

# **“Stimulating language learning : the European Label”**

**This document is a catalogue of the projects presented at the European event “Stimulating language learning : the European Label”, at the Charlemagne Building, Brussels, on 25 March 1999**

**It also contains information about all the other projects awarded the Label during the pilot phase of the initiative.**

**European Commission  
Directorate-General XXII – Education, Training and Youth**

## Preface

I am very happy to present this publication, produced in conjunction with the event “Stimulating language learning : the European Label”, in Brussels on 25 March 1999. It gives me great satisfaction to say that, at the end of the pilot phase of the European Label initiative, the foundations for its future success have been firmly laid.

We were particularly pleased to welcome to Brussels some of those teachers, trainers and other innovators in the field of languages who have been able so effectively to put their ideas into practice. I congratulate all of those whose work has been recognised by the award of a Label, as well as those who have helped to set up the initiative, in particular the national bodies and the presidents and the members of the juries which selected the successful projects.

Language learning is a key factor in European integration. Mastering other languages shows openness towards Europe’s cultural diversity. It allows the citizen to live and to work in other countries of the European Union, and thus fully to benefit from the opportunities offered by the Single Market. It helps people to cross frontiers, both physical and intellectual.

The European Union has for many years been developing action to promote language learning, notably through the Lingua section of the Socrates programme and through the Leonardo da Vinci programme. The Commission’s 1995 White Paper: “Teaching and learning: towards the learning society” set the ambitious objective of allowing every citizen to master three European languages. It was in that context that I first put forward the idea of a European Label.

That idea has now become reality. In its current form, the European Label highlights innovative projects in the field of language learning. It helps the people responsible for those projects to disseminate their ideas and encourages the development of new types of good practice to deal with the many different challenges which face teachers and learners of languages.

I would like warmly to thank all the participants in the event, along with the many thousands of other people active in this field, for the remarkable efforts they make every day in the cause of language learning.

I am convinced that the event marks a key stage in the development of the European Label as a motor for disseminating good practice and for encouraging the profitable exchange of ideas. I hope all of those who read this document will find it a source of inspiration. I am convinced that they will.

**Edith Cresson, Member of the European Commission**

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# **The European Label for innovative projects in language teaching and learning**

## **General information**

Learning a language no longer means just sitting at a desk doing grammar exercises. Modern methods can be more fun and more effective. The aim of the European Label is to help stimulate interest in language learning by highlighting innovative language learning projects at all stages of education and training.

The European Label was launched in the context of the Commission's 1995 White Paper "**Teaching and Learning: towards the learning society**", which set the objective of helping all EU citizens to be proficient in three European languages.

The Label can be awarded to any initiative in the field of language teaching and learning, whatever type of organisation is responsible and whatever the age of the learners involved. Some projects will involve the use of new technologies, but that is not essential. What is important is that a project makes good use of the resources available to it.

Successful applicants can use the Label and the associated logo on their premises and in publicity material. All projects awarded the Label will receive a certificate signed by Mrs. Edith Cresson, Member of the European Commission responsible for Education, Training and Youth, and by the national Minister responsible.

The Label is coordinated by the European Commission, but managed on a decentralised basis by Member States of the European Union, along with Norway and Iceland. It is awarded by juries in each participating country, according to a number of criteria, some of which have been agreed at European level and apply in all participating countries. Others are fixed at national level and differ according to the country concerned.

The European-wide criteria are as follows:

- initiatives should be **comprehensive**. All elements involved – learners, teachers, methods and materials – should contribute to ensuring that the needs of the learners are identified and met. Creative use should be made of the resources available to stimulate language learning. These might include, for example, the presence of native speakers, language practice organised with twinned towns or institutions, or cooperation with local business;

- initiatives should provide **added value**, in their national context. They should lead to a quantitative and/or qualitative improvement in the teaching and learning of languages. In quantitative terms, this might mean involving several languages, and particularly those which are less widely used. In qualitative terms, it might mean the use of a better methodology than before;
- initiatives should provide **motivation**, for learners and/or teachers;
- initiatives should be **original and creative**. They should explore previously unknown approaches, appropriate to the learners concerned. What is innovative in one context may not be in another;
- initiatives should have a **European dimension**. They should be based upon the reality of the European Union and its linguistic diversity and use the potential which that offers (for example contacts across national borders) to improve understanding of other cultures by means of language learning;
- initiatives should include innovation which is **transferable**. They should be a potential source of inspiration for others in different countries and contexts. They might, for example, be adaptable to the learning of other languages or to learning by different age groups than those originally involved.

Further information on the European Label, and on other developments in the field of language learning which have resulted from the 1995 White Paper, is available on the Commission's website at:

**<http://europa.eu.int/en/comm/dg22/language/home.html>**

For more information on the label in your country, for details of the procedures by which it is awarded, or to submit an application, please contact your **national contact point**, details of which can be found at the end of this document.



## **Opening speech made by Mr David O'Sullivan, Director-General of DG XXII of the European Commission**

I would like to begin by welcoming you all to Brussels and by thanking you for the important parts you have played, in different ways, in the development of the European Label for innovative projects in language teaching and learning.

Let me congratulate first those responsible for the projects selected to take part today. I am delighted to be able to say that we have projects from all fifteen EU member States, as well as Iceland and Norway. My thanks and congratulations also to all of those national representatives and jury presidents who worked with the Commission to set up the Label initiative and to prepare today's event. We are very grateful for your enormous contribution towards making the pilot phase of the Label a success, despite the limited resources available.

The Label, of course, is only one aspect of the Commission's activities to promote language learning, and I would like briefly to describe the overall context. In 1989, the Lingua programme was adopted and in 1995 it was reinforced and integrated into the Socrates and Leonardo da Vinci programmes for education and vocational training respectively. The Lingua measures within Socrates aim at improving the language learning environment and at enhancing the skills and motivation of teachers and learners. Leonardo da Vinci promotes the development of vocationally oriented language skills through transnational projects and exchanges. All of these activities will be maintained and developed in the Socrates 2 and Leonardo da Vinci 2 programmes, due to commence in 2000.

Let me now return to the Label and to today's event. The idea for the European Label arose from Objective Four of the Commission's 1995 White Paper "Teaching and Learning: towards the learning society". That objective is to give every European citizen the chance to acquire and maintain the ability to communicate in at least three Community languages. The purpose of the European Label is not only to identify existing initiatives, but to encourage new ones and to let teachers and learners know about them, so that they can adapt to their own needs the innovative approaches involved. The White Paper has also given rise to a number of other initiatives, notably in the areas of language learning for young children, in learning other subjects through the medium of a foreign language and in multilingual comprehension between people speaking different languages.

Today's event is a good example of how European initiatives can help bring people together to exchange experiences and views. The

participants today are not only from different countries, but have had very different professional experience. Labels have been awarded to projects in both the education and training sectors, working with learners of all ages and backgrounds,.

The event is in itself an important part of the process of exchanging best practice between people who would not normally have the chance to meet. But we would like to inform as many people as we possibly can about the 29 projects here today, as well as about the 51 other “labelled” projects which, regrettably, cannot be present. That is why we are producing a catalogue in eleven languages, to be distributed all over Europe.

The catalogue will also be made available on the Internet. Indeed, the Commission intends, in close cooperation with the participating countries, more generally to develop the already significant rôle the Internet plays in disseminating information about the Label and about the projects which receive it. Pages on the Label and on other aspects of the Commission’s action to support innovative language learning are already available via the Europa server (<http://europa.eu.int/en/comm/dg22/language/home.html>). Those pages are now available in all eleven Community languages, and include links to the excellent national websites which several participating countries have set up.

I would now like to move on to reflect a little more widely on the importance of languages in ensuring that the European Union provides every citizen with opportunities she or he could not otherwise have had.

In the first place, language learning is a very important part of individual personal development. I am sure that all of those of us who regularly work with or use languages other than our mother tongues, would agree that this aspect of our lives has brought us both a sense of personal fulfillment and, quite simply, a great deal of pleasure. We want everybody to have access to these positive experiences.

Closely connected to this intrinsic benefit of language learning is its importance for the construction of European citizenship. Learning languages contributes to understanding other cultures, perspectives and value systems. It helps develop tolerance and openness. It helps to build a sense of the richness and diversity of the traditions of the countries and regions of Europe and, at the same time, of their common cultural, and indeed linguistic, heritage. Understanding someone else’s language is a key step on the way to understanding their point of view, and it is precisely that capacity to understand other points of view which forms the

foundation of the European Union and of peaceful cooperation more generally.

From these principles and from the progress already achieved in building European citizenship flow some very practical challenges. For the advantages of free commercial exchange within the Single Market to be maximised, ease of communication is indispensable. Europe has to be competitive with America and Japan, and if it is to do that in an increasingly globalised economy, the fact that Europe is multilingual must be turned into an advantage rather than a burden. That requires multilingual Europeans, at all levels from the boardroom to the shop floor. At the micro-economic level, the issue could not be simpler: a successful enterprise needs to speak the language, and understand the culture, of its clients.

At an individual level, it is essential for European citizens to be multilingual if they are to be able to take full advantage in practice of their right to live and work anywhere they choose within the European Union. Increasingly, even those seeking work in their own country of origin are likely to need to be able to deal with speakers of other languages. Language learning is thus crucial for employability.

It is clear that there is a great deal of work still to do: according to 1996 figures, 51 % of adult European citizens and 29 % of young people between 15 and 24 do not speak any foreign language well enough to hold a conversation. But let us not fall into the defeatist trap of saying that the Commission objective I mentioned earlier, to enable all European citizens to master three Community languages, is unachievable. There are already areas of Europe where multilingualism is the rule rather than the exception. Multilingualism is also the norm in many regions outside Europe, such as the Indian sub-continent, despite the fact that most people in those regions do not always enjoy access to educational opportunities comparable to our own.

Let us not fall either into the trap of thinking that it is sufficient for everybody in Europe to learn English. Obviously, certain languages will in the future, as in the past, be used more than others as the vehicle for international communication. However, those who wish to live in, or to improve the quality of their contacts with, countries or regions other than their own will need knowledge of the language or languages spoken there. That is true whether those languages are spoken by a billion people or only a few hundred thousand. In addition, in a world where more and more people are fluent in a narrow range of languages, the ability to speak one or more less-widely spoken languages can be a key to a wider cultural perspective. It can also be an advantage in the job market.

This means two things: first, the European Union must continue to work to convince people of the importance of all languages, not just one or two. Second, that people, whatever their social or educational background, should have the opportunity successfully to learn any European language they choose, at whatever stage in their life they choose.

It is the kind of ingenuity and dedication represented by the projects here today which can help us achieve these goals. Many of those who have tried and failed to learn other languages have been discouraged by the methods used: endless repetition of meaningless sentences or a continual diet of dry and academic grammar exercises. They would be astonished by the innovative projects here today, by their emphasis on effective communication and on what people can do rather than what they cannot. If those 51 % of European adults who do not speak a foreign language could be here today, they might even start to believe that they could learn a language after all.

That is why we want to tell as many people as possible what you are doing, and that is the purpose of this event and of the catalogue. We wanted today to be more than simply a conference, and this afternoon we have organised an exhibition, a chance for the projects here to show each other, and the administrators and decision-makers who have come from all over Europe, exactly the nature of the innovative work they are doing. I hope that everybody here, whatever their professional, national or linguistic background, will find the exhibition a source of inspiration.

I wish you all a fruitful and enjoyable day.

**Conclusions by Mr Domenico Lenarduzzi, Director,  
Action in the field of education, DG XXII,  
European Commission**

At the end of the morning session and following numerous interventions by participants, Mr Lenarduzzi, chairman of the session, drew the conclusions summarised below:

- During the discussion which has just taken place, speakers were able to use their own mother tongue, and all the other participants were able to understand them, thanks to simultaneous interpretation. Ideally, this would have been possible without the need for interpretation. Most European citizens should be able to express themselves in their own language and be understood by their counterparts from elsewhere in Europe.
- The European Union must therefore be ambitious in the field of languages, and determinedly promote multilingualism.
- Obviously, it is unrealistic to envisage a situation where each citizen would be able to speak every European language. The White Paper “Teaching and Learning: towards the learning society” set the more modest objective of allowing everybody to master three Community languages. Nevertheless, it is perfectly possible for all of us to achieve some knowledge, albeit partial, of several more languages, reaching a level allowing real communication. Building some knowledge of one language from each of the great European linguistic “families” – Romance, Germanic and Slav – allows easier access to other languages in those families. Someone who has learnt Spanish, for example, provided they are prepared to make an extra effort and that they receive the right guidance, can learn to understand the other Latin languages : Portuguese, Italian and even French. The same principle applies to the other linguistic families.
- Education systems are now evolving in a positive direction, beginning with early learning of languages, which now exists at primary school in all European countries and at pre-primary level in some of them. It is encouraging to see that 7 of the 29 projects presented at the event originate from those sectors.
- In the field of languages, we should be fully aware of the potential of new technologies, open and distance learning and interactive learning.
- Organised language learning should be available not only in initial education but on a lifelong basis. European integration has become a

reality and the linguistic “barrier” constitutes the greatest obstacle to mutual understanding and to the mobility of citizens. We need to offer opportunities for quick and effective learning, in order to allow all citizens to take full advantage of their right to free movement and to reside anywhere they choose within the European Union.

- In this context, the fact that every sector of education and training is represented among the labelled projects is a reason for optimism. It is also significant that national approaches to the Label have often involved close cooperation between the Ministry responsible for education and that dealing with training.
- The Label initiative has already made an important contribution to achieving European objectives in the field of languages. When the Commission put forward the idea of the Label, it was received with a certain reticence, resulting primarily from fears of interference in national linguistic policies. But the Commission is fully aware that language learning is a cultural matter linked to each country’s national identity, which must be preserved and enhanced. The fact that every country in the European Union, as well as Iceland and Norway, is represented at the event is a sign that the Label is being increasingly recognised for its qualities as a means of identifying and disseminating good practice.
- With regard to the future, after a transition year in 2000, the operational phase of the European Label will begin in 2001. That is good timing, because the Commission intends to propose to the Member States and to the European Parliament that 2001 should be designated “European Year of Languages”, in cooperation with the Council of Europe.
- In the Commission’s view, there are three key words which should guide the development of the Label: **coherence, flexibility and information.**
- We should maintain, and apply rigorously, common criteria for attributing Labels, in order to establish greater **coherence** and to ensure that the Label maintains its standing with potential applicants and with the wider public. To this end, it is also necessary to ensure that each national jury includes at least one member from another participating country, as was agreed when the initiative was launched in 1997.
- However, it is just as important to continue to allow for diversity and therefore to show **flexibility**. The award of Labels is decentralised and

will remain so. Circumstances are different in each country, and it is logical that each country should have the option of adding its own criteria to those agreed at European level.

- As the Label concerns all language teachers, trainers and learners, **information** must be easily accessible to all potentially interested parties. The Commission is able to allocate modest amounts of funding to participating countries to assist in this information work.
- Finishing his remarks, Mr Lenarduzzi expressed his thanks to all those taking part in the event for their dedication and for the large amount of work accomplished in a short space of time. The Commission was very impressed by the high standard of the projects, as well as the quality of the management and information efforts made by the participating countries. It also welcomed the fact that those countries which had decided to wait until 1999 to award their first Labels had nevertheless found it important to select some examples of innovative projects to take part in the event.

**The countries participating in the  
European Label and the projects presented at the  
“Stimulating language learning : the European Label” event**

On the following pages, for each participating country in turn, is a summary of the implementation of the European Label initiative, followed by a short description of the projects taking part in the European event on 25 March 1999 in Brussels. Very brief details of all the other projects awarded the Label are also given.

These texts have been produced by the national bodies responsible for the Label and where necessary translated and edited by the Commission, in order to provide a coherent format and to fit the information into the space available. Contact details for a representative of each project are given. Further information is also available via the national contact points (see list at end of this document).

Certain participating countries decided not to award Labels during the pilot phase in 1998. These countries, like all the others in Europe, nevertheless have education and training sectors where languages are very important and where there exists a wide range of innovative and dynamic projects. In order to promote the widest possible exchange of ideas and information, they also wished to be represented at the event in Brussels and selected for that purpose innovative projects typical of those at which the Label is aimed. Those projects are described in the section which follows, along with those officially awarded the Label.

All the “labelled” projects have demonstrated their merits to the satisfaction of the national bodies – expert juries – responsible for selecting them. It was not possible, because of budgetary constraints and limited exhibition space, to invite to the event more than one or two projects per country (though each country also had the option of inviting additional representatives at its own expense). However, the fact that a project took part in the event does not imply that it is of greater value than the other projects whose innovative character has also been fully recognised by the award of the Label.

The European Commission would like to thank everyone who participated in the event, as well as all those who have played a part in the launch of the Label initiative and/or who have contributed to this document.

## Belgium (B)

In Belgium, the European Label is implemented by the three “**Communities**” (**Flemish, French and German speaking**), which under the country’s federal system, are responsible for education and training. The three Communities are very conscious of the importance of language skills in a multilingual country situated in a multilingual Europe. They give a very high priority to innovation in language teaching. They were therefore well placed to make a very positive contribution to the Label initiative, which they greeted with enthusiasm.

During the pilot year and following open application processes, the Flemish and French Communities, which received 48 and 23 applications respectively, each awarded seven Labels to institutions at all levels of education and training.

**The Flemish Community** decided to present to successful projects, along with the European certificate signed by **Commissioner Cresson** and the Minister, **Mr Baldewijns**, a trophy and computer material to the value of 50.000 FB (€ 1.240). Its jury included three outside representatives (from the French Community, the Goethe Institut (DE) and the Alliance française (FR)). The Labels were officially presented to the seven successful institutions by Mr Baldewijns on 10 February 1999.

**In the French Community**, the selection of successful candidates was made by a jury consisting of representatives of the relevant sectors of education and training and of an outside representative from the TALENACADEMIE in Maastricht (NL). On 4 March 1999 the Label was presented to the winners by a representative of the Minister, Ms Laurette Onkelinx. A document describing the projects was produced.

Given its small size (70 000 inhabitants) and its small number of schools, the **German-speaking Community** is to wait until 1999 to award its first Labels. It took advantage of the pilot phase to publicise the initiative, through the publication of an information brochure, the organisation of two days of meetings and training for teaching staff from interested institutions and an information campaign in the press and other media.

### **The projects representing Belgium at the event on 25 March 1999**

#### **\* Flemish Community:**

**'t Regenboogje goes Europe, Het Regenboogje Etterbeek, Generaal Capiaumontstraat 73, 1040 Etterbeek (Brussel). Contact: Koen Eylenbosch, tel: + 32 2 646 2297 or 649 1290, fax: + 32 2 646 2297, e-mail: koen.eylenbosch@vgc.be**

Het Regenboogje is a primary school with children from 32 different nationalities and from widely differing social backgrounds. In the Year 2000, Brussels will be, along with eight other European cities, European City of Culture. Het Regenboogje intends to establish contacts with a school in each of the other eight cities. It has already found partners in Avignon, Bologna and Santiago. The exchanges will take place mainly by Internet. The aim is to set up a common Website. Given that communication must be in a foreign language, the school has launched three language learning projects. Along with French, which is taught from the first year of primary school (from six years old), there are two bicultural projects (Italian and Spanish) in cooperation with the Foyer association.

**Zertifikat Deutsch für den Beruf, Vlaamse Dienst voor Arbeidsbemiddeling (VDAB-T&O), Industrieweg 50, 9032 Wondelgem/Gent. Contact: Stefaan Magerman and Carl Callewaert, tel: 32 9 253 6005, fax: 32 9 253 2679, e-mail: SMAGERMA@VDAB.BE, CALLEWA@VDAB.BE**

VDAB is the Flemish organisation which deals with training and skills conversion for job seekers. A German course for unemployed people is the starting point for the project. A practical training period leads to obtaining the “Zertifikat Deutsch für den Beruf”, which is organised with the Goethe-Institut. The practical and vocational side of the training course is reinforced by an exchange with Germany. To this end, a fictional company (Nobilis/Karsten) has been created, in order to allow commercial exchanges to be simulated as realistically as possible. This company works with German counterparts from the “Zentralstelle der Deutsche Übungsfirmenringe”. The knowledge and skills acquired can immediately be put into practice during the exchanges.

**\*French Community:**

**L'école Communale fondamentale de Wandre, rue du Pont 159, 4020 Liège. Contact: G. David, Headteacher**

Pupils learn Dutch from the third year of nursery school until the sixth year of primary school, for four days a week, with the help of a team of Dutch primary school teachers from Maastricht. (De Perroen school). In exchange, the Dutch children are taught French by Belgian Francophone primary teachers.

**Centre de ressources « Corail » du FOREM, 37 Place Xavier Neujean 4000 Liège. Contact: M-K Vanboeckstal, Coordinator, tel: +32 4 232 37 50**

This resource centre is provided by the FOREM and uses two types of methodology: self-training and intensive immersion modules. It responds flexibly to retraining needs in German, Dutch or English. The target group is people in employment or job seekers. The teaching is very personalised and professional.

**\* German-speaking Community:**

**Deux langues-une voie (Two languages-one road), Ministerium der Deutschsprachigen Gemeinschaft, Gospert 1-5, B-Eupen. Contact: Renate Delhey, tel: + 32 87 55 38 78, fax: + 32 87 55 77 16, e-mail: eu.agentur.dg@skynet.be**

In the framework of a European Cooperation Project, a group of teaching professionals has developed material for the in-service training of teachers in the teaching and learning of a neighbouring language (in this case French), from nursery school to the final year of primary school. The material is based on a methodological and pedagogical concept of a progressive organisation of classroom practice, guided by the principle of continuity in convergence with the skills developed in pupils' mother tongue.

**De l'eau et du papier pour demain (Water and paper for the future), Robert-Schuman-Institut, Vervierser-Strasse 89-93, B-4700 Eupen. Contact: Martha Oestges, tel: + 32 87 59 12 70, fax: + 32 87 55 66 07, [www.ful.ac.be/EuroSymbioses/schuman/index.html](http://www.ful.ac.be/EuroSymbioses/schuman/index.html)**

With partners from Toledo (Spain) and Belfort (France), the Robert-Schuman-Institut has set up an interdisciplinary project studying the quality of water and the use of paper in the pupils' living environment and proposing remedies for deficiencies. In this way, different groups have produced practical awareness-raising and training

material : selective wastepaper baskets, environment games, information brochures, etc. in several languages. The partners have organised meetings in the three towns. The languages of communication were English and French.

## **The other Belgian projects awarded the European Label**

### **\* Flemish Community:**

- **Six secondary schools invite two English authors**, Sint-Vincentius, Conscienceplein 12, B-8820 Torhout. Contact: Jan De Corte, e-mail: sintvincentius@unicall.be
- **CLAVIR, the virtual French class**, Sint-Lutgardisschool (secondary), M.Gerardstraat 18, B-2000 Antwerpen. Contact: Christine Combaerts, e-mail: clavir@stludgardisantwstad.be
- **A journey in France**, Sint-Maarten Bovenschool (secondary), Kalloban 1, B-9120 Beveren. Contact: A-M Ingels, e-mail: sint-marten.bovenschool@planetinternet.be
- **M@estro, directed self-learning of Spanish**, Handelshogeschool (higher education – non-university), Korte Nieuwstraat 33, B-2000 Antwerpen. Contact: Kris Buyse, e-mail: kris.buyse@hha.be
- **LIVE, Learning interactively in virtual environments**, Katholiek Universiteit, Dekenstraat 6, B-3000 Leuven. Contact: Caroline Greenman, e-mail: annie.vanavermaet@ilt.kuleuven.ac.be

### **\* French Community:**

- **Total immersion in English**, Le Lycée Léonie de Waha, Boulevard d’Avroy 96, 4000 Liège. Contact: R.Briquet, Headteacher. Immersion from nursery school (five years old) until the sixth year of primary school.
- **Cultural and linguistic exchanges in the modern languages department**, E.C.C.S.A. rue Georges Simenon 13, 4020 Liège 2. Contact: C. Deremier, Acting Headteacher. Particularly dynamic secondary school administered by the City of Liège.
- **Trinational meetings**, A.R. Charles Rogier, rue des Clarisses 13, 4000 Liège. Contact: F. Krins, Préfet. Secondary school administered by the French Community, which has undertaken for more than ten years a project involving meetings between pupils in the fifth and sixth years from Liège, Vienna and Copenhagen.
- **Oser vivre dans une autre langue (Dare to live in another language)**, IEPSCF – Uccle, rue Gatti de Gamond 95, 1180 Bruxelles. Contact: A. Jacquemin, Director/Y. Frens, Deputy Director. Adult education institution specialising in teaching languages. The project is based on the continual use of the target language in activities resembling those encountered in daily life.
- **Fête des langues (festival of languages) and other projects**, Centre d’Animation en Langues.(C.A.L.), Quai des Péniches 8, 1000 Bruxelles. Contact: J-P.Gailliez, Director. Initiatives such as the language festivals, language trains, and the “plan langues” (language scene) which appears regularly in a daily Brussels newspaper and gives the French translation of songs in English.

## Denmark (DK)

In the pilot phase, **vocational education and training** were selected as the test field for the project for two reasons:

- the number of institutions is limited;
- the strong emphasis on language teaching in this sector is relatively new. The project is to be seen as an incentive to schools which are in the forefront.

The criteria set up by the Danish jury were:

- language learning in a real-life context
- innovative application of computers in language learning
- interdisciplinarity
- enhancement of motivation for language learning
- a European dimension
- transferable and comprehensive

A total of 17 applications were received, seven from technical colleges and 10 from commercial colleges. The two projects selected broadly meet the criteria, and furthermore they are representative of the diversity of the Danish contributions. **“Europa Gemeinsam Lernen” (Learning Europe together)** emphasises language learning in genuine communication situations created through international cooperation combined with the bridging of cultural barriers. **“Task based teaching”** focuses on the classroom situation, making full use of information and communication technology, thus increasing the motivation of the target group.

### **The projects representing Denmark at the event on 25 March 1999**

**Europa Gemeinsam Lernen (Learning Europe together), Viborg Handelsskole, Vinkelvej 20, DK-8800 Viborg. Contacts: Hanne Meldgaard & Mikael L. Nielsen, e-mail: HME@unv.viborhs dk**

**Aims:** Better knowledge of the three regions involved in order to make the students better Europeans and in this way make European cooperation prosper in cultural as well as business terms. Improved language learning through genuine communication.

**Content:** The project will bring an international dimension into as many subjects as possible based on a close relationship and close cooperation between business schools in Viborg, Denmark, Lüneburg, Germany and Elton, Scotland. **Europa Gemeinsam Lernen** will include both large and small projects, e.g. business law in the regions, joint study of a novel, economy.

It is important that the students communicate with students in the other regions in order to bring in a certain degree of genuine communication as well as to remove prejudices about the cultures in the other regions. The three schools have agreed upon four main areas to be investigated: business, culture, education, and tourism.

This kind of collaboration will also mean an increase in inter-disciplinarity both within the single school and between the three schools involved. Communication between the three schools will be based upon modern IT-tools such as the Internet, Websites, e-mail etc.

The project started in June 1998, is scheduled to continue until February 2002 and is expected to go on beyond that. Currently groups of teachers interested in bringing an international dimension into their teaching are being established.

**Task-Based Teaching - the Web Page Task, Odense Tekniske Skole, Risingsvej 60, DK 5000 Odense C. Contact: Bygge & Anlæg Kent Andersen, e-mail: Kent@lang.ots.dk**

The **Web Page Task** (WPT) is an example of task-based teaching. In the WPT there is an overall task divided into five sub-tasks that all have to be completed in order for the overall task to work, thereby imposing a higher degree of responsibility on each student.

After the WPT is completed each of the students should have a personal web page account with e-mail. In future projects the students will then be able to use their web pages to give information about themselves and describe their training at the college. All of which can be a way of opening a window to the rest of Europe.

Prior to starting the WPT, the students worked with a CD-ROM made for language learning; "the A to Z of Computers" combined with a textbook "Computers" from the Usborne Young Scientist. When the students all had a basic knowledge of computers (including vocabulary) they were introduced to the Internet and given some addresses with links to technical colleges in Ireland and the UK. The students then had to write a short report on vocational training in Ireland and the UK. Their reports were handed in on diskettes, enabling the project leader to hyperlink their errors to explanations in HTML format, i.e. the students could read about their "underlined" errors on the Internet.

Finally, the students were ready to proceed to the WPT. When the students had understood the main task they were divided into five groups titled: "1. Getting an e-mail account, 2. Getting a web account, 3. File transfers with FTP, 4. HTML programming, and 5. How to get graphics and other web elements for a web page.". Each of the groups then received the sub task with instructions on how to complete the work, a time schedule, and some language exercises.

The members of each of the groups became consultants for the other groups and during the WPT each group gave demonstrations and instructions on their task and finally helped the other students complete their work. Gradually, the jigsaw puzzle came together and the Web pages took shape.

What was accomplished:

- The students were working with a real life task learning English as a foreign language while completing personal Web pages;
- The students learned about the Internet and computers using a CD-ROM written specifically for that purpose;
- Computer science lessons were integrated with the learning of English as a foreign language;
- The students' motivation increased as they could see the reasons for using English;
- Finally, the Web accounts will in future be useful in encouraging and maintaining links with groups and individuals interested in using computer networks.

## Germany (D)

### The projects representing Germany at the event on 25 March 1999

**The DELTA Concept**, GIP am IBMSE, Im Moerser Feld 1, 47441 Moers.  
Contact: Mr Wolfgang Reichelt, tel: + 49 2841 917320, fax: + 49 2841 917326,  
e-mail: wolfgang.reichelt@gip.netup.de

The CD-ROM *Das Delta-Konzept* is a self-study tool for managers in small and medium-sized companies who have to negotiate across borders. It offers a practical approach to the acquisition of three key skills in international business and management: intercultural business communication, negotiation techniques and negotiating in English.

The CD-ROM is already available for native speakers of German. A multiplier-effect project, funded under the LEONARDO DA VINCI programme since 1997, aims to adapt the tool for Danish, Spanish, Greek and Finnish speakers.

Centred around simulated business negotiations, the medium takes the learner through various virtual rooms, enabling him or her to learn about different aspects of English-language business negotiations. Learners can watch and analyse inappropriate behaviour and communication, look at the twists and turns of negotiation language and learn the appropriate way to behave and how to negotiate successfully in English.

Other features include a language lab, a glossary of intercultural communication and negotiation, a bibliography of around 50 suggestions for further reading, and also an assessment tool whereby learners can find out whether they have acquired the relevant knowledge and skills. At any stage, learners are free to determine the route they wish to take and to pace themselves according to their own needs.

The *Delta-Konzept* sets new standards for innovative computer-based self-study. The interdisciplinary approach in particular is a ground-breaking development, but the quality of the video and audio material as well as the assessment system are excellent examples of state-of-the-art programme design.

Guidance for learners is unobtrusive but at the same time reliable, and the various navigation systems make for learner autonomy without the risk of uncertainty.

**Spilleplan**, Paritätisches Bildungswerk Berlin e.V. UnderstandingBus,  
Hasenheide 54, D-10967 Berlin. Contact: Ms Uta Voigt, tel: + 49 30 695 9120,  
fax: + 49 30 693 5358, e-mail: 100710.3176@compuserve.com

**Spilleplan** is a concept and a collection of material for linguistic and intercultural preparatory work for exchange programmes and placements in Norway. This German-Norwegian partnership can look back on many years of experience in short language courses for various target groups.

**Spilleplan** consists of several modules; a manual for teachers provides a detailed description of the learning-by-animation approach and gives examples of possible uses for learning materials during the course. The material itself comprises a wide variety of activities such as board games and memory games, video and audio tapes and authentic material (e.g. postcards, street maps, menus, etc.), and takes account of the abilities of learner groups and the level they have reached.

**Spilleplan** aims to develop communicative abilities despite language barriers and to arouse interest in the country of the target language and its people. It is an innovative concept tailored to the target group and its particular learning needs. By concentrating on communication and motivation, it will have a stimulating and beneficial effect on the quality of preparatory work for placements and exchange programmes, and on the projects themselves.

## Greece (EL)

In Greece, in order to ensure that awards of the European Label took into account national circumstances, the following national priorities were applied during the pilot phase, in addition to the European level criteria (see “**General Information**”):

- the link with the (local) labour market;
- improvement of job skills for adults, whether employed or unemployed;
- open access for teachers and students;
- low participation costs;
- promotion of problem-solving skills, with an emphasis on so-called “survival skills” in a Europe without borders;
- meeting the needs of certain social groups, mainly those from a disadvantaged environment;
- link with tourist development of the region concerned;
- link with the preparation and implementation of the Olympic Games in 2004, both as regards athletic and cultural aspects.

The Greek agency responsible for awarding the Label is the **Organisation for Vocational Training and Education** (Greek abbreviation: OEEK), in cooperation with the Pedagogic Institute.

Applications, together with supporting documents, were submitted by the heads of the projects concerned following an invitation for expressions of interest published in the press. The Evaluation Committee then examined the applications. Two initiatives were deemed to satisfy the criteria. The crucial selection criterion – bearing in mind the local circumstances – was the innovative nature of the programme, along with the possibility of transferring the innovation to other environments and circumstances.

On completion of the evaluation procedure and bearing in mind the eligibility criteria as laid down and notified to the applicants, the Greek Evaluation Committee unanimously agreed to award the European Label to the following two programmes:

### **The project representing Greece at the event on 25 March 1999**

**Learning the Greek language and Familiarisation with Greek Culture, Nine Muses School of Greek Language and Civilisation, PO 76080, 17110 Nea Smirni, Athens, Greece. Contact: Mrs K. Raikou, tel/fax + 30 1 932 6016**

The programme **Learning the Greek Language and Familiarisation with Greek Culture** is a private initiative on the part of the Nine Muses School, run by Mrs K Raikou.

Mrs Raikou, drawing on a wide communications network that includes universities, institutes, youth centres and agencies in Europe and America, invites young people to visit Greece in order to learn Greek, combining this activity with their summer vacation.

The courses are given in a traditional Greek house, which has preserved all the charm and warmth of a family home. The school is near the sea (10 minutes by car) and the mountains (10 minutes by car) and is located at a distance of 65 kilometres from Athens. Indirectly, this programme is connected with a series of other programmes

run by the Nine Muses Greek language school, such as the placement of young students in companies throughout Europe and teaching Greek to children of immigrants or remigrants.

The courses are held in the courtyard, where all the participants congregate each day and perform everyday activities using simple materials, thereby learning the language. Students and teachers blend in a cheerful international atmosphere, work together and communicate, learn and practice Greek. The idea is to combine learning Greek in a casual setting with active participation in a variety of activities. Resources include newspaper cuttings, advertisements, classified ads, recipes, visits to the theatre and cinema, the news, radio broadcasts, etc. The course allows students to learn Greek as spoken and used in everyday life while becoming involved in the local community.

## **The other Greek project awarded the European Label**

**Quality Control Group on Secondary Education, Itea Upper Secondary School, Perikleous 25, N. Penteli, 15236 Athens, Greece. Contact: Mme M. Gkiziaki, tel: + 30 1 804 8081, + 30 932 149904 (mobile), fax: + 30 1 804 1956, e-mail: kgiziak@unpi.gr**

The second Label was awarded to the programme implemented by Mrs Gkiziaki, English teacher at the Itea Upper Secondary School (gymnasium) in 1997-98. In this programme, English was taught in an innovative manner by combining concepts and principles that are used in industry and manufacture and by teaching the language on the basis of the Greek school system curriculum. The pilot implementation **Quality Control Group On Secondary Education** is a pupil-centred teaching method based on *Adese's quality management principles*, duly adapted to the Greek secondary education system, to the needs of adolescents and to the students' various interests. It constitutes a new approach to qualitative teaching.

The purpose of the programme was to encourage as many students as possible to participate actively in learning a foreign language and to create channels of communication between the class, the local community and the teacher.

The programme's innovative features are as follows:

- It transfers the notion of Total Quality Management (ISO) from industry and manufacturing to the school environment and converts it into a learning incentive, particularly in teaching foreign languages in the compulsory education system;
- It constitutes a comprehensive and multi-faceted didactic approach - with the emphasis on communication - to teaching foreign languages in secondary schools. This is especially innovative when one considers the site of the programme (a small provincial town);
- It offers the participants a wide gamut of activities and projects which are directly linked with three highly relevant contemporary domains: (a) vocational guidance; (b) cultural exchange; (c) current issues in science, society and the economy;
- It brings the pupils into contact with the local community, production units, workplaces and occupations;
- It sensitises students to current issues and problems in the region in question;
- It promotes responsibility, continuity and critical skills in young people;
- It forges creative links with other school activities (such as parallel participation of the class in the European Mobility Programme);
- It introduces a new form of communication and lesson evaluation into secondary education, particularly in the field of teaching foreign languages.

## Spain (E)

In February 1998, Spain set up a committee of experts whose composition reflects the various bodies which are representative of foreign-language teaching/learning in the country.

This committee has fully implemented the experimental phase of the European Label scheme in Spain, completing the plan on schedule. It met several times in the course of 1998 to:

- select the experimental projects which subsequently received awards;
- design the leaflets and posters to publicise the European Label;
- draft the Ministerial Order inviting applications for the 1999 European Labels;
- organise the award ceremony.

In Spain, the European Label is intended to highlight innovative projects promoting the teaching and learning of the official languages of the EU, at any stage of education and training, whether conducted by education and training bodies, local or regional authorities, or community or business associations.

The Label is awarded in Spain by the **Ministry of Education and Culture** after assessment of the projects by a panel chaired by the **Director-General of Vocational Training**. This panel includes representatives of all major bodies in the field of foreign language teaching in Spain and a European representative: in this case the Counsellor from the Netherlands Ministry of Education, Cultural Affairs and Science.

Since there was no time for an open call for applications in this first experimental phase, European Labels were awarded to four projects nominated by the panel by way of example.

The award ceremony took place on 11 November 1998 at the Ministry of Education and Culture and was attended by representatives of education authorities throughout Spain, both those directly run by that Ministry and those run by the autonomous regions by the Regions. The Dutch Ministry of Education representative was also present.

The Secretary-General for Education and Vocational Training presented the four awards and officially announced the call for expressions of interest for the following year, contained in the Ministerial Order of 23 October, published in the Official State Gazette of 9 November 1998.

The Ministerial Order sets out the conditions to be met by the projects submitted, the deadline and procedure for submission and the award criteria for the 1999 European Label.

### **The project representing Spain at the event on 25 March 1999**

**Multimedia training in technical English for the footwear industry, Instituto Tecnológico del Calzado y Conexas (INESCOP), Elda, Alicante, Spain. Contact: Miguel Angel Martinez, tel: + 34 96 539 5213, fax: + 34 96 538 1045**

This project forms part of INESCOP's efforts to boost competitiveness through training in the context of the footwear industry.

Language skills are crucial to the survival and development of the footwear industry, but account has to be taken of the special parlance involved, the limited time which employers and workers in industry have available and their often modest educational level.

The **aims** of the project were: to facilitate access to a certain knowledge of English in the footwear sector, taking account of its technical and commercial peculiarities; to ease communication between businesses and across borders; and to promote access for workers without any discrimination on the basis of working hours or levels of educational attainment.

The **target population** consisted of persons directly or indirectly involved in the footwear and related industries: persons following technical, vocational and university courses; active and unemployed workers; trainers, etc.

The **final product** was an **interactive multimedia teaching programme** covering six themes: the footwear industry, organisation, finance, footwear design, procurement and sales and production. For each theme there is an introduction, practical activities and exercises, a glossary of 300 terms – to be expanded to 1 000 – and a “Footwear Quiz”.

This material could be suitable for transfer to other languages and/or subject areas.

### **The other Spanish projects awarded the European Label**

**Alsace and Andalusia, wine-growing regions of the European Union, Instituto de Educación Secundaria Torreblanca:**

tel: + 34 95 440 1544      fax: + 34 95 440 3510

**New training paths in Europe – work experience placements for young persons undergoing initial training, Instituto de Educación Secundaria Ciudad Escolar**

tel: + 34 91 734 1244 fax: + 34 91 734 4048

**English teaching materials for the primary school, Federación de Ikastolas**

tel: + 34 94 344 51 08      fax: + 34 94 346 52 94

## France (F)

By participating, France hopes to play its part in all the exchanges among Community countries which may help to shape education in the European Community.

### **A national scheme for innovation in teaching**

In France, the Label initiative has been implemented in synergy with a national scheme for exploiting innovation in teaching (“*valorisation des innovations pédagogiques*”). This seeks to promote new approaches in education and pursues the twin aims of publicising successful experiments in order to foster novel practice and enhancing institutional policy-making with direct input from the players in the field. At national level, this system is managed by the ***Bureau de la valorisation des innovations pédagogiques*** (*Direction de l’enseignement scolaire, Service des formations, Sous-direction des actions éducatives et de la formation des enseignants*) and at the level of the education authorities, by the directors of education and the coordinators they appoint for this task.

The scheme thus follows a twin-track approach:

- Identifying innovative projects in the field, for some of which one-year dissemination contracts are drawn up (communications, publication, etc.);
- Suggesting ten areas for innovations every two years as a stimulus to experimentation. These constitute the national innovation programme (“*programme national d’innovation*” – *PNI*), which seeks to address the priority issues facing the national education system. One of the areas in the next PNI (1999–2001) could be teaching and learning of foreign languages in the academic and training systems, which is currently a matter of great concern.

In both cases, the teams contract to provide written documentation, for which they receive material resources (additional remuneration) and human resources (backup).

With this scheme, France is today seeking to tap its innovatory potential for new stimuli to change in the educational system.

In accordance with this approach, the directors of education and coordinators identified 42 projects in the various educational authorities which seem to break new ground in the teaching and learning of European languages. All the teams, whose written output will be forwarded by the directors of education at the end of the year, will receive the Label: responsibility for selection thus does not lie with a panel of judges but with the local education authorities. To capitalise on all these projects, a conference will be held, followed by nationwide publication.

### **Two projects chosen, but the work of 42 teams recognised**

For the event in Brussels on 25 March, selection criteria were defined and applied by the project exploitation unit so that a choice could be made among the 42 projects submitted by 13 out of the 30 education authorities. Two projects were finally chosen.

## **The projects representing France at the event on 25 March 1999**

**Four-way linguistic and technical exchange (Germany, Britain, France, Denmark)**, Lycée Nicéphore Niepce, 141 avenue Boucicaut, 71321 Châlon sur Saône. Contact: Daniel Priest, project leader, tel: + 33 3 85 97 96 28, fax: + 33 3 85 97 96 03, e-mail: daniel.priest@ac-dijon.fr, Website: [http://www.ac-dijon.fr/etab/saone/niepce/n\\_presen.htm](http://www.ac-dijon.fr/etab/saone/niepce/n_presen.htm)

The target group is sixth-formers (aged 16–17) at the lycée Gabriel Voisin (Tournus) and the lycée Nicéphore Niepce (Châlon sur Saône), Dijon education authority.

The field covered is new technologies. The project involves 50 pupils from the four countries in designing and setting up transferable teaching and multimedia tools in four languages.

The tasks assigned to the pupils make use of skills in languages, desktop publishing, communication, industrial robotics, automation, electronics and industrial information technology. Each task requires a clearly identified technical problem to be solved. The overall success of the project depends on the integration and quality of the work carried out by each team.

The work is assessed by the teaching staff responsible and by businessmen from the four countries, with the chairman provided by France Didac.

**Preparation of further education college students for work experience placements in Europe (Spain, France, Portugal, Poland)**, Lycée Professionnel, BP 395, 12203 Villefranche de Rouergue cedex. Contact: M. Cantarel, project leader, tel: + 33 5 65 45 22 10, fax: + 33 5 65 45 28 40, e-mail: 0120031u@toulouse.men.fr

The target group is pupils in the final class (aged 18–20) preparing a vocational certificate at the lycée professionnel de Villefranche de Rouergue (Aveyron), Toulouse education authority.

The field covered is distributive trades and the food industry. The project involves three types of activity: distance learning using video conference facilities for Portuguese; contacts with Polish and Spanish pupils using internet, video cassettes and correspondence by post; partnerships with two establishments, one in Cracow and the other in Millau.

## Ireland (IRL)

The European Label (*Séala na hEorpa*) was undertaken in Ireland on a pilot basis in autumn 1998. Projects in all EU languages were considered, entries dealing with the lesser taught languages being especially welcomed. Advertisements were placed in the national press and applications were invited from all parts and levels of the educational and training system. Schools and other institutions received informational materials and a national web page was created.

Successful projects were formally awarded the Label at a ceremony in European Union House, Dublin, on 4 March 1999. There were 38 applications. Of these, 15 dealt with French, 14 with Irish, 10 with German and 4 with Spanish. A number of projects focused on the lesser taught languages such as Italian, Welsh, Norwegian and Swedish. Some applications covered more than one language.

The vast majority of applications were from the primary and secondary sectors. There were two entries from third level institutions and several commercial entries.

The jury included representatives from the Department of Education and Science, the state employment and training agency, linguists and members of the teaching profession. At its first day-long session, the jury shortlisted 11 applications. These were visited and further evaluated by members of the jury. The visits, which proved indispensable, gave the judges the opportunity to see the particular project in action and speak in detail with applicants and participants in the project/course.

The jury members met and reviewed their visits. Six projects were judged to satisfy the criteria for award of the Label. Several others received a Scroll of Commendation.

### **The projects representing Ireland at the event on 25 March**

**Language Assistantship scheme in primary and secondary schools in the West Kerry Gaeltacht assisting schoolchildren with little/no Irish, Oidhreacht Chorca Dhuibhne, Baile an Fheirtéaraigh, Trá Lí, Co. Chiarraí. Contact: Máire Uí Shíthigh, tel: + 353 66 56100**

This Language Assistantship scheme was established in 1992 to meet the needs of school children in the Corca Dhuibhne Gaeltacht who come from homes with no Irish. Many of the participants are from outside the Gaeltacht area or from other European countries. The assistants are all native Irish speakers and have completed a special language course organised by the Dublin Institute of Technology. The group is composed of local women, of varying ages. They work closely with the teachers and develop a personal rapport with the children. Irish is used as the primary spoken language in the classes and use is made of cards and games to encourage the children to speak in Irish. The assistants work with 11 primary schools and a number of secondary schools in the West Kerry area. Their involvement allows the teachers to teach the curriculum, rather than the language of the curriculum.

**All Ireland German Debating Competition, German Teachers Association of Ireland, St. Paul's College, Sybil Hill Road, Raheny, Dublin 5. Contact: Margaret Brady, tel: + 353 1 830 7084**

This project provides a forum for discussion and debate on real issues which cross national boundaries. Pupils are given the opportunity to use their German language

skills creatively beyond the confines of the classroom. The debating competition aims to develop confidence, teamwork, presentation and debating skills, and to encourage the participation and support of pupils with varying linguistic abilities. German debating terminology and rules were imported and adapted for this competition. Diversity of schools participating is encouraged. Native and fluent speakers are also encouraged to get involved in assisting the debating team, but are discouraged from competing as debaters. In many schools the debate motion becomes the theme of the week and is discussed in the class, extending involvement to all pupils. Students use the internet, libraries, government statistics and information offices for research.

## **The other Irish projects awarded the European Label**

### **Creation and Marketing of a School Language Magazine in French and German using Information Technology, Scoil Uí Mhuirí, Dunleer, Co. Louth. Contact: Paula Carolan/Jacqueline Duffin, tel: + 353 41 51344**

A French and German language school magazine was compiled using various facilities, including libraries, encyclopaedias, visits to travel shops, and writing to institutions requesting information. Extensive use was made of information technology. The students are also involved in the marketing of the magazine.

### **Residential Summer School - intensive French/German courses, Euro Languages College, 21 Nun's Island, Galway. Contact: Keren Kelly, tel: + 353 91 562511**

Euro Languages College is a residential college providing second level students with intensive French and German courses. Students are immersed in the culture and language and attend classes in the mornings. Cultural, sporting and recreational activities are organised in the afternoons. The college is staffed by Irish teachers and native French and German speakers.

### **Language Learners' Newspapers and Cassettes in French, German and Spanish for Intermediate and Advanced levels, Authentik, 27 Westland Square, Dublin 2. Contact: Linda Richardson, tel: + 353 1 677 1512**

Authentik produces language newspapers which provide interesting and topical materials for language learners of all ages. The materials used are sourced from newspapers and magazines in the target language countries of France, Germany and Spain. Each edition is accompanied by an audio cassette containing radio extracts, role plays, discussions and games.

### **Using the Arts to Teach Irish to Children in the Connemara Gaeltacht, Muintearas, Tír an Fhia, Leitirmóir, Co. na Gaillimhe. Contact: Róisín Nic Leoid, tel: + 353 91 551412**

The aim of this project is to provide language classes to the children of returned emigrants. The children are also exposed to other European languages. Fifteen children are currently attending classes from nine different primary schools in the Connemara area. They are all encouraged to participate in arts activities which are organised through Irish and use themes which are of interest to children and combine them with the arts and culture to assist in the child's acquisition of the Irish language.

## Italy (I)

**In Italy two national juries were appointed : one jury for the education sector and another jury for the sector of vocational and continuing training.**

### **Education sector**

The jury for the educational area (appointed by the **General Directorate of Cultural Exchanges of the Ministry of Education**) has been operating since June 1998. Its members are experts in foreign language teaching, officials from different General Directions and a representative from ISFOL.

The procedure adopted to identify innovating language learning initiatives was a call for selected projects: Technical and Vocational Schools (*Istituti Tecnici e Istituti Professionali*) with a good tradition in language teaching were invited to send projects that had been implemented. In September 1998 the jury chaired by an Inspector of Foreign Languages examined the applications and attributed the Label to five projects.

### **Vocational and continuing training sector**

The jury for the training sector was organized by the **Ministry of Labour and the coordination unit – ISFOL**, who have been working closely together since November 1997 to draw up a timetable for Label-related activities in training and in the world of work (choice of experts to serve on the Italian committee, preparation of the application form and publicity, etc.).

Information and an application form could be downloaded from the Ministry's and ISFOL's internet sites (by the end of April, the form had been downloaded over 400 times). In May and June 1998, the ISFOL technical unit selected and assessed the projects submitted by the participants, from which the Committee of Experts picked out the seven winners. The certificates were presented on 9 July. A 20-minute video on the scheme and the projects which received the Label was made during the conference at which the Labels were awarded.

## **The projects representing Italy at the event on 25 March 1999**

### **\* Education Sector:**

**Centro risorse in autoapprendimento (self-access learning centre) , I.T.C. E. Tosi - Via Stelvio, 173 - 21052 Busto Arsizio (VA). Contact: Benedetto Di Rienzo (head teacher), tel: + 39 0331 681153, fax: + 39 0331 380910, e-mail [itctosi@itctosi.va.it](mailto:itctosi@itctosi.va.it), Website: <http://www.itctosi.va.it>**

Implemented by ITC E. Tosi, the self-access learning centre has been operating since 1997 and promotes autonomous learning of foreign languages in well-equipped and elegantly furnished premises. Every day more than 100 students have free access to selected materials in French, English and German and are helped in identifying their needs and in selecting the appropriate material, which is presented with an original and creative approach. Contacts with similar centres throughout Europe have developed interesting exchanges. The centre is now being attended also by teachers from other schools as a model of best practice.

**\* Training sector:**

**Self-access**, Istituto Universitario Orientale, Naples – Centro Interdipartimentale dei servizi Linguistici e Audiovisivi (CILA). Contact: Prof.ssa Jocelyne Vincent-Marrelli/Dr Paolo Donadio, tel: + 39 081 760 5618, fax: 39 081 549 2350, e-mail: cila@iuo.it, Website: [www.iuo.it/centri/cila.htm](http://www.iuo.it/centri/cila.htm)

The **Self-access** project involves a centre for language resources (European and non-European) which can be accessed by students, academics, organisations and the general public in the Region. Access to the tools and technologies is free and is personalised according to the pathways chosen by the individual users.

## **The other Italian projects awarded the European Label**

**\* Education sector**

- **Formazione linguistica per il territorio (Language training for the local area)**, ITPACLE A. Lunardi, Via Riccobelli 47, 25100 Brescia. Contact: Prof.ssa Loredana Guccione, tel: + 39 030 200 9508/9/0, fax: + 39 030 390996 e-mail: lunardi@master.cci.unibs.it, Website: <http://www.inibs.it/-lunardi>
- **Laboratorio di formazione teatrale (Theatre training workshop)**, I.T.C. M. Pagano, Via Andrea d'Isernia, 80122 Napoli. Contact: Prof.ssa Carla Martorano, tel: + 39 081 761 3540, fax: + 39 081 761 2503, e-mail: [sallaspi@tin.it](mailto:sallaspi@tin.it), Website: <http://www.bdp.it/natd0004/sitopagano/html/pagano.html>
- **Biblioteca aperta (The open library)**, IPSSCT F.Datini, Via di Reggiana 26, 59100 Prato. Contact: Prof.ssa Vera Bencini, tel: + 39 0574 630406/630511, fax: + 39 0574 630411, e-mail: [ip.datini@mbox.comune.prato.it](mailto:ip.datini@mbox.comune.prato.it)
- **Miglioramento delle competenze linguistiche nell'ambito turistico (Improving language competence in the field of tourism)**, IPSSAR, Viale della Vittoria 6, 24016 S.Pellegrino Terme (Bg). Contact: Prof.sse Nicoletta Innocenti and Loretta Fuselli, tel: + 39 0345 21096, fax: + 39 0345 23118, e-mail: [ipssar1@spm.it](mailto:ipssar1@spm.it)

**\* Training sector**

- **Network telematico per l'apprendimento delle lingue (telematic network for language learning)**, Sinform. Contact: Ms Paola Pasotto, tel: + 39 051 631 1761, e-mail: [sinform@sinform.dsnet.it](mailto:sinform@sinform.dsnet.it)
- **L'inglese in sette note (English in seven [musical] notes)** FORMONT training centre. Contact: Ms Maria Cristina Saletta: tel: + 39 0324 93604, e-mail: [formont@gse.it](mailto:formont@gse.it)
- **Comunicare in lingua per cooperare, competere, innovare (Communicative languages to cooperate, compete innovate)**, Italtel, Contact: Mr Roberto Stellini, tel: + 39 02 4388 7880, e-mail: [roberto.stellini@italtel.it](mailto:roberto.stellini@italtel.it)
- **Atena-lingue**, Dida-El. Contact: Mr Marcello Giacomantonio, tel: + 39 02 541 8091, e-mail: [Giacomantonio@didael.it](mailto:Giacomantonio@didael.it)
- **TEAM**, University of Bologna. Contact: Mr Michele Menna, tel: + 39 051 656 0621, e-mail: [gcroci@ammc.unibo.it](mailto:gcroci@ammc.unibo.it)
- **Sistema L2**, Linguadue s.a.s. Contact: Ms Vincenza Depretis, tel:+ 39 0744 59804, e-mail: [linguad@mbox.it](mailto:linguad@mbox.it)

## Luxembourg (L)

In Luxembourg, attention is continuously paid to the linguistic situation and to the teaching of languages. The country's traditional multilingualism, without doubt a burden for Luxembourg pupils, is nevertheless unavoidable for geographical, cultural, historic and social reasons. The fact that a third of primary school pupils is of foreign origin makes the didactics of language teaching even more complex.

At the same time, the open and dynamic employment market attracts new population groups who want to find their place in the linguistic mosaic. These needs have been recognised and the necessity to respond to them by innovative and effective initiatives is clear.

In line with this perspective, the members of the jury analysed projects currently in progress in Luxembourg. It is relatively easy to keep track of both public and private initiatives in a country as small as Luxembourg, and it was thus possible to proceed directly to select two projects which meet the common European criteria for the award of the European Label and also fulfil the conditions required at national level, which are :

- the project must contribute to professional, social and cultural integration;
- it must reinforce and develop the country's traditional multilingualism, adapting it to the new communities within the population, both young people and adults.

### **The project representing Luxembourg at the event on 25 March 1999**

**Développement des Communications Orales et Ecrites au Primaire (Development of oral and written communication at primary level - DECOPRIM)**, Institut Supérieur d'Etudes et de Recherches Pédagogiques, BP 2, L-7201 Walferdange. Contact : Gérard Gretsch, Project leader, tel: + 352 333420(x359), fax: + 352 333256, e-mail: [gerard.gretsch@ci.educ.lu](mailto:gerard.gretsch@ci.educ.lu), Website: <http://www.decoprim.lu>

DECOPRIM is a research and development project of the National Ministry of Education and Training's Coordination of Research and Pedagogical/Technical Innovation Unit (SCRIPT), and of the Higher Institute of Pedagogical and Research Studies (ISERP). It is supported by the European Commission's Socrates programme (Comenius, action 2). It began in 1996/97 for a total of three years.

The project aims to identify good practice able to stimulate – through authentic communication, stories, books, and various documents produced by computer – the development of oral and written communicative skills for pupils in the primary and pre-school sectors, and especially those of immigrant origin. The project covers all three of the official languages used in education. It also aims to integrate new technologies into language learning and to start debate on media education.

In the school year 1996/97, it began with a research project carried out on the ground and supported by training seminars, study visits to English schools, conferences etc. The teaching material which resulted from the project – three brochures and a newspaper/poster – was distributed to teachers and others involved in school education; it is also suitable for use in initial and in-service teacher training. Since 1997/98, the research project has been oriented towards an ethnographic approach. In parallel, it is intended that during the third year of the project, an interactive Internet database will be developed.

There are a certain number of principles which DECOPRIM uses as a theoretical and methodological framework. These principles define authentic learning situations, which are important whether the learner is a pupil or teacher. The type of authentic activity considered by the project as the basis of all effective teaching and learning requires the sociocultural context to be taken into account, as well as the creation of an educational community founded on various different resources.

As one of its main objectives, **DECOPRIM** seeks to develop the abilities of teachers in the following areas :

- defining and justifying objectives;
- knowing the resources available and using them effectively;
- evaluating his/her own work;
- willingness to commit himself/herself to a long-term strategy for professional development and openness to the world of research;
- understanding the need for dialogue with all the stakeholders in schools.

### **The other Luxembourgish project awarded the European Label**

**Les langues du quartier (Neighbourhood languages), ASTI - Association de Soutien aux Travailleurs immigrés (Association for Support for Immigrant Workers), 10-12, rue Auguste Laval, L-1922 Luxembourg. Contact : Serge Kollwelter, tel: + 352 438333, fax: + 352 420871**

Eich-Weimerskirch is a multicultural area in the north of the capital. This multilingual context has a positive side, but also creates certain challenges: alongside various mother tongues, Letzeburgesch, German and French are as important as anywhere else in the country. To work in these circumstances, it is not sufficient to offer a wide choice of language learning, but especially to take account of the background of most members of the community, for example their limited schooling.

Involved in the area for about ten years, the ASTI has gradually built up the following range of activities:

**Early learning:** a pilot project was set up in 1997/98, with the ASTI's own funds, to help three-year olds become familiar with Letzeburgesch. Parents are encouraged to bring their children regularly to a crèche, where an approach using play has enabled the young children to learn the language. In the early stages the project did not receive any public funding. However, thanks to a public appeal called "50 francs for early learning", nearly a million Luxembourg francs was collected.

The project was taken over by the city of Luxembourg authority in 1998/99. The funds remaining from the appeal will, from September 1999, be used for a mobile exhibition of material and of existing good practice for bringing Letzeburgesch to three-to-six-year olds.

**Pre-school:** children in pre-school (nursery) education attend during free afternoons, for a systematic approach to Letzeburgesch.

**Courses for adults:** courses in Letzeburgesch for beginners and more advanced learners; French courses, delivered in cooperation with União; Portuguese courses.

## The Netherlands (NL)

The Dutch Ministry of Education, Culture and Science contracted out the activities associated with the award of the European Label to the *Nationaal Bureau Moderne Vreemde Talen* (National Modern Languages Bureau).

For the pilot year 1998, The Netherlands chose nominations rather than an open competition. Only primary and secondary education initiatives were eligible. In primary education, projects for teaching the languages of neighbouring countries were eligible, in secondary education, initiatives focusing on three or more European languages.

Projects meeting these conditions were judged by a distinguished expert jury, willing and able to disseminate the results. The jury judged the projects on their innovative value, their exemplary function (both nationally and internationally) and their results. The jury was chaired by **Professor Van Els**, Rector of the Catholic University of Nijmegen.

Projects dealing with the languages of neighbouring countries tend to be organised in a similar way on both sides of the border, so French and German-speaking counterparts were also asked about their experiences.

The names of the winners were announced on 14 December 1998 by the State Secretary of Education, Culture and Science. In addition to the award, the winners also received a cash prize, amongst other things.

The awards ceremony was held at the National School Museum in Rotterdam, a venue with national appeal, in the presence of 120 interested parties (half of whom were pupils of the schools concerned). **Ms A. Pardo** from Spain attended the ceremony as a representative of another participating country. A PR agency took charge of the publicity surrounding the award of the Label.

### **The project representing The Netherlands at the event on 25 March 1999**

For secondary education, the successful project, which was also selected to represent The Netherlands at the event in Brussels on 25 March 1999, was:

**Doe mij maar een gedicht (Just write me a poem), the foreign language poetry competition, Stichting Promotie Talen (Centre for the Promotion of Languages). Contact: H. Rogge, Director, Tel: + 31 30 285 6745)**

This poetry competition, an initiative of the *Stichting Promotie Talen*, adds a new dimension to foreign language teaching. About 300 of the 700 secondary schools in The Netherlands took part, with more than 5 000 pupils entering a poem. Poems had been written in Arabic, German, French, English, Russian, Spanish and Turkish on the theme chosen for the 1997-98 academic year: "Colours".

"Foreign language teaching can be approached innovatively in all kinds of unexpected ways," concluded the jury after studying the poems. "The competition is an original, daring and surprising initiative that takes young people seriously and can serve as an example to other Member States of the European Union."

**Jeanne de Heer** was the initiator of the poetry competition. She is of course happy with the jury's praise for the competition, but finds another point just as important: "The Centre wanted to encourage as many young people as possible from all levels of secondary education to have a go at foreign languages. So it has been very gratifying to see the surprisingly large number of entrants from the lower and technical secondary school streams over recent years, not just the more academic pupils."

The *Stichting Promotie Talen* started the poetry competition in 1995 to promote foreign languages in secondary education. The theme had to be one with which young people could identify - in the first year, "Travel".

In 1997, all foreign language teachers in The Netherlands were sent entry forms and posters. More than 500 teachers in almost 300 of the 700 secondary schools in The Netherlands managed to interest their pupils in writing poetry in a foreign language. A total of 5 540 secondary school pupils took part, half as many again as in 1995-1996.

Grammatical aspects are not taken into account - the jury concentrates on the originality of the form and content of the poems. The winning poems were given a place on the special poetry poster. Many teachers were inspired by the project to organise more projects and activities.

The foreign language poetry competition is being organised for the third time in the coming academic year. The theme is still a secret, although it has been decided that the foreign language poetry poster to be printed in 2000 will have to be bigger than last time, as pupils will also be allowed to write in Italian!

### **The other Dutch projects awarded the European Label**

For primary education, projects at the following schools were nominated:

- **Primary school French**, Mesch Primary School, Eijsden. Contact: Mr. P. Jeukens, tel: + 31 43 409 1512
- **German for young children**, De Lipper Primary School, Enschede and Robers Kom Primary School, Enschede. Contact: Mr. Th. Egbers, tel: + 31 53 488 4484 (Enschede local authority)
- **Eurobabel: German language and culture/Dutch language and culture**, De Schatkist Primary School, Kerkrade and the Dominiale School, Kerkrade. Contact: Mr. L. Liekens, tel: + 31 45 567 6622 (Kerkrade local authority).

The jury gave its vote to the "**Languages of neighbouring countries**" initiative as a whole, rather than the individual activities. All the participating schools were awarded the Label.

## **Austria (A)**

Following an invitation by the **Austrian Ministry of Education**, about 120 initiatives were nominated by regional school authorities in December 1997 and were invited to apply for the European Label. Eventually, the National Centre for School Development, which carried out the programme, received 75 applications.

A commission of 15 experts, mostly from universities and educational authorities, then selected 21 initiatives (represented by 33 institutions) from all levels of public education (primary to tertiary). The decisive meeting of the commission was attended by an expert from another participating country (**Ms. Piri**/ Finland).

Labels were presented by the Minister of Education and an official from the Ministry of Science, at a public ceremony held in Vienna in September 1998. In addition to a framed and signed copy of the European Label Certificate and the right to use the "European Label 1998" logo, the selected initiatives received ATS 10.000 each (€ 727), or, if for combined projects, ATS 5.000 (€ 363) per institution taking part .

To inform the public about the selected initiatives and encourage future applications, a documentation on the pilot phase was distributed throughout Austria and will be published in part on the Internet (<http://www.zse3.asn-graz.ac.at>).

### **The projects representing Austria at the event on 25 March, 1999**

**Practical Training in a Europe of Regions, Realschule, Schulstrasse 30, A-8081 Heiligenkreuz am Waasen, Austria. Contact: Mr. Frieder Konrad, tel: + 43 3134 2296, fax: + 43 3134 3464, e-mail: [lehrer.hsrshk@asn.netway.at](mailto:lehrer.hsrshk@asn.netway.at), Website: <http://www.geocities.com/Vienna/Strasse/4533>**

One of the ambitions of the Realschule (a type of secondary school) in Heiligenkreuz am Waasen is to look for new opportunities that will expand the educational programmes on offer for its students in order to make them interested in further learning in the future, according to the idea of lifelong learning.

With the project **Practical Training in a Europe of Regions**, the school succeeded in taking a decisive step. It found companies located in Friuli and Venezia Giulia which agreed to take on 17 students aged 16 as practical trainees, according to their educational focus, for two weeks in spring 1997. As the students had English and French as foreign languages, the working language in the companies was English, but, for basic conversations in the companies and in their spare time, the students also attended a survival course in Italian for four months.

The goal was to improve the students' language skills by offering them more courses of higher quality. Furthermore, it was hoped that they would get some practical insight into other companies and working conditions and get to know and learn to accept the traditions and the mentality of their host country. In their evaluation of the students' work, the companies agreed that they would all be suitable as possible employees. Three students were even offered jobs.

**Austrian German Diploma (OSD-Pruefungszentrale Wien), Porzellangasse 2/28, 1090 Vienna, Austria. Contact: Dr. Manuela Glaboniat, tel: + 43 1 319 33 95, fax: + 43 1 319 33 96, e-mail: osd@vip.at, Website: http://web.vip.at/oesd**

The Austrian German Diploma (Oesterreichisches Sprachdiplom Deutsch) was founded in 1994 as an initiative of the Austrian Federal Ministry for Foreign Affairs, Ministry for Education and Cultural Affairs and the Ministry for Science and Transport.

The examinations are based on the latest levels of language research, didactics and testing experience. The OSD follows a communicative approach to language testing and the concept of linguistic polycentricity which takes into consideration the national varieties of the German language as spoken in Austria, Switzerland and Germany. At the moment four different levels of examination, in line with the scales of the Council of Europe's Framework are offered (elementary – mastery level). Since the beginning in 1994 more than 6000 candidates in about 75 centres of examination all over the world have passed the examinations.

### **Full list of Austrian projects awarded the European Label**

#### **1 Vienna Bilingual Schooling (bilingual school teaching in Vienna):**

- |    |   |                |
|----|---|----------------|
| 1a | VS Herbststrasse 86, 1160 Wien          | +43 1 492 4323 |
| 1b | VS Keplerplatz 7, 1100 Wien             | +43 1 604 1536 |
| 1c | VS Meissnergasse 1, 1220 Wien           | +43 1 203 2131 |
| 1d | VS Scheibenbergstrasse 63, 1180 Wien    | +43 1 470 6369 |
| 1e | VS Selma-Lagerloef-Gasse 20, 1100, Wien | +43 1 688 2366 |

#### **2 Fremdsprachen in der Grundschule – Wiener Neustaedter Modell (Foreign languages at primary school – the Wiener Neustadt model ):**

- |    |  |                    |
|----|--|--------------------|
| 2a | VS Baumkirchnerring-Ost, Wr. Neustadt            | +43 2622 23531-363 |
| 2b | VS Baumkirchnerring-West, Wr. Neustadt           | +43 2622 23531-362 |
| 2c | Musik-VS Herzog-Leopold-Strasse 21, Wr. Neustadt | +43 2622 23531-366 |
| 2d | VS Pestalozzi-Nord, Wr. Neustadt                 | +43 2622 23531-379 |
| 2e | VS im Ungarviertel, Wr. Neustadt                 | +43 2622 23531-367 |

#### **3 Fremdsprachen in der Grundschule - Salzburger Modell (Foreign languages at primary school – the Salzburg model ):**

- |    |  |                |
|----|--|----------------|
| 3a | VS Abfalter, Dr. Petter-Strasse 21, Salzburg | +43 662 642029 |
| 3b | VS Morzg, Gneiserstrasse 58, Salzburg        | +43 662 820194 |

#### **4 Europaeische Mittelschule Wien (EMS) (The European Middle School - EMS – of Vienna):** Neustiftgasse 100, 1070 Wien

+43 1 5261978

#### **5 Berufspraktikum im Europa der Regionen (A training course in the Europe of the regions):**

Realschule Heiligenkreuz am Waasen, Steiermark + 43 3134 2296

#### **6 Hauptschule mit fremdsprachlichem Schwerpunkt (FHS) (A general secondary school especially favouring foreign languages):**

Fremdsprachenhauptschulen 2, 10, 15 und 20, Wien :

FHS 2: +43 1 214 4420 FHS 10: +43 1 604 1296

FHS 15: +43 1 982 5293 FHS 20: +43 1 332 5354

#### **7 Fremdsprachenklassen (Foreign language courses):**

- Hauptschule Birkfeld 1, Edelsee-Strasse 15, Birkfeld +43 3174 4432
- 8 **Bilinguales Modell – GIBS (The bilingual model - GIBS):**  
BG Graz International Bilingual School, Graz +43 316 771050
- 9 **Bilinguales Modell - LISA (The bilingual model - LISA):**  
Linz International School Auhof, Linz +43 732 245867
- 10 **Alpe-Adria-Tag (The Alps – Adria day):**  
BG/ BRG Sankt Martiner Strasse 7, Villach +43 4242 56305-0
- 11 **Persoenlichkeit, Sprache und Praesentation (Personality, language and presentation):**  
Privatgymnasium und ORG der Ursulinen, Graz +43 316 323300-10
- 12 **Greek vocabulary and its influence on modern European languages:**  
Akademisches Gymnasium, Graz (Karlheinz Pirker) +43 316 814246
- 13 **Euroklasse (Euroclass):**  
BHAK I, Johann-Brunauer-Strasse 4, Salzburg +43 662 433136
- 14 **Bilinguale Handelsakademie (A bilingual higher secondary business school):**  
BHAK/BHAS Hetzendorfer Strasse 66-68, 1120 Wien +43 1 804 3597
- 15 **Projekt Englisch als Arbeitssprache in Naturwissenschaft und Technik (PEA) (English, a working language for science and technology):**  
HTBLA Graz-Goesting – BULME, Graz +43 316 6081-0
- 16 **Fremdsprachen in Handel und Tourismus (Foreign languages in business and tourism):**HBLW, Dr.Arthur-Lemisch-Strasse 15, St.Veit/Glan +43 4212 437611
- 17 **TRANSFER - TRAIning Native Speakers For EaRly language teaching (Training native speakers for early language teaching):**  
PA der Dioezese St. Poelten, Krems /D. +43 2732 83591-180
- 18 **IFU - Informations- und Fortbildungszentrum fuer den Fremdsprachenunterricht (Information and in-service training centre for foreign language teaching):** IFU am PI des Bundes in Wien, 1100 Wien +43 1 60118-4090
- 19 **Qualitaetsmanagement des Fremdsprachenunterrichts durch externe Leistungszertifizierung (Managing the quality of foreign language teaching by external evaluation of performance):** CEBS am Paedagogischen Institut des Bundes in Salzburg, Erzabt-Klotz-Strasse 11, Salzburg +43 662 840322-41
- 20 **Oesterreichisches Sprachdiplom Deutsch (OSD) (An Austrian diploma in the German language):**Porzellangasse 2/28, 1090 Wien +43 1 319 3395
- 21 **Frueher Fremdsprachenerwerb: 4 Jahre Vienna Bilingual Schooling (Early foreign language acquisition: four years of bilingual education in Vienna):**  
Institut f. Anglistik, Universitaet Graz (Prof. A. Peltzer-Karpf) +43 316380-2490

## **Portugal (P)**

The European Label is being implemented in Portugal by the **Institute for Educational Innovation (IIE)** and the **Directorate-General of Employment and Vocational Training (DGEVT)**. As the project was in its pilot phase in 1998, Portugal opted for a nomination process which involved identifying projects deemed innovative in the field of language learning by different organisms of both ministries.

The jury comprised five members and was chaired by the IIE. Its members included the national representative of the DGEVT, elements from different organisms of the Ministry of Education and a member of the Federation of Modern Language Teachers' Associations. The international criteria were fully discussed and, if projects were considered to be potentially innovative by the jury, its president visited the schools where they were being implemented, talked to the project representatives and did classroom observation.

This process narrowed down the first fifteen selected projects to four, which were awarded the 1998 European Label. The national ceremony, which was presided over by the Secretary of State for Education and Innovation, took place on the premises of the IIE on 6 October 1998.

### **The projects representing Portugal at the event on 25 March, 1999**

**English for Specific Purposes, Marco de Canaveses Secondary School. Contact: Elsa Correia, tel: + 351 55 53 42 51**

This project has been going on for four years. It tries to address a rather neglected area in the Portuguese education system: learning a foreign language for specific purposes. It tries adequately to teach students the type of language suited for specific communication situations. Because the Portuguese education system does not currently cater for this kind of need, this is a truly innovative project.

The project is firmly based on the needs of local enterprises. Before starting, the promoter of the project contacted several local companies so that she might gather a realistic picture of what their needs were in terms of communication. This data gathering served as a firm basis for developing a course which was then offered to secondary school students in this particular school.

The project is being supervised by the University of Minho, in order to give it a theoretical foundation on which to build. The project is continuing in 1999.

**Early Learning of Foreign Languages, André de Resende Primary School, Évora. Contact: Graça Balizão, Cecília Monteiro and Maria José Silvestre, tel: + 351 66 23 649 fax: + 351 66 74 35 25**

In Portugal it is not compulsory to learn a foreign language until the age of ten, on entering the second cycle of basic education. But projects have proliferated whose aim is to teach young learners either English, French or German. Many of these projects mimic the way a foreign language is taught to many older children: they adopt a structural approach, with an emphasis on grammar. As a result, the activities they suggest are not really suitable for young children.

It is, therefore, interesting, to encounter a project, innovative in several ways, whose objectives include:

- integration into the everyday activities that children do in the classroom;
- explicit partnership with the children's teacher;
- emphasis on stories, fables, rhymes as input;
- emphasis on mime and movement as output;
- the use of multimedia products suitable for this age.

The objective, then, is not so much that children reflect on language but that they may have a positive attitude towards learning a foreign language and become aware of how different/similar a foreign culture can be from/to their own. This project was designed and implemented by three second cycle teachers (one French teacher and two English teachers). It continues in 1999.

### **The other Portuguese projects awarded the European Label**

**Team Teaching: Promoting Autonomy, Ibn Mucana Secondary School, Alcabideche. Contact: Paula Menezes and Isabel Teixeira, tel : + 351 1 469 16 43**

Having diagnosed the areas where their students had the most difficulties, these two teachers devised a project whereby they tried to foster their students' reflection on their performance and also to promote learner autonomy. This served as a basis for systematising metacognitive processes, developing reading strategies and improving writing skills.

The project assumes that students have rather different linguistic proficiency levels as well as differing learning styles. This, along with more individualised support meant that there had to be two teachers in the classroom, and team teaching served these purposes well. The project is continuing in 1999.

**European Club, Caxias Basic School. Contact: Margarida Guimarães, tel: + 351 1 440 58 70**

This European Club has been going on for eleven years and is thus firmly rooted in the school and the local community. It acts as both a catalyst and a focus for other clubs being implemented in that school, namely History and Arts.

The partnerships in which this European Club has participated have involved numerous students in different projects which link together schools from various European countries: the UK, Denmark, etc.

Even though there are many European Clubs in Portugal, this one is exemplary of what cultivating awareness of the European dimension may mean for language teaching and learning. The project is continuing in 1999.

## **Finland (FIN)**

The overall launch of the pilot phase was easy in Finland, due to the fact that public administration and public opinion alike widely accept the importance of a knowledge of foreign languages. The definition of Label aims and criteria by the European-level expert group chaired by the Commission was well received.

Practical implementation in Finland was in fact carried through more widely than was anticipated. The higher education sector was also included in the project. This gave an accurate vertical profile of language teaching and learning in Finland.

The **National Board of Education** was appointed to be in charge of the implementation of the project. The Finnish jury members represented a knowledge of education and training cooperation in Europe and of national language teaching strategies. The European member of the jury was from Portugal.

Most discussions within the two jury meetings concerned how to balance the elements of evaluation and information contained in the project and how to balance the national and European criteria during the selection process. Due to certain shortfalls (adult education, business sector) the jury decided to award only two Labels and two honorary certificates. In conclusion, the jury proposed that the successful projects should be linked up with the national projects and with research in the field.

The pilot project was advertised in the first few weeks of April in education journals and periodicals. Schools for Swedish-speakers were provided with materials in their own language. The information about the award ceremony on 30 September 1998, where the awards were presented by **Mr. Olli-Pekka Heinonen**, Minister of Education, was distributed by the information service of the Ministry of Education. Articles were published in the regional and local papers in the region of the award-winning educational establishments. At the national level, the award ceremony was highlighted mostly in education periodicals.

### **The project representing Finland at the event on March 25, 1999**

**Juuret Sodankylässä - katse maailmalle/Roots in Sodankylä - Eyes to the World, Kitisenrannan koulu (Kitisenranta School), Vasantie 11, FIN 99600 SODANKYLÄ. Contact: Mr. Lauri Ylitepsa tel: + 358 16 618 611, fax: + 358 16 618 155, e-mail: lauri.ylitepsa@sodankyla.fi**

Kitisenranta School in central Sodankylä has been able to offer an unusually broad language programme in a sparsely populated area in Lapland. In addition to five EU languages (English, German, French, Swedish and Finnish), the school provides tuition in Lappish, the regional mother tongue of many pupils, and in Russian, spoken across the nearby border.

This has become possible by networking the school with seven small village schools. One school day a week the pupils and teachers are gathered in Kitisenranta, where pupils have access to the best local language teachers, resources, methods and equipment. All the children in these eight schools have access to language learning activities. Environmental education for all the second graders is also taught partly in English.

In accordance with the principle of lifelong learning, some of the pupils' parents have volunteered to join the same teaching groups as their children. This has been possible only with the sympathetic understanding of the parents' employers. The pupils themselves have, through workshops, been brought into close contact with local businesses (tourism, school tee-shirt project, survey on foreign language needs in local businesses).

The project was launched during the school year 1997-98. The choices of less taught languages have increased (in two languages by 20 %). Oral language skills have improved. Locally, language learning has become a matter of general positive interest. The innovative administrative model produced by the project is also easily transferable not only to archipelagoes or mountaineous areas difficult to access but also to big cities where it can help optimize the use of teaching methods, equipment and resources in general.

In the school year 1998-99, the language teachers in Kitisenranta School continue applying and experimenting with teaching methods and trying to find the best sensitive and sensible ways to enhance a child's joy and creativity in language learning. In the schools involved in the project, priority is also given to the use of new technology in distance education and to open access to language programmes.

### **The other Finnish project awarded the European Label**

**Arkipäivän kansainvälisyyttä - Everyday Internationalism**, Kulosaaren yhteiskoulu (Kulosaari Secondary School), Ståhlberginkuja 1, FIN 00570 Helsinki. Contact: Ms. Kyllikki Vilkuna, tel: + 358 9 2289 180, fax: + 358 9 2289 1810, e-mail: kvilkuna@edu.hel.fi

### **Projects awarded honorary certificates**

**Toiminnallinen monikulttuurisuus - Functional multiculturalism**, Hollihaan koulu (Hollihaka School), Pikiruukintie 4, FIN 67200 Kokkola. Contact: Mr. Jarmo Hämäläinen, tel: + 358 6 8313 695, fax: + 358 6 8224 530, e-mail: jarmo.hamalainen@educa.kpnet.fi

**Ympäristöviestintää virtuaalisesti - Network-based Environmental Communication**, Helsingin Kauppakorkeakoulu (The Helsinki School of Economics and Business Administration), P.O.Box 1210, FIN 00101 Helsinki. Contact: Ms. Tuija Nikko, tel: + 358 9 4313 8357, fax: + 358 9 4313 8682, e-mail: nikko@hkkk.fi

## Sweden (S)

The National Agency for Education in Sweden implemented the European Label on behalf of the Ministry of Education during the autumn of 1998.

In September 1998 all schools in Sweden were invited to send in descriptions of innovative teaching of languages. The Agency decided to suggest the following areas of interest:

- Content-based Language Learning
- Learner Autonomy
- Portfolio
- Early Language Learning
- The Schools' Own Ideas

Forty-two projects were sent in. In January 1999, six schools were elected for the 1998 awards by a jury consisting of representatives of the Ministry, Agencies and the teachers' trade unions.

The chairman of the Swedish jury is **Ulf P. Lundgren**, Director of the National Agency for Education. The Swedish jury was assisted by the chairman of the Finnish jury, **Marja-Liisa Karppinen**, Adviser to the Finnish National Board of Education.

### **The projects representing Sweden at the event on March 25, 1999**

**Content-based language learning, Peder Skrivares gymnasium, Varberg.**  
**Contact: Lars-Göran Johansson, tel: + 46 340 88457**

The project, which started in 1995, integrates studies of social science with German. The school has a well-established student exchange programme with a school in Berlin, Germany. The project aims at improving the students' linguistic skills in German and also at deepening the students' knowledge of German history and culture.

The results so far show that the students involved know more about Germany and are more interested in learning the language. The students from both countries have continued to communicate with each other even after leaving school. Some students have chosen to go Germany for studies or work. The project is intended to continue and will be given time out of the regular class room schedule within the framework of "individual choice".

**Early Language Learning, Atlas Internationella skola, Linköping. Contact:**  
**Annika Öberg, tel: + 46 13 20 64 54**

At Atlas International School, children learn English or Spanish and start to develop intercultural competence from an early age. Language learning is integrated with other activities.

The ages of the children range from two and a half to eleven years old. They learn English, Swedish or Spanish as a foreign language or as a second language, depending on what their first language is. The teachers come from different countries and continents and they are all native speakers. They work closely together as a team. In

addition to language learning, the project aims at creating an atmosphere of intercultural understanding. So far, the project has been very successful.

### **The other Swedish projects awarded the European Label**

**Portfolio: The Album method, Gullmarsgymnasiet, Lysekil. Contact: Annsofi Jacobsson, tel: + 46 523 22557**

The project uses the "Album method" to motivate upper secondary students to learn languages. The stress is on communication rather than grammar. The students use their Albums to collect pictures, as part of their learning process.

The method is based on the way children learn their first language. Traditional grammar and writing are banned for beginners. The results show that within a short amount of time, students are able to take part in everyday conversations, and they enjoy it. The album consists of sheets of paper where students glue pictures of words while they are learning them. The project is a collaboration between Gullmarsgymnasiet and a school in Laon, France. The project leader intends to develop the method and disseminate it through in-service teacher training.

**Learner Autonomy, Vuxentutbildningen Kärnan, Helsingborg. Contact: Catharina Hybrant, tel: + 46 42 14 55 13**

The focus of this project is on Learner Autonomy in the studies of Swedish as a second language for adults. A video, Quo Vadis, describes the project.

**French/Spanish, Risbergska skolan, Örebro. Contact: Marie-Louise Sanner, tel: + 46 19 21 10 00**

The aim of the project is to find new methods to cope with heterogeneous groups in the teaching of foreign languages at upper secondary level. The project involves different phases, from the planning stage to the evaluation of the students.

**Holocaust, Triangelskolan, Kiruna. Contact: Anders Karlsson tel: + 46 980 70358**

The project is a secondary school project with integration between social science, art, English and German. The students have produced a CD-ROM containing information on the Holocaust. The aims of the project were to make the students aware of the historical facts, to motivate them for their language studies and to make the students use IT technology in the learning process.

## United Kingdom (UK)

**CILT (Centre for Information on Language Teaching and Research)**, assisted by an Advisory Group, is responsible for organising the Label in the UK. The members of the advisory group are: **Marie Doublier** (French Embassy Délégation Culturelle, Manchester), **Salvador Estébanez** (Director, Instituto Cervantes, Manchester), **Simon Green** (Coordinator, Trinity and All Saints Comenius Centre, Leeds), **David Morris** (Local Education Authority Adviser for Modern Languages), **Brian Page** (former President of the Association for Language Learning), **Teresa Tinsley** (Programme Manager, CILT, London), **Frank Werner** (Director, Goethe Institut, York).

The initiative is known as the *European Award for Languages* and has been given wide publicity throughout England, Wales, Scotland and Northern Ireland. Applications were invited from initiatives meeting the following criteria: Innovation, effectiveness and replicability.

Awards are in three categories according to learners' age: Pre-11 years old, 11-16, and 16-19. Projects may be based in the classroom, outside the classroom or involve whole-school approaches. They may involve either general or vocational education. All projects must demonstrate value added in terms of pupils' competence and motivation. Projects may involve any EU language, or more than one.

The deadline for applications was 30 April 1999. A panel of judges, including representatives from other EU countries, has selected a shortlist. These will be visited by a panel member to see the project in action and finalise the list of winners. A presentation ceremony with European dignitaries has been scheduled for July 1999.

The UK did not invite specific projects to the European event in Brussels on 25 March, pending its awards later in the year. Instead, it presented material covering a number of innovative language projects.

### **Projects shortlisted in the UK**

#### **Pre-11**

**Languages Initiative, Byron Wood Primary School, Earldom Road, Sheffield South Yorkshire, S4 7ES. Contact: Richard Souter**

This project involves teaching French in all parts of the school, as well as teaching other languages and language awareness to older pupils. Outside agencies such as Sheffield Multilingual City Initiative, the University of Sheffield and the French Embassy assist with the project.

**Opening the doors to Europe, St Mary's Westbrook, Ravenlea Road, Folkestone, Kent, CT20 2JU, Contact: Sandra Cook**

French is taught throughout the school. The project, aimed at Years 3 to 6 (7-11 years old), includes: European Studies; "Classe de neige" (two weeks in French Alps with a French school); an exchange with a school in Lille; French children coming to the school via le Shuttle on Wednesdays; choir performances at European venues.

#### **11-16**

**Bric à Brac/Krimskrams, Daniel Stewart's and Melville College, Queensferry Road, Edinburgh, EH4 3EZ, Scotland. Contact: Monica Elswood**

A French and German newspaper club, producing an A3 broadsheet four times a year.

**International Enrichment Week, Dartford Grammar School for Boys, West Hill, Dartford, Kent, DA1 2HW. Contact: Andrew Humphreys**

In International Enrichment Week, the normal timetable for Year 9 (13-14 years old) is replaced by creative foreign language activities which lead to the production by the students of plays in French, German and Spanish.

**“Une nuit au cabaret/Eine nacht im Kabarett”, Dorcan School, St Paul's Drive Covingham, Swindon, Wiltshire, SN11 0HZ, Contact: Elizabeth Burnett**

This innovative cabaret show is all in the target language. Pupils cook a meal to serve to the audience, act as waiters/waitresses, design tickets/brochures, advertising etc. Acts include French songs/German carols/ can-can etc.

**European History Project, Park View Community School, Church Chare, Chester-le-Street, Durham, DH3 3QA. Contact: Christine Warren**

A study of civilian life in Northern France and Britain during World War II. Pupils learn about life in France in French lessons – history is taught in French. The pupils then compare lives in France and Britain in history lessons.

**ICT “Section Bilingue”, Presdales School, Hoe Lane, Ware, Hertfordshire SG12 9NX. Contact: Lesley Abbiss**

When Presdales School decided in 1996 to focus on developing the use of ICT in languages, it set up a “section bilingue” to teach IT in French to all pupils in year 7 (11-12 years old).

**Boosting learners’ achievement in French, Stretford High School, Great Stone Road, Stretford, Greater Manchester, M32 0XA. Contact: Tony Elston**

In the spring of 1997, the school introduced a system of highlighting key French structures whilst simultaneously promoting learner classroom language. The system uses illustrated classroom posters, carefully devised “aides-memoire” in learners’ homework diaries, and constant reinforcement.

**Words Count National Poetry and Song Competition, University of the West of England. Contact: Alison Taylor, 'Westwind', 8 Rockland Road, Downend Bristol, Avon, BS16 2SP**

An annual national poetry and song competition for all secondary pupils in the UK, in French, German and Spanish.

**Eurovillage: Gwendraeth, Ysgol y Gwendraeth, Drefach, Llanelli, Camarthenshire, SA14 7AB, Wales. Contact: Jane Roe**

Eurovillage Gwendraeth is a modern languages simulation village. It contains a café, bank, hotel, tourist office, railway station, cinema, clothes shop and market.

**16-19**

**Work experience in France, Germany & Spain, Brookfield Community School, Chatsworth Road, Chesterfield, Derbyshire, S40 3NF. Contact: A. Lindsay**

Students spend two weeks on work placements arranged through partner schools in France, Germany or Spain.

**“ARCO” project, Cox Green School, Highfield Lane, Maidenhead, Berkshire SL6 3AZ. Contact: Richard Hamilton**

In 1992 the Modern Languages Faculty won substantial investment from a local company to create a languages centre based around audio, satellite and computer technology.

## Iceland (IS)

Iceland decided not to award the European Label during the pilot phase. Awards will be made for the first time at the end of the school year 1998-1999.

Until autumn 1998, implementation of the European Label was in the hands of the Ministry of Education, Science and Culture. The **Office of International Education** was then given the responsibility for implementation. The jury consists of representatives from the Ministry, the University of Iceland, the Iceland University of Education, and the Association of Language Teachers.

Promotion of the European Label in Iceland began in the spring of 1998. A circular letter was sent to all educational institutions at the compulsory, upper secondary, and university levels, as well as to many others potentially interested. A news release was sent to all the mass media. Information about the European Label was also included in various newsletters and can be found on the Web site of the Ministry of Education, Science and Culture (<http://www.mrn.stjr.is>).

At the beginning of January 1999, when the deadline for applications (28 February) was announced, a brochure about the Label was issued and distributed.

Eligible to apply for the European label were all schools in the state school system, as well as language schools, adult education institutions, educational associations and enterprises. Thirteen applications were received

The Jury decided not to add special Icelandic criteria to the European ones at this point. It is expected that between one and three projects will receive the award each year. The Ministry presented the award at a ceremony in May 1999.

### **The project representing Iceland at the event on 25 March 1999**

**Language teaching through guided self-access learning, Multimedia Language Centre of the University of Iceland (Tungumalamidstod H.I.), Haskoli Islands 101 Reykjavik. Contact: Eyjolfur Mar Sigurdsson (Director of the Multimedia Language Centre), tel: + 354 525 4593, fax: + 354 525 4410, e-mail: [ems@hi.is](mailto:ems@hi.is) , Website: [www.hi.is/~ems](http://www.hi.is/~ems)**

The project aims to develop language courses primarily aimed at non-language specialist students at the University of Iceland who wish to improve their ability in languages and their understanding of other cultures. It uses new technologies and a pedagogical method centred on the learner.

The Multimedia Language Centre creates the necessary conditions for guided self-access learning of four foreign languages: French, German, Spanish and Danish. In this way, the University can offer language courses to all students in all Faculties of the University.

These courses are learner-centred and aim to develop the learner's communicative abilities and socio-cultural understanding. Students have access to computers with Internet connection, satellite television, a video recorder and a choice of learning material via various media: CD-ROM, video and Internet.

The Centre has a double use. It is used as a resource centre for language students (individual work at the Centre is a compulsory part of certain courses) and it creates the conditions necessary to offer specific teaching to non-language specialists at the University.

These specific courses are practical and put the emphasis on comprehension and expression. There is a self-access learning element where the learner works autonomously in the Centre with all the different possibilities it offers. There is also an element of oral and written expression where the learners work in small groups with a teacher. During the self-access parts, the student is guided by the teacher, who plays a fundamental role in the project, in that technology can be used to develop certain skills in the learner, but the creative part of language learning (oral and written production) requires interaction with another human being.

As far as materials are concerned, the student has various options depending on his or her interests and specialist subject. Those courses requiring a teacher to be present (oral workshops and tutorials) are organised to offer the learner a choice of times. This flexibility is very important, as it allows the development of learner-centred courses.

These specific courses will begin in September 1999 and are already included in the programme of the University of Iceland for the academic year 1999-2000. A pilot project began in January 1999, with the teaching of French to students of business and management.

## Norway (NO)

The body responsible for the implementation of the European Label in Norway is the **National Centre for Educational Resources (NCER)**.

Among the national criteria are

- the use of ICT in language teaching and learning;
- focus on learner autonomy;
- implementation of new national curricula in primary and secondary education;
- language as instrument creating increased international contact and understanding, focusing on the multicultural dimension.

The NCER called on education authorities, selected schools and language teaching institutions to identify projects. A Website containing information on the implementation of the Label in Norway was introduced in September 1998. It can be accessed at <http://skolenettet.nls.no/elabel/>.

Label implementation in Norway has also been featured on the “Norwegian SchoolNet” Web site. A colour brochure has been distributed to all Norwegian primary and secondary schools.

National jury members included a ministry representative, representatives of foreign language teaching/language teacher training institutions, a representative of target language user groups in Norway and a member from an EU country.

One project was selected by the jury and was awarded the European Label in Norway: **SIMULAB** - online web simulations. The prize was awarded by the jury president during a ceremony on 29 January, 1999. The event was covered by three online newspapers, the two major Norwegian educational journals, and by a national radio channel.

### **The project representing Norway at the event on 25 March 1999**

**SIMULAB - online web simulations, SRV, P.O. Box 343, Okern, N-0513 Oslo, Norway. Contact: Graciela Nielsen (Coordinator), tel: + 47 22 22 04 54/22 09 86 17 fax: + 47 22 22 09 10, e-mail: [graciela@statvoks.no](mailto:graciela@statvoks.no), Website: <http://oyt.oulu.fi/tsimulab/>.**

**SIMULAB** – customized environments for problem-solving role play situations in language learning – has been awarded the European Label in Norway.

The project Consortium consisted of:

- **Majornas Vuxengymnasium, Sweden**
- **Statens ressurs- og voksenopplæringscenter, Norway**
- **Learning and Research Services, University of Oulu, Finland**
- **Voksenuddannelses-center, Slagelse, Denmark**
- **Katho Hoger Handel- en Teleinstitut, Belgium**
- **Universidad Autònoma de Barcelona, Spain.**

The complete text of the jury's decision was as follows:

**SIMULAB** is a concept that involves WWW-based communication between language learners across national borders, around a specific problem or simulation. A simulation is a problem solving role-play situation in which students have to communicate to negotiate an issue on the basis of a fictional, but realistic manuscript.

**SIMULAB** creates international networks of student groups that will work together to accomplish the task indicated in the script. The simulation scripts can be adapted to different languages, themes, levels or specific language needs and can be used as soon as an elementary discussion is possible.

The TELSI software, created by the **SIMULAB** project under the TELEMATICS programme in the EU Education and Training Programme combines technology and pedagogy. This authoring tool is user-friendly for the students and makes it possible for the teacher to structure and control the simulation process.

The **SIMULAB** project is comprehensive as it combines an active practice of the language in the classroom (80% of project time) with international communication and information retrieval.

**SIMULAB** motivates students and teachers to make use of ICT, and to study social life, art and geography in the target language cultures. It involves interaction between students and between students and the computer.

**SIMULAB** is based on principles of learner autonomy and group cooperation. Individual creativity is as important as the ability to communicate within learners' own groups and across cultures.

**SIMULAB** has a European dimension. Norway has acted as coordinator of the Socrates-project for adult education. Other countries involved are Sweden, Finland, Spain, Belgium and Denmark. The "Telematics in Education and Training Programme" is responsible for the development of the authoring tool. The Socrates **SIMULAB** project concerned itself solely with the pedagogical aspects, but the evaluation included advice that was very valuable for the software developers.

**SIMULAB** is flexible, innovative, comprehensive and transferable and fulfils both European and Norwegian criteria for the European Label.

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