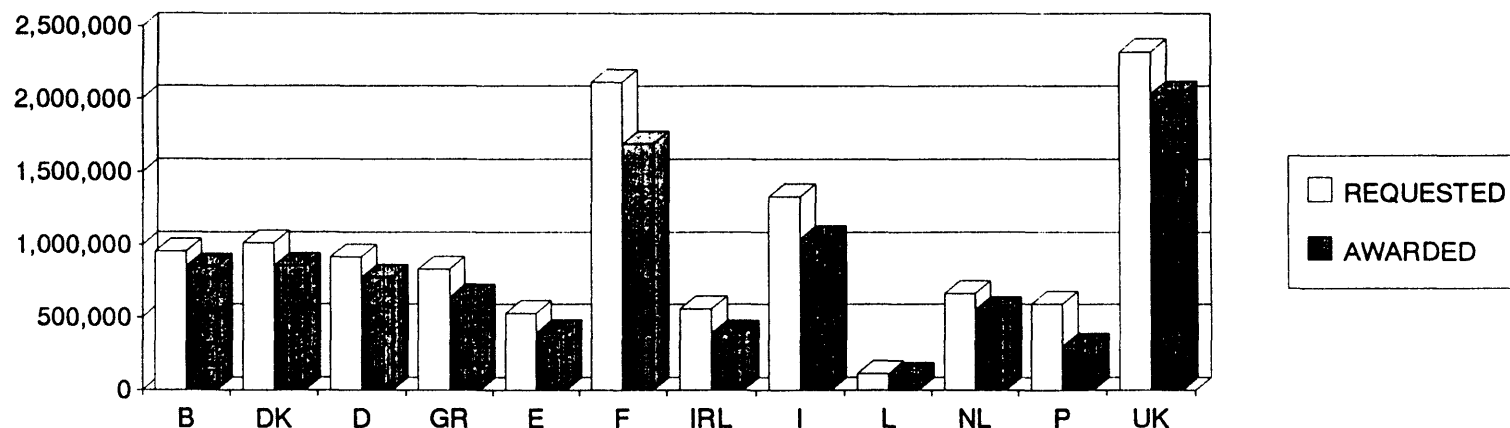
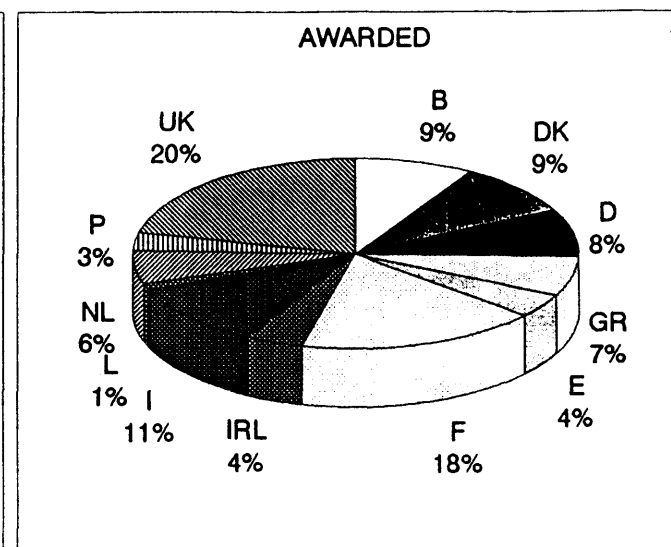
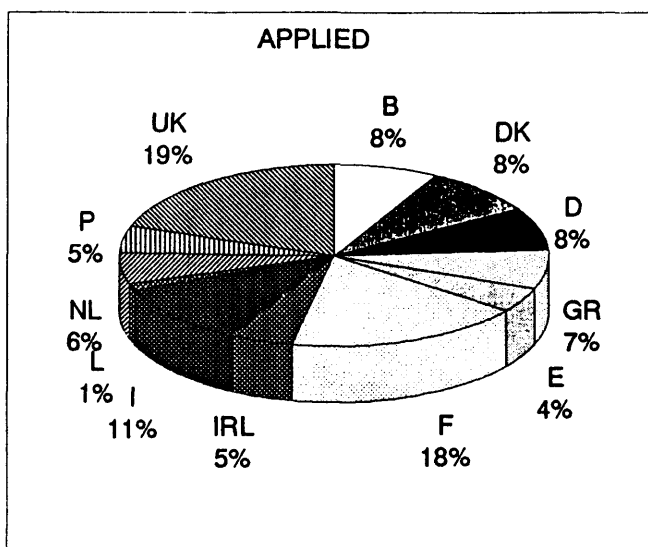
Type of Coordinator/Partner	IB		III		VA		VB		Visits		Total	
	C	P	C	P	C	P	C	P	C	P	C	P
1 Universities/Research institutes	0	17	14	65	6	18	11	32	3	0	34	132
2 Institution for initial/in-service training/training org. for SMEs	1	0	15	59	1	6	0	1	5	0	22	66
3 Training institutions for adults and workers	0	1	12	41	0	0	0	0	1	0	13	42
4 Other establishments (eg. language centers)	1	1	6	37	2	8	4	8	1	0	14	54
5 SME/SMEs organizations/ICC/sectoral organizations	0	0	10	37	0	0	0	0	2	0	12	37
6 Professional org./federations of workers (eg: trade unions)	0	0	8	24	2	0	0	0	0	0	10	24
7 Editors and producers of software	0	0	3	13	0	1	5	14	0	0	8	28
8 Certification authorities	0	0	2	4	0	0	0	0	0	0	2	4
9 Ministries/government departments/education authorities	14	25	6	16	1	9	2	8	0	0	23	58
10 Institutes for teacher training/linguistics/INSET/	2	10	0	2	0	2	0	0	0	0	2	14
11 Universities/higher education/polytechnics	7	26	7	16	0	0	0	2	3	0	17	44
12 Associations/federations of foreign language teachers	0	3	0	1	2	7	1	5	1	0	4	16
	25	83	83	315	14	51	23	70	16	0	161	519



Note: 89 institutions could not be classified according to these twelve categories

ANNEX 11 - CENTRALIZED ACTIONS - PROJECTS ACCEPTED IN 1992
GRANTS REQUESTED AND GRANTS AWARDED PER CONTRACTING MEMBER STATE

STATE	GRANT REQUESTED	GRANT AWARDED
B	952,336	851,000
DK	1,012,789	855,400
D	915,161	777,100
GR	830,605	638,600
E	528,222	393,892
F	2,115,910	1,691,700
IRL	556,941	393,541
I	1,329,407	1,043,000
L	116,474	102,000
NL	661,973	550,500
P	591,054	302,600
UK	2,322,981	2,033,635
TOTAL	11,933,853	9,632,968



ANNEX 12 - ACTION II - GENERAL OVERVIEW

	Total grant applications		acceptance rate (%)	accepted in 1991/92	increase (%) in 92/3	acceptance rate (%) for 92/3
	received	accepted				
ICP participants	1040	972	93.46%	627	55.02%	91.00%
ICP	232	211	90.95%	149	41.61%	84.18%
	Total grant applications		acceptance rate (%)	accepted in 1991/92	increase (%) in 92/3	acceptance rate (%) for 92/3
	received	accepted				
SM-Participants	1034	944	91.30%	613	54.00%	90.81%
Students	7245	6724	92.81%	4180	60.86%	95.15%
Student months	51791	48326	93.31%	28771	67.97%	95.90%
SM-programme	229	204	89.08%	144	41.67%	83.72%
TS-programme	118	58	49.15%	32	81.25%	40.00%
CD-programme	23	0	0.00%	0	0.00%	0.00%
IP-programme	16	0	0.00%	0	0.00%	0.00%
	Renewal applications		acceptance rate (%)			
	received	accepted				
ICP participants	816	800	98.04%			
ICP	165	162	98.18%			
	Pluriannual activities		acceptance rate (%)	new activities within renewal applications		
	received	accepted		received	accepted	acceptance rate (%)
SM-Participants	801	785	98.00%	11	4	36.36%
Students	5787	5697	98.44%	24	24	100.00%
Student months	41286	40664	98.49%	144	144	100.00%
SM-programme	160	157	98.13%	3	1	33.33%
TS-programme	44	42	95.45%	53	11	20.75%
CD-programme	0	0	0.00%	20	0	0.00%
IP-programme	0	0	0.00%	10	0	0.00%
	New applications		acceptance rate (%)			
	received	accepted				
ICP participants	224	172	76.79%			
ICP	67	49	73.13%			
	New applications		acceptance rate (%)	New applications + new activities within renewal applications		
	received	accepted		received	accepted	acceptance rate (%)
SM-Participants	222	155	69.82%	233	159	68.24%
Students	1434	1003	69.94%	1458	1027	70.44%
Student months	10361	7518	72.56%	10505	7662	72.94%
SM-programme	66	46	69.70%	69	47	68.12%
TS-programme	21	5	23.81%	74	16	21.62%
CD-programme	3	0	0.00%	23	0	0.00%
IP-programme	6	0	0.00%	16	0	0.00%

Note:

SM = student mobility

TS = teacher mobility

CD = joint development of new curricula

IP = intensive programme

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