

European Commission DG EAC

Evaluation ex post/midterm of the extent to which the Socrates (Socrates 1995-1999 and first phase of Socrates II 2000-2006) and Leonardo da Vinci (Leonardo da Vinci 1995-1999 and first phase of Leonardo da Vinci II 2000-2006) have achieved the programmes' linguistic objectives

Final Report
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EXECUTIVE SUMMARY

Purpose and scope

The European Commission has assigned to Deloitte and Touche an evaluation of the extent to which the Socrates and Leonardo da Vinci programmes have achieved their linguistic objectives. This evaluation covers both the (finished) first phase of these programmes as well as the (ongoing) second phase.

The original purpose of this assignment was to provide the Commission with an assessment of the real impact of each of the actions under the two programmes on linguistic diversity and language learning and teaching. The evaluation had also been launched with a view of feeding its initial results into the preparatory work for an action plan in the field of linguistic diversity and language learning. More generally, the evaluation was meant to provide a useful input into considerations about the new generation of programmes in the field of education and vocational training.

The central theme of the evaluation is the impact of the programmes in relation to their linguistic objectives.

Linguistic objectives

The general linguistic objectives that are listed in the Socrates and Leonardo da Vinci programmes are as follows:

Programmes	General linguistic objectives of the programmes
Socrates	<ul style="list-style-type: none"> To promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, in particular those languages that are less widely used and less widely taught. To encourage and support linguistic diversity and contribute to an improvement in the quality of language teaching and learning.
Leonardo da Vinci	<ul style="list-style-type: none"> To support activities aimed at developing linguistic skills as part of vocational training measures (Leonardo I) To promote language competencies, including for less widely used and taught languages (Leonardo I) To promote understanding of different cultures in the context of vocational training (Leonardo II)

These general linguistic objectives – which are themselves part of a much wider range of general objectives for the programmes – apply to all components and actions of these programmes.

Both the Socrates and Leonardo da Vinci programmes include a number of “language-specific” actions that have additional “operational” linguistic objectives. These “language-specific” actions are the following:

- For Socrates: Comenius 1 language projects (formerly Lingua E), Comenius 2.1. European Cooperation Projects for the training of school education staff (formerly Lingua A), Comenius 2.2.C Grants for Language Teachers (formerly Lingua B), Comenius 2.2.B Language Assistantships (formerly Lingua C), Lingua 1 Promotion of Language Learning, Lingua 2 Development of tools and materials (formerly Lingua D);
- For Leonardo da Vinci: Language Competences and Mobility of Language Trainers.

Linked to these “language-specific” actions is a series of linguistic objectives that are more operational and can be considered to be complementary to the general linguistic objectives of the programmes.

Evaluation framework

Starting from the linguistic objectives an evaluation framework was constructed, consisting of the following key evaluation questions:

- Did the actions of the programmes lead the project coordinators, or their colleagues or the beneficiaries to undertake more learning of languages and to enhance their foreign language skills?
- Did the actions of the programmes lead the project coordinators, or their colleagues or the beneficiaries to improve their awareness of the importance of foreign language learning and their belief in linguistic diversity?
- Have the actions had an impact on knowledge about and attitudes towards other countries/cultures?
- Did the actions contribute to an improvement in the quality/quantity of language learning and teaching?
- Have the actions had an impact on educational systems, on education policies or strategies, and on authorities in charge of education and training?
- Have the operational objectives of the linguistic actions been reached?
- Were the actions undertaken under both programmes relevant to meet the general linguistic objectives of the programmes?
- To what extent is there subsidiarity of the programmes with respect to national or regional policies?
- Is there any overlap of objectives between Leonardo da Vinci and Socrates or within the programmes?

Methodology

In order to address these evaluation questions, a combination of quantitative and qualitative research methods was used in order to gather the desired information and to ensure its validity. In particular, the following types of activities have taken place in order to collect the necessary data and information:

- extensive desk research
- contacts, meetings with and visits to
 - Commission officials
 - National Agencies and representatives of Ministries in many countries
 - project co-ordinators and other project staff (both from the language-specific actions and from the other actions)
- dedicated surveys to
 - National Agencies
 - Socrates and Leonardo da Vinci project co-ordinators (of both language-specific actions and from the other actions)
 - project co-ordinators of Institutional Contracts under Socrates/Erasmus
 - direct beneficiaries of mobility actions.

The time frame for the evaluation was roughly as follows:

- Start-up of the project: January 2003
- Desk research and initial contacts (mainly with EC officials): February – March 2003
- First analytical work in view of the formulation of the evaluation questions and the elaboration of the questionnaires and the interview guides: April – May 2003
- Launch and processing of the quantitative surveys: May – July 2003
- Contacts, visits and meetings in several countries: May – June 2003
- Analysis and synthesis: August – October 2003.

Surveys, contacts and visits

Several dedicated surveys were designed and processed in the course of this evaluation:

- survey sent to project coordinators (443 responses)
- survey sent to coordinators of the Institutional Contracts (90 responses)
- survey sent to direct beneficiaries of mobility (3123 responses)
- survey sent to National Agencies (16 responses).

In addition to these quantitative surveys, a considerable amount of qualitative research was conducted. In particular, our team of experts has contacted, met and interviewed over 200 hundred stakeholders in 17 different European countries.

Findings and conclusions

The main findings and conclusions resulting from this evaluation assignment are:

- The programmes have had most impact in relation to intercultural understanding and support for activities improving linguistic diversity or language knowledge. The awareness of the importance of linguistic diversity and intercultural understanding has grown amongst project coordinators and direct beneficiaries.
- The programmes have had less impact when it comes to the more specific “linguistic knowledge” objectives. There is evidence that only limited numbers of beneficiaries have learned a new foreign language. However, the knowledge of already known languages has been improved through the actions.
- In general the impact in relation to these objectives has been confined to project coordinators and direct beneficiaries of the actions and has not been embedded in any long term way within institutions or in policy developed at a local level. Sometimes good practice has been shared and has supported other initiatives in the field of education and learning, but this has been independent of any clear strategic implementation and dissemination process.
- Due to its concept and sheer size, Erasmus mobility has been the most significant contributor to language learning and awareness within the programmes.
- Enabling students and teachers to go abroad is a major incentive for language learning. Mobility plays the role of an eye-opener and develops other important skills and attitudes (such as self-confidence, social inclusion, communication skills ...).
- The objective related to the learning of LWULT languages has been met with little success, despite the efforts and means allocated to this.
- Dissemination between projects within a programme or between projects between the programmes is not adequate and represents a major blocking factor for wide scale impact.
- Dissemination and awareness raising with policymakers is insufficient and not systematic.
- The projects are mainly managed in English, without taking into account the language potential existing within the project group.
- Interest for early language learning is growing and needs further support;

Recommendations

The recommendations have been formulated within an assumed context of a continuation of the EU policy and initiatives with regard to language teaching and learning, including the “programme logic”, i.e. assuming that most of the support and funding in relation to language teaching and learning will be channelled through programmes. It is clear that any implementation of these recommendations will need to involve different players and will not be the sole responsibility of the Commission. The Member States will need to play a significant role if progress is to be made on any of the recommendations even though the Commission might take a lead in its usual catalytic capacity.

The main recommendations are:

- Where the structure of the programmes is concerned, it would seem advisable for there to be one single programme, rather than two so as to achieve more effectively the linguistic objectives that have been set. This would allow economies of scale and facilitate greater coherence. It would also put out a signal that language learning and teaching should be a lifelong concern. If the current logic of two programmes (Socrates and Leonardo da Vinci) were to be maintained in the future, the links between Socrates and Leonardo da Vinci should be strengthened at both programme and project level, in particular where it concerns the linguistic objectives, the priority given to these objectives and the means to achieve these.
- In either logic (one or two programmes), language issues and linguistic objectives should be dealt with more systematically and coherently across all actions – both the language-specific actions and the non-language-specific actions.
- The linguistic objectives of both programmes should be structured in a coherent way and linked clearly to the other objectives of the programmes. Moreover, the linguistic objectives, in particular the more operational ones, should be made more specific and measurable, with the inclusion of indicators.
- Mobility activities are a key driver for language learning awareness and are therefore essential in achieving the linguistic objectives of the programmes. These actions should be maintained from that perspective. A specific focus should be given to language teacher and trainer mobility actions, and more attention should be paid to linguistic preparation, especially for the LWULT languages.
- With regards to the LWULT languages, specific exchange and dissemination networks should be put in place.
- In the long run, early-age language learning will be central to the success of the linguistic objectives. Although this is almost exclusively a matter of national policy, certain activities could be undertaken and supported at EU level in this regard. From a programme design point of view, it may be desirable to have a special action that brings together all the operational means to reach the objectives in this area.
- Some reflection would be useful with regard to the role of Erasmus students as “cultural agents” and the possible use that can be made of this situation.
- Positive discrimination should be given to mobility to countries with LWULT languages if the general linguistic objectives remain unchanged.

- Monitoring of the linguistic objectives should be an ongoing and form a built-in process, based on the measurable indicators that have been defined. More support should become available for the thematic monitoring of language issues.
- It may be necessary to allow for some flexibility in relation to the different national language contexts, in particular where the accession countries are concerned.
- Dissemination should be a central theme both at programme and project level. Specific support for marketing and promotion should be made available, in order to help project coordinators. Support should also be given to initiatives aimed at developing clear language strategies within organisations. More support should be given to actions that include dissemination to policy makers.
- A joint valorisation unit for Leonardo da Vinci and Socrates programmes should be considered. This unit should focus on the most valuable projects and undertake targeted dissemination actions, in line with the needs of the different target groups.
- Self-assessment of foreign language competencies should be encouraged, e.g. through easier availability to appropriate, user-friendly European tools.
- An action plan should be established and implemented in order to promote the use of the European Language Label.
- Awareness of foreign languages and linguistic diversity during initial teacher education should be fostered through mobility actions. The in-service training of teachers could be used as a mechanism to raise awareness for language learning and linguistic diversity.
- The European Year of Languages was a successful initiative that merits repetition on a regular basis (e.g. every 10 years). Failing that, at least some large scale visibility actions should be developed, such as the European Week or Day of Languages.
- The well established cooperation with the Council of Europe should be further developed.

RÉSUMÉ

Objectif et périmètre de l'évaluation

La Commission européenne a confié à Deloitte & Touche la mission de réaliser une évaluation afin de déterminer dans quelle mesure les objectifs linguistiques des programmes Socrates et Leonardo da Vinci ont été atteints. L'évaluation couvre tant la première phase (terminée) que la deuxième phase (en cours) des programmes.

L'objectif initial de cette mission était de fournir à la Commission une analyse de l'impact réel de chacune des actions des deux programmes sur la diversité linguistique ainsi que l'apprentissage et l'enseignement des langues. L'évaluation a également été initiée dans le but d'alimenter, grâce à ses résultats initiaux, le travail préparatoire au plan d'action dans le domaine de la diversité linguistique et de l'apprentissage des langues. D'un point de vue plus général, l'évaluation avait comme finalité de fournir un apport utilisable pour la nouvelle génération de programmes dans le domaine de l'éducation et de la formation professionnelle.

Le thème central de cette évaluation est l'impact des programmes quant à leurs objectifs linguistiques.

Objectifs linguistiques

Les objectifs linguistiques généraux listés dans les programmes Socrates et Leonardo da Vinci sont les suivants :

Programmes	Objectifs linguistiques généraux des programmes
Socrates	<ul style="list-style-type: none"> • Promouvoir une amélioration quantitative et qualitative de la connaissance des langues de l'Union Européenne et particulièrement des langues les moins diffusées et les moins enseignées. • Encourager et soutenir la diversité linguistique et contribuer à une amélioration de (la qualité de) l'enseignement et de l'apprentissage des langues.
Leonardo da Vinci	<ul style="list-style-type: none"> • Soutenir les activités visant à développer les aptitudes linguistiques dans le cadre de la formation professionnelle. (Leonardo I) • Promouvoir les compétences linguistiques y compris pour les langues les moins diffusées et les moins enseignées. (Leonardo I) • Promouvoir la compréhension des différentes cultures dans le contexte de la formation professionnelle (Leonardo II)

Ces objectifs linguistiques généraux – qui font eux-mêmes partie d'une gamme beaucoup plus large d'objectifs généraux pour les programmes – s'appliquent à toutes les composantes et actions de ces programmes.

Les programmes Socrates et Leonardo da Vinci contiennent un nombre d'actions « linguistiques spécifiques » qui, à leur tour, ont des objectifs linguistiques « opérationnels » additionnels. Ces actions « linguistiques spécifiques » sont les suivantes :

- Pour Socrates: les projets langues Comenius 1 (anciennement Lingua E), les projets européens de coopération Comenius 2.1. pour la formation du personnel enseignant (anciennement Lingua A), les bourses individuelles Comenius 2.2.C pour le personnel enseignant (anciennement Lingua B), les assistanats linguistiques Comenius 2.2.B (anciennement Lingua C), les actions Lingua 1 de promotion de l'apprentissage des langues, les actions Lingua 2 de développement d'outils et de matériel (anciennement Lingua D);

- Pour Leonardo da Vinci: les actions Compétences linguistiques et Mobilité des formateurs en langues.

A ces actions linguistiques spécifiques sont liés toute une série d'objectifs linguistiques qui sont plus opérationnels et qui peuvent être considérés comme complémentaires aux objectifs linguistiques généraux des programmes.

Cadre de l'évaluation

Nous avons constitué, en prenant les objectifs linguistiques comme point de départ, un cadre d'évaluation, comprenant les questions clés d'évaluation suivantes :

- Les actions des programmes ont-elles permis aux coordinateurs de projet, à leurs collègues ou aux bénéficiaires à plus s'engager dans l'apprentissage des langues et à améliorer leurs compétences en langues étrangères?
- Les actions des programmes ont-elles permis aux coordinateurs de projet, à leurs collègues ou aux bénéficiaires à mieux prendre conscience de l'importance de l'apprentissage des langues étrangères et à faire évoluer leur point de vue sur la diversité linguistique ?
- Les actions ont-elles eu un impact sur la connaissance et l'attitude envers les autres pays/cultures?
- Les actions ont-elles contribué à une amélioration de la qualité/quantité de l'apprentissage et l'enseignement des langues?
- Les actions ont-elles eu un impact sur le système éducatif, sur les stratégies et/ou politiques de l'éducation, et sur les autorités responsables de l'éducation et de la formation ?
- Les objectifs opérationnels des actions linguistiques ont-ils été atteints?
- Les actions entreprises lors des deux phases de programmation étaient-elles pertinentes au regard des objectifs linguistiques généraux des programmes ?
- Dans quelle mesure le programme respecte-t-il le principe de subsidiarité eu égard aux politiques régionales et nationales ?
- N'y a-t-il aucun chevauchement entre les objectifs Leonardo da Vinci et Socrates, ou encore à l'intérieur même des programmes ?

Méthodologie

Afin de répondre à ces questions d'évaluation, nous avons combiné des méthodes de recherche qualitatives et quantitatives dans le but de rassembler l'information désirée et d'assurer sa validité. Nous avons notamment mené les activités suivantes afin de collecter l'information et les données nécessaires :

- recherche documentaire étendue
- contacts, réunions et visites aux
 - fonctionnaires de la Commission
 - Agences Nationales ainsi qu'aux représentants des Ministères dans de nombreux pays
 - Coordinateurs de projet et autres personnes attachées au projet (aussi bien pour les actions linguistiques spécifiques que pour les autres actions)
- enquêtes destinées aux
 - Agences Nationales
 - Coordinateurs de projet Socrates et Leonardo da Vinci (aussi bien des actions linguistiques spécifiques que des autres actions)
 - Coordinateurs de projet des Contrats Institutionnels Socrates/Erasmus
 - Bénéficiaires directs des actions mobilité.

Le planning de l'évaluation a été établi de la manière suivante :

- Lancement du projet: janvier 2003
- Recherche documentaire et premiers contacts (principalement avec les fonctionnaires de la Commission): février – mars 2003

- Premier travail analytique en tenant compte de la formulation des questions d'évaluation et élaboration des questionnaires et du guide d'entretien : avril – mai 2003
- Lancement et réalisation de l'enquête quantitative : mai – juillet 2003
- Contacts, visites et réunions dans plusieurs pays: mai – juin 2003
- Analyse et synthèse: août – octobre 2003.

Enquêtes, contacts et visites

Plusieurs enquêtes ont été conçues et réalisées au cours de cette évaluation:

- l'enquête envoyée aux coordinateurs de projets (443 réponses)
- l'enquête envoyée aux coordinateurs des Contrats Institutionnels (90 réponses)
- l'enquête envoyée aux bénéficiaires directs de la mobilité (3123 réponses)
- l'enquête envoyée aux Agences Nationales (16 réponses).

En plus de ces enquêtes quantitatives, de nombreux entretiens qualitatifs ont été menés. Notre équipe d'experts a notamment contacté, rencontré et interviewé plus de 200 acteurs impliqués dans ces questions dans 17 pays européens.

Résultats et conclusions

Les principaux résultats et conclusions qui découlent de cette mission d'évaluation sont:

- Les programmes ont eu le plus d'impact sur la compréhension interculturelle et le soutien aux activités améliorant la diversité linguistique ou la connaissance de langues. La prise de conscience de l'importance de la diversité linguistique et de la compréhension interculturelle s'est intensifiée parmi les coordinateurs de projets et les bénéficiaires directs.
- Les programmes ont eu moins d'impact quand il s'agissait d'objectifs plus spécifiques sur les "connaissances linguistiques". On peut montrer qu'un nombre limité seulement de bénéficiaires ont appris une nouvelle langue étrangère. Cependant, la connaissance de langues déjà connues s'est améliorée à travers les actions.
- En général, l'impact de ces objectifs s'est restreint aux coordinateurs de projets et aux bénéficiaires directs des actions et ne s'est pas ancré à long terme dans les institutions ou dans les politiques développées au niveau local. Les bonnes pratiques ont parfois été partagées et ont soutenu des initiatives dans le domaine de l'éducation et de l'apprentissage, mais ceci indépendamment d'une quelconque stratégie de mise en oeuvre ou de processus de diffusion.
- Grâce à sa finalité et à sa taille importante, l'action Erasmus liée à la mobilité a le plus contribué à l'apprentissage des langues et à la prise de conscience de l'importance de la diversité linguistique au sein des programmes.
- Le fait de donner l'occasion aux étudiants et aux enseignants de se rendre à l'étranger stimule l'apprentissage des langues. La mobilité joue un rôle de révélateur et développe d'autres compétences et attitudes (telles la confiance en soi, l'insertion sociale, les compétences de communication...)
- L'objectif lié à l'apprentissage des langues les moins diffusées et moins enseignées n'a pas été atteint avec succès, malgré les efforts et les moyens mis en oeuvre.
- La diffusion (des résultats et des produits) entre les projets d'un programme ou entre les projets entre les programmes n'est pas suffisante et représente une barrière importante à un impact de grande échelle.

- La diffusion auprès des décideurs politiques et l'augmentation de la prise de conscience de l'importance de ces questions linguistiques sont insuffisantes et non systématiques.
- Les projets sont principalement gérés en anglais, sans tenir compte du potentiel représenté par les langues existantes dans le groupe de projet.
- L'intérêt grandissant pour l'apprentissage précoce des langues nécessite un soutien plus approfondi.

Recommandations

Les recommandations ont été formulées dans un contexte supposant la continuité des politiques et initiatives européennes concernant l'apprentissage et l'enseignement des langues, incluant la « logique du programme » c'est-à-dire supposant que le soutien et le financement de l'apprentissage et l'enseignement des langues seront principalement canalisés à travers des programmes. Il est clair qu'une mise en oeuvre de ces recommandations impliquera différents acteurs et ne pourra être réalisée sous la seule responsabilité de la Commission. Les Etats Membres auront un rôle significatif à jouer pour mettre en oeuvre ces recommandations même s'il est vrai que la Commission est susceptible de jouer un rôle moteur ou catalyseur.

Les principales recommandations sont:

- Concernant la structure du programme, il semblerait indiqué qu'un seul programme soit mis en place plutôt que deux ; ceci afin d'atteindre de manière plus efficace les objectifs linguistiques qui ont été déterminés. Des économies d'échelle pourraient alors en découler ainsi qu'une meilleure cohérence du programme. En outre, ce changement permettrait de souligner le fait que l'apprentissage et l'enseignement des langues doivent être une préoccupation tout au long de la vie. Si l'on devait maintenir la logique actuelle de deux programmes (Socrates et Leonardo da Vinci), les liens entre les programmes Socrates et da Vinci devraient être renforcés, aussi bien au niveau des programmes qu'au niveau des projets ; et plus particulièrement, pour les objectifs linguistiques, la priorité que l'on donne à ces objectifs et les moyens de les atteindre.
- Dans les deux logiques (un ou deux programmes), les questions liées aux langues et les objectifs linguistiques devraient être traités de façon plus systématique et plus cohérente à travers les actions – aussi bien les actions linguistiques spécifiques que les autres.
- Les objectifs linguistiques des deux programmes devraient être structurés de manière plus cohérente et avoir un lien clair avec les autres objectifs du programme. De plus, les objectifs linguistiques, en particulier les plus opérationnels, devraient être libellés de manière plus spécifique et mesurable et intégrer des indicateurs.
- Les activités de mobilité sont un catalyseur important de la prise de conscience de l'importance de l'apprentissage des langues et sont donc essentielles à l'atteinte des objectifs linguistiques généraux des deux programmes. Ces actions devraient être maintenues dans cette perspective. Une attention particulière devrait être mise sur la mobilité des professeurs de langues et des formateurs. De plus, il faudrait plus prêter attention aux possibilités de préparation linguistique préalable, particulièrement pour les langues les moins diffusées et les moins enseignées.

- En ce qui concerne les langues les moins diffusées et les moins enseignées, des réseaux spécifiques d'échanges et de diffusion devraient être mis en place.
- A long terme, l'apprentissage précoce des langues constitue un point déterminant pour le succès des objectifs linguistiques. Bien que ce soit presque exclusivement une compétence nationale, certaines activités pourraient être entreprises et soutenues au niveau européen. Du point de vue de la structure du programme, il serait intéressant d'ériger une action spéciale qui rassemblerait tous les moyens opérationnels liés à l'atteinte des objectifs dans ce domaine.
- Il serait utile de réfléchir au rôle des étudiants Erasmus en tant qu'"agents culturels" ainsi qu'à l'utilisation potentielle qui en découlerait.
- Une discrimination positive à la mobilité pour les pays dont la langue est moins diffusée et moins enseignée pourrait être établie, si les objectifs linguistiques généraux ne sont pas modifiés.
- Le suivi des objectifs linguistiques devrait être un processus intégré et continu, basé sur des indicateurs mesurables qui ont été prédéfinis. Il faudrait plus de soutien pour le suivi thématique des questions linguistiques.
- Une certaine flexibilité dans les programmes et projets pourrait être établie en fonction des contextes linguistiques nationaux, particulièrement pour les pays candidats.
- La diffusion devrait être un thème central au niveau du programme mais aussi au niveau des projets. Un soutien spécifique pour le marketing et la promotion devrait être disponible pour les coordinateurs de projets. Il faudrait également soutenir les initiatives destinées à développer des stratégies linguistiques claires au sein des organisations. Il faudrait plus soutenir les actions qui intègrent la diffusion vers les décideurs.
- Il faudrait envisager une unité de valorisation unique pour les programmes Leonardo da Vinci et Socrates. Cette unité se focaliserait sur les projets les plus performants et valorisables et entreprendrait des actions de diffusion ciblées selon les besoins des différents groupes cibles.
- L'auto-évaluation des compétences linguistiques devrait être encouragée, à travers une aide à l'appropriation des outils européens.
- Un plan d'action afin de promouvoir l'utilisation du Label européen des Langues devrait être établi et mis en oeuvre.
- La prise de conscience de l'importance des langues étrangères et de la diversité linguistique pendant la formation initiale des enseignants devrait être développée à travers des actions de mobilité. La formation continue des enseignants pourrait être utilisée comme moyen d'augmenter la prise de conscience de l'importance de l'apprentissage des langues et de la diversité linguistique.
- L'Année Européenne des Langues a été une initiative couronnée de succès qui mériterait un renouvellement régulier (tous les 10 ans par exemple). Sinon, des actions de visibilité à grande échelle devraient être organisées, comme la semaine ou la journée européenne des Langues.
- La collaboration déjà bien établie avec le Conseil européen devrait être plus développée.

1. INTRODUCTION

The European Commission has assigned to Deloitte and Touche an evaluation of the extent to which the Socrates and Leonardo da Vinci programmes have achieved their linguistic objectives. This evaluation covers both the (finished) first phase of these programmes as well as the (ongoing) second phase.

This document constitutes the final report of this evaluation assignment.

The report is structured as follows:

- Section 2 describes scope and methodology.
- Section 3 presents the main findings of the quantitative surveys that have been undertaken.
- Section 4 summarises the information and views collected through the contacts, visits and meetings in the Member States and accession countries.
- Section 5 includes our interpretation of the findings.
- Section 6 presents our main conclusion and a succinct list of recommendations.

This report refers to many annexes:

- Volume 0: historical context
- Volume 1 : survey questionnaires
- Volume 2 : survey questionnaire (Beneficiaries of Mobility Actions)
- Volume 3 : survey samples and lists of interviewees
- Volume 4 : table of objectives
- Volume 5 : Frequency tables – Project coordinators
- Volume 6 : Frequency tables – Institutional contracts
- Volume 7 : Comments on SEC Report (2002) 1234
- Volume 8 : Bibliography
- Volume 9 : Report on the visits and interviews

2. PURPOSE, SCOPE AND METHODOLOGY

2.1. Overall purpose of the evaluation

This evaluation assesses the extent to which the Socrates and Leonardo da Vinci programmes have achieved their linguistic objectives.

Its purpose is to provide the Commission with an assessment of the real impact of each of the actions under the two programmes on linguistic diversity and language learning and teaching.

The evaluation was also launched with a view to feeding its initial results into the preparatory work on an action plan in the field of linguistic diversity and language learning. More general, the evaluation is meant to provide a useful input into deliberations about the next generation of programmes in the field of education and vocational training.

In the terms of reference for the assignment and in Deloitte & Touche's proposal, a broad and comprehensive scope definition was put forward. During the start-up phase of the project, the overall scope of the assignment was further refined and refocused. It was stressed by the Commission that impact should be the central theme within the evaluation, since the evaluation was about evaluating the extent to which the actions of Socrates and Leonardo da Vinci programmes had achieved the linguistic objectives that had been defined for these programmes. Other typical evaluation dimensions, such as efficiency, (programme) effectiveness and relevance, were to be given less attention since these themes would be considered in other ongoing or planned evaluations of the programmes.

The evaluators were also asked to pay careful attention to the impact on local, regional and national policies regarding language teaching and learning (and especially on areas such as school education, higher education, initial teacher education and lifelong language learning), and on the impact on interactions between national or regional and European actions and on the dissemination of good practice and products.

In order to avoid confusion over the themes that were to be covered within the evaluation assignment, a common framework of "themes" was agreed initially, which defined the project's scope. These themes are summarised in the following table. It should be recalled here that this evaluation assignment was not restricted to the specific language actions within Socrates and Leonardo da Vinci, but also concerned the other actions of the two programmes.

Table 1 – Themes – evaluation assignment

Theme	Target groups	Examples of topics to be examined
1. Achievement of the general linguistic objectives through the language specific actions of the programmes.		
<i>Predominant perspectives: impact, relevance</i>	Beneficiaries	<ul style="list-style-type: none"> ▪ The ways in which the actions have led individual participants and others to undertake more language <u>learning</u>, to enhance their foreign languages skills or led to a wider choice of languages ▪ The impact of the actions as regards knowledge about and attitudes towards <u>other countries/cultures</u> ▪ The extent to which the actions have led to improvement in individuals' <u>cross-cultural competencies</u>
	Project participants	<ul style="list-style-type: none"> ▪ The extent to which the <u>general objectives</u> of the actions have been met by the projects. ▪ The degree to which the actions have contributed to innovation and dissemination of <u>good practice</u> in the area of foreign language teaching and learning.
	Organisations	<ul style="list-style-type: none"> ▪ The <u>qualitative</u> and <u>quantitative</u> impact of the actions on foreign language teaching in schools and other institutions. ▪ The <u>integration</u> of project results into the normal operation of the education institutions and other participating organisations ▪ The existence of good practice examples where a kind of '<u>generic logic</u>' (e.g. a design procedure, an information and documentation system, etc.) has been developed in such a way that tools, instruments and education material designed to teach a language or to assess language knowledge, can be applied in an easy way to develop analogue tools and instruments for another language ▪ The increase of the <u>networking</u> of good practice in relevant language and cultural preparation through support for existing language resource centres mainly linked to universities, or through other local resource centres
	Policy makers, authorities	<ul style="list-style-type: none"> ▪ Where possible: the impact on educational <u>systems</u>, on educational policies or strategies, and on authorities in charge of education and training at all levels ▪ The degree to which there is a <u>synergy</u> between Leonardo and Socrates on the one hand, and between these programs and the national systems of language training on the other ▪ The occurrence of any good practices of <u>animation</u>, of information and promotion activities undertaken at several levels (e.g. at a local/regional level), to ensure that the benefits of the initiatives are mainstreamed and disseminated, and that innovation and examples of good practice in language teaching are amplified and translated into a form, which fits local needs

2. Achievement of the general linguistic objectives through the other actions of the programmes.		<i>The same topics as above</i>
3. Achievement of the operational linguistic objectives of the language specific actions.		
	Beneficiaries	<ul style="list-style-type: none"> ▪ The <u>awareness</u> of the importance of language learning and the increase in language learning
	Project participants	<ul style="list-style-type: none"> ▪ The <u>appropriateness</u> of the Actions for achieving their linguistic objectives ▪ The extent to which the <u>specific objectives</u> of each of the individual language actions have been achieved.
	Organisations	<ul style="list-style-type: none"> ▪ The extent to which the Actions have had an <u>impact</u> on the institutions with regard to the specific objectives of each of the individual language actions.
	Policy makers and authorities	<ul style="list-style-type: none"> ▪ The <u>appropriateness</u> of the Actions, given the objectives of the programmes ▪ The impact of these Actions on linguistic policy

We will expand on this further in this report.

The next paragraphs cover the following items:

- a reminder on the Socrates and Leonardo da Vinci programmes
- a categorisation of the “linguistic objectives” and their interrelationships
- a description of the methodological approach adopted.

Further documentation in relation to these topics can also be found in the Annexes.

2.2. Background notes on Socrates and Leonardo da Vinci

Since some of the readers of this report may not be fully familiar with the Socrates and Leonardo da Vinci programmes, the following paragraphs summarise their key features.

2.2.1. THE SOCRATES PROGRAMME

SOCRATES was the first integrated action programme in the field of education to be implemented at Community level (Decision 819/95/EC). The programme was new but it integrated different existing programmes such as Erasmus (1987), a major part of Lingua (1989) and other pilot initiatives.

The main objective of the programme is summarised in article 1 of the Decision, which states that “This programme is intended to contribute to the development of quality education and training and the creation of an open European area for cooperation in education”. The legal framework underlines the fact that the programme Socrates is complementary and not an alternative to national education

policies. In concrete terms, the kinds of projects implemented within Socrates are based on three main instruments: mobility activities, the promotion of European networks and the development of transnational cooperation projects. With regards to mobility, it concerns different target groups, among them students, teachers and relevant administrators within the educational institutions. The networks focus mainly on partnerships between educational institutions, universities or adult education organisations. The transnational cooperation projects concern educational organisations and other stakeholders, such as representatives from business, the world of associations and civil society.

The first phase of the Socrates programme was implemented in the years 1995-1999. Socrates II was launched in 2000 and will run until the end of 2006. The two phases of the programme have their own structure in terms of actions, objectives and participants (see below).

2.2.1.1. SOCRATES I (1995-1999)

Socrates I has nine specific objectives:

- to develop the European dimension in education at all levels so as to strengthen the spirit of European citizenship, drawing on the cultural heritage of each Member State;
- to promote a quantitative and qualitative improvement of the knowledge of the languages of the EU, and in particular those which are least widely used and least taught, leading to greater understanding and solidarity between the peoples of the EU, and to promote the intercultural dimension of education;
- to promote wide-ranging and intensive cooperation between institutions in the Member States at all levels of education, enhancing their intellectual and teaching potential;
- to encourage the mobility of teachers, so as to promote a European dimension in studies and to contribute to the qualitative improvement of their skills;
- to encourage mobility for students, enabling them to complete part of their studies in another Member State, so as to contribute to the consolidation of the European dimension in education;
- to encourage contacts among pupils in the EU and to promote the European dimension in their education;
- to encourage the academic recognition of diplomas, periods of study and other qualifications, with the aim of facilitating the development of an open European area for cooperation in education;
- to encourage open and distance education in the context of the activities of this programme;
- to foster exchanges of information and experience so that the diversity and specificity of the educational systems in the Member States become a source of enrichment and of mutual stimulation.

These nine objectives underpin 6 different actions: higher education (Erasmus), school education (Comenius), Lingua, open and distance learning, adult Education and the exchange of information and experience on education systems and policy. The first three actions are also divided into sub actions.

The number of participant countries increased during the first phase of the programme. During the period 1995-1997, Socrates I was implemented in the 15 Member States and the countries covered by the agreement on the European Economic Area. The candidate countries have also been involved since 1997 and Bulgaria, Slovenia and the three Baltic States since 1999.

The initial budget was 850 millions EURO. But due to increasing demand and the involvement of new countries, the budget authorities decided to increase the final budget, which has finally attained 933.000 EURO. The table below summarises the budget in Euro for each action.

Budget per action of the Socrates programme**Table 2 – Budget per action of the Socrates I programme**

Actions	Budget (EURO)
Higher education (Erasmus)	525.454.206
School education (Comenius)	140.299.178
Lingua	145.394.237
Open and Distance Learning	32.990.103
Exchange of information and experience	88.655.253
Total	932.792.977

Source: Annex II of the Final Report from the Commission on the implementation of the Socrates programme 1995 - 1999

2.2.1.2. SOCRATES II (2000-2006)

The second phase of the Socrates programme has introduced new features based on the experience of Socrates I. The two main objectives are the promotion of lifelong learning and the development of a Europe of knowledge. The more specific aims of Socrates II are:

- to strengthen the European dimension in education at all levels;
- to improve knowledge of foreign languages;
- to promote cooperation and mobility in the field of education;
- to encourage the use of new technologies in education;
- to promote equal opportunities in all sectors of education.

The eight different measures which form the programme are Comenius, Erasmus, Gruntvig, Lingua, Minerva, observation and innovation in education systems, joint measures and accompanying measures. The last three are transversal measures aimed at improving coordination within the programme.

The initial budget is 1 850 000 EURO, a much more substantial amount than it was during the first phase. The participating countries are the 15 Member States, the EFTA-EEA countries and the pre-accession countries (CCEE), Cyprus, Turkey and Malta.

2.2.2. THE LEONARDO DA VINCI PROGRAMME

Special attention was given to vocational training during the nineties, a period of considerable economic and social change (i.e. employment, social cohesion, competition). A number of Community programmes and initiatives focused on vocational training such as Petra, Comett and Force. The Leonardo action programme was adopted at the end of 1994 to implement the European Community vocational training policy and to rationalise Community action in this field. The key objective was “to support the development of policies and innovative actions in the Member States, by promoting projects in the context of transnational partnerships which involve different organisations with an interest in training”. This transnationality is the important characteristic of the programme with each project having to involve at least two different Member States.

2.2.2.1. LEONARDO I (1995-1999)

The objectives of the first phase of the programme included the promotion of quality and innovation in national training systems, as well as the promotion of lifelong learning, training for disadvantaged target groups, access to training, language learning, equal opportunities in training, transparency of qualifications, open and distance learning, vocational guidance and co-operation between universities and industry.

The programme was divided into three measures: Pilot projects, Mobility and Others, which are organised into strands. The final total budget was 726.630.000 EURO. The table below specifies the amount allocated for each action.

Budget per actions of the Leonardo da Vinci programme

Table 3 – Budget per action of Leonardo da Vinci I programme

Actions	Budget (000 EURO)
Pilot Projects	310.000.
Mobility	256.100
Others	160.530
Total	726.630

Source: Annex II of the Final Report on the Implementation of the First Phase of the Community Action Programme Leonardo da Vinci (1995-1999)

2.2.2.2. LEONARDO II (2000-2006)

The objectives of the second phase have been adapted in the light of experience gained during the first phase of the programme. There are 3 central issues

- to strengthen the competencies and skills of people, especially young people, in initial vocational training at all levels, via work-linked training and apprenticeships, with a view to improving and promoting their employability;
- to improve the quality of, and access to continuing vocational training and the life-long acquisition of qualifications and skills, with a view to increasing and developing adaptability;
- to promote and reinforce the contribution of vocational training systems to the process of innovation in order to improve competitiveness and entrepreneurship.

The total budget is just under 1.4 billion EURO for 31 countries. The different actions have also been modified and are as follows: support for the transnational mobility of people undergoing vocational training in Europe and of training organisers; support for pilot projects based on transnational partnerships designed to promote innovation and quality in vocational training; promotion of language skills, including for less widely used and taught languages, and understanding of different cultures in the context of vocational training; support for the development of transnational cooperation networks facilitating the exchange of experience and good practice; development and updating of Community reference material and comparable data.

2.3. Categorisation of “linguistic objectives” and their interrelationships

The notion “linguistic objectives” needs some further classification. We have first identified the different objectives that can be directly identified from the programmes, and have then made an attempt to link these objectives in a consistent way with each other. This has formed the basis for our methodological approach.

2.3.1. GENERAL LINGUISTIC OBJECTIVES OF THE PROGRAMMES

The general linguistic objectives that are listed in the Socrates and Leonardo da Vinci programmes are as follows:

Table 4 – General linguistic objectives of the programmes

Programmes	General linguistic objectives of the programmes
Socrates	<ul style="list-style-type: none"> • To promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, in particular those languages that are less widely used and less widely taught. • To encourage and support linguistic diversity and contribute to an improvement in the quality of language teaching and learning.
Leonardo da Vinci	<ul style="list-style-type: none"> • To support activities aimed at developing linguistic skills as part of vocational training measures (Leonardo I) • To promote language competencies, including for less widely used and taught languages (Leonardo I) • To promote understanding of different cultures in the context of vocational training (Leonardo II)

These general linguistic objectives – which are themselves part of a much wider range of general objectives for the programmes – apply to all components and actions of these programmes.

The objectives could be classified in the following way:

- The **“linguistic knowledge objectives”**, which are aimed at developing the knowledge of foreign languages:
 - Socrates (1): “to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, in particular those languages that are less widely used and less widely taught”
 - Leonardo da Vinci (2): “to promote language competencies, including for less widely used and taught languages” (LdV I)
- The **“linguistic support objectives”**, aimed at supporting activities improving linguistic diversity or language knowledge:

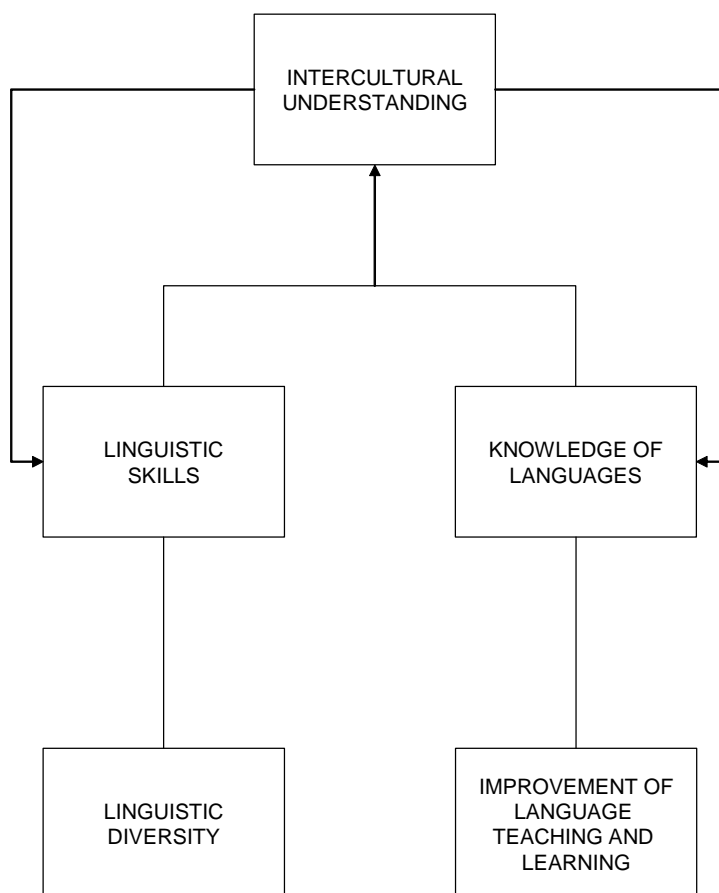
- Socrates (2): “to encourage and support linguistic diversity and contribute to an improvement in the quality of language teaching and learning”
- Leonardo da Vinci (2): “to support activities aimed at developing linguistic skills as part of vocational training measures” (LdV I)
- The “**intercultural understanding objectives**”:
 - Leonardo da Vinci (3): “to promote understanding of different cultures in the context of vocational training” (LdV II)

This distinction has proved to be quite useful when assessing the impact of the general linguistic objectives.

It has to be noted that the LWULT languages refer to the less widely used and taught languages of the group comprising the official languages plus Lëtzeburgesch and Irish. They do not refer to languages of pre-accession countries or to regional and minority languages.

The diagram below proposes a possible series of cause-effect between the general linguistic objectives. It is debatable whether intercultural understanding influences foreign language learning or whether it is the other way round? Probably both are true. It could be described as a kind of virtuous circle, each issue influencing the other.

Figure 1 – Cause-effect diagramme between the general linguistic objectives



2.3.2. OPERATIONAL LINGUISTIC OBJECTIVES OF THE LANGUAGE-SPECIFIC ACTIONS

Both the Socrates and Leonardo da Vinci programme include a number of “language-specific” actions that have additional “operational” linguistic objectives.

These “language-specific” actions are the following:

- For Socrates: Comenius 1 language projects (formerly Lingua E), Comenius 2.1. European Cooperation Projects for the training of school education staff (formerly Lingua A), Comenius 2.2.C Grants for Language Teachers (formerly Lingua B), Comenius 2.2.B Language Assistantships (formerly Lingua C), Lingua 1 Promotion of Language Learning, Lingua 2 Development of tools and materials (formerly Lingua D);
- For Leonardo da Vinci: Language Competences and Mobility of Language Trainers.

Linked to these “language-specific” actions are a series of linguistic objectives that are more operational and can be considered to be complementary to the general linguistic objectives of the programmes.

These operational linguistic objectives of the different language-specific actions have been identified and classified as follows:

Comenius 1 Language projects (former Lingua E)

Objectives:

- To increase young people’s motivation, capacity and confidence to communicate in other European languages
- To promote linguistic diversity in Europe by encouraging the use of all the official languages of the European Union, in particular the LWULT.

Comenius 2.1 European Cooperation Projects for the training of school education staff (formerly Lingua A)

Objectives:

- To promote quality in the teaching of EU languages (Comenius 2 objective)
- To promote intercultural awareness in school education in Europe (Comenius 2 objective)
- To improve the training of teachers and other categories of personnel working in the school education sector (Comenius 2.1. objective)
- To develop strategies to improve the quality of teaching and learning in the classroom (Comenius 2.1. objective)

Comenius 2.2. C – Grants for language teachers (formerly Lingua B)

Objectives:

- To promote quality in the teaching of EU languages (Comenius 2 objective)
- To promote intercultural awareness in school education in Europe (Comenius 2 objective)
- To encourage participants to improve their knowledge and skills (Comenius 2.2.C objective)
- To gain a broader understanding of school education in Europe (Comenius 2.2.C objective)
- To gain an understanding of the European dimension of their work (Comenius 2.2.C objective)

Comenius 2.2. B – Language Assistantships (former Lingua C)

Objectives:

- To promote quality in the teaching of EU languages (Comenius 2 objective)
- To promote intercultural awareness in school education in Europe (Comenius 2 objective)
- To give future language teachers the opportunity to enhance their knowledge of foreign languages, other European countries and other education systems, as well as to improve their teaching skills (Comenius 2.2.B objective)
- To improve learners' language skills and increase their motivation to learn languages and their interest in the Assistant's country and culture (Comenius 2.2. B objective)

Lingua 1 – Promotion of language learning

Objectives:

- To encourage and support linguistic diversity throughout the Union (Lingua)
- To contribute to an improvement in the quality of language teaching and learning (Lingua)
- To promote access to lifelong language learning opportunities appropriate to each individual's needs (Lingua)
- To raise citizen's awareness of the multilingual character of the Union and of the advantages of lifelong language learning, and to encourage them to take up language learning themselves (Lingua 1)
- To improve access to language learning resources and increase the support available for those learning languages (Lingua 1)
- To promote the dissemination of information about innovative techniques and good practice in foreign language teaching in Europe, to its various target groups (especially decision-makers and key education professionals) (Lingua 1)

Lingua 2 – Development of tools and materials (former Lingua D)

Objectives:

- To encourage and support linguistic diversity throughout the Union (Lingua)
- To contribute to an improvement in the quality of language teaching and learning (Lingua)
- To promote access to lifelong language learning opportunities appropriate to each individual's needs (Lingua)
- To encourage innovation in the development of language learning and teaching tools for all sectors of education (Lingua 2)
- To encourage the sharing of best practice (Lingua 2)
- To provide a wider variety of language teaching materials to more clearly defined groups, by encouraging the production of language tools which are commercially under-represented or difficult to market on a large scale, notably because of the target group or the nature of the educational approach involved (Lingua 2)
- To encourage the acquisition of sufficient knowledge of foreign languages to meet the requirements of particular situations and contexts, provided that these measures are not linked to a specific profession (Lingua 2)
- To improve the distribution and availability of products (Lingua 2)

Leonardo da Vinci programme

Language competences

Objectives:

- to design, test and validate, assess and disseminate teaching materials, as well as innovative pedagogical methods tailored to the specific needs of each occupational area and economic

sector, including through the use of language audits, and also innovatory pedagogical approaches based on language self-tuition and the dissemination of their results

- to promote language and cultural competencies in a vocational training context, including projects on LWULT languages.

Mobility of language trainers

Objectives:

- to strengthen the European dimension of initial and continuing vocational training
- to encourage people to gain experience in activities involving theory and practice
- to develop language skills and transnational contacts and exchanges of good practice for trainers and human resource managers

Special attention has been paid in this evaluation to the linguistic objectives that either address specific linguistic aims (complementary to the general linguistic objectives) or that are geared towards specific tools and products (that will impact on the achievement of the general linguistic objectives).

When analysing the official texts we have found that there are many “objectives”, “goals”, “purposes”, “aims” mentioned across the programme and action descriptions. This results from the fact that Socrates and Leonardo da Vinci are complex programmes, encompassing objectives and actions inherited from previously separated actions (see also the historical context in Annex 0).

We have examined whether it would be possible to create a set of logical relationships between all these different objectives, for the solid foundation of our questionnaires and interview guides. It was not the intention to analyse in great detail all the objectives of both programmes or to evaluate their internal coherence. Our initial objective was to come to a clear structure of interrelated objectives within the programmes and to have a manageable number of operational linguistic objectives. Annex 4 presents a number of tables, lists and diagrams that are the result of this analysis. A first set of tables summarize all the objectives that we were able to identify at programme and action level.

Our main observations with regard to these objectives are

- There is no clear hierarchy between the different types of objectives and their cause-effect¹ relations. At the same level of intervention, there are often both very general and very specific objectives or strategies.

For instance, the Guidelines for applicants for Socrates II states that “*Comenius contributes to promoting the learning of languages in school education in Europe by transnational measures (improving the quality of languages teaching, the pedagogical and the language skills of teachers, increasing the diversity of foreign languages,...)*”. The objectives of these measures are the statements in brackets. However, the second objective (“*to improve the pedagogical skills of teachers of languages*”) is one of the means that can be used in order to reach the first objective (“*to improve the quality of the teaching of European languages as foreign languages*”).

- There is sometimes a mixture of objectives and strategies/actions at the same level of intervention: in fact, the difference between an objective (which should describe the desired effect or result of the public intervention) and a strategy/action (the way to achieve this objective) is not

¹ By cause-effect relations, we mean the hierarchy between objectives of a programme. The operational objectives should have an effect on the general objectives of a programme. The identification of these effects enables cause-effect objectives trees to be built.

always clearly established. Many “objectives” are not described in terms of effects or results, but in terms of actions or means.

This can be illustrated by the following objective taken from Socrates I “*to promote wide-ranging and intensive cooperation between institutions in the Member States at all levels of education, enhancing their intellectual and teaching potential*”. Within this statement, one can identify both a “real” objective (“*enhancing ...*”) and strategy (“*to promote ...*”); this may cause some problems in the identification of indicators for instance.

- Almost no measurable indicators have been specified for the objectives. In more general terms, few of the objectives identified in the official texts meet the SMART-criteria (objectives should be Specific, Measurable, Ambitious, Realistic and Time-measurable). This situation makes it very difficult to state whether objectives have been reached or not (or the extent to which these have been reached) – or makes this very subjective.

In fact, when interviewing people in the Member States, some stated that certain objectives had been achieved (referring to some successful projects) whilst other stated that they had only been achieved to a very limited extent (referring again to these projects, but pointing out that these had only a marginal impact on the national scene). Such inherent contradictions could have been avoided if clearer indicators and a set of measurable outcomes had been put forward².

In conclusion, the way the objectives of the programmes are described lacks a coherent structure. It was therefore not considered a good starting base for the evaluation framework. Instead, therefore, we have adopted a framework based on the issues presented in section 2.1 and translated into a coherent set of evaluation questions and judgment criteria as presented in section 2.5. We have also attempted to restructure the main “operational” linguistic objectives of the programmes. The results of this difficult exercise are also found in Annex 4. We have first of all constructed a so-called “objectives-tree” for each programme, based on our understanding of the programmes and their aims, as stated in the official documents. We have then attempted to elaborate a cause-effect structure. The underlying idea was not to present an exhaustive view of all the objectives and their relationships, but rather to identify ways to regroup them in a logical way.

The overall results, however, were somewhat disappointing in relation to the main purpose of this evaluation exercise (impact analysis). We found that the effects of the linguistic objectives of both programmes are intrinsically multidimensional and may be caused by “non-language-specific” actions (in particular mobility actions). The analysis is further complicated by the fact that impact has to be examined from the point of view of different stakeholders: not only direct beneficiaries of the actions (teachers, students etc) but also indirect beneficiaries (colleagues, students of a teacher who was a direct beneficiary, partners, policymakers, ...).

Since the aim of this evaluation survey was to assess the impact of the linguistic objectives, it was soon clear to us that little valuable information could be exploited from analysing the specific results (and then the effectiveness) at the level of the operational linguistic objectives (as defined here above under section 2.3.2). Indeed either we were considering the effects of operational objectives and actions as a whole, in which case the effects on operational objectives (specific for some actions and not for the others) were mainly dependant on the distribution of actions among the respondents, or we were assessing the effectiveness of actions separately, but then the volume of interviewees by action was not sufficient to draw conclusions. We therefore concentrated our analysis on the effectiveness of these actions with regards to the general linguistic objectives.

² This is an observation, not a criticism. The authors are aware of the political context in which programmes such as Socrates and Leonardo da Vinci are designed. This process often leads to the definition of relatively broad objectives for which it is difficult to specify measurable indicators.

2.4. Methodology adopted

2.4.1. OVERALL DESCRIPTION OF APPROACH ADOPTED

For this evaluation assignment we have used a set of different tools and techniques. All of these have been geared towards the prime focus of the evaluation, the impact analysis, and to the different factors contributing to it. Our methodological approach has been designed to respond to the key evaluation questions set out in the call for tenders and further refined and structured in the interim report.

A combination of quantitative and qualitative research methods was used to gather the desired information and to ensure its validity. In particular, the following types of activities have taken place in order to collect the necessary data and information:

- Extensive desk research
- Contacts and meetings with
 - Commission officials
 - National Agencies and representatives of Ministries in many countries
 - project co-ordinators and other project staff (both from the language-specific actions and from the other actions)
- Dedicated surveys to
 - National Agencies
 - project co-ordinators of Socrates and Leonardo da Vinci projects (both from the language-specific actions and from the other actions)
 - project co-ordinators of Institutional Contracts under Socrates/Erasmus
 - direct beneficiaries of mobility actions.

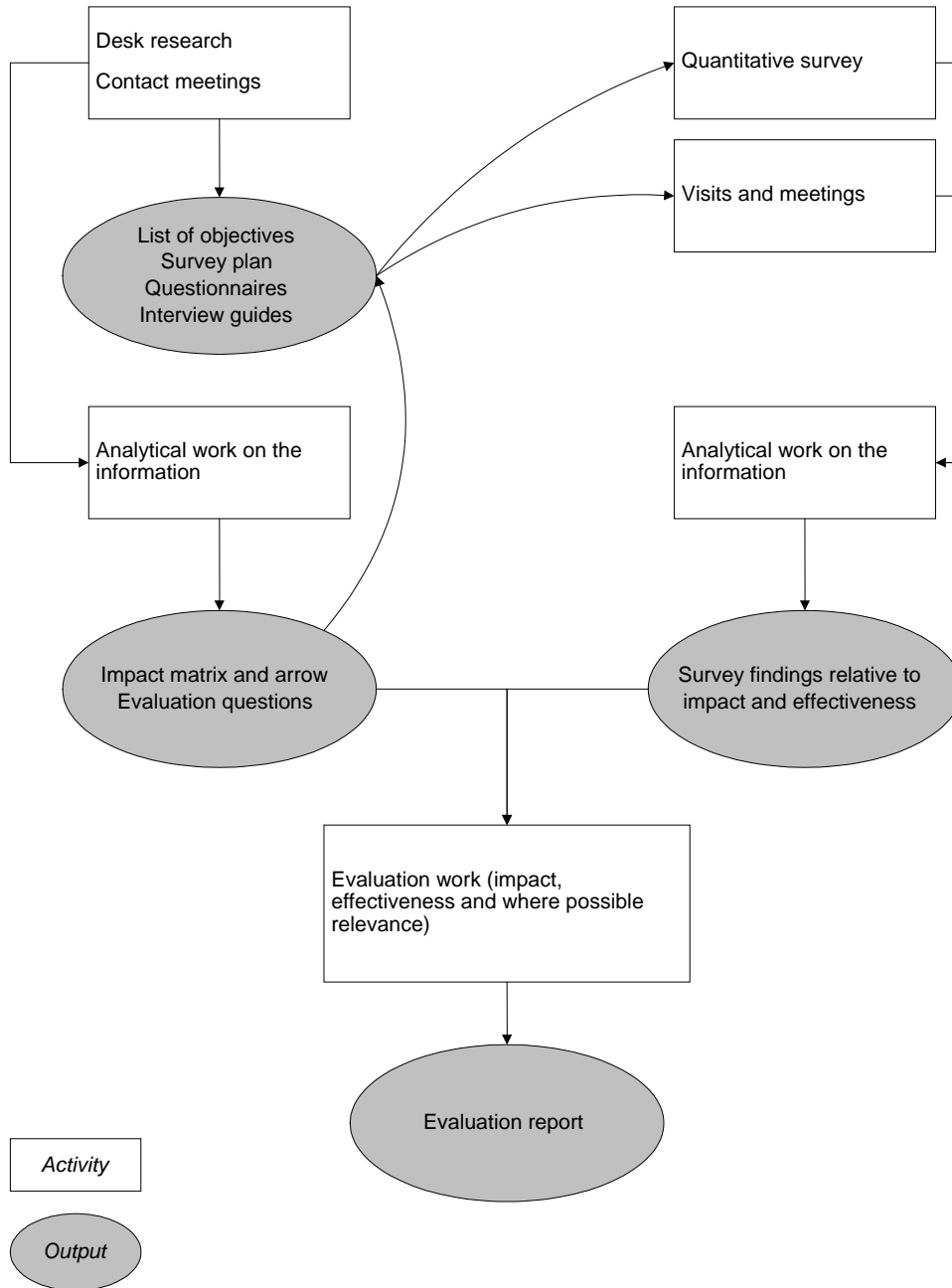
When undertaking these activities particular attention was paid to the following:

- the initial considerations about the linguistic objectives and their categorisation (see above)
- the ways that the different actions have been adopted to achieve the linguistic objectives
- the different degrees of impact of these actions (and programmes) on the different stakeholders and target groups (*even if these were only indirectly targeted*).

This data has been thoroughly checked, analysed, compared, discussed and finally synthesised in this evaluation report.

Our overall methodological approach may be summarised as follows:

Figure 2 – Overall methodological approach



The time frame for the evaluation was roughly as follows:

- Start-up of the project: January 2003
- Desk research and initial contacts (mainly with EC officials): February – March 2003
- First analytical work in view of the formulation of the evaluation questions and the elaboration of the questionnaires and interview guides: April – May 2003
- Launch and processing of the quantitative surveys: May – July 2003
- Contacts, visits and meetings in several countries: May – June 2003
- Analysis and synthesis: August – October 2003

2.4.2. START-UP AND DESK RESEARCH

In particular in the early stages of the assignment, several formal meetings with EC officials took place in order to refine the scope of the assignments, to have a better understanding of both programmes and their context, and to discuss the methodology. The following meetings have taken place:

- “Kick-off” meeting on 13 January 2003.
- Meeting on 5 February between Mrs Sylvia Vlaeminck, Mr Erik Sandvik and our team of experts.
- Meeting on 5 February with Socrates officials (Mr Jouve, Mrs Fiorella Perotto)
- Meeting on 28 February with Mrs Patrizia Baralli (DGEAC –Unit B4), Mrs Michèle Grombeer (TAO), Mr Briéva Collado (DGEAC), Mr Silvio Mascagna (DGEAC)

In addition, numerous two-way contacts and exchanges took place with Mr Erik Sandvik, our contact person, and with some of his colleagues.

Another important activity in the early stages of the assignment was the desk research. The desk research involved scrutinising several documents, including an analysis of different official documents related to Socrates and Leonardo da Vinci, as well as different official documents related to linguistic issues and language learning and teaching. A list can be found in Annex 8.

These sources provided an invaluable input into this study. The official documents related to Socrates and Leonardo da Vinci were used to provide an overall view of the programmes and their objectives, and to structure our understanding of the linguistic objectives of both programmes. All the documents helped to bring added value to the whole process, providing useful information on the linguistic diversity and the teaching and learning of foreign languages in the European Union.

The initial desk research continued throughout the whole assignment and was enriched by other documents and sources, including documents from national sources.

2.4.3. ANALYTICAL ACTIVITIES

All the information gathered in the initial phase has been considered and analysed in order to:

- Deepen our understanding of the objectives of both programmes and allow us to further reflect on the impact matrix
- Fine tune the evaluation questions
- design a survey plan
- elaborate our questionnaires for the surveys
- draw up the interview guides.

These analysis activities have continued throughout the course of the assignment, in particular, of course, in its final stages.

2.4.4. QUANTITATIVE SURVEYS

Our methodology included three different quantitative surveys:

- a simple survey addressed to National Agencies
- a web-based survey addressed to project co-ordinators, conducted under both phases of both programmes; an adapted questionnaire addressed to the project coordinators of Institutional Contracts was also developed;
- a web-based survey aimed at collecting information from the direct beneficiaries of Mobility Actions.

2.4.4.1. SURVEY TO NATIONAL AGENCIES

Two questionnaires were drawn up: one for the Socrates N.A. and the other for the Leonardo da Vinci N.A. The questionnaires focused mainly on the impact of the actions on the general linguistic objectives of both programmes and on the influence of both programmes on national or regional policy and decision-makers in the field of language education and training. Some open questions addressed issues related to the added value of both programmes and to possible adaptations in the programmes regarding language and cultural diversity.

The questionnaires were available in English and French. They are annexed to the present report (Annex 1). They were sent to 88 Socrates N.A. and 42 Leonardo da Vinci N.A.(Annex 3).The answer rate was quite low (10 answers from Socrates N.A. and 6 from Leonardo da Vinci N.A.)³. As we visited many of them during our visits, we considered the results from this quantitative survey as qualitative, to be used as complementary information to our qualitative approach. Comments were made by some NAs about the fact that there were several evaluation surveys running at the same period and that it was time-consuming.

³ This response rate is quite low. No second approach was made to NAs as the visits we conducted allowed us to meet many NAs for face to face contact. As a hypothesis, one can maybe interpret this low response rate as symptomatic of the NAs' limited interest in this topic.

2.4.4.2. SURVEY TO PROJECT COORDINATORS AND TO PROJECT COORDINATORS OF INSTITUTIONAL CONTRACTS

Two questionnaires were prepared:

- One for the project coordinators, enabling us to gather information mainly about the identification of the project (programme, action and link with general linguistic objectives), the impact of the project on the general linguistic objectives for different stakeholders in the project, dissemination and sustainability issues;
- The second one adapted for the project coordinators of institutional contracts.

The two questionnaires were available in English, French and German (Annex 1).

The survey was web-based. Access to the questionnaires was permitted until the end of July. At the end of May, we sent an e-mail to a sample of projects inviting them to complete the web-based survey. We spent a considerable amount of time defining a sample across the countries consulted⁴ and the action- variables.

At the end of June, in order to obtain a sufficient answer rate, we were forced to enlarge the numbers of projects.

⁴ The projects were selected in the following countries: Belgium, Germany, Spain, Greece, France, Finland, Italy, The Netherlands, United Kingdom, Norway, Czech Republic, Cyprus, Lithuania, Hungary, Poland and Slovenia. Some decentralized projects for Leonardo da Vinci were chosen in Austria, Liechtenstein, Luxemburg, Bulgaria and Slovakia (where contact data were available).

Table 5 – Sample and actuals per country

Country	First sample	Added sample	Actuals
Belgium	104	175	33
Cyprus	17	20	5
Czech Republic	49	50	14
Finland	63	70	31
France	225	250	23
Germany	368	450	75
Greece	64	70	10
Hungary	54	60	12
Italy	250	250	47
Lithuania	30	35	8
Norway	40	75	13
Poland	97	100	16
Slovenia	24	30	7
Spain	174	200	35
Netherlands	88	100	19
United Kingdom	275	275	60
Others	14	0	5
Unclassified			30
Total	1936	2210	443

We received 443 responses to the questionnaire “Project Coordinators” and 90 answers to the questionnaire “Institutional Contracts”.

The distribution of responses among programmes and phases⁵ was as follows:

- Socrates: 296 responses, of which 166 for Socrates I and 137 for Socrates II
- Leonardo da Vinci: 127 responses, of which 31 for LdV I and 86 for LdV II
- 20 unclassified responses.

2.4.4.3. SURVEY TO BENEFICIARIES OF MOBILITY ACTIONS

One questionnaire was prepared for the beneficiaries of mobility actions in order to collect information about the knowledge and use of languages, the reasons for taking part in the programme and for choosing the host country, the results and the impact of the action. The questionnaire was available in English, French and German (see Annex 2).

The questionnaire was available on a website. The survey followed more an “open-door” format. An e-mail was sent to various student associations or universities (see list in annex 3). We also asked the project coordinators of Mobility projects to ask 10 beneficiaries to participate to the survey.

This methodology enabled us to collect 3123 responses between 2 June and 2 September 2003.

2.4.5. CONTACTS, VISITS AND MEETINGS IN A SELECTION OF COUNTRIES

As a complement to our quantitative surveys, we also carried out a considerable amount of qualitative research. In particular, our team of experts contacted, met and interviewed hundreds of stakeholders in 10 different European countries. A small number of stakeholders were also interviewed in other countries. We developed interview guides according to the different stakeholders that our experts met: policymakers and authorities, N.A. staff and project coordinators. Our team interviewed just under 300 persons as follows:

⁵ The difference between the total and the breakdowns is due to the fact that responses are sometimes missing for some questions.

Table 6 – Interviews per country

Country	Decision makers + N.A.	Project coordi- nators	Total
Bulgaria	16	33	49
Belgium	10	17	27
Germany	22	9	31
United Kingdom	18	14	32
Greece	10	11	21
Poland	9	7	16
France	8	23	31
Finland	6	9	15
Norway	5	2	7
Latvia	7	7	14
Others	11	38	49
TOTAL	122	170	292

The visits and meetings with several stakeholders focused mainly on the impact of the actions on the general linguistic objectives of both programmes and on the national or regional educational policies and strategies, the dissemination issue and the future developments of both programmes. The reports of our experts allowed to identify the key issues and to compare these with the quantitative results collected through the surveys. The quality and number of individuals interviewed guarantee the objectivity of this report and the well-founded basis of our conclusions.

The list of individuals interviewed is to be found in annex 3.

2.5. The evaluation questions addressed in the report

In the interim report we have formulated evaluation questions and judgment criteria, based on the questions formulated in the terms of reference. These questions have been formulated because they were directly linked to the general linguistic objectives.

The following table summarises the evaluation questions treated in our report.

The following table connects the considered evaluation perspectives (impact, effectiveness and where possible relevance and coherence), evaluation questions and the judgment criteria that we have used to elaborate the evaluation.

Table 7 – Evaluation questions

Evaluation perspective	Evaluation questions	Judgement criteria	Stakeholders (when relevant)	Source of information
IMPACT	Did the actions of the programmes lead the project coordinators, or their colleagues or the beneficiaries to undertake more learning of languages, to enhance their skills in foreign languages?	Learning and use of a new language. Improvement of the knowledge of an already known language. Use of different languages in international contacts (other than English).	On the project coordinator, the institutions or the beneficiaries	Survey <i>Visits and meetings</i>
	Did the actions of the programmes lead the project coordinators, or their colleagues or the beneficiaries to improve their awareness of the importance of foreign language learning and their belief in linguistic diversity?	Increase of awareness of the importance of foreign language learning. Development of the skills and competences in foreign language learning. Belief in the importance of linguistic diversity. Willingness to learn new foreign languages.		
	Have the actions had an impact on knowledge of and attitude towards other countries/cultures?	Better understanding of other European cultures. Development of personal networks with other European citizens.		
	Did the actions contribute to an improvement in the quality/quantity of language learning and teaching?	Assessment of the quality improvement of language teaching. Building up of European networks in order to share experience, to exchange good practice, and to develop common projects in the field of language teaching and learning.		

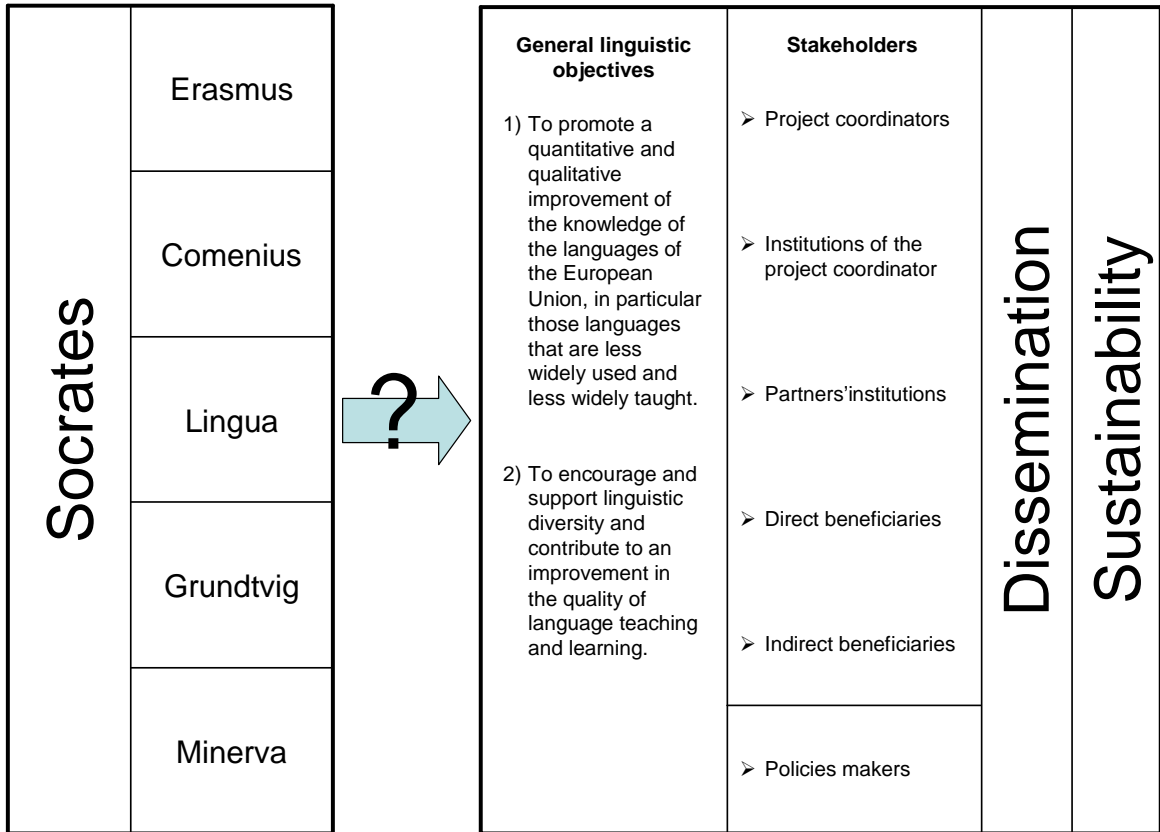
Evaluation perspective	Evaluation questions	Judgement criteria	Stakeholders (when relevant)	Source of information
		Dissemination of the products/tools to other institutions. Sustainability of the action within the institution. Sustainability of the networks.		
	Have the actions had an impact on educational systems, on education policies or strategies, and on authorities responsible for education and training?	Assessment. Identification of the added value of both programmes. Mainstreaming and dissemination of good practice at national, regional or local levels. Amplification of innovation and good practice at national, regional or local levels.	On policy makers and authorities.	<i>Visits and meetings</i>
EFFECTIVENESS	Have the operational objectives of the linguistic actions been reached?	The extent to which the operational objectives of the linguistic actions have been met by the projects.		Survey. <i>Visits and meetings with project coordinators.</i>
RELEVANCE	Were the actions undertaken under both programmes relevant to meet the general linguistic objectives of the programmes?	Assessment by policy makers and authorities and project coordinators through questions such as: <ul style="list-style-type: none"> • Do you think that the actions and mechanisms used in the framework of the Socrates programme were sufficient to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union? • Do you think that the actions and mechanisms used in the framework of the Socrates programme were sufficient to promote a quantitative and qualitative improvement of the knowledge of the less widely used and less widely taught languages of the European Union? • Do you think that the specific actions and mechanisms used in the framework of the Socrates programme were sufficient to promote the intercultural 		<i>Visits and meetings with project coordinators, policy makers and authorities.</i>

Evaluation perspective	Evaluation questions	Judgement criteria	Stakeholders (when relevant)	Source of information
		<p>dimension of education?</p> <ul style="list-style-type: none"> • Do you think that the actions and mechanisms used in the framework of the Leonardo programme were sufficient to support activities aimed at developing linguistic skills as part of vocational training measures? • Do you think that the actions and mechanisms used in the framework of the Leonardo programme were sufficient to promote language competences including for less widely used and less widely taught languages of the European Union? • Do you think that the actions and mechanisms used in the framework of the Leonardo programme were sufficient to promote understanding of different cultures in the context of vocational training? 		
COHERENCE	Subsidiarity of the programmes in respect of national or regional policies.	The degree to which there is synergy between the programmes and the national/regional systems of language learning		<i>Visits and meetings with policy makers and authorities.</i>
	Is there any overlap of objectives between Leonardo da Vinci and Socrates or within the programmes?	The degree to which there is synergy between both programmes or inside the programmes between the actions.		<i>Analysis.</i>

2.6. Impact matrix and arrow

Our understanding of the main output of our mission is illustrated in the following diagram:

Figure 3 – Impact matrix « Socrates »



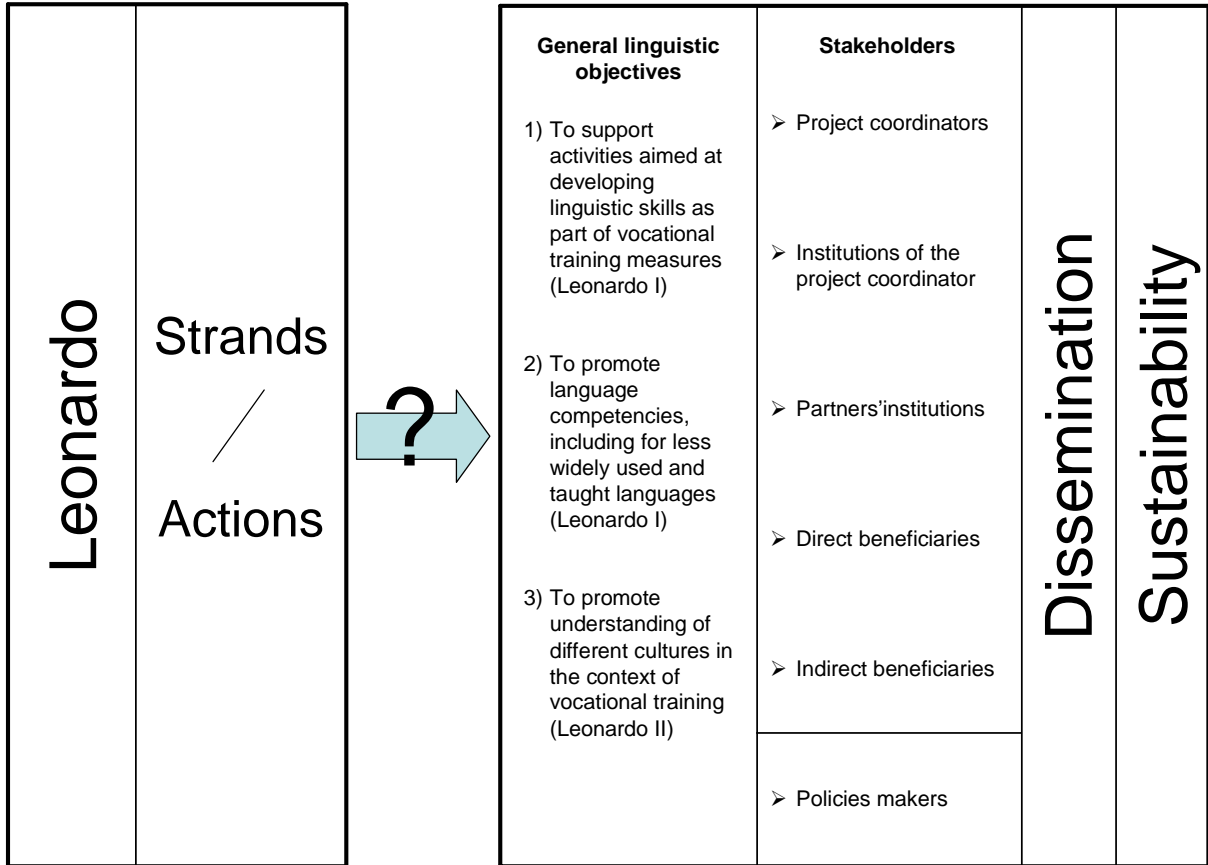
Socrates (and the actions within Socrates, here represented by the actions of Socrates II) has contributed to some extent to the general linguistic objectives of the programme. We will assess this impact on different stakeholders, using our judgement criteria, and examine the dissemination and sustainability issues.

Identifying, totally or partially, the nature and content of the arrow is one of the main expected outputs of this evaluation work.

We will refer to these elements later, when discussing the impact matrix and arrow.

As far as Leonardo da Vinci is concerned:

Figure 4 – Impact matrix « Leonardo da Vinci »



2.7. Problems encountered and limits of the evaluation

In the course of our evaluation process, we have met some limits and difficulties that are important to consider.

Firstly, it should be noted that Socrates and Leonardo da Vinci are complex programmes with a great variety of actions and activities, as well as with a wide range of objectives that are not always clearly defined and structured. Because the evaluation is principally focussed on the impact on the linguistic objectives, elaborating our “impact matrix” and studying the nature of the “impact arrow” were sufficient to answer the impact question. But in order to answer questions about the effectiveness of some of the actions at the “operational linguistic objectives” level, it was necessary to have sufficient understanding and a relevant structuring of the objectives of the different strands, measures or actions in order to reach a manageable number of operational objectives. This exercise has been quite difficult and predominantly subjective. It did not allow us to design a complete and full “cause-effect” tree because of the complexity. But again, our understanding of the aim of this evaluation exercise was in fact to try to have a better understanding of the impact of both programmes and, where possible, of the different actions on the general linguistic objectives. The effectiveness issue therefore has not been completely addressed in our approach. Some thoughts have been included but a general view on the effectiveness of all the language actions with regards to their own operational linguistic objectives has not been drawn out from our survey.

Secondly, and this is probably linked to the previous statement, very often indicators were not defined in the official documents with which to measure the achievement of the objectives. Context relevant statistics are not always comparable from country to country and from year to year. We have therefore mainly considered the indicators and data arising from our quantitative surveys.

Thirdly, access to a relevant set of contact information for the projects has been less easy than originally understood. At a certain moment, it was decided in the process that the TAO and the EC would provide structured databases containing the needed contact data. This has been done to a certain extent (Socrates data) but the consultant has learned too late in the process that this would not be the case for Leonardo I and II decentralised actions. Especially for the projects relative to Leonardo da Vinci I we have spent a lot of time seeking information on the web with little return.

Fourthly, this delayed our time table obliging our experts to organise their visits and meetings in late May and June. Meeting people involved at different levels of education and training during these months was not an easy task.

Despite these problems and thanks to the cooperation of EC officials, and especially Mr Erik Sandvik, we succeeded in gathering a wealth of data and information, which was more than sufficient to be able to formulate valid conclusions and recommendations.

3. MAIN FINDINGS OF THE QUANTITATIVE RESEARCH

This chapter presents the main results of the quantitative surveys relative to the Project Coordinators, to the Project Coordinators of Institutional Contracts and to the beneficiaries of Mobility actions. The data collected through the N.A. questionnaires will be handled in the chapter relative to the visits and meetings in the different countries.

3.1. Survey “Project Coordinators”

The following aspects will be treated in this part of the report:

- some general statistics about the projects;
- analysis of the impact
- dissemination of the projects
- sustainability of the projects

Where possible, a differentiation has been made between language and non-language projects. In fact we did not make a classification between language and non language projects (the identification data collected through the survey did not allow for instance to differentiate always between language and non language actions within Comenius 2.2.). We have therefore preferred to use another filter and have made the distinction between projects that had one or more specific objectives in relation to the learning or teaching of European foreign languages and other projects (question 2.5 of the questionnaire).

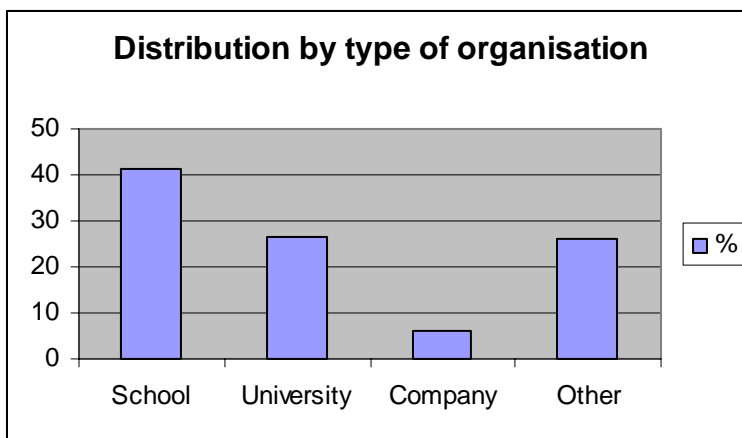
3.1.1. GENERAL STATISTICS ABOUT THE PROJECTS

3.1.1.1. GENERAL DATA

We have received **443 answers** (287 in English, 63 in French and 93 in German).

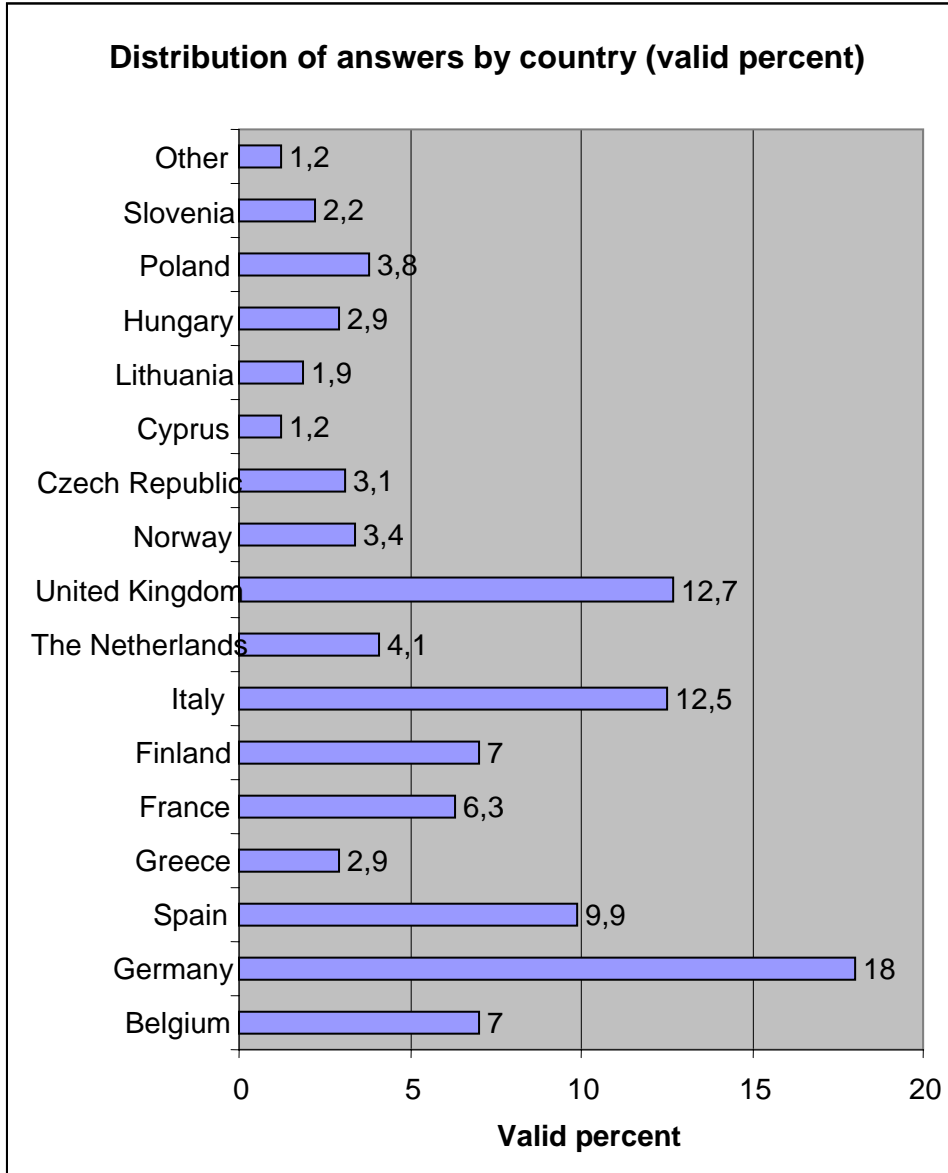
The **type of organisation** was distributed as follows:

Figure 5 – Survey « Project coordinators » - Distribution of answers by type of organisation



The distribution of answers by country was as follows:

Figure 6 – Survey « Project coordinators » - Distribution of answers by country



Distribution of answers by programme

Table 8 – Survey « Project coordinators » - Distribution of answers by programme

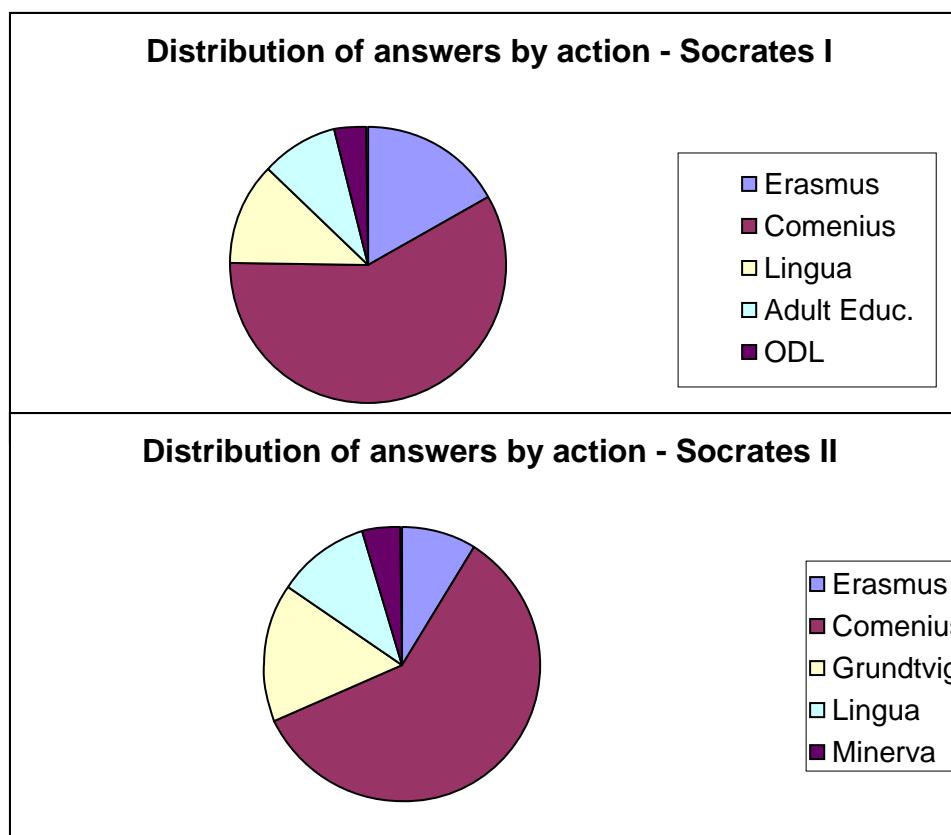
Distribution of answers by programme	Valid percent
Socrates	67 %
Leonardo da Vinci	28,7 %
Unclassified answers	4,3 %

Distribution of answers within Socrates

Table 9 – Survey « Project coordinators » - Distribution of answers within Socrates, by phase

Distribution of answers by phase	Valid percent
Socrates I	55 %
Socrates II	45 %

Figure 7 – Survey « Project coordinators » - Distribution of answers Socrates by action

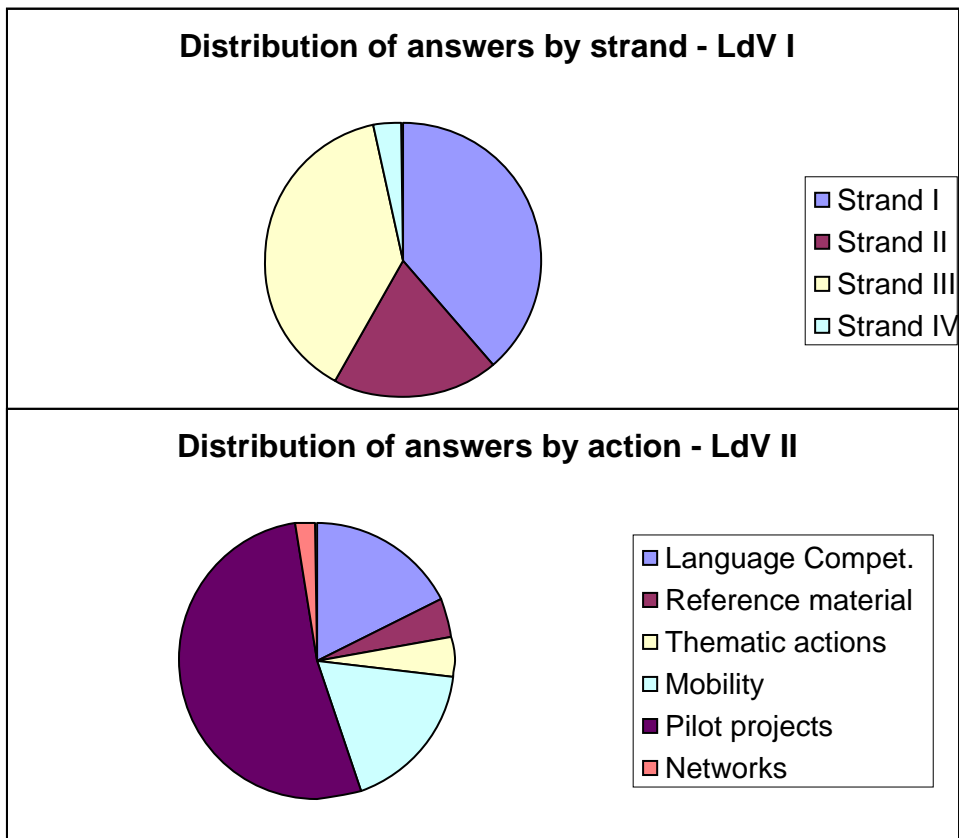


Distribution of answers within Leonardo da Vinci

Table 10 – Survey « Project coordinators » - Distribution of answers within Leonardo da Vinci, by phase

Distribution of answers by phase	Valid percent
Leonardo da Vinci I	27 %
Leonardo da Vinci II	73 %

Figure 8 – Survey « Project coordinators » - Distribution of answers Leonardo da Vinci, by action



3.1.1.2. OBJECTIVES OF THE PROJECTS

We included some questions about the nature of the objectives of the projects with regards to linguistic awareness or cultural understanding. The table below illustrates the % of “yes” responses (Q 2.5 and 2.7) and “significant contribution” responses (Q 2.6 and 2.8).

Table 11 – Survey « Project coordinators » - Objectives of the projects

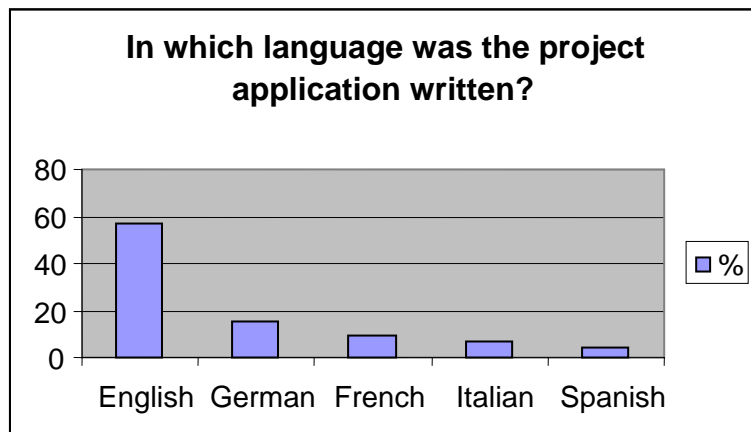
% “yes” or “significant contribution”	Socrates (+/- 275 answers)	Leonardo da Vinci (+/- 125 answers)	Total (+/- 400 answers)
Q 2.5 - Did your project have one or more specific objectives in relation to the learning or teaching of European foreign languages?	52 %	38,5 %	47,8 %
Q 2.6 - Even if your project had no specific objectives regarding the learning or teaching of European foreign language, to what extent have the activities undertaken within the project contributed to meeting indirectly such objectives ?	45 %	35,7 %	42,2 %
Q 2.7 - Did your project have one or more specific objectives in relation to the understanding of different cultures?	86 %	56,5 %	76,9 %
Q 2.8 - Even if your project had no specific objectives regarding the understanding of different cultures, to what extent have the activities undertaken within the project contributed to meeting indirectly such objectives?	70 %	43 %	61,7 %

This table shows that there are more projects with objectives related to the understanding of different cultures than with objectives directly related to the learning or teaching of European foreign languages and that, for both types of objectives, they are more to be found in Socrates projects than in Leonardo da Vinci projects.

3.1.1.3. ABOUT THE LANGUAGES USED WITHIN THE PROJECT:

“In which languages was the project application written?” (question 4.1.)

Figure 9 – Survey « Project coordinators » - Languages used within the project



“Which language was most used for correspondence and communication with... “ (question 4.2.)

Table 12 – Survey « Project coordinators » - Languages used within the project

% of valid answers	... the Commission (348 answers)	... the T.A.O. (293 answers)
English	75.6 %	74.1 %
French	10.6 %	13.0 %
German	9.8 %	8.2 %
Spanish	1.4 %	2.7 %

“Which language was most used for correspondence and communication between the partners?” (question 4.3.)

Table 13 – Survey « Project coordinators » - Languages used within the project

(399 answers)	%	% countries where the project originated and with a native language as ...
English	78,9 %	12,7 %
French	10,3 %	9,3 % ⁶
German	6,8 %	18 %
Italian	2,0 %	12,5 %
Spanish	1,5 %	9,9 %

Regarding the languages used within the project, it is clear that English is by far the dominant language. Communication between the partners of a project takes place nearly 8 times out of 10 in English, although only 12,7 % originated from an English speaking country.

3.1.2. ANALYSIS OF THE IMPACT OF BOTH PROGRAMMES ON THE GENERAL LINGUISTIC OBJECTIVES

The main focus of this evaluation survey is the extent to which the different actions of both programmes have contributed to the achievement of the general linguistic objectives of the programmes.

Questions have been included therefore on the contribution of the project to the general linguistic objectives and on the impact on the different stakeholders. We first present the answers given by the project coordinators about the extent of the programmes' and actions' contribution to the general linguistic objectives. We then examine the answers relative to the impact on some stakeholders, seen from the point of view of the project coordinators.

⁶ This percentage is the sum of the percentage of French projects (6,3 %) and a part of the percentage of Belgian projects (3 % out of 7).

3.1.2.1. CONTRIBUTION OF THE PROJECTS TO THE GENERAL LINGUISTIC OBJECTIVES

**“Please assess the extent to which your project has contributed to the following objectives:”
(question 7)**

Socrates general linguistic objectives:

- (1) to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, in particular those languages that are less widely used and less widely taught;

Table 14 – Survey « Project coordinators » - Socrates I - Contribution to the 1st general linguistic objective

SOCRATES I	To a large extent	To some extent	Not at all
Erasmus (28 answers)	7,1%	71,4 %	21,4 %
Comenius (96 answers)	17,7 %	62,9 %	19,8 %
Lingua (19 answers)	63,2%	31,6 %	5,3 %
Adult Education (13 answers)	7,7 %	53,8 %	38,5 %
Open and Distance Learning (6 answers)	16,7 %	50 %	33,3 %
Total for Socrates I (162 answers)	20,4 %	59,3 %	20,4 %

Table 15 - Survey « Project coordinators » - Socrates II - Contribution to the 1st general linguistic objective

SOCRATES II	To a large extent	To some extent	Not at all
Erasmus (13 answers)	7,7 %	84,6 %	7,7 %
Comenius (80 answers)	17,5 %	65,0 %	17,5 %
Lingua (15 answers)	60,0 %	13,3 %	26,7 %
Grundtvig (20 answers)	-	40,0 %	60,0 %
Minerva (6 answers)	-	33,3 %	66,7 %
Total for Socrates II (134 answers)	17,9 %	56,0 %	26,1 %

- (2) to encourage and support linguistic diversity and contribute to an improvement in the quality of language teaching and learning

Table 16 - Survey « Project coordinators » - Socrates I - Contribution to the 2d general linguistic objective

SOCRATES I	To a large extent	To some extent	Not at all
Erasmus (27 answers)	18,5%	63,0 %	18,5 %
Comenius (93 answers)	38,7 %	48,4 %	12,9 %
Lingua (19answers)	57,9 %	36,8 %	5,3 %
Adult Education (13 answers)	7,7 %	46,2 %	46,2 %
Open and Distance Learning (6 answ.)	16,7 %	33,3 %	50,0 %
Total for Socrates I (158 answers)	34,2 %	48,7 %	17,1 %

Table 17 – Survey « Project coordinators » - Socrates II – Contribution to the 2d general linguistic objective

SOCRATES II	To a large extent	To some extent	Not at all
Erasmus (12 answers)	33,3 %	58,3 %	8,3 %
Comenius (77 answers)	31,2 %	58,4 %	10,4 %
Lingua (15 answers)	53,3 %	33,3 %	13,3 %
Grundtvig (19 answers)	-	36,8 %	63,2 %
Minerva (6 answers)	16,7%	-	83,3 %
Total for Socrates II (129 answers)	28,7 %	49,6 %	21,7 %

First of all, due to the relatively small number of respondents for some “actions”, we have been obliged to interpret carefully these data. Lingua is seen by the project coordinator as contributing to a large extent to both objectives. The “not at all” ratio for both objectives is quite low for Comenius and Erasmus. This ratio decreases considerably for Erasmus if we compare both phases of the programme.

When we look at data with the filter “with or without specific linguistic objectives”, we observe that projects with specific linguistic objectives have a higher percentage of “large extent” answers than other projects (respectively, for the first objective 29,9 % vs 6,8 % and for the second objective 47,5 % vs 15,4 %). For both types of actions, the percentage is higher for the second objective than for the first.

Leonardo da Vinci general linguistic objectives

(1) to support activities aimed at developing linguistic skills as part of vocational training measures (LdV I)

Table 18 - Survey « Project coordinators » - LdV I - Contribution to the 1st general linguistic objective

Leonardo da Vinci I ⁷	To a large extent	To some extent	Not at all
Strand I (11 answers)	36,4 %	36,4 %	27,3 %
Strand II (5 answers)	40 %	40 %	20 %
Strand III (9 answers)	100 %	-	-
Strand IV (1 answer)	-	100 %	-
Total for LdV I (26 answers)	57,7 %	26,9 %	15,4 %

Table 19 - Survey « Project coordinators » - LdV II - Contribution to the 1st general linguistic objective

Leonardo da Vinci II	To a large extent	To some extent	Not at all
Language competences (14 answers)	85,7 %	14,3 %	-
Reference material (4 answers)	-	25 %	75 %
Thematic actions (4 answers)	-	50 %	50 %
Mobility (13 answers)	30,8 %	69,2 %	-
Pilot projects (43 answers)	14,0 %	41,9 %	44,2 %
Networks (3 answers)	-	66,7 %	33,3 %
Total for LdV II (81 answers)	27,2 %	42,0 %	30,9 %

⁷ The first phase of the programme provided for 4 strands with 23 different measures:

- Strand I. Support for the improvement of vocational training systems and arrangements in the Member States
- Strand II. Support for the improvement of vocational training measures including university/industry cooperation, concerning undertakings and workers
- Strand III. Support for the development of language skills, knowledge and the dissemination of innovation in the field of vocational training.
- Strand IV. Support measures.

- (2) to promote language competencies, including for less widely used and taught languages (LdV I)

Table 20 - Survey « Project coordinators » - LdV I - Contribution to the 2d general linguistic objective

Leonardo da Vinci I	To a large extent	To some extent	Not at all
Strand I (11 answers)	27,3 %	27,3 %	45,5 %
Strand II (5 answers)	-	20 %	80 %
Strand III (8 answers)	62,5 %	25 %	12,5 %
Strand IV (1 answer)	-	100 %	-
Total for LdV I (25 answers)	32 %	28 %	40 %

Table 21 - Survey « Project coordinators » - LdV II - Contribution to the 2d general linguistic objective

Leonardo da Vinci II	To a large extent	To some extent	Not at all
Language competences (13 answers)	46,2 %	46,2 %	7,7 %
Reference material (4 answers)	-	-	100 %
Thematic actions (4 answers)	-	25 %	75 %
Mobility (13 answers)	23,1 %	38,5 %	38,5 %
Pilot projects (43 answers)	7,0 %	44,2 %	48,8 %
Networks (3 answers)	-	33,3 %	66,7 %
Total for LdV II (80 answers)	15 %	40 %	45 %

(3) to promote understanding of different cultures in the context of vocational training (LdV II)

Table 22 - Survey « Project coordinators » - LdV I - Contribution to the 3d general linguistic objective

Leonardo da Vinci I	To a large extent	To some extent	Not at all
Strand I (10 answers)	30 %	50 %	20 %
Strand II (5 answers)	20 %	80 %	-
Strand III (8 answers)	50 %	50 %	-
Strand IV (1 answer)	-	100 %	-
Total for LdV I (24 answers)	33,3 %	58,3 %	8,3 %

Table 23 - Survey « Project coordinators » - LdV II - Contribution to the 3d general linguistic objective

Leonardo da Vinci II	To a large extent	To some extent	Not at all
Language competences (13 answers)	30,8 %	69,2 %	-
Reference material (4 answers)	25 %	25 %	50 %
Thematic actions (4 answers)	-	50 %	50 %
Mobility (12 answers)	66,7 %	33,3 %	-
Pilot projects (38 answers)	31,6 %	50,0 %	18,4 %
Networks (3 answers)	33,3 %	33,3 %	33,3 %
Total for LdV II (74 answers)	35,1 %	48,6 %	16,2 %

Care has to be taken in interpreting the responses for Leonardo da Vinci I, due to the small number of respondents. Our comments are therefore mainly related to Leonardo da Vinci II.

The Language Competence Projects are seen to contribute to a large extent to the first objective (to support activities aimed at developing linguistic skills as part of vocational training measures), and more moderately to the two other objectives (to promote language competencies, including for less widely used and taught languages and to promote understanding of different cultures in the context of vocational training).

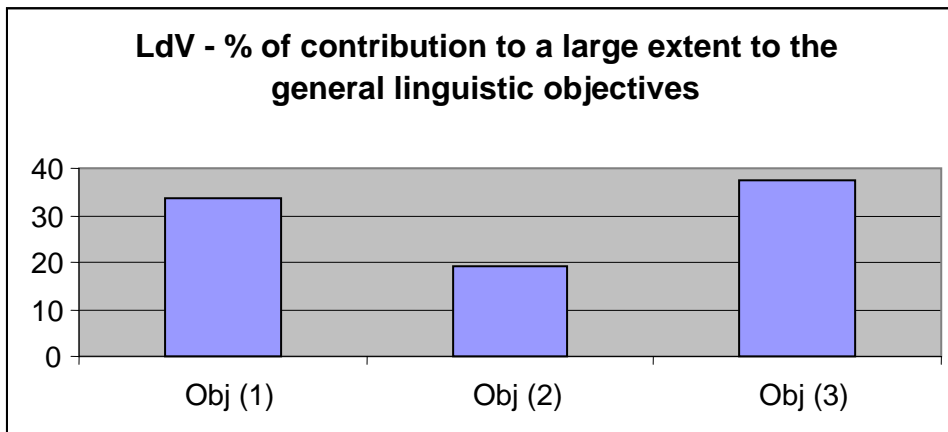
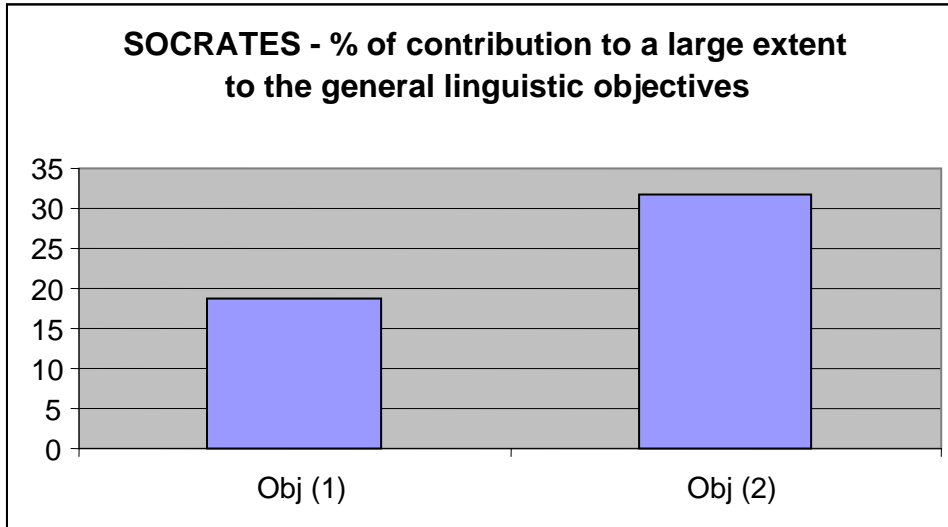
There are no “not at all” answers for the Mobility projects with regards to the first and third objectives, on the contrary there are for the second objective related to the knowledge of foreign languages.

The Pilot projects are considered as having a moderate contribution to the two first objectives. The ratio becomes higher for the third one.

When we look at data with the filter “with or without specific linguistic objectives”, we observe that projects with specific linguistic objectives have a higher percentage of “large extent” answers than other projects (respectively, for the first objective 75,6 % vs 7,2 %, for the second objective 41,9 % vs 5,7 % and for the third one 51,2% vs 30,3 %). For both types of actions, the percentage is higher for the 1st and 3^d objectives than for the 2^d.

If we now consider the situation per programme:

Figure 10 – Survey « Project coordinators » - Contribution to the general linguistic objectives, per programme



It is clear that respondents considered that the programmes contribute more to the “intercultural understanding” and “linguistic support” objectives than to the “linguistic knowledge” objective.

It is also clear that the specific linguistic actions of both programmes show a higher contribution to the linguistic knowledge objectives than the other actions. What is interesting is the fact that the “non linguistic” mobility actions are seen as contributing positively to the other linguistic objectives.

3.1.2.2. IMPACT ON THE STAKEHOLDERS: COMPARISON % OF "LARGE EXTENT" ANSWERS

The following tables summarize the % of "large extent" answers given by the project coordinator, for each stakeholder: the first table concerns the total respondents, the second Socrates projects, the third Leonardo da Vinci projects.

Table 24 – Survey « Project coordinators » - Impact on the stakeholders - Total

Impact issue TOTAL respondents % large extent	On the Project Coordinator	On his Institu- tion	On partner's Institution	On Direct Bene- ficiaries	On Indirect Beneficiaries
They have developed their skills and competences in learning foreign languages	39,9	17,2	20,4	34,3	10,6
They have improved their skills in a foreign language that they knew before	42,7	23,9	24,8	35,0	12
They use a new foreign language on a regular basis.	-	-	-	9	4,4
They use languages other than English in their international contacts	28,3	16,7	20,9	11,3	6,3
They have learned a new foreign language	4,3	1,6	3,5	5,3	2
It has increased the awareness of the importance of foreign language learning	59	38,3	38,4	48,5	28,1
They now have a better understanding of another European culture	64,6	39,8	47,9	50,1	22,3
They believe that linguistic diversity is an important asset and they are promoting this idea	74,8	42	42,3	39,3	19,6
They have developed their own personal network with foreign language speaking persons	55,9	24,7	33,9	24,3	8,9
It has improved the quality of learning and teaching foreign languages.	-	21,9	20,5	22,7	10,6
It has emphasized the importance of building up European networks in order to share experience, to exchange good practice and ... in the field of language learning	-	46,1	41,8	-	-

Table 25 - Survey « Project coordinators » - Impact on the stakeholders - Socrates

Impact issue SOCRATES % large extent	On the Project Coordinator	On his Institu- tion	On partner's Institution	On Direct Bene- ficiaries	On Indirect Beneficiaries
They have developed their skills and competences in learning foreign languages	42,2	17,6	21	34,9	9,8
They have improved their skills in a foreign language that they knew before	44,5	24,4	25,7	34,6	13
They use a new foreign language on a regular basis.	-	-	-	9	3,1
They use languages other than English in their international contacts	29	16,1	21,7	11,5	5,7
They have learned a new foreign language	5,1	1,1	4,6	4,1	1,7
It has increased the awareness of the importance of foreign language learning	63	40,7	40,5	50	28,8
They now have a better understanding of another European culture	71,5	44,4	52,5	54,4	25,4
They believe that linguistic diversity is an important asset and they are promoting this idea	74,4	40,4	43,6	43	22
They have developed their own personal network with foreign language speaking persons	55,9	22,4	35,5	26,4	8,9
It has improved the quality of learning and teaching foreign languages.	-	21,8	20,1	20,9	8,9
It has emphasized the importance of building up European networks in order to share experience, to exchange good practice and to develop common projects in the field of language learning	-	47,3	43,4	-	-

Table 26 - Survey « Project coordinators » - Impact on the stakeholders – Leonardo da Vinci

Impact issue LEONARDO % large extent	On the Project Coordinator	On his Institu- tion	On partner's Institution	On Direct Bene- ficiaries	On Indirect Beneficiaries
They have developed their skills and competences in learning foreign languages	34,4	16,2	19	33	12,5
They have developed their own personal network with foreign language speaking persons	56,1	30,3	30,4	19,6	8,7
It has improved the quality of learning and teaching foreign languages.	-	22,1	21,4	26,7	14,8
It has emphasized the importance of building up European networks in order to share experience, to exchange good practice and to develop common projects in the field of language learning	-	43,3	38,1	-	-
It has increased the awareness of the importance of foreign language learning	49,6	32,8	33,3	45	26,4
They have improved their skills in a foreign language that they knew before	38,7	22,9	22,6	36	9,9
They use a new foreign language on a regular basis.	-	-	-	8,9	-
They use languages other than English in their international contacts	26,6	18	18,9	10,7	7,6
They have learned a new foreign language	2,5	2,6	1,0	8,1	2,6
They now have a better understanding of another European culture	48,8	29,4	37,4	40,2	15,2
They believe that linguistic diversity is an important asset and they are promoting this idea	75,8	45,8	39,3	30,6	14,1

Very few project coordinators agreed to a large extent (even to some extent) that they have learned a new foreign language. This observation is true for each programme and phase of programme. Without any doubt, they are convinced that linguistic diversity is an important asset and their awareness of the importance of foreign language learning has risen. They have also gained a better understanding of another European culture.

Within the institutions (of the project coordinators and of the partners) these observations remain valid. The projects have emphasized the importance of sharing experience, exchanging good practice and developing projects in the field of language learning to a large extent for more than 40 %.

For the direct beneficiaries, the highest rates of “large extent” answers are about the awareness of the importance of learning foreign languages, about the understanding of another European culture and about the importance of linguistic diversity. These statements focus generally on awareness and open-mindedness. The agreement on the statements relative to the learning and use of a new foreign language seem to be less clear. For one third of the direct beneficiaries, it has improved their skills in a foreign language that they knew before, but only a small percentage has learned a new foreign language. The same observation is valid independently from the programme and its phase.

The comment about the awareness and the understanding of a new culture is also valid for the indirect beneficiaries. The percentages are lower (more project coordinators have answered that they did not know) due to the “distance” between the project coordinators and the indirect beneficiaries.

One can conclude that the impact on the different stakeholders has been higher with regards to the understanding of another European culture and the awareness of the importance of learning foreign languages. Impact directly related to the learning of a new language is not supported by evidence in these answers. It appears clearly that improvement (when occurring) has taken place with regards to the knowledge of already known languages or to the motivation and awareness of the importance of linguistic diversity.

When looking at the difference of impact on direct beneficiaries between the projects with one or more specific objectives related to the learning and teaching of foreign languages and the other projects, the situation is as follows:

Table 27 - Survey « Project coordinators » - Impact on the direct beneficiaries

Impact issue	TOTAL % large extent	2.5 = yes	2.5 = no
On the direct beneficiaries			
They have developed their skills and competences in learning foreign languages		53,7	13,5
They have improved their skills in a foreign language that they knew before		52,1	16,9
They use a new foreign language on a regular basis.		15,3	2,5
They use languages other than English in their international contacts		15,9	6,6
They have learned a new foreign language		9,9	0,7
It has increased the awareness of the importance of foreign language learning		72,4	25,6
They now have a better understanding of another European culture		62,9	38,3
They believe that linguistic diversity is an important asset and they are promoting this idea		55,1	23,9
They have developed their own personal network with foreign language speaking persons		28,6	20,9
It has improved the quality of learning and teaching foreign languages.		37,4	8,7

If we compare these two kinds of projects, we see that the percentages of “large extent” answers are much higher for the projects with specific objectives related to foreign language learning than for the other projects (except for the development of network with foreign language learning persons; such networks have also been developed for the non-linguistic oriented actions).

If we look at the different statements within the group of projects with foreign language learning objectives, one notices that, again, the percentages are higher for the statements related to intercultural knowledge and awareness of the importance of linguistic diversity. But one also can see that, for the statements related to linguistic knowledge (improved skills in an already known language, use of foreign languages, learning of a new foreign language), the percentages are higher than when we consider all the projects together. The project coordinators of the projects with foreign language learning objectives agreed to a large extent that more than 1 direct beneficiary out of 2 had improved his/her skills in an already known language.

With regard to the learning of a new foreign language for the direct beneficiaries, we also notice, but with caution, due to the relatively small number of answers, that:

- The percentage of “large extent” answers is higher for Leonardo da Vinci projects (8,1 %) than for Socrates projects (4,1 %);
- The percentages are always higher for the projects with foreign language learning objectives than for the others (independently of the programmes and the phases);
- This percentage rose to 20 % for the Leonardo da Vinci phase II projects with linguistic-oriented objectives.

3.1.2.3. LEARNING OF A NEW LANGUAGE

If the stakeholder has learned a new foreign language, which one ? (questions 9.2., 10.2, 11.2, 12.2, 13.2)

Table 28 - Survey « Project coordinators » - Learning of a new language

Position as first choice	Project Co-ordinator (104 answers)	Institution of Project Co-ordinator (78 answers)	Partners' organisation (75 answers)	Direct beneficiaries (83 answers)	Indirect beneficiaries (35 answers)
Position N°1	Italian (23,1 %)	English (30,8 %)	English (34,7 %)	English (26,5 %)	English (37,1 %)
Position N°2	Spanish (20,2 %)	Italian (21,8 %)	German (14,7 %)	German (15,7 %)	Italian (20 %)
Position N°3	French (15,4%)	French (12,8 %)	French (12,0 %)	Italian (15,7 %)	French, German, Dutch (8,6 %)

These percentages have to be considered cautiously with regards to the relatively small number of answers. The position of Italian and Spanish in the two first columns can be explained by the fact that, out of 399 persons who answered the question regarding the country of the partners in the project, 177 answered United Kingdom, 175 Italy and Germany, 172 Spain and 154 France. It is quite difficult to interpret these figures: we may state that, if a new language has been learned, it was mainly the language of the countries of the different partners involved (and this is quite evident). Furthermore we may cautiously consider that English remains a “must” in this ranking. This does not prove that English is considered as a Lingua Franca. It only indicates that English remains one of the “new” languages most learned for the different stakeholders (with the exception of the Project Coordinators, who may already have known English before the project).

3.1.2.4. % OF PEOPLE COVERED BY THE PROJECT AND FOR WHOM THERE HAS BEEN AN IMPACT

“According to you, how many of the individuals covered by the project have?” (question 16)

Table 29 - Survey « Project coordinators » - Impact on the stakeholders

	Between 0 and 25%	Between 25 and 50%	Between 50 and 75%	More than 75%
• learned a new foreign language (353 answers)	80,2 %	9,3 %	5,7 %	4,8 %
• become more open-minded with regard to linguistic diversity (365 answers)	19,7 %	23,8 %	30,4 %	26,0 %
• become more open-minded with regard to intercultural knowledge (329 answers)	10,6 %	14,6 %	32,8 %	41,9 %

When looking at programme and phase level:

Table 30 - Survey « Project coordinators » - Impact on the stakeholders – Socrates I

Socrates I	Between 0 and 25%	Between 25 and 50%	Between 50 and 75%	More than 75%
• learned a new foreign language (131 answers)	77,9 %	10,7 %	7,6 %	3,8 %
• become more open-minded with regard to linguistic diversity (136 answers)	16,2 %	25,7 %	30,9 %	27,2 %
• become more open-minded with regard to intercultural knowledge (124 answers)	7,3 %	13,7 %	36,3 %	42,7 %

Table 31 - Survey « Project coordinators » - Impact on the stakeholders – Socrates II

Socrates II	Between 0 and 25%	Between 25 and 50%	Between 50 and 75%	More than 75%
• learned a new foreign language (124 answers)	77,4 %	12,1 %	6,5 %	4,0 %
• become more open-minded with regard to linguistic diversity (126 answers)	17,5 %	23,8 %	34,9 %	23,8 %
• become more open-minded with regard to intercultural knowledge (105 answers)	7,6 %	16,2 %	33,3 %	42,9 %

Table 32 - Survey « Project coordinators » - Impact on the stakeholders – LdV I

Leonardo da Vinci I	Between 0 and 25%	Between 25 and 50%	Between 50 and 75%	More than 75%
• learned a new foreign language (24 answers)	83,3 %	4,2 %	8,3 %	4,2 %
• become more open-minded with regard to linguistic diversity (27 answers)	22,2 %	14,8 %	40,7 %	22,2 %
• become more open-minded with regard to intercultural knowledge (21 answers)	19,0 %	9,5 %	33,3 %	38,1 %

Table 33 - Survey « Project coordinators » - Impact on the stakeholders – LdV II

Leonardo da Vinci II	Between 0 and 25%	Between 25 and 50%	Between 50 and 75%	More than 75%
• learned a new foreign language (70 answers)	84,3 %	2,9 %	5,7 %	7,1 %
• become more open-minded with regard to linguistic diversity (72 answers)	23,6 %	16,7 %	31,9 %	27,8 %
• become more open-minded with regard to intercultural knowledge (59 answers)	20,3 %	8,5 %	32,2 %	39,0 %

These tables show that the project coordinators consider that quite a small number of persons covered by the projects have been “impacted” with regards to the learning of a new foreign language (the mode is always between 0 and 25 %, regardless of the programme and/or of the phase). When considering the “open-mindedness” with regard to linguistic diversity, the mode is between 50 and 75 % of the individuals covered by the project and with intercultural knowledge reaching the highest proportion (more than 75 %). The projects seemed to have increased the awareness about linguistic diversity and even more about intercultural knowledge but did not seem to have succeeded for a large proportion of people, as far as the learning of one new foreign language is concerned. This statement has to be considered alongside the statement referring to the specific objectives of the projects (with regards to language learning and teaching, linguistic diversity and intercultural knowledge).

3.1.2.5. IMPACT ON POLICYMAKERS

“Has your project helped in influencing policies and decision-makers in the field of education or training of foreign languages?” (question 15.1)

Table 34 - Survey « Project coordinators » - Impact on policymakers

	Yes, to a large extent	Yes, to some extent	No	I don't know
National policy or decision makers (388 answers)	3,4 %	17,8 %	38,7 %	40,2 %
Regional policy or decision makers (381 answers)	6,3%	21,8 %	40,7 %	31,2 %
Local policy or decision makers (341 answers)	9,4 %	30,5 %	34,3 %	25,8 %

The split by programme or phase does not bring any added value to this information.

“Has your project helped in influencing national policy and decision-makers in other areas (than education or training) with regard to language policy or intercultural issues?” (question 15.3)

Table 35 - Survey « Project coordinators » - Impact on policymakers

(358 answers)	Yes, to a large extent	Yes, to some extent	No
National policy or decision makers	2,8 %	23,7 %	73,5 %

It is a fact that not all the projects aimed at influencing policymakers and decision makers. But the impact of all the projects on a mid-term period can be considered, in order to appreciate the overall influence of both programmes.

The project coordinators do not consider that their projects have influenced to a large extent the policies and decision-makers in the field of education and training of foreign languages. It can also be observed that the influence is considered as somewhat more important at local level than at national or regional level.

3.1.3. DISSEMINATION OF THE PROJECT

As already mentioned, impact on the general linguistic objectives may be estimated through the effects on the different stakeholders but also through examination of the dissemination of the different projects results. To some extent, the quantity of potential indirect beneficiaries increases and this could deliver unexpected (positive) effects. We have included therefore some questions about dissemination in our questionnaire.

As far as dissemination is concerned, the project coordinators seem to agree on the fact that the results of their projects have been disseminated within their own institutions. Considering the “language”

component and its eventual reinforcement within the institution, 6 project coordinators out of 10 consider that a positive effect has occurred, mainly for English and other mostly used languages.

Regarding the dissemination to other institutions, about 10 % answered that there was no dissemination at all. For the others, the main tools having been used are websites, conferences and seminars. 4 projects out of 10 are declared as having been disseminated to other Socrates and/or Leonardo projects.

3.1.4. SUSTAINABILITY

One can consider sustainability as one of the features of the impact of a programme. If the projects conducted under a programme keep running or delivering results in a sustainable way after the financing of the project, it can be assumed that the projects have delivered an impact.

We therefore included this issue in our survey to project coordinators.

“Please indicate to what extent you agree with the following statements in relation to the consequences of your participation in European programmes” (question 19)

Table 36 - Survey « Project coordinators » - Sustainability

	I fully agree	I agree to a certain extent	I disagree
I continue to exchange practices and experience with partner institutions through a network or forum (398 answers)	67,3 %	28,4 %	4,3%
The methods or products we have developed are still in use (388 answers)	65,2 %	30,9 %	3,9 %
The network of partners continues to work to improve the products or methods developed in the field of languages or intercultural education (356 answers)	48,6 %	39,0 %	12,4 %
I continue to learn other European languages (388 answers)	36,1 %	41,5 %	22,4 %
I plan to learn new foreign languages (392 answers)	34,4 %	40,1 %	25,5 %
I am using the foreign language that I have learned on a regular basis in my professional contacts (382 answers)	52,4%	27,0 %	20,7 %
I encourage other people to learn foreign languages (394answers)	86,0 %	11,9 %	2,0 %

This shows clearly that, when motivation towards and awareness of foreign languages have been improved, the effect on the environment is positive, at least at awareness level. The question does not allow us to conclude that this result can be maintained without any effort afterwards on maintaining or improving the motivation and the awareness.

Networks seem to be quite sustainable. And the products that have been developed (and put in place of course) are declared to be still in use for more than 60 % of the respondents.

3.2. Survey “Institutional Contracts”

We received 90 answers. We have highlighted the following elements.

% of people covered by the projects and for whom there has been an impact

“In your opinion, how many of the individuals affected by the project have...” (question 5.)

Table 37 - Survey « Institutional contracts » - Impact on the stakeholders

<i>+/- 80 answers</i>	Between 0 and 25%	Between 25 and 50%	Between 50 and 75%	More than 75%
learned a new foreign language	53,8%	22,5%	16,3%	7,5%
become more open-minded with regard to linguistic diversity	16,3%	18,8%	28,8%	36,3%
become more open-minded with regard to intercultural knowledge	10,0%	10,0%	23,8 %	56,3%

Regarding the impact of the project, the emphasis once again is put on intercultural knowledge and the awareness of linguistic diversity before the learning of a new language. 53,8 % of the project coordinators declared that less than one quarter of all the individuals affected by the project have learned a new foreign language; on the contrary, more than 75 % of the individuals have become more open-minded with regard to linguistic diversity for 36,3% of the coordinators and to intercultural knowledge for 56,3 %. It is no surprise to read that the new language mostly learned by individuals is English.

Language used for the management of the Institutional Contract

For the management of the institutional contract, the main languages used are the mother tongue of the project coordinators (probably within their own institution) and English.

Impact on the educational policy of your institution

Few respondents (12,2 %) agreed to a large extent that the institutional contract has had an impact on the language education policy of the institution.

Contribution of the projects to the specific objectives

We included a question about the contribution of the projects to the specific objectives related to the activities within the Institutional Contracts. More than 80 % of the project coordinators agreed that their projects contributed to a large extent (a) to enable students to benefit linguistically, culturally and educationally from the experience of other European countries and of their academic fields of study and (b) to extend the knowledge of students and teachers in their academic fields and to make them familiar with the cultures of other European countries.

3.3. Survey to “Beneficiaries of Mobility Actions”

This chapter presents the results of the survey to “Beneficiaries of Mobility Actions”. It should be noted that the survey was conducted as an open survey, i.e. there was no predefined sample and anyone who had taken part in a mobility action was invited to respond.

We will treat the following aspects:

- some general statistics
- results and impact

3.3.1. GENERAL STATISTICS

3.3.1.1. GENERAL DATA

From 26 May 2003 to 5 September 2003, 3123 persons have responded to the survey (our target was about 200). 57,9 % are female, 42,1 % are male. Current ages are between 17 and 66 years (mean is 24,4 and mode is 23 years).

93,9 % were students when they participated in the Mobility Action. This means that these results mainly concern Erasmus⁸.

95,4 % of the respondents had participated in a mobility action under Socrates and 4,6 under Leonardo da Vinci. A total of 2993 persons responded to this question. For Socrates, Nearly 95 % of those funded under Socrates took part in the Erasmus action.

The invitation to take part in the survey was sent to various student organisations throughout Europe. The distribution between countries is thus random. The home country is Germany for 43,4 % of the respondents, Italy for 14,1%, Spain for 8,5 % and United Kingdom for 7,4 %.

3.3.1.2. KNOWLEDGE AND USE OF LANGUAGES

67,1% of the respondents did not follow a specific linguistic preparation before the mobility activity.

⁸ Nevertheless, the evaluators are keen to think that these results may also be interpreted as for the mobility actions and this mainly because Erasmus is by far the most “voluminous” mobility action. But from a strictly logical point of view, these results mainly concern Erasmus mobility.

The following languages were most used during their mobility period:

Table 38 - Survey « Beneficiaries of Mobility Actions » - Most used language

Most used language	% of respondents
English	72,7 %
French	28,4 %
German	25,4%
Spanish	22,7 %
Italian	10,6 %
Dutch	5,6 %

... but United Kingdom was the host country for only 14,9 % of the respondents. Considering the ratio “% used language during the mobility period” / “% host country where the same language is official”, we find the following results:

Table 39 - Survey « Beneficiaries of Mobility Actions » - Used language

Used language / country	% used language / % host country
English / United Kingdom ⁹	4,8
French / France + Belgium partly ¹⁰	1,4
German / Germany	2,8
Spanish / Spain	1,4
Italian / Italy	1,6
Dutch/TheNetherlands+Belgium partly ¹⁰	1

⁹ Without taking into account The Republic of Ireland within the English speaking countries.

¹⁰ Belgium was host country for 3,4 % of the respondents. We artificially divided this percentage between the French-speaking part of Belgium (1,4%) and the Dutch-speaking part of Belgium. This simplification has no impact on the relevance of the ratio.

If we accept that this index illustrates the extent to which a language is spoken as a “lingua franca”, the language that is mostly used outside its natural boundaries is clearly English (followed by German, probably influenced by the large number of German respondents).

As clearly stated in the following table, whatever the home country is, the most used language during the mobility period is English.

QA: Which language(s) was (were) used during the mobility period? / QB: Which was your home country? (number of respondents)

Table 40 - Survey « Beneficiaries of Mobility Actions » - Most used language / home country

QA QB	Czech	Dutch	English	Finnish	French	German	Greek	Hungarian	Italian	Lithuanian	Norwegian	Polish	Slovene	Spanish	Turkish	Other
Belgium	1	15	56	1	28	17	3	1	13	0	1	1	1	19	0	5
Cyprus	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1
Czech Republic	2	0	6	1	0	3	0	0	0	0	0	1	0	0	0	1
Finland	1	4	54	18	13	31	1	5	2	1	1	0	1	7	0	9
France	1	0	56	2	24	21	0	2	4	0	0	0	0	11	0	6
Germany	5	76	925	43	376	333	8	5	113	0	25	22	0	315	2	105
Greece	0	1	26	0	8	12	4	1	6	0	0	1	0	8	0	0
Hungary	0	2	43	0	10	13	0	4	4	0	0	0	0	6	0	1
Italy	1	11	257	3	91	61	8	1	58	0	1	1	0	99	0	16
Lithuania	0	0	89	5	22	27	1	0	1	26	0	7	0	6	0	4
Norway	0	1	8	0	3	4	1	0	4	0	1	1	0	4	0	0
Poland	0	1	21	0	2	9	0	0	2	0	0	4	0	2	0	1
Slovenia	0	1	5	0	1	0	0	0	0	0	0	0	0	0	0	1
Spain	1	5	182	3	60	53	0	0	40	0	2	1	0	66	0	28
The Netherlands	0	12	56	1	16	19	1	4	11	0	2	0	0	9	0	8
United Kingdom	0	9	105	4	96	65	1	0	26	0	1	3	1	58	0	7
Other	6	11	157	10	54	48	1	0	16	0	0	5	0	34	0	26
Unknown	1	12	63	3	21	21	2	1	7	1	2	2	0	14	0	5

This of course is confirmed when looking to the language used during the mobility period whatever the mother tongue happens to be.

If we cross the language used with the host country: QA: Which language(s) was (were) used during the mobility period? / QB: Which was your host country?

Table 41 - Survey « Beneficiaries of Mobility Actions » - Most used language / host country

Q.A. Q.B.	Czech	Dutch	English	Finish	French	German	Greek	Hungarian	Italian	Lithuanian	Norwegian	Polish	Slovene	Spanish	Turkish	Other
Belgium	1	39	79	0	32	8	0	1	4	0	0	2	0	4	0	1
Cyprus	0	0	2	0	1	0	2	0	0	0	0	0	0	1	0	0
Czech Republic	8	1	17	1	2	3	0	0	0	0	0	0	0	2	0	1
Finland	3	4	119	64	7	26	0	0	4	1	0	4	0	7	0	6
France	0	2	245	5	507	80	0	2	20	12	2	2	0	43	0	6
Germany	0	3	135	6	17	213	2	1	12	5	2	4	1	22	0	6
Greece	0	0	23	0	4	9	16	0	2	1	0	2	0	1	0	1
Hungary	0	4	19	0	5	11	0	16	1	0	0	0	0	0	0	0
Italy	0	3	105	1	16	27	1	1	178	1	0	2	0	22	0	3
Lithuania	0	0	3	1	1	1	0	0	1	3	0	1	0	1	0	0
Norway	0	0	36	0	0	9	0	0	1	0	29	0	0	0	0	1
Poland	0	0	18	1	5	10	0	0	1	0	0	20	0	1	0	0
Slovenia	0	0	2	0	1	0	0	0	0	0	0	0	1	1	0	0
Spain	0	4	210	0	61	75	1	0	22	0	0	5	0	442	1	15
The Netherlands	2	83	140	2	11	18	0	0	4	0	0	2	0	10	0	1
United Kingdom	0	7	388	3	50	58	0	1	21	0	2	0	0	30	0	11
Other	4	6	359	7	68	116	6	1	20	3	1	2	1	34	0	140
Unknown	1	5	210	3	37	73	3	1	17	2	0	3	0	37	1	32

... English is again clearly dominant and was the most used language during the mobility period, with the exception of countries whose languages are among the most widely used and taught languages i.e. French, German, Spanish and Italian. It is also necessary to point out the exception of Poland but without drawing conclusions because of the relatively small size of the sample (mainly German students).

As for foreign languages competence before participation in the programme, the situation is as follows for the 5 top languages (2984 respondents):

Table 42 - Survey « Beneficiaries of Mobility Actions » - Foreign languages competences before participation in the programme

Language	% of respondents
English	89,6 %
French	43,4 %
German	23,0 %
Spanish	19,2 %
Italian	8,4 %

Of course it cannot be denied that these percentages are heavily influenced by the total distribution of respondents across the various countries.

3.3.1.3. REASONS FOR TAKING PART IN THE PROGRAMME AND FOR CHOOSING THE HOST COUNTRY

The reasons for taking part in the programme are declared to be:

Table 43 - Survey « Beneficiaries of Mobility Actions » - Reasons for taking part in the programme

Reason	%
To learn a new foreign language	27,6 %
To improve my skills in an already known language	71,5 %
To learn a foreign language which is difficult to learn in my own country	12,1 %
To understand new cultures and develop my intercultural knowledge	90,4 %
To discover new learning techniques or tools	41,2 %

Clearly the objective related to the understanding of a new culture and intercultural skills has a much higher score than the other objectives. This is confirmed by the main motivation given for the choice of host country: 69,6 % of the respondents claimed that the people and the culture of the country appealed to them.

3.3.2. RESULTS AND IMPACT ON THE BENEFICIARIES

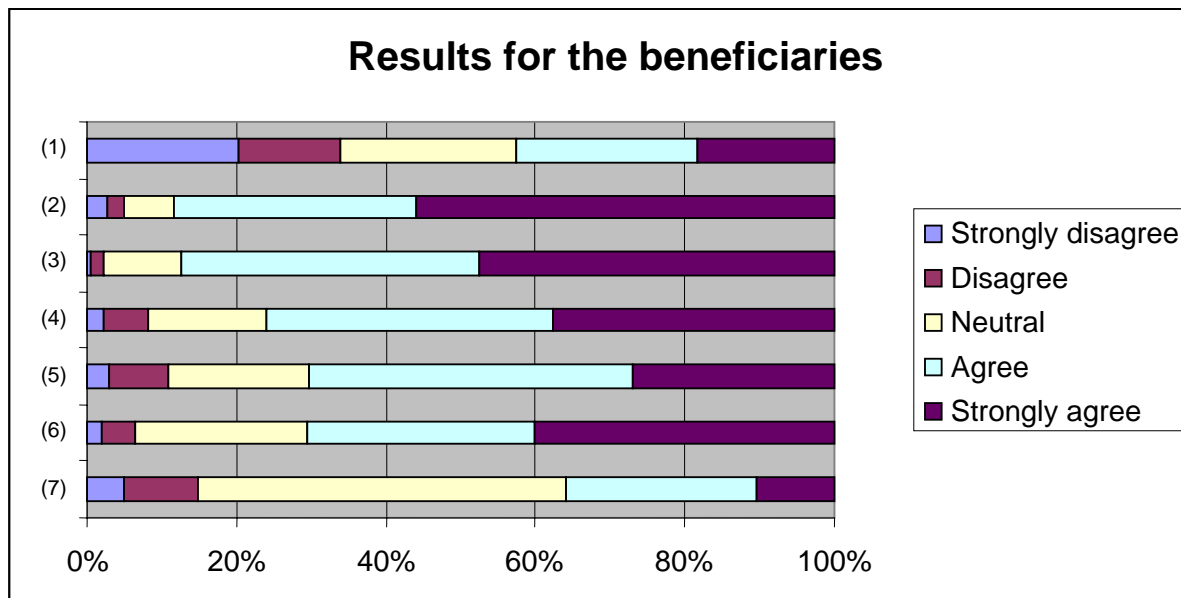
Respondents were invited to indicate to what extent they agreed with the following statements (described in the questionnaire as immediate results):

Figure 11 - Survey « Beneficiaries of Mobility Actions » - Results for the beneficiaries

Results for the beneficiaries	Overall rating based on the scale from 1 (strongly disagree) to 5 (strongly agree)
1) I have learned a new language	3.1/5
2) I have developed my skills in an already known language	4.4/5
3) I have learned to appreciate a new culture	4.3/5
4) I have kept contacts in the host country and developed relationships / networks	4.0/5
5) I have gained new expertise in my professional or academic area	3.8/5
6) My CV has been strengthened	4.0/5
7) It has enabled me to have a significant progress in my career	3.3/5

If furthermore we look at the distribution of answers for each statement, the situation is as follows:

Figure 12 - Survey « Beneficiaries of Mobility Actions » - Results for the beneficiaries – Detailed breakdown



55,8 % (out of 2970 persons) declared that they had developed their skills in an already known language. 47,6 % (out of 3009 persons) strongly agreed that they had learned to appreciate a new culture. Only 18,4 % of the respondents strongly agreed that they had learned a new language.

When looking at the influence of linguistic preparation on the learning of a new language, we have noticed that






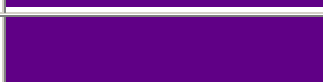


- 24,7 % of the persons who followed a specific linguistic preparation before the mobility period strongly agreed that they had learned a new language; this is the case for only 13,9 % of the persons that did not follow any specific preparation;
- 80 % of the people that did not learn a new language (= strongly disagree) did not follow any specific linguistic preparation
- nearly one person in 2, having learned a new language (= strongly agree), followed any specific linguistic preparation

It highlights the fact that specific linguistic preparation helps in the process of learning a new foreign language during the mobility action but is not the only influence factor.

Quite logically this preparation on the development of skills in an already known language has less influence.

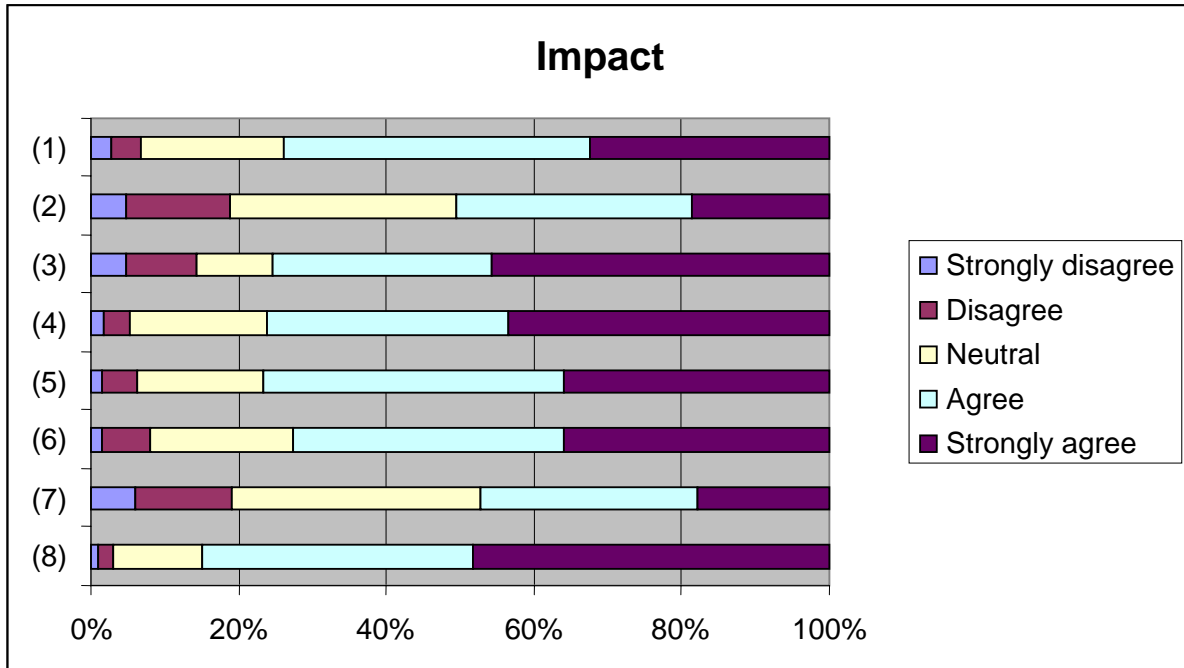
Furthermore the respondents were asked to assess their degree of agreement on other statements (described in the questionnaire as impact statements):

Figure 13 - Survey « Beneficiaries of Mobility Actions » - Impact on beneficiaries

Impact	Overall rating based on the scale from 1 (strongly disagree) to 5 (strongly agree)
1) The experience has enhanced my motivation to learn/teach the language	 4.0/5
2) I am interested in finding a job in the host country	 3.5/5
3) I communicate in their language with people that I met in the host country	 4.0/5
4) I am much more convinced now of the importance of learning foreign languages	 4.1/5
5) I decided to improve my knowledge of the foreign language I used during my mobility period	 4.0/5
6) I plan to learn new foreign languages	 4.0/5
7) I use the foreign language that I have learned on a regular basis in my professional contacts	 3.4/5
8) I encourage other people to learn foreign languages	 4.3/5

If we look at the distribution of responses for each statement:

Figure 14 - Survey « Beneficiaries of Mobility Actions » - Impact on beneficiaries / Detailed breakdown



When looking at statements related to the motivation and the awareness of the importance of learning foreign languages, it appears that respondents strongly agree with these : 43,5 % are much more convinced of the importance of learning foreign languages, 36 % plan to learn new foreign languages, 48,3 % encourage other people to learn foreign languages, 32,4 % have increased motivation to learn/teach languages.

3.4. Conclusions

First of all, when considering the objectives set for the projects by the project coordinators or by the beneficiaries of mobility actions for their mobility projects, it is quite clear that they are mainly focusing on cultural understanding and the awareness of the importance of linguistic diversity, objectives that we have summarised under the headings of “intercultural understanding” and “linguistic support”.

This is confirmed by the impact data that we have collected: the actions and the programmes have made a higher contribution to these objectives (cultural understanding, awareness of the importance of linguistic diversity) compared to the “linguistic knowledge” objective (learning of a new foreign language ...).

Moreover, in respect of the learning of foreign languages, we conclude that the language most widely learned is either English (mainly used in the management of the project, but also mostly targeted as the objective of the learning process), or an already known language for which the knowledge is then reinforced.

Motivation to learn new foreign languages, the awareness of the importance of foreign language learning and linguistic diversity have increased for different stakeholders. The actions have contributed to the objectives directly related to foreign language knowledge (such as the learning of a new foreign language) for the project coordinators and the direct beneficiaries of the actions. This is confirmed to a varying extent of the achievement of the objectives with the individuals affected by the projects: it is greater for the “cultural understanding” and the “linguistic support” objectives and lower for the “linguistic knowledge” objective.

The impact on policymakers appears to be quite low, according to project coordinators, especially at national level.

There is very little evidence of serious impact on the learning of the LWULT languages. Rather the opposite. Learning the mostly used languages, and particularly English, seems to have been encouraged by the programmes.

4. SYNTHESIS OF THE OUTCOMES OF THE CONTACTS, VISITS AND MEETINGS

It should be noted that a number of references have been made in this section to points arising from interviews conducted by the team of experts. These remarks have been included in order to illustrate and justify the perceptions held and conclusions reached by the authors of this report and the recommendations they make. In no case have remarks, made by individuals or institutions interviewed, led to the formulation of hasty conclusions. A full list of those interviewed and consulted during this exercise is to be found in Annex 3 and it is self-evident from the fields in which they work and the positions they hold that they represent a broad-ranging and highly responsible body of witnesses of whether the programmes have had an impact or not on the elements of language learning and teaching that concern them. The team of experts extend their sincere thanks to all of them who were so willing to contribute to this exercise (see acknowledgements also in Section 1).

This chapter summarises the findings that emerge from the analysis of the qualitative information made available following their numerous contacts, visits and meetings across Europe.

We have focused on impact issues and have structured this section as follows:

- the impact of Socrates and Leonardo da Vinci on the general linguistic objectives
- the impact of some specific actions, where relevant information has been collected
- the impact as perceived by the stakeholders
- the impact on policy and legislation
- dissemination and sustainability
- some transversal impact-related issues (in particular in relation to mobility)

Subsequently we summarise the main comments in relation to relevance.

The final section includes an overview of the numerous proposals and recommendations made by our interviewees.

4.1. Overall impact of Socrates and Leonardo da Vinci in relation to the general linguistic objectives

According to the majority of project organisers interviewed, projects carried out under Socrates and Leonardo da Vinci were partially or, in some cases, totally successful in helping to achieve the specific linguistic objectives of the two programmes.

A worrying aspect is the number of persons upon whom the programmes has had some impact. There is no doubt that the linguistic objectives were fully or partially reached, but possibly for too few people. Although many positive results were noted by decision-makers and NAs, it has to be borne in mind that so far only a limited group has been able to benefit from the advantages of all the language projects. One of the major challenges is to reach a critical mass of people able to profit from the language actions.

In relation to the Socrates objective: “quantitative and qualitative improvement of the knowledge of the languages of the European Union”

There was no doubt that Socrates had contributed to a quantitative and qualitative improvement of the knowledge of some of the languages of the European Union. However, several remarks and/or suggestions were made about the less widely used and less widely taught languages, where extra efforts need to be made in the future.

In relation to the Socrates objective: “support for linguistic diversity”

It was clearly stated that the awareness of the language diversity in the European Union has been greatly promoted and stimulated through the Socrates programme at the level of the different actions.

Similarly awareness of cultural diversity and the cultural richness of Europe had been promoted through the language-specific and other actions of the Socrates programme¹¹.

In relation to the Socrates objective: “quality of language teaching and learning”

There was also no doubt about the fact that the Socrates programme had contributed to some extent to improve the quality of language teaching and learning to a certain degree through projects funded under its various actions. But there was equal belief that still more efforts need to be made especially in initial teacher education to strengthen the learning and teaching of languages. Special efforts will surely need to be made when it comes to teaching a first foreign language at an early age as teachers in most countries lack relevant training.

In relation to the Leonardo da Vinci objective: “development of linguistic skills as part of vocational training and the promotion of language competencies”

If on the one hand a number of decision makers and national agencies insisted that the Leonardo da Vinci programme succeeded to a large extent in supporting the development of linguistic skills in the field of vocational training, it is also the case that a number of other national agencies were less sure about this aspect in their responses to the various enquiries carried out.

According to some project organisers interviewed, projects carried out under Socrates and Leonardo da Vinci were partially or, in some cases, totally successful in helping to achieve the specific linguistic objectives of the two programmes. Those projects had also contributed to promoting the use of less widely used and less taught languages with vocational characteristics.

The answers given by the National Agencies to our questionnaire are less optimistic. 6 agreed and 4 agreed “to some extent” that LdV actions had contributed to these linguistic objectives. General comments were made about the fact that more actions are still needed to integrate future language teaching into vocational training measures, that some projects may have been selected with only partial or marginal involvement of the required language experts, that the dissemination of these projects to the educational community at large was not always efficient, that the products of the pilot projects should be used more widely in mobility and that there were quite a few projects.

In relation to the Leonardo da Vinci objective: “promotion of the understanding of the different cultures in the context of vocational training”

The different actions of LdV were also said to have largely contributed to promoting understanding of different cultures in the context of vocational training. Especially the mobility action of LdV – both at the level of VET pupils and university students - was seen to have great potential in promoting cross-

¹¹ It is interesting to note that the question of cultural awareness appears as an objective in the second phase of Leonardo da Vinci but does not appear as an objective in the first phase and not at all in the two phases of Socrates.

cultural and intercultural communication and in opening the eyes of young people in initial training and university students to cultural diversity in Europe.

Transversal considerations

Several people interviewed stated that a communicative approach should be used more and that more focus should be given to the linguistic competencies and skills needed in specific situations and professions. This view is shared by some language teachers and specialists, but not by a large majority of them.

Socrates and Leonardo da Vinci language project promoters said that their projects succeeded in raising awareness of new pedagogical methods in language teaching and learning but they then went on to add that the outcomes of the projects have not been well disseminated. Only in exceptional cases were there links with non-languages projects.

In general, project coordinators of non-language actions claim that Socrates and Leonardo da Vinci have greatly contributed to enhance language awareness and the motivation to learn languages. However, when asked about whether the objectives had been reached for their specific project (which was a non-language project), they were more doubtful.

The development of networks and partnerships in which to create projects has definitely had an impact on the promotion of language learning and teaching.

We shall come back later to this question, but it is worth making the point at this stage that a major constraint on the impact of language and non language actions (and especially the pilot projects) is considered by project coordinators to be the dissemination of project results. There is a general consensus on this point among the different interviewees in the various countries contacted.

Finally, some interviewees claim that there is a general tendency across Europe to justify language learning and teaching in terms only of supporting the goals of Lisbon i.e. "to develop the most competitive knowledge-based economy in the world". Language learning may have a clear role in the economic field but it should be stressed that language learning also has clear general educational objectives. Learning a language opens the mind to other cultures and helps to develop the personality of the learner. Language learning can make a major contribution to socialisation in a multicultural society and hence has a role to play in promoting social cohesion.

4.2. Impact of some specific actions

This subchapter summarizes comments that have been collected in some of the countries about some specific actions.

4.2.1. ERASMUS

Co-ordinators of Socrates and Leonardo mobility unanimously stress that staff and student mobility enhances considerably the motivation to learn language. Enabling students and teachers to go abroad is a major incentive for language learning. Students learn languages 'en passant' as one of the interviewees put it rather succinctly.

Erasmus co-ordinators or international relations officers agree that Erasmus or LdV mobility has an impact on the motivation of students to learn languages and on the learning of languages per se.¹² It also makes an important contribution to their intercultural skills. The presence of foreign students on Erasmus placements also helps to create positive attitudes to language learning across student and teaching bodies.

However, there is great concern among university teachers that students do not know sufficient skills in the language of the host country and thus cannot really take full advantage of the courses they take abroad. This leads to a lack of confidence among university teachers in the work that students carry out abroad. More specifically, the Intensive Programmes have a particular potential for teachers and students to increase their language awareness and their learning of other languages. For instance, the development of joint strategies for the marketing and sales of goods across Europe, the joint tackling of issues related to logistics and transport or even the joint creation of mini enterprises by students, have greatly promoted the acquisition of linguistic skills.

People involved in thematic networks are convinced of the great benefit that such networks bring to the dissemination of outcomes and to harnessing the richness and potential of language learning and teaching across Europe.

4.2.2. COMENIUS

Comenius stakeholders (teachers directly involved, other teachers, parents of pupil beneficiaries and in the role of hosts, and representatives of Socrates in their Ministries and NA) stated that they observed a very clear impact on pupils' motivation to learn languages, especially the youngest and those in vocational and technical schools who are usually less motivated due to their social background¹³.

Involvement in language projects also has an impact on the motivation to learn and teach in general: for pupils because languages were learned in a more constructivist and linked to experiential way¹⁴, and for teachers through the contacts they make with colleagues from other countries with their different education systems and approaches. This is confirmed by Ministries and NA representatives, especially in countries where language teaching was not very developed (e.g. Latvia).

Representatives of Ministries and National Agencies also stressed that the Comenius language projects provide a beneficial social experience for parents and families hosting an exchange pupil.

It was pointed out by some teachers that the Comenius school development projects (Comenius 1.3) have considerable potential for developing and testing the development of language friendly school strategies. The same applies to the Comenius 2.2 in-service training courses, which were for them a

¹² This view of the positive impact of the programmes was for example reflected by the deputy director of the languages centre at Warsaw university who described the “*spectacular changes*” she had observed among teachers and students alike who had taken part in Erasmus since 1998 when participation first started

¹³ For example, according to an evaluation of Comenius I School partnerships in the UK, 98% considered that pupils' knowledge of other countries was increased, 92% that the project had increased the pupils' motivation to learn and 89% their ability to communicate. Fewer teachers (63%) found that the project had increased pupils' willingness to learn other languages. And according to an evaluation of Comenius 2.2, the in-service training of teachers, 88% considered that attendance at a course had increased their competence in speaking another language and for 85% attendance had helped them to include a greater international dimension in the subject they taught. Comments such as “*I have gained better fluency and accuracy in the use of the language and reflected on the benefits of the communicative approach*” are frequent, although the more general impact on teacher motivation and feelings of “*self-worth*” are even more frequent.

¹⁴ The BABEL study of 1999 and the Evaluation of Comenius & projects and Lingua E projects carried out by Deloitte & Touche in 2000 had already clearly pointed this out. While making references to this study it appeared that very few teachers and language project coordinators were aware of its publication. This of course underlines the need for better dissemination.

major contribution to the promotion of language teaching and learning and also an excellent means of enhancing networking among teachers (very often Comenius 1 school partnerships have resulted from such courses). Both have had a major impact on their career.

However, several NAs complained strongly about the limits of the Comenius partnerships (insufficient budget provided and organisational difficulties¹⁵).

According to all Socrates NAs and the schools and assistants themselves, the Comenius language assistants have had a strong impact on the school¹⁶, the teachers in the host school and the pupils. Evidence shows in fact that the language assistant also has an impact later on the pupils and the teachers with whom the future language works. (?)

Universities or institutions of higher education that have sent future language teachers abroad as Lingua assistants consider this to be a unique opportunity for a student to get acquainted with another country and to practise their future job. Moreover, students acquire more self confidence, more independence and more maturity.

4.2.3. LINGUA

Lingua 1 Projects

Many interviewees underlined that Lingua 1 projects should be widely promoted as they can enhance the awareness and motivation for language learning on the one hand, and enhance the access to language learning on the other. Several key people interviewed stressed that it made no sense to work on projects to enhance pedagogical approaches to language learning and teaching if simultaneously no efforts were made to enhance the awareness of the importance of language learning and this for the different target groups of this kind of projects.

Area 3 of Lingua 1 deserves particular attention, since it can enhance dissemination amongst policy makers of information on innovative approaches and key issues in language teaching. It was felt that more projects should be set up for specific groups of policy makers, in order to ensure adequate dissemination. The projects in this area should be clearly linked to EU policy developments, such as the Action Plan on Languages and the discussions in the working group on languages set up in the framework of the Detailed Work Programme on the future objectives of education and training systems.

Lingua 2 projects (formerly Lingua D projects)

Interviews with promoters of these projects reveal that they are convinced that they contribute greatly to the linguistic objectives of Socrates. Key issues related to these projects are considered to be - dissemination of the outcomes; sustainability in the future; and the way in which impact on education policies can be strengthened.

Some of the language project coordinators interviewed said that it is not enough that new language materials and approaches are developed. Products should be accompanied by instructions on how the materials developed can be used and integrated into a practical classroom situation. Information has to be available for the teacher on how to use it, with whom to use it, how possibly to adapt it and how to evaluate it.

¹⁵ For schools in Germany involved in a dual learning system it is very difficult to be involved in a two-week exchange of pupils because the companies in which the pupils are doing their practical training, are not willing to enable them to go abroad during their practical training. Hence it should be possible for those schools to combine one week of mobility to another school with one week of placement in a company abroad.

¹⁶ The Norwegian Comenius NA stresses that language assistant placements are inspirational. In fact 10% of the schools have implemented the teaching of new language (e.g. Greek) following an assistant placement.

4.2.4. GRUNDTVIG / ADULT EDUCATION PROJECTS

The potential of Grundtvig adult education projects to promote language learning is said to be important at different levels.

First there is the fact that transnational projects can be developed under Grundtvig 1 specifically focusing on language knowledge and culture. This combination is very useful and very rich and appears to be greatly appreciated by the coordinators interviewed. But the communication problems should not be underestimated since the language skills of adult education organisations are often less developed than the skills available in higher education institutions or universities.

Adult educators and/or trainers involved in Grundtvig 2 learning partnerships really appreciated this sort of partnership which they see as a lever towards transnational partnerships. No specific language issues were mentioned in this context.

The possibilities offered in the framework of Grundtvig 3 training of educational staff could have great potential to promote language learning, because participants are involved in European in-service training courses. Whether this is achieved in practice is less clear. Some of those interviewed mentioned the positive effects of their involvement in in-service training activities in which teachers of other levels of education, such as school education and higher education, were involved. This kind of interaction had a beneficial impact on cross-cultural communication.

4.2.5. LEONARDO DA VINCI LANGUAGE PROJECTS

The Leonardo language projects were considered to be of very great value for all the project coordinators interviewed. The interviewees stressed the importance of keeping the focus of such language projects on languages for vocational purposes since they make a major contribution to the quality of vocational training and very often to mobility within vocational training.

The major issues and problems mentioned by the interviewees are similar to those encountered elsewhere: dissemination, sustainability and the impact such language projects may have on vocational policies in the different Member State.

Leonardo da Vinci language project promoters in Belgium and Germany regretted that the possibility to organise in-service training (as it exists within the framework of Comenius 2) does not exist in Leonardo da Vinci. They recommended strongly that such possibilities should exist as it would enhance the impact on the direct target group.

4.3. Impact analysis from the stakeholders perspective

4.3.1. IMPACT ON STUDENTS AND PUPILS

In general, the impact on students and pupils who have benefited from projects (in most cases mobility) is quite considerable. But there is a lot of variation

Some school reports, based on systematic research done in Finland, have detected and measured a very positive perceived impact by the pupils/students, who describe that their personal, linguistic and vocational skills (in that order) have improved as a consequence of participation in a mobility project. Pupils state that participation in an exchange also tends to promote their willingness to study and work abroad. In general, pupils enjoy themselves during projects and try to keep up contacts after the project is finished.

For pupils in vocational and technical schools, “cultural learning” is seen as an important result, which often leads to renewed motivation in other areas of school-work.

In several countries, there is evidence that the programmes, through mobility and the development of linguistic skills, have given better professional opportunities to students (better and more interesting jobs, quicker career promotion, more possibilities to go abroad and be professionally mobile).

Some interviewees underlined the fact that acquiring languages has helped certain to integrate more successfully into society. Several Comenius 2 (Socrates I) projects were said to have contributed to the integration of certain groups of migrants and had thus promoted social inclusion. Especially, under Socrates I, many Comenius 2 projects involved the languages of migrant minorities such as Arabic, Turkish, Kurdish, Vietnamese and Roma. The tools developed in the framework of these projects have had a major impact on the inclusion of the children and the parents of these groups.

Teachers stated that involvement in language projects has also an impact on motivation for learning in general because pupils learn languages in another way. Working on projects together with pupils from another country, seems to stimulate pupils in a very positive way.

Interesting comments were made by some coordinators (in Belgium, Germany, Latvia and Norway) who stressed the importance of using a project-based approach that should arouse in young pupils curiosity about language learning. This curiosity is often stimulated through meetings and contacts with other cultures and some coordinators stress that this is the way forward. If teachers or pupils are going to solve concrete problems or develop specific elements they tend to develop curiosity for the foreign language. The point here is that too “technical” projects in terms of linguistic objectives often have a tendency to become less motivating than projects where the linguistic objectives are hiding behind the cultural objectives.

4.3.2. IMPACT ON TEACHERS AND TRAINERS

Not surprisingly, teachers acquired better language skills when they had the opportunity to teach or attend in-service training abroad or, for the teachers in higher education, when they hosted foreign students and had to teach them in a language other than their native tongue.

This was confirmed by the Finnish monitoring system which indicates that they improve their linguistic skills, learn about other educational systems and methods and increase their intercultural understanding, etc.

It should be noted that Erasmus mobility for university staff, for trainers under Grundtvig and trainers under Leonardo had an important impact on the motivation to learn languages of staff and trainers who were beneficiaries.

In some countries, this impact was not as important as for others because of very limited or total absence of participation by teachers. This situation is due to a series of factors, e.g. to integrate improvement of linguistic skills as career rewarding, to find funds to replace the teachers during their absence, to involve the teachers in non-linguistic fields, and/or teachers having lower qualifications.

It was also said that some tools are not used enough. The CLIL tools exist but they are unknown to the university people met during interviews in many countries. One of the major obstacles to the mobility of university teachers is, however, their lack of language skills to teach in one of the other languages of the European Union.

4.3.3. IMPACT ON PROJECT COORDINATORS

In a general way, the involvement in European projects raises awareness about language learning, and hence there is a direct impact on project co-ordinators and partners.

Organisations and/or institutions involved may take language lessons or may start organising language lessons for their members so that they can support European projects and activities. Several examples were given of co-ordinators and partners who, thanks to their involvement in projects, had a better understanding of the challenges and attractions of a foreign language and, in some cases, took up learning the language of their partners. Their motivation also had an impact on the motivation for language learning of other colleagues. Some people explicitly stated that a European project may create the perfect environment of trust and confidence in which to learn and practise a foreign language focusing on the different skills needed, particularly listening and speaking, but also including some writing skills.

Some project promoters gradually become aware of the fact that it is beneficial to their project and its activities to try to tap into the languages of the different participants instead of always just using one language. They all agreed that there should be one language of communication but they also agreed that it is important to combine this working language with the languages of the participants at certain moments in the project. Showing interest in one's partner's language is shown to have an impact on the motivation of those colleagues for the project.

4.3.4. IMPACT ON INSTITUTIONS

For the outcomes of language projects, both under Leonardo da Vinci and Socrates, to reach schools at all levels, it is absolutely essential that inspectors, curriculum developers and pedagogical advisors be aware of the potential of the language projects. This, it seems, is rarely the case.

Recognition of the results achieved and the tools produced as a result of language projects is a major prerequisite for larger dissemination at national level. According to the interviewees, however, very few inspectors, curriculum developers and pedagogical advisors are fully aware of the linguistic components of the European programmes. As a result, they do not take those dimensions into account in their work, and do not provide relevant support for teachers.

Some interviewees affirmed that, if projects are taking place within the framework of an overall school policy in favour of transnational activities, there is a much greater chance that these activities will be sustainable. The isolated project in the hands of a lonely project co-ordinator risks disappearing after the conclusion of financial support from EU sources.

Curriculum developers are of particular importance as they very often decide on the contents of the curriculum and on the materials or handbooks to be used in language teaching and learning. But they are rarely involved in language related projects – or even transnational projects.

Some more detailed feed-back:

- It was pointed out by international relations officers that current developments under Erasmus requiring universities to apply for the ECTS Quality label could have both beneficial and adverse effects. Indeed countries with LWUTL have to translate their ECTS documents into one of the major EU languages English, French or German - which is a huge investment of time and money. From a financial point of view it puts such a strain on institutions that some may not have the sufficient financial resources to translate all the documents and will thus not obtain the Quality label. This could be seen as a form of discrimination of institutions in countries with LWULT and not having sufficient resources.

- Universities were invited at the beginning of Socrates II to draft a policy statement which is the basis for their internationalisation policy. The need to link this with the institutional contract first and then later on with the university charter has proved to be a major driving force to push universities to develop a clear internationalisation strategy and to take concrete steps to implement it. The ECTS quality label will thus be another push forward. The same could be imagined for the linguistic policy of these institutions.

4.3.5. IMPACT ON BUSINESS AND INDUSTRY

Although many Leonardo da Vinci projects involve companies or have these as explicit target groups, there is no evidence that the programme has had any real impact on the use and importance of languages in the working environment – notwithstanding a few exceptions.

Some of the NAs of acceding countries think that it is an important need that was not covered in their country because Leonardo projects have no direct bearing on languages and language use in SMEs. This is not surprising in that most Community programmes, and Socrates and Leonardo da Vinci are no exceptions, are not well served by adequate dissemination and the capitalisation of project outputs. It appeared very clearly from the interviews that some Leonardo NAs are not aware of the excellent tools that have been developed for the LWULT languages of the accession countries and that some of the tools developed for SMEs in the framework of Leonardo language projects are not disseminated among vocational or technical schools at secondary level or towards higher education institutions or universities as they can very often be used by those target groups.

There are exceptions : in some of the Finnish Leonardo projects, the institutions have become better at tailor-making courses to enterprises. They have learnt how to adapt courses to the needs of enterprises and how to make training more relevant for employees. In this way, the projects also contribute to improving the co-operation between enterprises and educational institutions.

4.4. Impact on policy and legislation

It is indeed difficult to assess whether the Socrates and Leonardo da Vinci programmes have had an overall impact on policy formulation in the education systems of participating countries. Nevertheless it would be wrong to assume that the programmes have had no impact at all. One of the difficulties in measuring impact is the time it takes for different elements to percolate through the system. In fact when one considers the work developed under Erasmus and then Socrates in the field of ECTS real impact can be noted on educational practice and systems in the countries taking part in the programme. It has needed 15 years however to establish ECTS as the recognised norm to be used in the framework of the 3/5/8 measures to be implemented following the Bologna Declaration. Where linguistic policies are concerned, even if it is difficult to make a correlation between the role and contribution of community programmes and national policy, it is still reasonable to state that the impetus given by programmes such as Socrates and Leonardo da Vinci has stimulated a debate about different policy approaches to be taken in participating countries.

New methods, new practices, new instruments have recently appeared in many European countries: early language learning (or so-called ‘immersion classes’) from pre-primary schools onwards, training programmes for primary school teachers, introduction of the concept of CLIL to help teachers teach part of their discipline in another language, introduction and use of the language portfolio, bilingual classes or European or international sections, development of national programmes for the promotion of language learning, promotion of language learning and teaching and raising the awareness of languages at regional level through cross-border cooperation programmes, teaching a certain percentage

of the bachelor's courses in a language other than the mother tongue, development of new programmes in higher education, development of regional language resource centres, etc.

Influence on legislation seems to have been less explicit. A recent study of EURASHE on sub degree higher education pointed out that nearly all European countries have created new legislation for higher education, which has in some cases included language issues.

In a few cases the impact on legislation is very explicit, e.g. in the German Länder, Hungary and Belgium, In most of the German Länder the learning of a foreign language from the primary school age is explicitly laid down in an education act thus creating the legal basis for action at the level of the primary schools and of the teacher training institutions. It is compulsory from the 3rd year of the primary school and in many cases it is optional from 1st year. The influence of European programmes such as Socrates especially, is said to be undeniable. The Land of Thüringen (DE) has embedded early language learning in legislation and has also developed a clear foreign language concept for all teachers of the land of Thüringen ; all teachers should have at least one foreign language which they can speak or possibly use in teaching their subject. This is also reflected in the fact that in initial teacher education all teachers have to take one foreign language. Other examples can be found in the Annex.

These policy and legislation trends were undoubtedly fuelled by internationalisation and the construction of the European Union. They vary according to the country. Even when the links are indirect, countries very often find their inspiration in the European context created through the European co-operation programmes in the field of education and training or in a specific action or programme.

4.5. Dissemination and sustainability

4.5.1. DISSEMINATION

Dissemination of project outcomes is a major concern for all those interviewed. There was general agreement that dissemination was the key to ensuring that these programmes had real impact and more than simply on the co-ordination team of the project¹⁷. Unfortunately there was also general agreement that the weakest point in the operation of projects was the dissemination stage. At present there is no system for an "after sales service" and hence there is no structured mechanism for dissemination.

It was pointed out by national agencies and project coordinators alike that resources were usually insufficient to support adequate dissemination strategies and that often coordinators were not aware of how best to carry out these strategies. Usually left to the end of the process the project had often run out of steam and only a cosmetic approach was taken¹⁸. Most people interviewed considered that dis-

¹⁷ One key player in the UK summed it up by saying that he conceived the impact of EU projects as resembling a series of concentric circles, where the impact becomes weaker as you move outwards. The coordinator and the immediate team are the centre, other keen participants next, and journeymen participants next, with the coordinator's and the keen participants' institutions featuring in the second circle outwards if specific efforts are made to ensure this; otherwise in the third circle outwards or not at all; the journeymen's institutions are hardly ever affected. This would imply that, at the level of institutional policy (let alone regional/national levels) the impact of an individual project is slight or non-existent. The "individual project" qualification is important, though. By now, a good number of institutions have been significantly involved in EU projects over a fair period, and it is arguable that the collective influence of this scale of participation adds to more than the sum of its parts.

¹⁸ "CDROMS very often finish up as beer mats!" said one of those interviewed in UK. This has to be related to the fact that the linguistic actions of the programmes were not always relevant to the principal UK need, which was to enhance the motivation of its citizens to learn a foreign language. As stated by many of the British interviewees, those actions, which exclusively support the making of materials and producing tools "have no real impact". They are very often esoteric with only a very narrow usefulness, usually in academic circles.

semination should not be the sole responsibility of the project coordinators since they very often lack the skills and competencies (e.g. marketing) to set up and implement large dissemination strategies.

All language project promoters appeared to be concerned about the dissemination issue. Those involved in Leonardo and in Lingua appreciated the fact that in the Leonardo da Vinci programme, projects have to describe more clearly a dissemination strategy. This helps the project to reflect on dissemination and to take better and more specific actions.

Some projects which contacted stated that they were very disappointed by the lack of interest for their products from the language community. In one case this lack of interest was an important factor in completely demotivating the person in question from taking part in further European projects. Several language project coordinators felt that the outcomes and results of their projects end up on shelves or in boxes and are not used or barely used at all. They ask themselves whether such projects are worth the investment, despite the added value that comes from the networking that has taken place.

Several non-language project co-ordinators also regret that they are not aware of the products developed by language projects which could have enabled them to operate more easily from a linguistic point of view. Hence the request that in dissemination particular attention should be given to disseminating specific outcomes of language projects which can be useful for specific groups of co-ordinators of other projects.

Most of the project coordinators have produced websites, CD-ROMs, newsletters and teaching materials. However this is not perceived as the most effective means of providing information and communication. Sometimes, one gets the impression that these “products” are being produced in order to please the Commission, more than as a result of strategic considerations on relevant target groups and means of information/communication. Many project co-ordinators pointed to the problem of “information overload”. Even within their own institutions, it is sometimes difficult to create interest for the results of a project. This feeling is shared by project coordinators in other countries. The issue of dissemination is regarded by many as the Achilles heel of the programmes.

A few NAs gave examples of dissemination of outcomes which were particularly useful and which should be generalised across Europe. One Leonardo NA (BIBB, DE) organises joint meetings between the Leonardo mobility project promoters and the Leonardo language projects which develop materials in support of mobility. The aim is to make the mobility projects aware of the tools which have been developed by the Leonardo language projects. In one country the Socrates and Leonardo NAs (B NL) organised meetings of the language projects so as to promote interaction and an exchange of information between the two kinds of projects. Although this happened only once it was highly appreciated. One NA suggests that it would be useful to bring together all the language projects promoters who have developed materials in support of mobility so as to create synergy and cross-fertilisation between the projects. Materials could be brought together more easily and disseminated among all mobility project promoters.

Thematic monitoring (both at national and European level) has also been suggested for the future so that projects active in similar areas can get to know each other, exchange information and possibly share their expertise to improve the quality of all projects involved. Thematic monitoring meetings should focus on the contents of the projects and on key issues to enhance impact. It was suggested, as a first step to improve thematic monitoring, that monitoring exercises such as the ones set up in the framework of Leonardo by the valorisation unit, should be introduced for Socrates. Studies were carried out during the first half of 2003 in the framework of the thematic monitoring of Leonardo which could be useful for thematic monitoring within Socrates. Languages thematic monitoring is considered as an appropriate tool for dissemination and some NAs regretted that no joint thematic monitoring on languages has been planned within Socrates and Leonardo da Vinci.

The NA is seen by many of those interviewed as a major potential player with regards to dissemination: exchanges of information between NAs, a role in the promotion and animation of the programmes, mobility of NA staff to other NAs should be developed in the future. Some NAs have been active in this field, others when questioned responded that limited resources would not allow them to carry out such a role.

4.5.2. SUSTAINABILITY

All language project coordinators contacted, be they Socrates or Leonardo, appeared to be concerned about the sustainability of their project. This is a serious threat to the long term impact of the programmes. It raises also the question of whether not more attention should be paid to sustainability when projects are initially selected.

Leonardo language projects welcomed the fact that they can apply for a multiplier project, but they regretted that they cannot organise in-service training courses. Comenius 2 language developers applauded the fact that they can run in-service training language courses but they regretted that they do not have regular access to dissemination or multiplier projects. Opening up the possibilities of the two programmes suggested above to all projects will enhance dissemination and sustainability.

4.6. Transversal features

4.6.1. ENGLISH VERSUS THE LESS WIDELY USED AND LESS WIDELY TAUGHT LANGUAGES

Most of the interviewees agree that:

- English is a de facto lingua franca at European level (within the programmes)
- teaching and learning English is the first language priority of most European educational systems.

There is an undisputed dominance of English at every level of education and training throughout the non-English speaking member states. Wherever discussion was held in the course of this evaluation it was noted as *a sine qua non* that the most important language on offer is English. The reasons given for this importance are usually twofold; the needs of the economy where English tends to be the language of commerce as well as of science and technology; and secondly the obvious need in a multilingual community for a lingua franca. Many continental universities are now offering courses in English, and *e-learning*, often driven by American campuses, increases the widespread use of English in education and training.

Parents want their children to learn English and pupils themselves are also motivated to learn English before other languages. It is not surprising therefore that most efforts are invested by schools in the introduction and reinforcement of English in the curriculum.

In some cases interviewees told us that there is a clear decline in interest in other European languages as all the focus is on English. In the UK the general view is that English is the universal means of communication, a perception which has drastically reduced their own motivation to learn foreign languages.¹⁹ In the accession countries, the first priority being to play a full role as a new member of the

¹⁹ As one interviewee in the UK lamented, “For Anglophones, particularly in the UK, all languages are “less widely taught and less widely used”.

Union, all the Leonardo language projects with Lithuanian coordinators or partners or the mobility projects focus on or use English. Investing more in other major languages such as French or German was seen as spreading the resources and efforts too thinly.

For that reason in most countries, the majority of projects involve English in one way or other and even projects between non-English speaking countries the working language tends to be English.

As far as the LWULWT are concerned, there is the clear impression that countries or regions with these languages have been at a disadvantage, especially in attracting students in the framework of ERASMUS mobility. Bulgaria has very few incoming students and the same applies to Hungary. The situation was similar in the Flemish community of Belgium until special initiatives - internationalisation programmes of 3 months - were started which turned the tide.

In mobility projects, the trend seems to be that English has become *the* means of communication. Students are offered a short “survival course” in the language of the “receiving” country. However, very often the studies are provided in English (especially at educational institutions in smaller countries as they would not otherwise be able to compete with educational institutions in larger countries) and the pupils/students communicate in English.

This is not always the case with Leonardo work placements and in this regard, the Leonardo programme may prove to be more effective in promoting LWULT languages. If a trainee is to work abroad alongside skilled workers of the host country, they have to have some competence in the relevant language. Many Leonardo project co-ordinators point to the fact that work placements are a very effective way of language learning and of promoting languages other than English.

Many of the interviewees point out, nevertheless, that the pupils/students do learn a lot about the host culture and language when going to another country– even though the language of communication is not the host language but English!

A number of interesting issues were raised by project co-ordinators in discussions about the LWULT with English as a “Lingua Franca”:

- First of all, whether language learning should be perceived as means to an end or an end in itself? For some language teachers, the language is an end in itself and for others, it is a purely a means of communication. This perception will ultimately influence the methods used by the teacher and it may also be where the learners and the teacher may have different objectives. One of the project co-ordinators (who was also a language teacher) explained that many young people consider it important nowadays to be able to communicate and make yourself understood. Their interest is not to learn about, say, French culture, history and society²⁰ but the language. Consequently language teaching methods may not always match the learners’ needs.
- Secondly, many of the project co-ordinators point to the fact that languages and language learning can sometimes have political associations. In Finland, sceptical voices have been raised questioning the status of Swedish as a compulsory language and many young Finns do *not* want to speak Swedish (which traditionally has been the language of the central administration).
- Finally, some project co-ordinators are more optimistic about promoting languages other than English. In the future, they think, English will be a basic skill – a language that most people will have to be able to speak. In this way, acquiring other language skills becomes a necessity in order to compete in the labour market. And many people will learn other languages as a result of staying abroad and realising that a language is the “natural” bridge to understanding another culture.

²⁰ As one interviewee said in Poland “*I learn English because it is necessary and other languages for pleasure*”.

English is perceived as a means of communication and in this sense provides a useful and often necessary tool for setting up initiatives and projects, even though the desired end product is in another language. Ironically, therefore, English, used in this way as a working language for negotiating and building networks, may be instrumental in supporting LWULT languages.

By those who are concerned of this development, the EU programmes are perceived to be insufficient in their promotion of LWULT languages. More attention should be paid to creating continuity and ensure the implementation of results gained within a language project, e.g., by requiring that the language projects are linked with the action plans of the educational institutions and a plan for promoting LWULT and other major languages. So the interpretation or evaluation of this objective depends on the level of enthusiasm for promoting LWULT languages.

In spite of all of the above it should be recognised that Socrates and Leonardo have made a contribution to the less widely used languages in their support for the development of materials etc in this area. The Jagiellonian University in Cracov runs a school of Polish language and Culture and has been supported under Socrates in the development of testing materials in the Polish language. The National Institute of Marine Biology in Heraklion with its Europe-wide academic links in this important field has received support under the original Lingua programme and now under Leonardo da Vinci to organise language learning in Greek for special purposes.

4.6.2. ENGLISH AS LINGUA FRANCA WITHIN PROJECTS

Simultaneously, as far as Socrates and Leonardo projects and partnerships are concerned, Most Socrates and Leonardo projects and partnerships operate in English. Very few projects make the effort to apply multi-lingual, pluri-lingual or inter-comprehensive or receptive language approaches in European projects. Most project coordinators, even in language projects, stress they use English for ease of communication,

Some teachers of English and other languages involved in projects advocate that projects should take steps to ensure that English is not turned into pidgin English by introducing a certain rigour.

Furthermore, some NA and decision-makers were concerned by the fact that the large majority of centralised and decentralised projects seem to be using English as the language of communication for practical reasons. Many of the decision-makers and NAs regret this but they do not seem to be able to make suggestions to help projects function in another way due to the fact that they lack information on appropriate methodologies. It is sure that by neglecting the linguistic competencies or skills of some of the partners in a project counterproductive effects can result. In some cases it leads to a loss of interest in the activities and a reduced output of the project. In other projects some of the partners drop out and leave the project because they do not receive enough recognition on linguistic issues.

Many project co-ordinators also point to the fact that the English they have learnt is EU English and the ability they have acquired is to communicate with the Commission and use EU vocabulary. If another language is to be used as a means of communication it will not only be very time-consuming, but may also affect the end products (which may not be in English).

4.6.3. INITIAL AND IN-SERVICE TEACHER EDUCATION, TRAINING OF HEADS

Several decision-makers and NAs pointed to the importance of the initial and in-service training of teachers as a crucial way of enhancing language learning at all levels, both quantitatively and qualitatively and of raising the profile of languages generally. They regretted that in several cases there are no links between the language projects in Socrates and/or Leonardo and initial or in-service language teacher education. Subsequently it was suggested that every language project should be invited to cre-

ate a link with an initial or an in-service language teacher training institution if it does not already have such a link.

It is stressed that in the future certain areas will require particular attention both in initial and in-service teacher education. One of these areas is the preparation of primary school teachers or in some cases pre-primary school teachers who will be involved in early language learning. Another such area is the training of teachers to teach in a language other than their mother tongue. Closely linked to this is the development of bilingual sections or classes in schools.

This key role of teacher education was touched upon by several interviewees in language projects. Particular focus was put on the training of teacher trainers as currently there is a lack of teacher trainers capable of training future teachers in the topics mentioned above. It was stated that action was required to identify examples of good practice and/or success stories both in training the teacher trainers and in initial and in-service teacher education.

The training of language trainers who can play a major role in vocational education and training, adult education and in-company and on the job training should also receive special attention. The possibility should be looked into of having a few in-service training projects in which both language teachers in VET schools and language trainers in vocational and professional settings in companies, can be jointly involved. The interaction between those two groups could prove to be useful at different levels.

Several national agencies and decision-makers stressed the need for all future teachers to have the opportunity of some form of mobility in pre-service teacher education. The focus should not only be on language teachers but on all teachers. Every future teacher should have the opportunity to experience mobility. To develop more co-operation projects more efforts have to be made to push initial teacher training institutions into setting up co-operation in the framework of Erasmus and Comenius where there are possibilities for mobility. Member States have the prime role in carrying out major exercises of the kind being proposed for the initial training of teachers. Such innovation should not always be expected from the Commission and the EU programmes. It is significant, however, that senior decision makers and opinion formers now look to Brussels for a lead before taking a first step, particularly because any form of mobility usually involves a partner. The Commission's catalytic role where cooperation in education is concerned has become a *sine qua non*.

4.6.4. ROLE OF THE NATIONAL AGENCIES

From an impact perspective, it is important to involve the key decision makers at all levels of the education and training structures. Some NAs stressed the fact that NAs being involved in some of the Comenius networks has proved to be particularly productive and is strengthening the impact of the outcomes on education in the case of the Comenius 3 networks. In some of those networks inspectors of school education are explicitly involved, which is very important for the impact of the outcomes. This is also the case in several Leonardo European projects where key people and organisations play a major role in the project. Involving those key people in a project definitely enhances the impact.

It was also stressed that NAs could become far more involved in projects, not of course as partners but in an assisting role to ensure effective monitoring at national or European level. The example which was given here was the thematic monitoring in the framework of Leonardo da Vinci. Such close monitoring enables NAs to be aware of the full potential of projects, to create links with other projects and with national and regional policies and to facilitate dissemination and impact.

Involvement of NAs in projects was also seen to have other advantages. They become involved in content work which is very rewarding for their own professional development. They are also in a position to appreciate the problems and opportunities facing project organisers. It is difficult to be involved in monitoring as a NA if the NA has no direct experience of project management.

Involvement in projects of decision-makers and other key groups such as inspectors or NAs, is not an easy matter. Problems may range from lack of time and staff to issues related to conflict of interest in some cases as the NAs or other groups may have a role to play in the pre-selection or the selection of projects.

As regards monitoring²¹, the Leonardo NAs interviewed welcomed the fact that they are involved together with the Commission in the thematic monitoring of Leonardo projects of procedure B and C. The joint involvement of the Commission and the NA is considered by the NA to be most useful and productive. The Leonardo projects interviewed have also stressed their appreciation for this monitoring even if it is still new with teething problems. This kind of monitoring is beneficial to all parties involved.

Some of the NAs have the impression that the Commission considers it the task of the NAs to be involved in the monitoring of the decentralised activities of Socrates while it is the task of the Commission to deal with the monitoring of the centralised actions. NAs would appreciate being given a more active and pro-active role in the centralised projects at all levels, ranging from the selection of projects, their implementation, their monitoring and the dissemination of the outcomes. More involvement would facilitate links with decision-makers and would enhance the impact on national or regional education systems.

One key element in relation with this was the need for NAs to know clearly which institutions or organisations are involved as partners in centralised projects. At the moment there is a perception among NAs, perhaps erroneous, that this information is not available or at least not easily available. There seems to be a need here for the Commission to review its information strategies which have allowed these false perceptions to arise.

4.6.5. EARLY LANGUAGE LEARNING

There is a clear tendency in several countries to promote early language learning. Over the past year initiatives have been taken to teach another language, mainly English, and sometimes French, from the third class of the primary school. In some cases the language is introduced from the first class of the primary school.

Most of the countries interviewed are taking such initiatives but when asked whether this has been influenced by the EU programmes such as Socrates, they cannot give a simple answer. They usually refer to the context of Europeanisation and globalisation and to the fact that there is more and more co-operation and more and more need for language learning to support the economic development and the creation of the European Union as a multicultural society.

²¹ Monitoring is considered by all project co-ordinators interviewed to be important. The following elements are said to be important:

- monitoring starts with the drafting of the project
- monitoring does not end when the project is finished
- monitoring is the responsibility of several players: the Commission, the NAs, specialised experts or project advisors (sometimes called language promoters for language projects)
- monitoring has to be spread during the whole lifetime of the project but it will have a different form and content according to the stage of the project
- monitoring can be different from individual monitoring, group monitoring, thematic monitoring to cross monitoring across different actions of different programmes
- monitoring can take place in the form of *in situ* visits, in-service training sessions, counselling clinics, analysis and comments on documents
- monitoring has to take into account the internal and external evaluation related to the project
- monitoring has to build on the intermediate and final reports with special attention to the content parts of the final reports
- it is important to develop a monitoring strategy which is consistent across one or more EU programmes
- all those concerned (decision-makers, NAs, project promoters) must be clearly informed about the monitoring strategy to be followed.

In the Land of the Saar an initiative has been set up to promote cross-border, one day mobility for children in pre-primary and the early years of primary schools. 'Une Journée en Lorraine' ('One day in Lorraine in France') and 'One day in the Saar' enable those young children to get acquainted with the children of the adjacent region and to be made aware of another language and another region and country. This is a clear example of how early regional mobility can back up early language awareness-raising. Descriptions should be made of such initiatives and circulated as examples of good practice. Such early experiences are said to have most positive effects on the children and on the parents. During such events there is communal singing, drawing, acting etc. Such events very often lead to more structured co-operation between schools within Comenius 1 partnerships.

4.7. Relevance and coherence

4.7.1. RELEVANCE OF THE PROGRAMMES AND ACTIONS

In several countries, Ministry and NA staff were convinced that the actions and activities set up within Socrates and Leonardo to promote language learning, teaching and awareness had been very relevant but that in the future more focus should be put on certain issues, such as initial and in-service teacher and trainer education. These views are not held to the same extent in all countries and vary according to a number of elements, such as their level of integration in Europe, their historical background, the status of their own language, etc. Different attitudes towards the programmes' objectives have been found: a kind of isolationism (e.g. Norway), an "embarras de richesse" (U.K.), a great enthusiasm (in the Accession Countries).

A few interviewees stressed also that there had been clear advantages for those who had been involved in language activities but that this only represented a small percentage of potential users. A large majority of potential language users and learners still had not been reached. It was thus repeatedly stressed that extra efforts had to be made to reach more language learners at all levels.

When interviewees were asked what would be their priorities in promoting language learning and teaching the five most frequently cited were as follows:

- better training at initial and in-service training level of language teachers and language trainers (combined with mobility) for the promotion of the learning of (two) foreign languages
- strengthening awareness raising and motivation for languages at the earliest possible age to develop a sound and strong basis for interest in languages
- favour multiliteracy through multilingual, inter-comprehensive, pluri-lingual or receptive languages approaches as well as communicative language approaches
- pay more attention to the monitoring and dissemination of projects at all levels by all means available ranging from electronic means, to mobility, projects, exchanges etc.
- improve interaction between all the stakeholders from the learners to the policy makers through supportive structures

Most project coordinators contacted think that the tools and instruments that are currently used to promote language learning and teaching and to reach the linguistic objectives are the right ones. Language preparation, language in-service training courses for certain groups, the possibility to develop new tools in general or for specific vocational purposes, are all seen as most useful. In no cases were other tools or instruments suggested.

Overall project coordinators say that the EU programmes provide a framework that is effective and relevant. The various measures are regarded as highly relevant within the institutional context, and for most of the project co-ordinators the programmes are perceived to be vital in promoting development activities in educational institutions.

According to the Finnish and Latvian project co-ordinators, EU programmes provide the possibility for letting ideas grow and trying out new ideas. These ideas do not always answer a demand or may even be ahead of their time. Project co-ordinators also point to the fact that evaluating projects and measuring their impact have to take place years after completion.

One of the innovations of recent years, common to all the countries visited, is the introduction of early language teaching. For this reason there is general support for the relevance of the Comenius assistant who works for the most part in primary schools and is used as a major agent for the launching of a programme of language and cultural awareness.

It was stressed very strongly that possibly language projects or language related projects of Grundtvig and former Adult Education projects had had the largest impact – in relative terms - since little had been done at European level in that area so far. It was added that possibly for adult language trainers and teachers special efforts still have to be made to give them the necessary skills to promote language learning especially with adult disadvantaged groups.

A key player interviewed in the UK stated that he considered the insistence on the languages of the EU to the exclusion of others to be irrelevant to the needs of most member states. Although this was a minority view (others were not asked this specific question) he underlined the need in Europe for the teaching of Arabic, Mandarin Chinese and Japanese among others. He saw no reason why the European Union should not support financially the teaching of these languages, which for him represented the best chance for Europe to maintain good relations and trading prospects with the rest of the world community.

It is important according to some NAs and decision-makers to take stock of all the language tools and instruments which have been developed and the way in which they have been used and disseminated. Several decision-makers and NAs have pinned high hopes on the activities of the working group on languages within the Detailed Work programme as it can contribute to this stocktaking exercise if it looks at what has been achieved in European countries in general but especially through the European language projects within Socrates and Leonardo.

4.7.2. INTERNAL COHERENCE OF THE PROGRAMMES AND BETWEEN THEM

Given their inherent complexity and wide ranging scope, it will come as no surprise that the Socrates and, to a lesser extent, Leonardo da Vinci programmes lack some coherence. This has also been confirmed in the field.

At present most of the projects are seen as separate building blocks which are not necessarily perceived as bricks of the same building. Much more has to be invested to show that several of the Socrates and Leonardo projects can be linked to one another and can jointly contribute to enhance impact in specific areas.

Several project coordinators interviewed thought that although the programmes were in theory (or on paper) constructed in a coherent way, in reality this coherence was not present in the way in which the programmes had been made operational. The programme forms a coherent whole but within the programme there are concrete walls between the different actions which do not give concrete content to the coherence.

Of particular importance is the limited coherence between the language-specific actions and the other actions. Many people contacted felt that more attention should be given to create links between language projects and other projects in adjacent fields.

Some have suggested that coherence would be facilitated by integrating Socrates and Leonardo da Vinci. If this integration takes place at the level of the three target audiences - school education - higher education and adult education in its broadest sense - it will be easier to improve coherence. Within each of those big areas of target groups there could be actions with more specific focus on education and training or even sometimes focusing on both of them. The interaction between the two domains - education and training - would be facilitated and thus coherence would increase.

Some of the interviewees pointed out that stronger links between the programmes would be beneficial. For example it was said that the quality of the placements could be enhanced if they were combined with preparatory work (language courses) in a much more intensive way. Some suggested that there should be stronger interaction between the programmes.

Some decision-makers and NA stressed the importance of continuity as a requirement for coherence. The changing of priorities, sometimes on a yearly basis, adversely affects continuity and coherence.

4.7.3. COHERENCE BETWEEN THE PROGRAMMES AND NATIONAL/REGIONAL POLICIES

There was a plea by some interviewees for much more interaction between language learning and teaching policies at the national level and at the European level. It is hoped that the present discussions linked to the detailed work programme will contribute to strengthen this interaction. Most of the interviewees are in fact not able to state any clear link and interaction there is between national and European policy. Some decision-makers think there should be more interaction but that it should be clear that the policy has to be made at national or at regional level by the governments. In the spirit of subsidiarity European programmes can only be a support for policies developed at a national level although in this special area of language learning which relies so much on mutual help between member states there is a clear need for certain agreed norms and procedures.

Some interviewees felt that national decision makers were not aware of what is happening in the European projects and what they can contribute to national policy. This is due mainly to three reasons:

- the lack of contacts or interaction between the National agency and the decision-makers as the former could inform the latter
- the lack of information and feedback the decision-makers have about the European projects at European level and about the language policies conducted at national level in other countries
- the lack of possibilities to develop bottom-up approaches²² whereby there are more and stronger links between projects and decision-makers and National Agencies

In Finland, in many of the interviews it was said that in some respects, the Finnish language policies were ahead of the European language policies. It is not a question of “why learn a foreign language, but more a question of which foreign languages to learn”. For example, Swedish is compulsory in basic schooling (even though only a 5% minority of the Finnish population speaks Swedish as their first language). English is taught at lower secondary level, and it is possible to choose a third or a fourth foreign language at lower and upper secondary level. Foreign language training is also part of voca-

²² Bottom-up approaches can be developed at two levels. First of all at the national or regional level so that project promoters with innovative ideas can come forward and propose themselves to be recognised as an innovative project. Secondly the National agencies should be much better informed about what is going on in the projects which is very often not the case.

tional education and training in Finland. One of the interviewees says directly “Leonardo adds value to individual people and institutions, not to the national curricula”.

4.8. Suggestions formulated in relation to programme design and implementation

4.8.1. THE FUTURE STRUCTURE OF BOTH PROGRAMMES

The interviews with representatives of policymakers and NAs show clearly that considerable deliberations have taken place and are taking place on the future development of the two programmes in 2007.

Some of those interviewed - especially those who have had long experience with the EU programmes in education and training - welcome the possibility that the two programmes will be integrated as this will create more potential for consistency and continuity across education and training. It will also create more opportunities for synergy between education and training which are hard to separate in many school systems and also in the perspective of lifelong learning. However, if there is to be integration this does not mean that the specific nature of the language actions of Socrates and Leonardo should be lost. For others the pattern of responses to the question of whether major changes should be made to the structure of the programmes in the future was a qualified “No”. Although some tinkering would be necessary to the detail of the programmes the present structures were what they knew and very few of them wanted to risk changes which would introduce further problems of comprehension and accessibility.

In the case of Socrates several NAs or ministry representatives underlined that the integration of Lingua into Socrates II has in fact had a negative influence. Some users of the Lingua programme thought some of the actions no longer existed, which explains the decreased interest in some of the language actions. The view expressed by some was that languages had lost their visibility though the diminished prominence of Lingua, overshadowed for example by Comenius. This might only be a temporary loss as the field gets used to the new programme configuration but there it is worth noting that there is still a very vocal lobby for the “old” Lingua programme which had clearly marked out a place for itself in the world of education and training. The argument for or against the absorption of Lingua seems to be between the point of view of the linguist who sees foreign language competence important enough to pursue for its own sake and that of the educator who sees language as a tool or key to other areas of knowledge.

To this extent several NA suggest that strong and clear information actions have to be set up towards the separate groups who can be concerned by specific language actions. The Commission and the Member states or eligible countries have to address the separate groups in a very direct way so as to inform them of the potential there is in each of the actions.

NAs stress very strongly that both Lingua 1 and 2 and the Leonardo language projects with vocational characteristics should continue to exist. However, by being integrated into one large programme there will probably be more synergy between the different language projects and between the languages projects and the other projects. Users have to be made aware of what exists and how it can be used.

In several countries, it was suggested that the linguistic objectives should be combined with other types of objectives in order to establish more exciting and attractive projects in the future, and that the options for preparatory training of people for placements should be enhanced in order to develop and ensure the quality of placements. The point made was clearly that there should be more flexibility, e.g. instructors could be placed abroad with a combination of many purposes: learning of subjects, language learning and cultural interaction.

For most of the language project promoters it is important that there be a continuation of possibilities and instruments for them to introduce language projects at different levels for young people, adults, trainers and future teachers. They are less concerned by the fact that the Lingua 1 and 2 actions stand somewhat on their own and should possibly be more integrated into other actions of Socrates. They are not really concerned that there should be links and cross fertilisation between Socrates and Leonardo language projects.

Several project promoters make a plea that none of the specific language actions within Socrates (Lingua 1 and 2) be dropped under the new programme but that on the contrary they should be strengthened. More resources should be given to Lingua with its language awareness raising activities. More attention should be paid to Lingua 1 area 3 projects related to decision-makers and policy makers with explicit reference to how innovations can be integrated in initial and in-service teacher education and in the training of trainers.

More attention should also be given to Lingua 1 area 2 which focuses on facilitating language learning. Particular attention should be given to resource centres where the products of language projects under both Socrates and Leonardo are available and where experts can advise people on how they can be used and applied in practice. It is also suggested that special in-service training sessions should be organised more widely in the future to train key language teacher trainers to be aware of the language products developed in the framework of the EU programmes and how they can use them and integrate them in initial and in-service teacher education.

It is also hoped that Lingua 1 area 2 activities would include initiatives to promote a language-friendly environment combining all the potential there is at the level of a local community. Communities should be made aware of how they can make language audits and how they can tap into the potential available at local and regional level, possibly in co-operation with other regions. This applies especially to border regions.

4.8.2. THE OBJECTIVES OF THE PROGRAMMES

With the enlargement process, bringing with it a surge of new languages and their cultural contexts it is considered by many that the specific linguistic objectives will become even more ambitious and difficult to reach. To some extent it will be necessary to define more realistic objectives with precise indicators allowing follow-up.

It was also stated that the programme should find a balance between long term objectives (e.g. teaching of future language teacher, linguistic assistants) and more specific objectives (more related to specific short term innovations for instance).

More attention should also be paid to the formulation and readability of the objectives.

4.8.3. SUGGESTIONS IN RELATION TO DISSEMINATION

Most decision-makers and NAs agree that in any future programme or programmes more attention will have to be paid and more financial means made available in support of dissemination and the exploitation of what has been achieved so far. What follows are a number of specific recommendations and suggestions that have been made in this regard.

Some interviewees go as far as to argue that a special programme should be developed focusing on the valorisation or dissemination of the outcomes. Such a programme or action of any new programme should receive sufficient funding and should be structured in a way that it can really enhance impact at regional, national and European levels for all groups concerned. Such a special valorisation programme or part of a programme should be thoroughly prepared and be run by an external agency

which has the potential and the expertise to disseminate and valorise. Possibly a structure has to be created involving public European funding and private funding through companies.

Such a valorisation agency would possibly have a specific branch or department for languages and language products. This branch will have to work with decision-makers, inspectors, NA, language specialists, language projects, users of products of language projects. There are links to be created with the language promoters mentioned later on, with the European Language Council if created and with the centre of languages in Graz²³ etc.

The Commission has set up for Leonardo da Vinci a special unit focusing on the 'valorisation' of outcomes of Leonardo projects. Some NAs argue that a similar structure should be made available at the level of Socrates. Some even go as far as to suggest that the wisest move would be to enlarge the existing valorisation unit of Leonardo to include Socrates.

An idea for the next programme(s) is the creation of "language promoters". These would be language specialists who have also been language project promoters and whose role would be to help new projects start up and then later disseminate the results. They would co-operate at national or regional level in close co-operation with decision-makers, inspectors and curriculum developers of language curricula. They would have the task, possibly of initiating new projects, of following-up projects, of studying the products and of disseminating the outcomes. Specific funds should be made available within EU programmes to train those people and to give them time and means to invest in this job. Links with the Centre for Languages in Graz (see below) should be created.

It was also suggested that non language centralised projects should also be selected on the basis of the way in which they link up or make use of language projects and their products. Centralised projects could be invited to state how they will address certain language issues in their projects. They could also be invited to state in their application if they are aware of language projects that could support them. Thus one could create useful networking across different actions linking together non language projects with language projects.

Some language projects, it was suggested, should be promoted of which the specific aim is to disseminate towards other actions and projects. This would mean that those language projects have made a careful analysis of the needs and have seen where there is major new potential for their products to be used. Certain language projects could thus organise in-service training activities to train co-ordinators of non language projects to use their products in their projects.

Several NAs stated that the European language label as it exists today is a very useful tool for several reasons. It enables access into useful initiatives which then can be highlighted and promoted as concrete examples of good practice. The language label as such is very positively perceived by those who participate in the competition. It is said to be a very motivating factor for those who are awarded the language label. It is suggested that more funding should, however, be available to set up larger dissemination actions for the projects which have been awarded the label. The label should be seen as the first step towards a multiplier project to disseminate the outcomes of this example of good practice.

²³ Some of the decision-makers would also welcome a clearer role for the Centre of Languages of Graz of which the work is greatly appreciated across Europe. This centre could play a key role in the dissemination of results and products of language projects such as those funded under Socrates and Leonardo da Vinci. It is suggested that there should be a European Language Promotion Centre which would promote language learning and teaching across Europe. It could be funded jointly by the Commission and the Council of Europe. It would have a similar structure to Eurydice or CEDEFOP so that a small language promotion centre exists in every country and links up with this European centre. Such a centre would bring together key information on innovations set up at national and European level. It would bring together the outcomes and products of language projects funded under Socrates and Leonardo or possibly other programmes. It would organise the evaluation of the quality of the products. It would focus on the tasks of commercialisation and marketing of the outcomes of language projects etc.

One national agency recommended that during the six months of a EU Presidency the languages and cultures of that country should be promoted across the Union. The lead of course should be the responsibility of the relevant member state but it would clearly need the cooperation of the others and the Commission was looked to for its potential role in promoting this idea. . The same NA recommended that there should be ARION-type group study visits specifically aimed at initial trainers of language teachers who bore such a heavy responsibility in delivering the linguistic objectives of these programmes. Similarly study group visits for language associations and NGOs who represent a sort of civil society in the languages world and whose assistance is also strongly sorted to achieve linguistic objectives across the EU. Another proposal was that there should be a separate section of Comenius targeting primary schools because of the need to encourage to the limit the innovation taking place there with the early learning of languages. It was argued that the programme would then appear more user friendly for schools in this sector that would then not have to compete with the secondary school with its superior staffing and material resources.

A final suggestion is the creation of a specific action line devoted to surveys and analyses, which would allow for the analysis of information on practices in different countries with regards to language learning and the exchange of examples of good practice.

4.8.4. ROLE OF THE NATIONAL AGENCIES

It has been repeatedly mentioned that NAs should not only focus on administrative work but also on content work of the projects if they are to contribute to dissemination and to the promotion of impact. Some NAs suggest that it is important to organise in-service training for NAs especially to make them aware of the potential of Socrates and Leonardo projects in general and of the language projects in particular. In-service training should focus on examples of good practice and success stories in general but especially also on the underlying pedagogical approaches and methodologies used.

It was suggested that in the future in each National Agency there should be persons in charge of the contents of the projects and not only of the administration. Within each NA there should be one person following up all language projects and all language aspects of projects. Next there should be someone in charge of ICT in projects in general and specifically in Minerva and e-learning activities. Someone should also be in charge of initial and in service teacher education. Another one should be in charge of vocational education and other specific aspects such as integration into the labour market etc. This kind of specialisation on the contents next to the administration would make a major contribution to impact and dissemination. To be able to disseminate one has to be well informed about the contents and their potential.

Some interviewees regretted that the meetings of the NAs are run almost always in English and that very little simultaneous translation is available. It is suggested that meetings of the NAs be more inter-comprehensive with a multi- or pluri-lingual language approach. There could be an attempt, according to this particular NA 'to teach what we preach' in terms of language diversity. The same NA stresses that it doesn't or wouldn't object to use always the lingua franca as long it is said that it is the clear policy of the Commission and that consequently NAs who do not master English well are given training opportunities possibly at European level with colleagues of other NAs. An appropriate tool could be developed focusing on the specific language used in the NA meetings.

4.8.5. LANGUAGE MANAGEMENT WITHIN PROJECTS

Many project coordinators plead in favour of supportive actions to facilitate the use of languages within the projects: training in languages and language methodologies of the project co-ordinators in managing projects and training of the organisers of in-set courses are very often mentioned.

It is suggested by some co-ordinators that a special section of the application form would - on a voluntary basis - be completed to expand on the language strategy of the project in general and towards LWULT languages in particular. Projects could thus explain if they want to use special innovative language approaches in their project. This could result in extra funding being given to some projects if they develop e.g. multi-lingual, inter-comprehensive or receptive language approaches. In this special section of the application form projects could expand on the language projects they would create links with and how they would work with them.

If the Commission were to fund a core of non-language projects with a clear linguistic focus to promote special approaches to language use, this could prove to be useful and result in interesting materials for other projects. This would in fact be a kind of action research within projects testing language approaches in non-language projects.

4.8.6. MORE FLEXIBILITY IN PROGRAMME MANAGEMENT

Reference is made by a few NAs that some of the larger countries do not use all the money which is available for individual mobility in Socrates and that thus some of those funds are lost. Smaller countries with less widely used and less taught languages on the contrary very often lack mobility funds as the demand is greater than the available funds. Hence it is suggested that it should be possible to transfer remaining funds more easily from some of the larger countries which do not use all their mobility money to some of the other countries which are short of funds for mobility.

Another general reaction was that more flexibility should be introduced to respond to separate national or regional needs. Systems are not the same and the set of problems each country has to confront in the language teaching field differ considerably. The idea of "*one size fits all*" was no longer one that should be followed, particularly in view of enlargement, which has greatly increased the particular disparity between all the participating member states. Some form of "opt out" or "opt in" element should be introduced whereby member states could choose chapters or actions of programmes which particularly suited their national needs, perhaps based on regional variations.

One national agency recommended that there should be more flexibility in the use of funds for language preparation for mobility activities. For instance, the 10% limit imposed centrally is a disadvantage for UK students who often have greater language learning needs than their colleagues in other member states.

4.8.7. MAINTAINING MULTILATERALITY

A few NAs stress that one of the key elements or characteristics of the European programmes in education and training is the multilaterality or the multilateral approach and that this has to be secured at all cost. Bilaterality should be the characteristic of cooperation activities between two countries. It should not be the characteristic of a European programme. Hence it is suggested by one NA that the Comenius language projects should go on existing but should be part of a normal multilateral European network involving several schools of several countries. At the moment Comenius language projects are still chosen and set up because it is a way to avoid having to create a multilateral or transnational project of at least three countries.

4.9. Suggestions formulated in relation to language policy

4.9.1. LANGUAGE AWARENESS

Many believed that raising the awareness of the importance of languages is the key to language motivation, and hence should have a primary focus in future language activities of the programmes. It was seen to be a waste of resources to invest in the promotion of the teaching and the learning of languages if no special efforts are made to raise the awareness of the importance of language learning. People first of all have to be motivated, for personal or professional reasons, to learn languages.

The European Year of Languages appears to have greatly contributed to raising the profile of languages. It is important that such an event should be repeatedly regularly, not necessarily every year but every three years. Within such a year there should be key events spread over the whole year and not just one major event on one day.²⁴

4.9.2. EARLY AGE ACTIVITIES

In relation to language awareness some decision-makers underlined the problem of motivating young people for any form of mobility. Too many just want to stay in their village or region and show no interest in mobility. Some suggest that the only solution for this is to make youngsters aware of the advantages of mobility at a very young age. They thus advocate different forms of school partnerships, co-operation and contacts across Europe from a very young age onwards. They also stress that promotional activities should be targeted at parents so that the latter support efforts made by schools.

Several language project co-ordinators stressed the importance of making very young people aware of the importance of language learning and that thus efforts have to be made to stimulate a variety of early language learning courses. They added, however, that it is important to see to it that this early language learning is always coupled and linked to European experiences of co-operation between schools. Concrete partnerships between schools strengthen the need to use languages and to communicate with others.

Because of the significance of early language teaching in all member states some argued that there should be a separate programme for primary schools. Sharing the same criteria etc with other school cycles was not seen to be a particular effective way of supporting what clearly is one of the most successful initiatives in support of language learning. Circumstances in primary education were very different to later phases and needed separate action lines. One key player in the UK even proposed that parents should also be included in any primary specific programme because of their crucial role in language teaching in this age group.

²⁴ The European Year of Languages was found to have been a very successful event. It has given a boost to awareness raising for language learning. Some stress that it has especially aroused the interest of smaller organisations and institutions which had not yet been involved in European projects. For small organisations or institutions the European Year of Languages was said to be an 'appetiser' and several of them have later become partners or co-ordinators in other European projects. The EYLL has thus had the function of encouraging smaller language organisations to become involved in European projects. It was also suggested that the EYLL should be repeated regularly with a variety of language activities to be spread over the whole duration of the year. Each European year of languages should focus on a specific group of language learners or trainers. Each EYLL should be seen as a unique opportunity to promote examples of good practice in language learning.

The report on the evaluation of the European Year of Languages was also said to be most useful. It had enabled NAs and decision-makers to reflect themselves on what had been achieved during that year and to think about future actions. Hence the NAs welcome the initiative for the European day of languages in 2003.

In relation to the European Year of Languages, one of the NAs interviewed suggests setting up an initiative entitled the Spring of languages, similar to the Spring of Europe initiative held in the spring of 2003.

4.9.3. LWULT LANGUAGES

Where support for the less spoken languages are concerned the general view was that a separate programme should be devised which specifically targeted the teaching of those languages. The choice of those languages, however, would be the responsibility of member states which would know best which languages fell into this category.

A specific action could target the creation of a specific network connecting all the teachers of LWULT languages in Europe.

Mobility actions to the countries where a LWULWT language is spoken should be encouraged through additional financial mechanisms or grants or specific linguistic preparation courses.

By promoting multilingual, inter-comprehensive approaches, a better understanding between the partners of a project should emerge, probably a greater motivation and better results, and finally bring some support to the LWULT languages.

4.9.4. INITIAL TEACHER EDUCATION

Some interviewees thought that there was a major problem in initial teacher education. Future teachers are not made aware of the role they have to play to motivate youngsters for mobility and for language learning. Too few initial teacher training institutions integrate into the curriculum specific modules focusing on the integration of the European dimension in school education of which mobility and languages should imperatively be a part. Teachers in higher education interviewed said that there is overall much more interest for issues of mobility and languages in departments of business studies than in departments of teacher education (except for where future language teachers are being trained!). This should therefore receive more attention.

4.9.5. COOPERATION WITH THE COUNCIL OF EUROPE

It was generally recognised that the close working relations between the Commission and the Council of Europe have produced a number of invaluable initiatives in support of language learning and teaching throughout Europe. Decision makers and NAs expressed a strong wish that this cooperation should be maintained and some went further by pleading for even stronger links. One NA proposed that the Centre for Languages at Graz should be given a key role in promoting the dissemination and valorisation of language products from the two EU programmes.

4.9.6. LANGUAGE COUNCILS

One of the German interviewees stressed very strongly the importance of the "Language councils" (Sprachenrat) which have been set up so far in five German Länder. These language Councils are focusing on the potential in and the need for language learning and teaching which is available in the Land concerned. Based on the needs analysis and the analysis of existing initiatives in language learning and teaching, the particular Land may set up new initiatives to raise the profile of language learning or teaching and start new language learning or teaching initiatives in co-operation with different partners such as companies or adult education providers. It was said that these language councils can help to define the needs in terms of language learning and can also be at the basis of new projects. This idea of Language Councils should be clearly described and possibly disseminated to other countries. It could be linked to the implementation of the action plan on language learning and teaching and to the activities of the language working group active in the context of the Detailed Work Programme of the concrete future objectives of the education and training systems.

In relation to this, reference was made to the potential of creating a European Language Council. Such a council could be composed of key experts in language learning and teaching (both in awareness-raising and in concrete language learning and teaching activities) who could assist the Commission in relation to the development and the implementation of language initiatives in the framework of the EU programmes in education and training. The setting up of such a European Languages Council could be discussed in the framework of the working group on languages within the Detailed Work programme activities (if this has not been done yet). This council is not to be confused with the European Language Council which is an international association which is doing valuable work in the promotion of language learning.

4.9.7. FOLLOW-UP OF THE DEVELOPMENT AT EUROPEAN LEVEL

It is remarkable that very few of the representatives of ministries and National agencies interviewed, were aware of the Commission staff working paper 'Promoting language learning and Linguistic diversity' of November 2002. In most cases these people did not know the document and only in a few cases had it been read..

When the project coordinators were asked if they were aware of all the activities that are taking place in the framework of the Detailed Work Programme with its three objectives and 13 sub objectives, the response was also negative. Some knew a little about it but the majority knew nothing. This is very revealing as the group of people interviewed are in fact a group of very motivated people investing large amounts of time and work to promote European projects in several areas.

Thus, representatives of ministries and NAs stress that it is very difficult to follow-up all major developments at European level. Over the last years so many communications of the Commission and/or major documents such as the Memorandum on Lifelong learning, the subsequent action plan, the detailed work programme, the Consultation on the future of the programmes, the Commission staff working paper on 'promoting linguistic diversity have been produced. It is very often difficult, if not impossible, even for key decision-makers in the ministries to read and or follow-up those documents and see how they are being implemented.

Maybe the Commission has to reflect on how key players in European co-operation can be better informed and can be encouraged to respond to invitations such as the consultations on the future of the programmes and on languages.

4.10. Suggestions in relation to specific actions

4.10.1. MOBILITY ACTIONS

Specific linguistic objectives would be more effectively achieved by considerably increasing the use of native speakers to fill teaching positions in our institutions of higher education and universities for long periods. At the moment most of the staff mobility within Erasmus is of a short duration but a special initiative could be launched to enhance the mobility of native speakers. A pilot project could be launched and closely monitored.

Mobility of non-language teachers should also be promoted.

Several language teachers in higher education suggested employing language assistants under Socrates in higher education. Being aware of the fact that such an action may take away language assistants from school education, those in higher education should be given a clear profile with specific elements which distinguish them from the Comenius language assistants.

A particular action could help the Erasmus students to invest some time in local primary or secondary school in order to increase the awareness of the pupils for another culture and language.

4.10.2. COMENIUS SCHOOL PROJECTS

Greek Comenius promoters proposed that the age limit for participation in Comenius school projects should be lowered to 12 years (already agreed), that the stay abroad should be reduced to allow for a week's stay and that the numbers of pupils permitted to travel should be increased.

The same Comenius promoters recommended that all schools should be encouraged to create their own web site to facilitate the dissemination of the benefits of the experience and communications between schools.

4.10.3. COMENIUS LANGUAGE PROJECTS AND LEONARDO MOBILITY PROJECTS

Some of the project co-ordinators for the above measures suggest that the contractual period should be extended and the funding be increased. Under existing criteria the limited period is an obstacle to ensuring continuity and sustainability in the exchange of pupils/students. The results of previous work are not always harvested. By prolonging the period and increasing the funding, it would be possible to build upon the experiences and results of previous mobility projects and continue the exchanges. One solution could be "long-term contracts".

4.10.4. INCREASE LANGUAGE EMPHASIS

The UK national agency recommends the reintroduction of bilateral group courses for less widely taught and less widely used languages in Comenius 2.2. The current procedures have combined to favour the increasing dominance of English to the detriment of other languages. As a consequence there has been a steady decline in the participation of UK foreign language teachers.

The Polish national agency goes farther than this by stating quite clearly that language actions should be more visible in the whole structure of the programme and by suggesting that all national agencies should include in their personnel a member of staff with specialist expertise in the languages field. There was not however widespread support for restoring a language specific programme as had existed under the original Lingua programme.

4.10.5. INCREASE « COMETT-STYLE » PLACEMENTS

Placements under Leonardo da Vinci should be reinforced to allow for greater numbers of graduate students with languages to go on placements to firms which rely on exporting goods and services to set up or run cross border activities. They could also be instrumental in teaching staff the cultural knowledge necessary for that firm's export activities.

5. INTERPRETATION OF THE FINDINGS AND CONCLUSIONS

This section presents our interpretation of the findings and our conclusions.

5.1. Impact

The first sub-section is dedicated to the answers to the evaluation questions with regards to impact, using therefore the relevant information collected during the process.

5.1.1. DID THE ACTIONS OF THE PROGRAMMES LEAD THE PROJECT COORDINATORS OR THEIR COLLEAGUES OR THE BENEFICIARIES TO UNDERTAKE MORE LEARNING OF LANGUAGES, TO IMPROVE SKILLS IN FOREIGN LANGUAGES?

5.1.1.1. LINK WITH GENERAL LINGUISTIC OBJECTIVES

This first question is mainly linked with the **first general linguistic objective of Socrates and the second general linguistic objective of Leonardo da Vinci**, that we have called the “linguistic knowledge objectives”.

If we consider the answers given in our quantitative survey about the contribution of the relevant programme, we can observe that

- only 18,7 % of the Socrates project coordinators agreed that their projects have contributed to a large extent to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, in particular those languages that are less widely used and less widely taught;
- only 19,1% of the Leonardo da Vinci project coordinators agreed that their projects have contributed to a large extent to promote language competencies, including for less widely used and taught languages (45,2 % even pointed out that there was no contribution at all!)

This first statement has to be counterbalanced by the influence of the LWULT on the responses, for which the situation is seen as problematic. **According to the people that we have met, Socrates and Leonardo da Vinci have generally contributed to these objectives, but for a limited number of persons and a limited number of languages.**

Considering the “actions” perspective, language actions as Lingua or Language Competences contribute to a larger extent to these objectives, as stated by the project coordinators, but suffered from limited dissemination.

As stated by interviewees:

One of the major challenges is to reach a critical mass which is profiting from the language actions

The projects mainly focused on the 3-4 most used languages

The programme does not benefit a large number of institutions and the measures targeted at linguistic improvements, especially in Lingua, were far too limited.

5.1.1.2. JUDGEMENT CRITERIA

Learning and use of a new language

The quantitative survey is quite clear regarding this first statement: independently from the focus that we are using (all the projects, only Socrates projects, only Leonardo da Vinci projects), we may conclude that the percentage of individuals, (project coordinators, direct beneficiaries, having learned a new language), is quite low.

We have heard little evidence of learning and use of a new language during our interviews, except perhaps for the learning of a new foreign language “en passant” during the mobility period of students and teachers. 42,6 % of the beneficiaries of a Mobility action declared having learned a new language during their stay abroad (18,4 % strongly agreed with this)!

As far as the project coordinators are concerned, English still remains THE means of communication between the partners. This situation does not help the project coordinators to learn a new language.

We insist also on the fact that there are some products or tools available to encourage the learning of a new language, but they are very often not properly disseminated to the right target groups. For instance, many interviewees insisted on dissemination between language and non language projects, and especially with the Mobility or In-service training projects.

Introducing a foreign language at an early age remains a challenge that is not completely structured, for the time being, by the programmes.

As stated by one interviewee:

Enabling students and teachers to go abroad is a major incentive for language learning. Students learn languages ‘en passant’.

Improvement of the knowledge of an already known language

This criterion is better reached than the previous one under the actions of both programmes.

The quantitative surveys demonstrate that 4 project coordinators out of 10 have improved their knowledge of an already known language. The project coordinators claimed that this was also the case for more than 30 % of the direct beneficiaries and for 20 % of the colleagues of the project coordinators within their own institution and the partners’ institutions.

For the project coordinators, the programmes have focused on the use of language in a pragmatic way. A European project creates for them the perfect environment of trust and confidence to learn and practise a foreign language.

For the beneficiaries, the actions very often allow a kind of de-dramatization of the use and practice of a foreign language: through informal contacts during the mobility period, experiential learning, etc.

A number of actions contribute to this result: mobility actions, language school partnerships and projects, in-service training course, language assistants, Leonardo language projects; but mainly at individual level. The effect on the institution has not been evidenced during our study.

As stated during the interviews:

I have gained better fluency and accuracy in the use of the language and reflected on the benefits of the communicative approach.

Use of different languages in international contacts (other than English)

We must admit here that this criterion is not reached by the programmes. English remains a Lingua Franca at European level.

Even if nearly one third of the project coordinators declared that they were using languages other than English in their international contacts, there is little evidence of this for the other stakeholders.

There are few multilingual approaches to project management. No clear language strategies are established by the project coordinators in order to tackle this issue.

For the beneficiaries, IP within Erasmus, Comenius 2.2 in-service training, Grundtvig training courses are very often provided in English.

As stated during the interviews:

We just use English for practical reasons of communication, even in most of the language projects.

There is an urgent need to train project coordinators and partners to use plurilingual and intercomprehensive approaches in their projects.

English is more and more perceived as THE means of communication.

5.1.1.3. INTERIM CONCLUSION

The evaluation question was whether the programmes have led the project coordinators or their colleagues or the beneficiaries to undertake more learning of languages, and to improve their skills in foreign languages.

It cannot be concluded that the programmes have led to a real improvement of the learning and knowledge of European languages. There is little evidence that, apart from some direct beneficiaries, the knowledge of European foreign languages has been strengthened. We have noticed that project coordinators, direct beneficiaries and beneficiaries of Erasmus mobility had improved their linguistic skills but that few had learned a new language.

What is clear, however, is that the programmes as a whole create a favourable climate for foreign language learning. The programmes have played an important role in increasing awareness of the benefits of learning foreign languages – which ultimately should lead to more language learning. However, the direct effect in terms of adequate mastery of new foreign languages is very limited.

There is sufficient evidence that, for those who participated in the actions and projects supported by the programmes, the skills in foreign languages which they already knew, have been improved.

5.1.2. DID THE ACTIONS OF THE PROGRAMMES LEAD THE PROJECT COORDINATORS OR THEIR COLLEAGUES OR THE BENEFICIARIES TO IMPROVE THEIR AWARENESS OF THE IMPORTANCE OF FOREIGN LANGUAGE LEARNING AND THEIR BELIEF IN LINGUISTIC DIVERSITY?

5.1.2.1. LINK WITH THE GENERAL LINGUISTIC OBJECTIVES

This second question is mainly linked with the **second general linguistic objective of Socrates and the first general linguistic objective of Leonardo da Vinci**, that we have called the “linguistic support objectives”.

Our quantitative survey concerning the contribution of the relevant programme demonstrates that

- 31,7 % of the Socrates project coordinators agreed that their projects have contributed to a large extent to encourage and support linguistic diversity and contribute to an improvement in the quality of language teaching and learning;
- more than one third (37,6 %) of the Leonardo da Vinci project coordinators agreed that their projects have contributed to a large extent to support activities aimed at developing linguistic skills as part of vocational training measures

There is no doubt based on the comments from our visits and meetings that the actions have contributed to these objectives.

5.1.2.2. JUDGEMENT CRITERIA

Increased awareness of the importance of foreign language learning

Except when looking at indirect beneficiaries (for whom the effects are more difficult to assess), the quantitative assessment of this criterion by the project coordinators is positive:

- As seen by Socrates project coordinators, it has increased this awareness to a large extent for 63 % of them concerning themselves, for 40 % on their institutions and for 50 % on direct beneficiaries;
- As seen by Leonardo project coordinators, respectively 50 % agreed for themselves, 33% for their institutions and 45 % for direct beneficiaries

The qualitative report confirms this but brings some nuance with regards to the effect within institutions. The awareness has certainly grown within the institutions but is not yet translated into a structured policy or strategy that would definitely enhance the impact of the different projects.

Moreover some specific target groups still have to be put in focus: mainly the non language teachers at schools and the policymakers.

Considering the actions level, the language but also the non language actions such as mobility have played a role in increasing awareness.

Development of the skills and competences in foreign language learning

This judgment criterion allows us to evaluate impact on an element falling between the “linguistic knowledge objective” and the “linguistic support objective”. It is not directly related to the learning of a new language but already does more than simply creating awareness.

From the project coordinator’s point of view, it has been the case for one third of the project coordinators and direct beneficiaries.

The Mobility actions and the specific language actions have played an important role.

Emphasis has been put during the interviews on the positive impact of the communicative perspective during the foreign language learning process. When a priority is set on the development of language skills in “real” communication situations, the results seem to be more positive.

As stated by some interviewees:

... the motivation for learning is enhanced because they learn languages and they learn in another way which could be said to be more constructivist and linked to experiential learning.

Pupils and students, who had been involved in mobility, had acquired better linguistic skills.

Belief in the importance of linguistic diversity. Willingness to learn new foreign languages.

The programmes have greatly helped to develop and improve belief in the importance of linguistic diversity and the motivation to learn new foreign languages.

As evaluated by the project coordinators, this is the case to a large extent for more than 70 % of project managers (Socrates and Leonardo da Vinci) and for 40 % of the beneficiaries of the programmes. This impact is assessed by the project coordinators as the most important one on the beneficiaries. According to the project coordinators, between 50 and 75 % of the individuals covered by the projects have become more open-minded with regards to linguistic diversity, be it through Socrates or Leonardo da Vinci.

More than one third of the project coordinators who participated to our quantitative survey declare that they will continue to learn other European languages and plan to learn new foreign languages! 86% of the project coordinators are willing to encourage other people to learn foreign languages. This motivation aspect and improved awareness are confirmed by a great majority of beneficiaries of Mobility actions.

This statement is confirmed by the information collected during the interviews. It is however necessary to point out that, if this is the case for the language actions and the mobility actions, it is not necessary the case for e.g. the non language pilot projects. Some actions such as Comenius School projects, Comenius assistants and Mobility actions have greatly contributed to this objective. One can conclude that it was the case either for the language actions or for the mobility actions.

Lingua actions and the Language Pilot Projects have also contributed to the objective, but again mainly for the project coordinators and the direct beneficiaries of the actions. The limited dissemination to other players (inside or outside the institution of the project coordinator) decreased the impact of these actions.

Mobility for staff and students promotes greatly the motivation for language learning.

It is clear that involvement in language school projects has an impact not only on language awareness and language learning but also on motivation for learning in general.

Comenius 1 school partnerships- not only the language projects – raise the awareness of young people for languages enormously.

5.1.2.3. INTERIM CONCLUSION

The evaluation question considered was whether the actions of the programmes have helped in raising the awareness (of project coordinators, their colleagues, beneficiaries, ...) of the importance of foreign language learning and their belief in linguistic diversity.

Here we can be quite affirmative. The programmes (and actions within the programmes) have clearly contributed to the achievement of this objective, at least at individual level but often also at institutional level. The projects have worked as an eye-opener for many people who had been previously unaware of the importance of foreign languages and linguistic diversity.

Yet, certain target groups seem to not have been reached enough: non language teachers, vocational teachers, young pupils, and people in SMEs.

5.1.3. DID THE ACTIONS CONTRIBUTE TO AN IMPROVEMENT IN THE QUALITY/QUANTITY OF LANGUAGES LEARNING AND TEACHING?

5.1.3.1. LINK WITH THE GENERAL LINGUISTIC OBJECTIVES

This third question is mainly linked with the **second general linguistic objective of Socrates and the first general linguistic objective of Leonardo da Vinci**, that we have called the “linguistic support objectives”.

5.1.3.2. JUDGEMENT CRITERIA

Assessment of the quality improvement of language learning and teaching

According to our quantitative survey to project coordinators, the quality is seen as improved to a large extent for slightly more than 20 % within their own institutions and the institutions of the partners, for both programmes. As far as the direct beneficiaries are concerned, the effect on the quality improvement on language learning is largely considered as positive by more than 20 % of the respondents.

Even if one interviewee has quite logically raised the question of the definition of quality, the interviews point out that the quality of language teaching and learning has been improved but efforts are still necessary in initial teacher education and teaching a first foreign language at an early age.

It appears also quite clearly that the effective production of tools, methods and products aimed at developing the quality of language teaching is not enough to produce an impact on the overall quality of language teaching. Again the issue of dissemination of these outputs to the relevant target groups is a key issue in order to ensure positive outcomes with impact.

As mentioned by Leonardo NA

More actions are still needed to integrate future language teaching into vocational training measures. Dissemination of projects to the educational community at large was not always efficient.

Our projects have been able to raise the awareness of new pedagogical methods to teach or learn foreign languages but the outcomes of the projects have not been well disseminated.

With regards to language learning, one can consider that the quality has been improved through communication in foreign languages for a real purpose, rather than solely in the artificial environment of the classroom. Comenius school projects or Mobility actions for instance add to the “official” learning of a language a quite important added value, related to effective communication.

An important comment has to be made about the important role played by the general educational context of the country itself in influencing the impact of the actions. It is quite evident that, in some accession countries, the actions related to the improvement of the quality of language learning and teaching have a bigger leverage potential effect than in other countries.

As stated by a Latvian interviewee:

There is still a long way to go.

Building of European networks in order to share experience, to exchange good practice and to develop common projects in the field of language teaching/learning

Another aspect of the improvement of the quality of language teaching and learning may find its roots in a well functioning network between relevant partners.

To a large extent, project coordinators have built sustainable European networks and still continue to use them. According to project coordinators, between 20 and 25 % of the direct beneficiaries of the actions should have developed their own network and use it. More than 40 % of the institutions concerned by actions should now be more aware of the importance of this kind of network.

According to the interviews, networks are seen as one of the main sustainable outputs of both programmes.

Dissemination of the products/tools within institution and sustainability of the actions.

The dissemination and the sustainability issues are covered under the relevant section.

5.1.3.3. INTERIM CONCLUSION

Did the actions contribute to improving the quality/quantity of languages learning and teaching?

They certainly did, but again on a limited scale. It is particularly unfortunate that many language-specific projects designed to contribute to these goals were rather isolated, faced problems of sustainability and were incapable of a large scale dissemination of their results. The potential of quality improvement that might have been expected has therefore not been really exploited. The bottleneck seems to be the institutional policy, which often lacks linguistic objectives. The elaboration of a language strategy within institutions would then facilitate the introduction and use of the outcomes of successful language projects.

Areas that appear to have been insufficiently addressed are early language teaching, initial teacher education and multilingual approaches.

5.1.4. HAVE THE ACTIONS HAD AN IMPACT ON KNOWLEDGE OF AND ATTITUDE TOWARDS OTHER COUNTRIES/CULTURES?

5.1.4.1. LINK WITH THE GENERAL LINGUISTIC OBJECTIVES

This question is linked with the **third general linguistic objective of Leonardo da Vinci**, that we have called the “intercultural understanding objective”. Such an objective fails to appear as an objective within Socrates. This is clearly an unfortunate omission judging from the assessment of many interviewees who very often identify increased cultural awareness as the principal gain under these programmes.

Our quantitative survey about the objectives of the projects shows that 86 % of the project coordinators of projects under Socrates declared that their projects have had one or more specific objectives in relation to the understanding of different cultures.

More than one third of the Leonardo da Vinci project coordinators agreed that their projects have contributed to a large extent to promote understanding of different cultures in the context of vocational training.

The interviewees stressed also the great impact of both programmes on this objective. All the actions under Socrates are considered to have an impact on cultural understanding. It was stressed that the Mobility actions of Leonardo have great potential in cross cultural and intercultural communication.

5.1.4.2. JUDGEMENT CRITERIA

Better understanding of other European cultures

The quantitative survey demonstrates quite clearly that both programmes have helped all the stakeholders to have a better understanding of other European cultures.

Considering the “spread” of individuals having become more open-minded with regard to intercultural knowledge, independently from the programme and/or the phase, about 4 project coordinators out of 10 agreed that it happened for more than 75 % of the individuals.

Expressions such as eye-opener, positive experiences of other cultures, cultural effect of involvement, broadening horizons, etc. have been used by interviewees when describing the impact on cultural knowledge.

Development of personal network with other European citizens

The project coordinators in particular have developed their personal network with other European colleagues. Nevertheless networks have also been improved for the beneficiaries of Mobility actions such as Erasmus, Comenius and Leonardo Mobility projects. Networks have been qualified as the one of the main outcomes of the actions by some interviewees.

5.1.4.3. INTERIM CONCLUSION

It appears that virtually all the actions contribute to creating a more favourable attitude towards other countries/cultures and improve the knowledge thereof – also beyond the direct beneficiaries of the projects.

In particular, the mobility actions and language projects have opened a window on other cultures. Certainly at the level of the project coordinator and the direct beneficiaries, but also for the indirect beneficiaries (for instance, parents' attitudes) and within institutions or organisations.

5.1.5. HAVE THE ACTIONS HAD AN IMPACT ON EDUCATIONAL SYSTEMS, ON EDUCATION POLICIES OR STRATEGIES AND ON AUTHORITIES IN CHARGE OF EDUCATION AND TRAINING?

An important question is whether the programmes and actions, in particular the language specific actions, have had an impact on educational systems, on education policies or strategies and on authorities in charge of education and training.

There is no clear answer to this question, in particular when it comes to possible impact on new legislation in relation to education and training, especially related to linguistic issues. Indeed, even if there has been change in education and training policy – and subsequently in legislation – it is not always possible to “isolate” the contribution the programmes have made to these changes, compared to other factors. Other factors such as economic considerations, pressure from national interest groups etc may have been at least as important.

We observed that the project coordinators themselves consider the impact to be very limited. This is probably mainly due to the distance between the project coordinators and the policymakers. There is often already a distance between the National Agencies and policy makers. Communication and dissemination of good practice and lessons learned to policy makers is not functioning properly.

There can be no doubt, however, that both programmes have raised the awareness of foreign language learning questions at policy level in many countries. As quoted by a project coordinator, *“the EU programmes also contribute to increase the awareness of European diversity and the perception of Europe as a unit. So even though, the impact by most of the project coordinators is perceived to be greater at the individual level, this will inevitably have impact at all levels. The EU programmes have initiated a bottom-up process.”*

Policy makers and some National Agencies have provided several examples of the (at least indirect) impact of the programmes on several initiatives in various countries: promotion of early-language learning, training programmes for primary school teachers, introduction of CLIL, promotion of bilingual classes, ... These initiatives have come on the political agenda often due to the European context created through the European cooperation programmes in the field of education and training.

5.1.6. DISSEMINATION AND SUSTAINABILITY ISSUES

No real impact can be expected if there is no dissemination of project results beyond the boundaries of the project itself. The reality is that dissemination of the outputs of the projects (language projects, pilot projects, ...) is disappointingly low – which reduces enormously the possible impact of the programmes and the extent to which the linguistic objectives can be achieved.

Dissemination is problematic from different perspectives:

- dissemination of outputs within the own organisations
- cross-fertilisation between language projects (within and between the programmes)
- dissemination from language projects towards non-language projects and other organisations
- dissemination to policy makers

There are different reasons for this: lack of technical competences for dissemination, lack of the necessary marketing and promotional skills, excessive specificity of projects (hampering transferability), absence of formal links between language and non-language actions, few contacts between project coordinators, NAs and policymakers, ...

It should be noted that networking seems to contribute to creating a favourable climate for dissemination but is not sufficient for dissemination in a structured and systematic way.

Animation of the networks, appropriate marketing strategies, structured management of information, establishment of language strategies at the level of the institutions are some of the keys to be used in order to improve dissemination.

5.1.7. THE LWULT

The LWULT – less widely used and lesser taught languages – have been an important policy focus in the programmes. The evaluation question to be considered is to what extent the objectives for these languages have been achieved?

From this perspective, the situation is gloomy. When a person learns a new language in the framework of a project supported by Socrates or Leonardo da Vinci, this is most often one of the mostly used languages, in particular English. Moreover English has become even more the working language for project management and internal communication²⁵. We noted that only rarely multilingual or intercomprehensive approaches are used when managing a project.

It should be noted that in some accession countries – virtually all of which can be considered to have a LWULT language – there is a clear tendency to encourage the learning of the most used languages, this being considered as a necessary factor of integration.

As far as Erasmus mobility is concerned, the Universities in the countries where a LWULT language is spoken, have often felt the need to propose courses in English in order to remain attractive for foreign students. This does not necessarily imply that these students will not learn the language ‘en passant’ but it lowers the possibility to practise it; on the other hand, even if the courses are given in English, impact on the discovery of a new culture is quite clear. Thus, it should also be stressed that Erasmus mobility has encouraged thousands of students to become familiar and feel comfortable with a LWULT language in their host country.

5.1.8. OVERALL INTERPRETATION OF IMPACT

At the end of this analysis we can conclude that both programmes have mainly had an impact on the different stakeholders on intercultural knowledge (identified as “intercultural understanding objective”), on the awareness of the importance of foreign language learning and linguistic diversity (identified as “linguistic support objectives”):i.e.

- Socrates (2): to encourage and support linguistic diversity and contribute to an improvement in the quality of language teaching and learning

²⁵ Even if the former issue concerns thousands of people and the latter only a few, these issues are linked: learning English is important in a business environment.

- Leonardo da Vinci (1): to support activities aimed at developing linguistic skills as part vocational training measures
- Leonardo da Vinci (3): to promote understanding of different cultures in the context of vocational training
- ... and in the educational context

This is mainly due to the fact that these objectives have been influenced not only by the “pure” language actions, but also, and even more in fact, by Mobility actions (Erasmus, Comenius and Leonardo), Comenius school projects and in-service training.

Both research exercises (quantitative and qualitative) have shown that, for pupils and students, personal skills, such as understanding a new culture, open-mindedness, self-confidence, awareness of the importance of language learning, motivation to learn foreign languages, ... have been more widely developed than the linguistic skills. *A fortiori* these skills have been obtained also for the other stakeholders (project coordinators, institutions).

However, the improvement in the quality of language learning and teaching is less prevalent among different stakeholders. In fact this result is reached for the individuals (direct beneficiaries such as pupils, students and teachers) but less evident within the institutions of the project coordinator or for the indirect beneficiaries.

We can argue in the same way for what we have called the “knowledge linguistic objectives”: i.e.:

- Socrates (1): to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, in particular those languages that are less widely used and less widely taught
- Leonardo da Vinci (2): to promote language competencies, including for less widely used and taught languages

Again, the actions of the programmes have had an impact at individual level but did not succeed yet to reach a critical mass and a roll-over effect.

One must admit that the situation with regards to LWULT languages is rather problematic. The most widely used languages remain in focus and English is confirmed as a kind of Lingua Franca. One must admit that the priority established for the LWULT is under pressure and needs specific support or to be further questioned.

We have summarised our view on impact in the following tables:

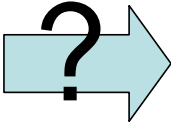
- Socrates as a whole
- Socrates with a view per action²⁶
- Leonardo da Vinci as a whole
- Leonardo da Vinci with a view per action²⁷
- impact on stakeholders

²⁶ Only the actions of Socrates II appear in the tables.

²⁷ Only the actions of LdV II appear in the tables.

These tables aim at describing in more detail our perception of the nature of the “impact arrow”

Figure 15 – Impact arrow



<p>General linguistic objectives</p> <p>1) To promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, in particular those languages that are less widely used and less widely taught.</p> <p>2) To encourage and support linguistic diversity and contribute to an improvement in the quality of language teaching and learning.</p>	<p>Stakeholders</p> <ul style="list-style-type: none"> ➤ Project coordinators ➤ Institutions of the project coordinator ➤ Partners'institutions ➤ Direct beneficiaries ➤ Indirect beneficiaries 	<p>Dissemination</p>	<p>Sustainability</p>
	<ul style="list-style-type: none"> ➤ Policies makers 		

The following legend has been used:

Symbol	Impact
--	Very low
-	Low
=	Neutral
+	Positive
++	Very positive

Table 44 – Impact / Socrates as a whole

	(1) to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union / in particular those languages that are less widely used and less widely taught	(2) to encourage and support linguistic diversity and contribute to an improvement in the quality of language teaching and learning	(*) to promote understanding of different cultures in the context of educational training
Socrates	= / - + / - for a small audience	++ / +	++

Table 45 – Impact / Socrates with a view per action

	(1) to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union / in particular those languages that are less widely used and less widely taught	(2) to encourage and support linguistic diversity and contribute to an improvement in the quality of language teaching and learning	(*) to promote understanding of different cultures in the context of educational training
Erasmus	+ / - for the LWULT	+	++
	<p>Very positive elements: mobility of students, IP, TN.</p> <p>Need for mobility during initial teacher education (compulsory assistantship?).</p> <p>Need for more mobility of universities teachers.</p> <p>Need for a networking between the TN on languages and other language projects.</p> <p>Potential of language assistants ?</p>		
Comenius	Comenius school projects and language projects: ++		
	<p>Very positive elements: dedramatization of language learning, in-service training course, language assistants, networking, impact on indirect beneficiaries such as parents</p> <p>Need for school development projects aimed at developing language-friendly environment and language strategies, that will enhance the effects.</p> <p>Need for starting actions as early as possible for the pupils.</p> <p>Need for a link between in-service training and Lingua projects.</p>		
Lingua	++ for a small group of beneficiaries and the project coordinators	+ for a small group of beneficiaries and the project coordinators	
	<p>Positive elements: qualitative products and tools.</p> <p>Need for better dissemination of products and tools.</p> <p>Particular emphasis to be put on Lingua 1 area 3, with regards to dissemination to policymakers.</p>		

	<p>Need for links with non language projects (e.g. language friendly environment, CLIL, multilingual approach, ...) and transformational approach for schools.</p> <p>Need for in-service course to train the teachers/trainers to use the tools and instruments.</p> <p>Need for links with Leonardo projects.</p>		
Grundtvig	Potential	+	++
	<p>Need for in-service training for language trainer.</p> <p>Positive elements: transnational language projects under Grundtvig 1</p> <p>Need for in-service training for language trainer.</p> <p>Need for development of multilingual skills.</p>		
Minerva	N.A.	N.A.	N.A.

Table 46 – Impact / Leonardo da Vinci as a whole

	(1) to support activities aimed at developing linguistic skills as part of vocational training measures	(2) to promote language competencies, including for LWULT	(3) to promote understanding of different cultures in the context of vocational training
Leonardo da Vinci	+	= / -	++

Table 47 – Impact / Leonardo da Vinci with a view per action

	(1) to support activities aimed at developing linguistic skills as part of vocational training measures	(2) to promote language competencies, including for LWULT	(3) to promote understanding of different cultures in the context of vocational training
Mobility	+	= / -	++
	Positive elements: impact on intercultural knowledge and linguistic diversity. Need for more flexibility (e.g. placement in schools and enterprises). Need for a higher mobility of VET trainer. Need for in-service training.		
Pilot Projects	=	=	+
	Positive impact on the project coordinators and direct beneficiaries. Need for a greater dissemination. Link with mobility actions.		
Language Competencies	++	= + for a small audience	++
	Positive impact on the project coordinators and direct beneficiaries. Need for dissemination.		
Thematic networks	N.A.	N.A.	N.A.
Reference material	N.A.	N.A.	N.A.

Table 48 – Impact on stakeholders

Stakeholder	Impact
Pupils and students	<p>Development of personal skills and intercultural understanding.</p> <p>Enhanced awareness of the importance to learn foreign languages.</p> <p>Enhanced motivation.</p> <p>Dedramatization of the learning process of foreign languages.</p>
Teachers	<p>Development of personal skills and intercultural learning.</p> <p>Some new methods in language teaching.</p> <p>Increased belief in linguistic diversity as a positive element.</p> <p>Positive impact on their professional practice.</p> <p>Networking.</p>
Project coordinators	<p>Development of personal skills and intercultural learning.</p> <p>Project management.</p> <p>Increased belief in linguistic diversity as a positive element.</p> <p>Networking.</p> <p>Need for tools with regards to management of languages within the project.</p> <p>Need for content support from the NA or from another key player in the language environment.</p>
Institutions	<p>Effect on internationalisation climate and understanding of other cultures.</p> <p>Non systematic dissemination of the tools, products or outputs of the projects, and lowered effect on awareness of the importance of language learning and on linguistic diversity at large scale.</p> <p>Need for language strategies within the institutions and better dissemination of existing outputs.</p>
Policy level	<p>Effect on some practices (e.g.mobility) but low effect at legislation level.</p> <p>No appropriation of the outcomes by the system.</p> <p>Need for better communication and networking between the policymakers, NAs and project coordinators.</p>

5.2. Effectiveness

As already said, little valuable information could be exploited for analysing the specific results of the operational linguistic objectives. We have therefore mainly considered the effectiveness of these actions in relation to the achievement of the general linguistic objectives.

Nevertheless, we have interpreted some qualitative information about the operational objectives; these conclusion elements have to be cautiously considered:

- Comenius Language projects have helped to increase young's people motivation, capacity and confidence to communicate in other European languages; this has to be related to a kind of de-dramatization effect on language learning; working on a project with a foreign peer group and, for the more fortunate, actually spending time visiting a school of the target language gives reality to the learning of the language as well the necessary curiosity and motivation to continue after the completion of the project; as the objective of promoting linguistic diversity by encouraging the use of all the European languages of the European Union, in particular the LWULT, there is less evidence of an overall achievement;
- Comenius 2.1. projects have helped to improve the training of the teachers that have participated in the projects; some strategies to improve the quality of teaching and learning in the classroom have been developed but not at institutional level; little evidence has been found with regards to this last point;
- Both Comenius 2.2. B and C can be considered as having achieved their operational linguistic objectives;
- For both Lingua actions, they have certainly played an important role with regards to the increase of awareness of the importance of linguistic diversity and to the creation of new products/tools aimed at increasing the quality of teaching and learning; but these actions have suffered from the dissemination problem;
- This situation is valid for the Leonardo Language competences projects; the Leonardo mobility of language trainers has reached its objectives but probably for too few language trainers.

5.3. Relevance and coherence

Relevance

It is clear that the Socrates and Leonardo da Vinci programmes are highly relevant when it comes to the challenge of raising the awareness of the importance of linguistic diversity and the learning of foreign languages. Most relevant in this respect appear to be:

- the Mobility actions, in particular where it concerns increasing the awareness of the importance of foreign language learning and motivation;
- actions addressing initial teacher education, in relation to the quality of teaching
- Comenius 1.3 (in order to help the elaboration of language friendly schools strategies), Comenius 2.2 in-service training course, Comenius assistants;
- support for multilingual and inter-comprehensive approaches
- dissemination of good practice and tools (where it takes place)

There is an important concern, however. All languages are treated in the same way – yet the needs and issues are very different from one language to another. More reflection is needed about the diversifica-

tion of approaches needed in respect of the languages and the target group concerned. In fact, the objectives and needs that drive language policies are very diverse:

- from a cultural (and even scientific) point of view, languages have to be learned for themselves;
- from a “business” point of view (and also with regards to communication within the research environment), there is clearly a need for a lingua franca, such as English;
- from the “integration” (inside and outside Europe) point of view, it is necessary to develop skills and knowledge in English but also in other most widely used European languages (such as German, French and Spanish);
- from the “cultural richness and diversity” point of view, the LWULT languages have to be supported;
- from a “globalisation” point of view, languages other than European should also be given attention, such as Chinese, etc.

Some priorities have to be clearly established between these different objectives, which are, to some extent, contradictory. At least there is a differentiation needed in the means that have to be put in place to reach different objectives. This differentiation has to take into account the situations in the different countries that may differ (in respect of their history with regards to language learning, the economic situation of the country, etc.).

Coherence

Socrates and Leonardo da Vinci are fairly complex programmes with many actions and very many objectives – rooted in previous programmes that started almost two decades ago. All of these programmes are, moreover, the result of political compromises at European level. It should therefore come as no surprise that the internal coherence and consistency is not optimal.

This evaluation assignment has, moreover, shown that the structure of the actions and objectives remains unclear for many stakeholders (project coordinators, policymakers, etc.). This does not affect coherence as such, but it makes a bird’s eye view rather difficult.

There is a clear need for better links between the actions inside the programmes and two programmes. And there is also a clear need to develop strategies at institutional level with regard to internal language policy. This should foster the coherence of the actions undertaken by project coordinators and teachers.

We also wish to raise the question of the coherence of objectives and actions in relation to the LWULT languages. To some extent, the objectives related to these languages conflict with the other objectives – and certainly that seems to be the reality on the ground. This situation seems more related to the existence of different needs and objectives within the countries and at national policy level, and thus is a reflection of an external coherence question.

6. CONCLUSIONS AND RECOMMENDATIONS

In this chapter we present the main conclusions of our evaluation assignment. We also formulate some final recommendations.

The chapter is structured as follows:

- first, for convenience we present again the different interim conclusions that were formulated in the previous chapter in relation to the different evaluation questions
- we then continue by formulating a number of overall conclusions that have emerged from this evaluation exercise
- a short section includes a reflection about the interrelationship of linguistic objectives and the extent to which these can be achieved
- finally we list our main recommendations.

6.1. Overview of the interim conclusions regarding the evaluation questions

6.1.1. MORE LEARNING OF LANGUAGES

The evaluation question was whether the programmes have led the project coordinators or their colleagues or the beneficiaries to undertake more learning of languages, and to improve their skills in foreign languages.

It cannot be concluded that the programmes have led to a real improvement of the learning and knowledge of European languages. There is little evidence that, apart from some direct beneficiaries, the knowledge of European foreign languages has been strengthened. We have noticed that project coordinators, direct beneficiaries and beneficiaries of Erasmus mobility had improved their linguistic skills but that few had learned a new language.

What is clear, however, is that the programmes as a whole create a favourable climate for foreign language learning. The programmes have played an important role in increasing awareness of the benefits of learning foreign languages – which ultimately should lead to more language learning. However, the direct effect in terms of adequate mastery of new foreign languages is very limited.

There is sufficient evidence that, for those who participated in the actions and projects supported by the programmes, the skills in foreign languages which they already knew, have been improved.

6.1.2. AWARENESS OF THE IMPORTANCE OF FOREIGN LANGUAGE LEARNING

The evaluation question considered was whether the actions of the programmes have helped in raising the awareness (of project coordinators, their colleagues, beneficiaries, ...) of the importance of foreign language learning and their belief in linguistic diversity.

Here we can be quite affirmative. The programmes (and actions within the programmes) have clearly contributed to the achievement of this objective, at least at individual level but often also at institu-

tional level. The projects have worked as an eye-opener for many people who had been previously unaware of the importance of foreign languages and linguistic diversity.

Yet, certain target groups seem to not have been reached enough: non language teachers, vocational teachers, young pupils, and people in SMEs.

6.1.3. QUALITY AND QUANTITY OF LANGUAGE LEARNING AND TEACHING

Did the actions contribute to improving the quality/quantity of languages learning and teaching?

They certainly did, but again on a limited scale. It is particularly unfortunate that many language-specific projects designed to contribute to these goals were rather isolated, faced problems of sustainability and were incapable of a large scale dissemination of their results. The potential of quality improvement that might have been expected has therefore not been really exploited. The bottleneck seems to be the institutional policy, which often lacks linguistic objectives. The elaboration of a language strategy within institutions would then facilitate the introduction and use of the outcomes of successful language projects.

Areas that appear to have been insufficiently addressed are early language teaching, initial teacher education and multilingual approaches.

6.1.4. ATTITUDES TOWARDS OTHER COUNTRIES AND CULTURES

It appears that virtually all the actions contribute to creating a more favourable attitude towards other countries/cultures and improve the knowledge thereof – also beyond the direct beneficiaries of the projects.

In particular, the mobility actions and language projects have opened a window on other cultures. Certainly at the level of the project coordinator and the direct beneficiaries, but also for the indirect beneficiaries (for instance, parents' attitudes) and within institutions or organisations.

6.1.5. IMPACT ON EDUCATION SYSTEMS AND POLICIES

An important question is whether the programmes and actions, in particular the language specific actions, have had an impact on educational systems, on education policies or strategies and on authorities in charge of education and training.

There is no clear answer to this question, in particular when it comes to possible impact on new legislation in relation to education and training, especially related to linguistic issues. Indeed, even if there has been change in education and training policy – and subsequently in legislation – it is not always possible to “isolate” the contribution the programmes have made to these changes, compared to other factors. Other factors such as economic considerations, pressure from national interest groups etc may have been at least as important.

We observed that the project coordinators themselves consider the impact to be very limited. This is probably mainly due to the distance between the project coordinators and the policymakers. There is often already a distance between the National Agencies and policy makers. Communication and dissemination of good practice and lessons learned to policy makers is not functioning properly.

There can be no doubt, however, that both programmes have raised the awareness of foreign language learning questions at policy level in many countries. As quoted by a project coordinator, *“the EU programmes also contribute to increase the awareness of European diversity and the perception of*

Europe as a unit. So even though, the impact by most of the project coordinators is perceived to be greater at the individual level, this will inevitably have impact at all levels. The EU programmes have initiated a bottom-up process.”

Policy makers and some National Agencies have provided several examples of the (at least indirect) impact of the programmes on several initiatives in various countries: promotion of early-language learning, training programmes for primary school teachers, introduction of CLIL, promotion of bilingual classes, ... These initiatives have come on the political agenda often due to the European context created through the European cooperation programmes in the field of education and training.

6.1.6. DISSEMINATION AND SUSTAINABILITY

No real impact can be expected if there is no dissemination of project results beyond the boundaries of the project itself. The reality is that dissemination of the outputs of the projects (language projects, pilot projects, ...) is disappointingly low – which reduces enormously the possible impact of the programmes and the extent to which the linguistic objectives can be achieved.

Dissemination is problematic from different perspectives:

- dissemination of outputs within the own organisations
- cross-fertilisation between language projects (within and between the programmes)
- dissemination from language projects towards non-language projects and other organisations
- dissemination to policy makers

There are different reasons for this: lack of technical competences for dissemination, lack of the necessary marketing and promotional skills, excessive specificity of projects (hampering transferability), absence of formal links between language and non-language actions, few contacts between project coordinators, NAs and policymakers, ...

It should be noted that networking seems to contribute to creating a favourable climate for dissemination but is not sufficient for dissemination in a structured and systematic way.

Animation of the networks, appropriate marketing strategies, structured management of information, establishment of language strategies at the level of the institutions are some of the keys to be used in order to improve dissemination.

6.1.7. THE LWULT LANGUAGES

The LWULT – less widely used and lesser taught languages – have been an important policy focus in the programmes. The evaluation question to be considered is to what extent the objectives for these languages have been achieved?

From this perspective, the situation is gloomy. When a person learns a new language in the framework of a project supported by Socrates or Leonardo da Vinci, this is most often one of the mostly used languages, in particular English. Moreover English has become even more the working language for project management and internal communication²⁸. We noted that only rarely multilingual or intercomprehensive approaches are used when managing a project.

It should be noted that in some accession countries – virtually all of which can be considered to have a LWULT language – there is a clear tendency to encourage the learning of the most used languages, this being considered as a necessary factor of integration.

²⁸ Even if the former issue concerns thousands of people and the latter only a few, these issues are linked: learning English is important in a business environment.

As far as Erasmus mobility is concerned, the Universities in the countries where a LWULT language is spoken, have often felt the need to propose courses in English in order to remain attractive for foreign students. This does not necessarily imply that these students will not learn the language ‘en passant’ but it lowers the possibility to practise it; on the other hand, even if the courses are given in English, impact on the discovery of a new culture is quite clear. Thus, it should also be stressed that Erasmus mobility has encouraged thousands of students to become familiar and feel comfortable with a LWULT language in their host country.

6.1.8. RELEVANCE

It is clear that the Socrates and Leonardo da Vinci programmes are highly relevant when it comes to the challenge of raising the awareness of the importance of linguistic diversity and the learning of foreign languages. Most relevant in this respect appear to be:

- the Mobility actions, in particular where it concerns increasing the awareness of the importance of foreign language learning and motivation;
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There is an important concern, however. All languages are treated in the same way – yet the needs and issues are very different from one language to another. More reflection is needed about the diversification of approaches needed in respect of the languages and the target group concerned. In fact, the objectives and needs that drive language policies are very diverse:

- from a cultural (and even scientific) point of view, languages have to be learned for themselves;
- from a “business” point of view (and also with regards to communication within the research environment), there is clearly a need for a lingua franca, such as English;
- from the “integration” (inside and outside Europe) point of view, it is necessary to develop skills and knowledge in English but also in other most widely used European languages (such as German, French and Spanish);
- from the “cultural richness and diversity” point of view, the LWULT languages have to be supported;
- from a “globalisation” point of view, languages other than European should also be given attention, such as Chinese, etc.

Some priorities have to be clearly established between these different objectives, which are, to some extent, contradictory. At least there is a differentiation needed in the means that have to be put in place to reach different objectives. This differentiation has to take into account the situations in the different countries that may differ (in respect of their history with regards to language learning, the economic situation of the country, etc.).

6.1.9. COHERENCE

Socrates and Leonardo da Vinci are fairly complex programmes with many actions and very many objectives – rooted in previous programmes that started almost two decades ago. All of these programmes are, moreover, the result of political compromises at European level. It should therefore come as no surprise that the internal coherence and consistency is not optimal.

This evaluation assignment has, moreover, shown that the structure of the actions and objectives remains unclear for many stakeholders (project coordinators, policymakers, etc.). This does not affect coherence as such, but it makes a bird’s eye view rather difficult.

There is a clear need for better links between the actions inside the programmes and two programmes. And there is also a clear need to develop strategies at institutional level with regard to internal language policy. This should foster the coherence of the actions undertaken by project coordinators and teachers.

We also wish to raise the question of the coherence of objectives and actions in relation to the LWULT languages. To some extent, the objectives related to these languages conflict with the other objectives – and certainly that seems to be the reality on the ground. This situation seems more related to the existence of different needs and objectives within the countries and at national policy level, and thus is a reflection of an external coherence question.

6.2. Overall conclusions of the evaluation assignment

6.2.1. WITH REGARD TO THE GENERAL LINGUISTIC OBJECTIVES

- The programmes have had an impact on the “intercultural understanding” and the “linguistic support” objectives. The awareness of the importance of linguistic diversity and intercultural understanding has grown amongst project coordinators and direct beneficiaries.
- This has happened through the language actions but not exclusively. In fact, some non-language actions, in particular the mobility actions, have produced major effects on the beneficiaries with regards to motivation and awareness of the importance of foreign language learning.
- The programmes have had less impact when it comes to the more specific “linguistic knowledge” objectives. There is evidence that only limited numbers of beneficiaries have learned a new foreign language. However, the knowledge of already known languages has been improved through the actions.

6.2.2. WITH REGARD TO THE STAKEHOLDERS

- The impact in relation to these objectives has been mainly restricted to project coordinators and direct beneficiaries. The effects in relation to intercultural and linguistic support knowledge objectives have been more widespread than the one on the linguistic knowledge objective. Increasing awareness for linguistic diversity still remains an important objective that has to be supported in the long term.
- The local effects of the actions have not been fully embedded in the institutions or at policy level. Sometimes good practice has been shared and has supported other initiatives in the field of education and learning, but this has been outside a clear strategic implementation and dissemination process.

6.2.3. WITH REGARD TO THE LWULT LANGUAGES

- The objective relating to the learning of LWULT languages has hardly been achieved, despite the efforts and means allocated to this. This is partially due to the dominant role of English at international level. Since English is increasingly the first foreign language, the focus should perhaps be put on the learning of a second or third foreign language and address the LWULT language learning in this context.

- The projects are mainly managed in English, without taking into account the language potential existing within the project group.

6.2.4. WITH REGARD TO SPECIFIC ACTIONS

- Due to its concept and sheer size, Erasmus mobility has been the most significant contributor to language learning and awareness within the programmes. Preparation courses in Erasmus have played a positive role in the learning of foreign languages; even if this only delivers a survival kit, it allows the students to feel more confident and to undertake more learning of the language “en passant”.
- Enabling students and teachers to go abroad is a major incentive for language learning. Mobility plays the role of an eye-opener and develops other important skills and attitudes (such as self-confidence, social inclusion, communication skills ...).
- The role of initial and in-service teacher education is crucial in the process of foreign language learning. The motivation and skills of the language (and non language) teachers (or future teachers) have to be maximised in order to achieve maximum impact on the pupils and students. Training of teachers in special areas such as early language learning or bilingual classes are key pointers to the future.
- Interest for early language learning is growing and needs further support;

6.2.5. WITH REGARD TO DISSEMINATION

- Dissemination between projects (language and non language) within a programme or between projects and the programmes is not adequate and a major blocking factor for wide scale impact. Priority should be given to the sustainable use of existing products/tools and on the continuity of actions.
- Dissemination and awareness raising with policymakers is insufficient and not systematic.
- National Agencies mainly focus on administration. There seems to be a strong need to adapt their role, with more time and resources spent on dissemination and support to project coordinators.

6.3. Reflections on the achievability of linguistic objectives

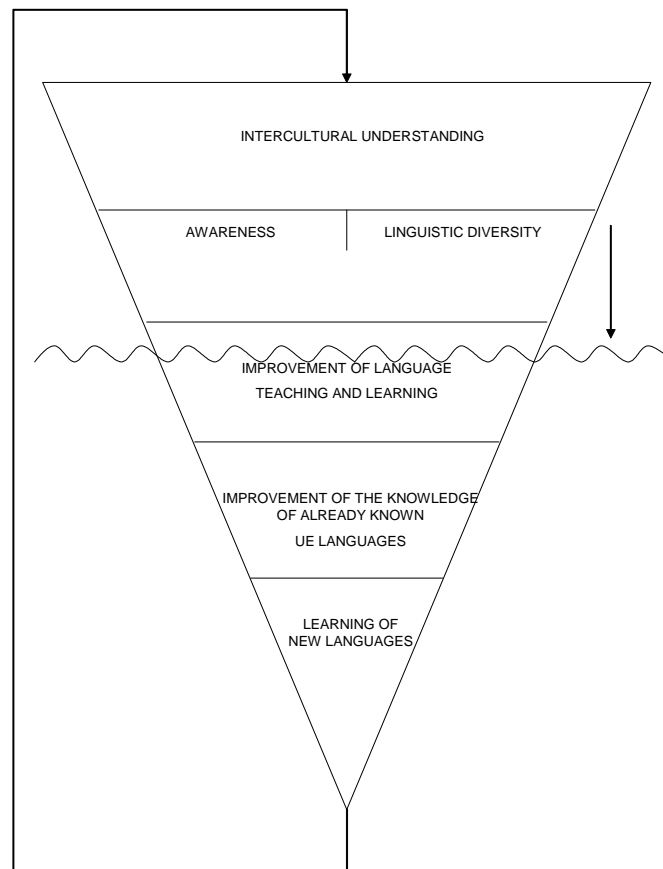
Based on the amount of activities undertaken in the course of this assignment, we have also arrived at some general observations on the interrelationships of linguistic objectives and their “achievability”. We have also developed a hierarchy of those objectives which are easy to achieve (and should be achieved first) and those which present more problems. We hope that these reflections will prove useful for the Commission and national policy makers when it comes to designing new policies, initiatives and programmes.

In our view, everything starts with intercultural understanding. This is then followed by a growing awareness of the importance of linguistic diversity and motivation. This “sequential logic” does not imply that awareness wouldn’t be increased if there is no intercultural understanding but it means that the intercultural understanding is a catalyst in the process of language learning.

Similarly, the awareness and the motivation to learn / teach then become key facilitators for the improvement of language learning and teaching. The knowledge of already known languages and finally the learning of new languages are then more easily achievable.

This process is illustrated in the graph below.

Figure 16 – Interrelationships between the general linguistic objectives



It shows also a virtuous circle: the learning of a new language feeding back to intercultural knowledge that increases belief in linguistic diversity, etc.

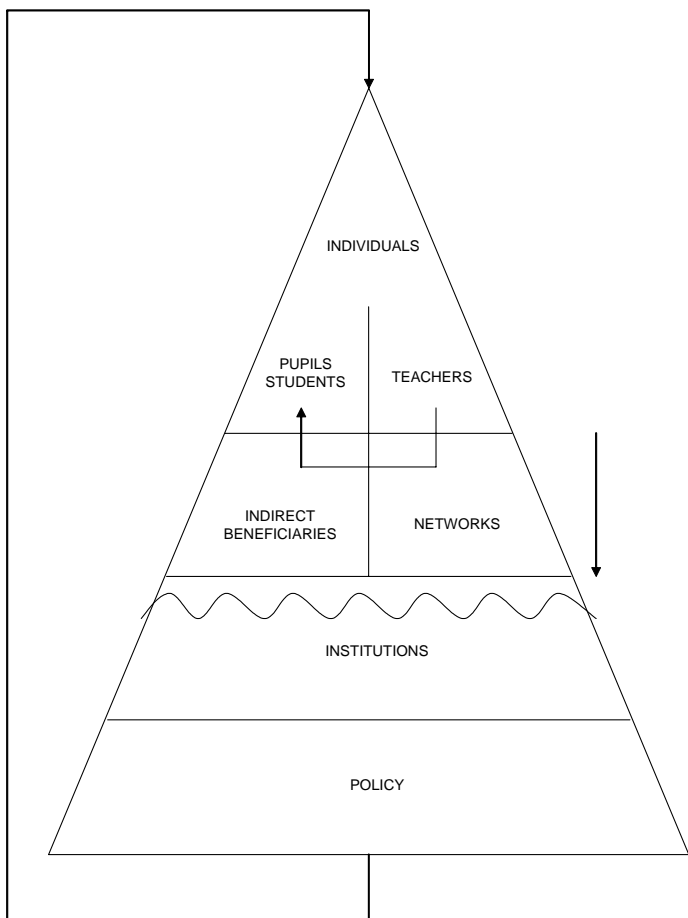
The “floating” line represents our understanding of the level of achievement of both programmes with regard to this process. The “largest” objectives have been reached, i.e. an improvement in intercultural understanding, raised awareness and belief in linguistic diversity. The more focused objectives have been partially reached.

Another dimension has also to be considered when assessing the impact of the programmes: the target groups that have achieved these different objectives. This could again be reflected in a process with catalysts:

- First of all individuals (pupils/students and teachers) are reached
- This is a pre-condition to achieve the objectives among other target groups such as indirect beneficiaries and networks (the latter becoming to some extent a means to reach the former).
- Then the objectives will have a greater chance to be achieved and the results embedded at institutional level.
- Finally this can help the evolution and the impact at policy level.

Again this is not a pure sequential process, but a process that can be facilitated thanks to several catalysts. It is shown in the graph below

Figure 17 – Target groups



This second graph shows another virtuous circle: the language policy influencing the individuals that influence the networks and some indirect beneficiaries, etc.

With regards to this process, the floating line shows that objectives (as described in the first diagram) have not yet been reached at institutional level and that the virtuous circle has not yet been completed.

There are some initiatives at institutional level with regards to intercultural understanding and awareness for language learning but efforts have to be maintained in order to develop cultural understanding and awareness for language learning among more people.

6.4. Recommendations

6.4.1. PRELIMINARY REMARKS

In this section we set out our recommendations. It is important to note that these relate specifically to the core topics of the evaluation. It is clear that any implementation of these recommendations will need to involve different players and will not be the sole responsibility of the Commission. The Mem-

ber States will need to play a significant role if progress is to be made on any of the recommendations even though the Commission might take a lead in its usual catalytic capacity.

These recommendations are made within the context of a continuation of the EU policy and initiatives with regard to language teaching and learning, i.e. the relevance of this policy is not put into question. We have also framed our recommendations within the “programme logic”, i.e. assuming that most of the support and funding in relation to language teaching and learning will be channelled through programmes.

6.4.2. STRUCTURING THE PROGRAMMES WITH A VIEW TO ENHANCE THE ACHIEVEMENT OF THE LINGUISTIC OBJECTIVES

We recommend the following:

- In order to achieve the linguistic objectives, it would be advisable to elaborate one single programme, rather than two. This would allow economies of scale and facilitate greater coherence. It would also send a political signal that language learning and teaching should be a life-long concern. We understand that there may be other arguments (political and practical) to keep Socrates and Leonardo da Vinci separate.
- If the current logic of two programmes (Socrates and Leonardo da Vinci) were to be maintained in the future, the links between Socrates and Leonardo da Vinci should be strengthened at both programme and project level, in particular where it concerns the linguistic objectives, the priority given to these objectives, and the means to achieve these.
- In either logic (one or two programmes), language issues and linguistic objectives should be dealt with more systematically and coherently across all actions – both the language-specific actions and the non-language-specific actions.
- The linguistic objectives of both programmes should be structured in a coherent way and linked clearly to the other objectives of the programmes. Moreover, the linguistic objectives, in particular the more operational ones, should be made more specific and measurable, with the inclusion of indicators.
- There should be far closer co-operation between the Socrates and Leonardo da Vinci National Agencies. One could consider, for instance, initiatives such as in-service training for NA staff within institutions conducting the projects or in other NAs.
- Monitoring of the linguistic objectives should be an ongoing and built-in process, based on the measurable indicators that have been defined.
- It may be necessary to allow for some flexibility in relation to the different national language contexts, in particular for accession countries.

6.4.3. IMPROVEMENT OF DISSEMINATION

We recommend first of all, that dissemination should be a central theme both at programme and project level. It should be an explicit selection and evaluation criterion, and sufficient financial means should be reserved for it. Many different forms and methods of dissemination could be envisaged, depending on the nature of the action. All those who receive support should understand that the dissemination of results, outputs and experience is an obligation. Otherwise, the impact of programmes and the achievement of the (linguistic) objectives will be very limited.

More specific and operational recommendations are:

- Specific support for marketing and promotion should be made available, in order to help project coordinators. This could, for instance, be undertaken with the support of language promoters, a specific agency, or through other means.
- Support should be given to initiatives aimed at developing clear language strategies within organisations. This will increase the sustainability of the outputs of projects within a language-friendly environment.
- A joint valorisation unit for Leonardo da Vinci and Socrates programmes should be considered. This unit should focus on the most valuable projects and undertake targeted dissemination actions, in line with the needs of the different target groups.
- More support should be given to actions that include dissemination to policy makers (such as currently Lingua 1 area 3, Arion, CEDEFOP visits). Key stakeholders and people of influence such as inspectors and teaching training institutions should also be targeted.
- The possible support role of the NA with regards to content, outputs and dissemination of the projects has to be assessed and clarified (in terms of resources, competences, objectives, ...)
- More support should become available for thematic monitoring on language issues.
- Animation is also a key issue; local languages advisers (with the support of NAs) could play this role in order to ensure that the products are understood and exploited.

6.4.4. RAISING THE AWARENESS ON THE IMPORTANCE OF LANGUAGE LEARNING

Raising the awareness on the importance and added value of language learning is a condition sine qua non for improvements in the knowledge and the learning of foreign languages. At EU level we recommend the following:

- The self-assessment of foreign language competencies should be encouraged, e.g. through the easy availability and user-friendliness of appropriate European tools. Thus, appropriate tools for assessment (and to some extent certification) of the language competencies should be further developed and disseminated.
- An action plan should be established and implemented in order to promote the use of the European Language Label.
- Awareness for foreign languages and linguistic diversity during initial teacher education should be fostered through mobility actions. Specific attention should be given to outputs of language projects aimed at arousing curiosity for foreign languages and emphasizing the importance of foreign language learning.
- In-service training of teachers could be used as a mechanism to raise awareness for language learning and linguistic diversity.
- The European Year of Languages was a successful initiative that merits repetition on a regular basis (e.g. every 10 years). Or at least some large scale visibility actions should be developed, such as the European Week (or Day) of Languages.
- The well established cooperation with the Council of Europe should be further developed.

- With regards to the LWULT languages, specific exchange and dissemination networks should be put in place.

6.4.5. LEVERAGE LANGUAGE LEARNING THROUGH MOBILITY

We have found that mobility activities are a key driver for language learning awareness. These activities are essential in view of the linguistic objectives of the programmes, and should therefore be maintained from that perspective.

In addition, we recommend to:

- maintain a focus on language teacher and trainer mobility actions
- disseminate (a.o. to language teachers and trainers) appropriate outputs from language projects (e.g. CLIL method).
- pay more attention to linguistic preparation, especially for the LWULT languages (that should deserve a kind of bonus preparation)
- foster mobility in initial teacher education, for both language and non-language teachers.
- support more VET language teachers and trainers

We also consider that some reflection would be useful on the role of Erasmus students as “cultural agents” and the possible “use” that can be made of this situation.

Last but not least, there should be positive discrimination in favour of mobility to countries with LWULT languages if the general linguistic objectives remain unchanged.

6.4.6. PROMOTE THE CONCEPT OF EARLY AGE LANGUAGE LEARNING

In the long run, early-age language learning will be central to the success of the linguistic objectives. Although this is almost exclusively a matter of national policy, certain activities could be undertaken at EU level:

- provide support to specific language projects related to the benefits and challenges of early-age language learning
- ensure that existing actions, such as language assistants or in-service training, take into account the particularities of the needs of the primary school (and even pre-primary) target group
- promote mobility actions in this area (such as the cross-border exchange of teachers)

From a programme design point of view, it may be desirable to have a special action that brings together all the operational means to reach the objectives in this area.

6.4.7. DEVELOP MULTILINGUAL, INTERCOMPREHENSIVE APPROACHES

We recommend:

- These approaches should be developed at a general level but taking into account the particularities of the different potential users (project coordinators, language teachers at schools, university teachers, adult or VET trainers, etc.).
- These methods are certainly necessary for the language management within the projects.

7. ANNEX 0 – HISTORICAL CONTEXT

7.1. Introduction – the pre-Lingua period

The evaluation of the extent to which the linguistic objectives of the Socrates and Leonardo programmes have been reached has to be seen against a background of more than 25 years of EU insistence on the crucial importance of language teaching and learning. The Council of Ministers' policy statements over the years and the Commission's initiatives and action programmes and the work of countless project promoters have combined to effectively raise the profile of languages in their efforts to promote European citizenship and a European dimension in education and training in a multi-lingual, multi-cultural Europe.

In 1971, the then Ministers of Education of the six Member States of the Community (Belgium, France, Germany, Italy, Luxemburg and the Netherlands) met for the very first time and defined a conceptual framework for future activities. The central and pivotal role of education in the development of the European Community was **translated into a set of Community actions in the field of education up from 1976 linked to the Resolution** reaffirming the desire of the Council, and the Ministers of Education meeting within the Council, to achieve European co-operation in education.

This first programme identified six priority areas and defined the roles of the Member States and the Community in the co-operative work to be undertaken. Among these priorities was the teaching of foreign languages and the following key elements: *a) all pupils should be offered the opportunity to learn at least one other Community language, b) all future teachers should be enabled to spend a minimum period of time in the country or region where the language which they plan to teach is spoken, c) language teaching has to be promoted outside the traditional school system, for example, in training programmes for adults.* The Resolution thus stresses that knowledge of foreign languages is essential to the promotion of the free movement of persons and goods, as it facilitates cultural, economic, technical and scientific co-operation between Member States.

Following the Resolution of 1976 a major colloquium was held in Venice in 1977 with local and regional administrators of education to discuss pupil visits and exchanges. It brought together key figures in educational practice in the then nine Member States to share experience of pupil exchange and to make recommendations for action at Community and Member State levels. One of the recommendations foresaw the kind of financial support now available under Socrates (Comenius) for networking schools and teacher exchange. Language was at that time seen very much as a tool in an educational process and there was no call at this colloquium for a distinct language programme.

Since 1976, the Member States and the Commission have viewed the strengthening of language teaching as one of the top priorities of their joint action. In 1983 the European Council accepted the need for the Community to promote, encourage and facilitate the teaching of foreign languages in the Member States. The Education Council in 1984 agreed on the need to enable pupils to learn foreign languages before the end of compulsory education and maintain these skills throughout subsequent phases of education, amongst other recommendations designed to give a fresh impetus to the teaching and learning of foreign languages. There was a particular focus support for the in-service training of teachers.

Following these Council conclusions a working group on foreign languages was set up by the Commission in 1984 which brought together, on a regular basis, senior officials from the relevant ministry departments of Member States to investigate the possibility of Community action in support of language teaching. Discussions in this working group were carried out in a climate of change in the Community where even the vocabulary used denoted more and more the role of the citizen in a *citizens' Europe*. The 1985 Milan European Council noted the essential contribution that languages can play in building a citizens' Europe and stressed the importance of the early learning of languages. It

was stressed that a maximum number of pupils should learn two foreign languages and have the possibility of participating in exchanges.

This new political climate was driven by the imperatives of creating a real community of peoples who could communicate and co-operate with each other as also by the urgent need for communicative competence in the business world and in the labour market in the lead up to the establishment of the internal market in 1992. It was in this climate that the first generation of major action programmes underpinning transnational co-operation in education and training were set up in the second half of the 80s. Erasmus 1986, Comett 1987, joined the information networks established by Eurydice and the study visits provided under Arion to begin to create a European space for education and training. Alarm bells were set off when the Eurobarometer survey of young people in the Community in 1987 revealed that only half of them were able to hold a conversation in the language they learned at school. Hard on the heels of these worrying statistics, the Council of Ministers instructed the Commission to elaborate a programme in support of language learning in 1988 and within a year the Lingua programme was adopted, aimed at improving the quality and quantity of foreign language teaching and learning in the European Community.

7.2. A milestone : the Lingua programme of 1989 (1990-1994)

The Lingua programme consisted of five strands. Co-operation between language teacher training institutions and individual training grants for language teachers, support for in-service training of language teachers, of language skills in the world of work, exchanges of young people for language learning and the development of language learning materials for less widely used and less taught languages.

What is interesting to note is that there was a clear priority in the early versions of the Commission's proposal that came to be known as Lingua, in language teaching at school. Support for the early teaching of languages was proposed as was the inclusion of Language Assistants and there was great emphasis on project work providing the context in which languages are best learned. Much of this however was too early. The word "*education*" had not been used in the Treaty of Rome and only training activities passed the scrutiny of member states. Two Member States opposed support for a school level intervention considering that this fell outside the competence of Brussels and in the final version, agreed and adopted by the Council of Ministers, there was a shift of emphasis to vocational training and higher education. Assistants were not acceptable because they would be working mainly in schools.

The exchange of language assistants had existed for several years on a bilateral basis between a number of Member States and in the case of the UK and France since the signing of the *entente cordiale* at the beginning of the 20th century. Their inclusion was of course agreed in later programmes where they have made a considerable contribution to school level language teaching and cultural development.

Key innovative elements in Lingua were the support to language teacher training institutions to develop jointly in-service training for language teaching and the support given to teachers to attend in-service training in the fields of languages. Important was also the fact that the Lingua programme enabled the exchange of young people in vocational and technical schools.

From 1990 till 1994 the Lingua programme enabled 19,000 teachers of a foreign language to undertake in-service training abroad. It helped more than 80,000 young people and their teachers to become involved in joint educational projects with schools abroad. The programme facilitated the creation of 800 transnational partnerships to promote the training of teachers of a foreign language and provided 32,000 mobility grants for university students.

7.3. The integration of Lingua into Socrates and Leonardo da Vinci

7.3.1. INCREASED ATTENTION TO PROMOTING LANGUAGES

The Maastricht Treaty of 1992 included article 126 which stated that “*the Community shall contribute to the development of quality education by encouraging co-operation between Member States*” and that “*Community action shall be aimed at...developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States;*” Not only was the word *education* used but the article included a clarion call for the teaching of foreign languages.

In 1995 the Resolution of the 31st March on improving and diversifying language learning and teaching within the education systems of the European Union, took stock of the new powers given to the Community in this field and noted that the promotion of linguistic diversity had become one of the major issues in education. This Resolution called for every citizen to have “access to the cultural wealth rooted in the linguistic diversity of the Union”. It also emphasised the need to promote a quantitative and qualitative improvement in language skills in the Community and to encourage diversity in the languages taught.

The Resolution of 1995 referred to: *a) the promotion of the mobility of teachers and learners, b) the promotion of innovative teaching methods, c) the learning of languages at an early age, d) the definition of the skills of language teachers, e) the need for pupils to learn two languages other than the mother tongue for at least two years and f) the need for an improvement in the supply of teaching the less widely used and less taught languages of the European Union.* Each of those six issues was subsequently taken up within the framework of Community actions related to education and training, Socrates and Leonardo da Vinci.

7.3.2. LINGUA AND LANGUAGES IN THE SOCRATES I PROGRAMME 1995 - 1999

The Lingua programme was integrated into the Socrates programme, launched in 1995, with the following five key elements: improved language teacher training, more co-operation between language teacher training institutions, promotion of the in-service training of language teachers, teaching practice for future language teachers, more language teaching materials increased number of languages available in schools. The Lingua assistantships were added to the programme to provide an opportunity to future language teachers to practise their language skills abroad in a school environment as well as benefiting the host school. The special focus on the less widely used and less taught languages was included in all the actions and the promotion of innovative language teaching methods was included in the development of instruments for language learning, teaching and linguistic skills assessment

The Erasmus action in the Socrates programme supported the learning of languages by enabling students involved in Erasmus mobility to follow a language preparatory course prior to their departure. The host universities were given the opportunity to organise integrated language courses in order to extend the learning of other languages spoken in the participant countries to a greater number of students, including non-language subject areas. The next development at this level for Erasmus was the possibility to organise Intensive Language Preparation Courses which made it easier for university students to take part in courses of study at institutions abroad where the teaching is delivered through a less widely used and less taught language.

Other actions within Socrates also had a language dimension such as Comenius (school education) and Adult Education. Comenius focused in the former Comenius 2 action on the languages of migrants and special groups such as refugees. Adult Education focused on language learning and awareness as part of citizenship education and intercultural awareness for adult learners.

7.3.3. THE LANGUAGE ACTIONS IN THE LEONARDO DA VINCI PROGRAMME (1995-1999)

The PETRA programme which supported the initial vocational training of young people was absorbed into the Leonardo da Vinci programme when it was launched in 1995. A mobility strand had been added to Petra along with the exchange of young workers in 1992 both of which gave rise to concern because of the inadequate linguistic competence and lack of cultural awareness of many of the young beneficiaries. The Petra NCUs (National Co-ordination Units) involved at national level in the management of PETRA set up a working group to study this problem and completed their work by publishing a series of guidelines and recommendations concerning the linguistic and cultural preparation of young people in initial training and young workers taking part in mobility activities. The linguistic and cultural preparation of young people in vocational training was identified as crucial to the success of the training and work experience placements funded under this programme.

A number of Community programmes and initiatives focused on vocational training such as Petra, Comett and Force. The Leonardo action programme was adopted at the end of 1994 to implement the European Community vocational training policy and to rationalise Community action in this field.

Under Leonardo da Vinci multilingualism is seen as a key element of the promotion of the free movement of workers. The objective of the language actions in Leonardo is thus to promote the development of vocationally oriented language skills through transnational projects and exchange programmes through placements. One of the objectives is also to promote intercultural communication as a basis for better co-operation in professional environments.

Leonardo has focused on the fact that knowing several languages contributes to strengthen the feeling of European citizenship. It opens new prospects for employment and professional mobility beyond national borders. Multilingualism also encourages young people to take fuller advantage of the European dimension in training. Business can enlarge their markets when their employees know several languages. This is even more the case for the less widely used and less taught languages.

Leonardo language projects developed tools to enhance and promote language learning for several sectors with particular attention to the use of languages in SMEs. Many projects have a cross-sectoral focus and put a major focus on skills transferable to a variety of sectors and staff categories. Several new methodologies and approaches have merged placing the emphasis on enabling the student to learn how to learn with or without the assistance of a tutor. In many cases ICT was used to facilitate language learning. Thus these developments have contributed to enhance lifelong learning and have promoted the use of ICT skills.

Leonardo mobility projects enable trainees in vocational and technical establishments to take part in placements in companies abroad, to acquire language skills related to their future profession and an awareness of the professional environment and culture in other European countries.

7.3.4. THE LANGUAGE ACTIONS IN THE SECOND PHASE OF THE SOCRATES PROGRAMME: 2000 - 2006

Within Socrates II the objectives of the Lingua actions remain the same even if some of the actions have been integrated into other parts of the programme. Two of the overall objectives are still the same: the support or the encouragement of linguistic diversity throughout the Union and the contribution to the improvement in the quality of language teaching and learning. The third overall objective, the promotion of access to lifelong language learning opportunities appropriate to the needs of each individual, can be said to have received more focus as a result of the attention given to lifelong learning subsequent to the Memorandum on lifelong learning of 2000.

Four of the five Lingua actions present in Socrates I have been integrated into Comenius. This is the case for the joint language projects involving groups of pupils in bilateral partnerships of schools and which are now called Comenius 1 language projects. The Lingua assistantships for future language teachers have been integrated into Comenius 2.2. The grants for language teachers for in-service training abroad have also been integrated into Comenius 12.2. The programmes for co-operation between institutions of language teacher training have been integrated into Comenius 2.1.

This does not mean that the Lingua action has been reduced overall in scope as new parts were added to Lingua within Socrates II. Lingua is thus subdivided into Lingua 1 and Lingua 2. Lingua 1 focuses on the one hand on raising the awareness of the Union's multilingual wealth with a specific attention to access to foreign-language resources across Europe and on the other hand on the promotion and dissemination of innovative techniques and good practices in language teaching. New is the focus on dissemination and information directed at decision-makers and key educational professionals. Important is also the stress on the motivation to learn languages.

The development of instruments for language-teaching and for the assessment of foreign language skills has been strengthened in Lingua 2. More focus is given to wider dissemination of existing tools and best practice. The target group is very clearly any language learner and not the language teacher. Key elements are also languages as preparation for professional and personal mobility and the self-study of language in a lifelong learning perspective.

7.3.5. THE LANGUAGE ACTIONS IN THE SECOND PHASE OF LEONARDO DA VINCI: 2000-2006

Language measures are maintained and developed in the framework of Leonardo II. One of the main features as far as language skills in Leonardo II are concerned is that it is even more focused on the promotion of vocational and professional language competencies, including for the less widely used and less taught languages. There is also a strong focus on intercultural learning in the context of vocational training. The main aim is to enhance multilingual and multicultural communication in the training and working environment, responding to the specific needs of certain occupational areas and economic sectors.

Thus, language projects in Leonardo II focus on language and communication audits (especially for SMEs), on learning and/or training tools, on systems to assess, validate and/or recognise language skills, on methods to promote vocational language learning and intercultural competencies. Specific attention is also given to training the trainers and dissemination projects aiming to broaden the field of application of the projects by transferring and/or adapting them to other areas and sectors.

7.4. Other policy developments

7.4.1. THE COMMISSION'S WHITE PAPER 'TEACHING AND LEARNING'

The White Paper *Teaching and learning: towards a learning society* published by the Commission in 1995 set out in its Fourth General Objective the call for all EU citizens to “*acquire and keep up their ability to communicate in at least two Community languages in addition to their mother tongue.*” It also proposed to highlight good practice in this area by awarding a European label to outstanding initiatives in this field.

The White Paper has also promoted other important developments in key areas of language learning, such as: early language learning at pre-school and primary school levels (immersion language learn-

ing), CLIL content language integrated learning or learning a subject through the medium of a foreign language, multilingual and inter-comprehensive language learning etc. Actions and initiatives in this field have been funded within the framework of the Socrates and Leonardo da Vinci programmes.

As a result of the White Paper the European label for innovative language teaching and learning was created to stimulate interest in language learning at all stages of education. The first awards were made in 1998. It is a decentralised action with juries at national level co-ordinated by the Commission.

7.4.2. EARLY LANGUAGE LEARNING

A Resolution of the Ministers of education of 1998 called upon the Member States to encourage and strengthen the early teaching and learning of languages. It also promoted co-operation between schools providing such teaching and learning. Conferences and publications on this topic have contributed to disseminating initiatives and to starting up new initiatives in this field. Early language learning is now well established and recognised in several Member States and in other eligible countries.

7.4.3. CO-OPERATION WITH THE COUNCIL OF EUROPE AND UNESCO

The Commission has co-operated closely with the Council of Europe in language teaching matters and is clearly aware of the contribution other international or European organisations can make to the promotion of language learning and teaching.

Specific co-operation has been set up in relation with the Council of Europe's European Framework of Reference for the Teaching, Learning and Assessment of Foreign Languages and the European Language Portfolio. The adaptation of the portfolio has been funded in the framework of the Leonardo programme to adapt it for vocational schools.

7.4.4. THE EUROPEAN YEAR OF LANGUAGES OF 2001 AND SIMILAR INITIATIVES

The European Year of Languages is a fine example of co-operation with the Council of Europe. It has been a major boost for language learning and teaching across Europe and has reached many project promoters who had not yet been reached. The value of this European year is highly acclaimed and many people look forward to other years of languages and to the day of languages scheduled for 26 September.

7.4.5. THE PLACE OF LANGUAGES IN THE DETAILED WORK PROGRAMME OF NOVEMBER 2001

The detailed work programme of concrete future objectives of the education and training systems adopted subsequent to the Lisbon summit of heads of state stressed within the 3rd strategic objective '*Opening up education and training systems to the wider world*' the sub objective of '*Improving foreign language learning*'. The working group of experts working on this topic will clearly result in suggestions for major actions, which will enhance future innovative developments in language learning.

The detailed work programme focuses on the following three strategic objectives, which are broken down into 13 associated objectives:

- Improving the quality and effectiveness of education and training systems in the European Union;

- Facilitating the access of all to education and training systems;
- Opening-up education and training systems to the wider world.

Improving foreign language learning is one of the associated objectives. It concerns the following key issues:

- Encouraging everyone to learn two , or where appropriate, more languages in addition to their mother tongues, and increasing awareness of the importance of foreign language learning at all ages;
- Encouraging schools and training institutions in using efficient teaching and training methods and motivating continuation of language learning at a later stage of life.

7.5. Other initiatives to promote language learning

Although the main Community support for the teaching and learning of foreign languages has derived from the major action programmes, there are a number of other initiatives which have lent weight to the overall policy of supporting language learning. Examples are as follows:

7.5.1. EU ACTIONS IN FAVOUR OF REGIONAL AND MINORITY LANGUAGES

The actions targeting learning of foreign languages within Socrates programme targets the official languages of the European union, plus Letzeburgesch and Irish and the national languages of the other eligible countries participating in the programme. There are of course many other spoken languages in Europe of which several are used as languages of instruction in education and training such as Catalan and Basque.

Since 1983 resources and means were made available by the EU to projects supporting or promoting indigenous languages spoken by a part of one of the Member States but these resources are no longer available now.. Around 45 languages are involved in 60 language communities. Projects have been funded ranging from language courses, to teaching and support materials, to TV and radio programmes, to teacher training, exchanges, cultural events, publications etc. Exchanges of information and experiences in the teaching and learning of those minority languages have been largely supported and are still supported by the Commission through the *European Bureau for the Lesser Used Languages*.

7.5.2. LEARNING OTHER SUBJECTS THROUGH THE MEDIUM OF A FOREIGN LANGUAGE (CLIL)

Content language integrated learning or learning a subject through the medium of a foreign language has been largely promoted at European level, funded under Lingua in projects such as EUROCLIC (a network of practitioners, researchers, teacher trainers etc. and CLIL a network which has developed several practical training tools for teachers to be trained.

This method of learning languages has been and is being integrated especially in the framework of the development of bilingual schools or schools within international or European sections or departments. Such initiatives have also been supported at EU level in various ways.

7.5.3. MULTILINGUAL COMPREHENSION

The initiatives of the Commission have also heightened the awareness for multilingual comprehensive or inter-comprehensive language learning which is gradually getting more attention. A European seminar on this topic funded by the Commission made a major contribution in this field and set the pace for several initiatives.

7.5.4. QUALITY INDICATORS AND QUALITY SYSTEMS

As evaluation and the design of language learning or teaching programmes and materials is important, the Commission has supported the development of a Quality Guide in this field. It is published as a CD-ROM for people developing methods and materials and for those using them.

7.5.5. EXCHANGE AND DISSEMINATION OF INFORMATION

Exchange of information is also one of the major concerns of the Commission and more and more attention is being given to this. The Commission has funded the development of the [Lingu@netEuropa](#) a virtual resource centre for the teaching and learning of languages. This centre is used by teachers, trainers, policy-makers and language learners.

Major efforts have also been made in the framework of the Leonardo da Vinci programme by the Val- orisation Unit of the Commission to enhance the exchange of information and dissemination. A data- base with a selection of Leonardo language projects, examples of good practice, was produced in 2002

7.6. Conclusion

It can be seen from this short description that the Council and the Commission have followed a consis- tent line of support and encouragement where the teaching and learning of foreign languages have been concerned, from their earliest recommendations in the Resolution of 1976, through the setting up of working groups and the launch of the first Lingua programme in 1989 and the Socrates and Leo- nardo da Vinci programmes in the mid-nineties, they have never wavered in their insistence on the crucial role that language learning and teaching play in the construction of Europe. The flagship pro- grammes, Lingua, Socrates and Leonardo da Vinci have been accompanied by a series of Policy Statements and Resolutions encouraging Member States to promote language teaching in every sector of education and training and recognising the major role that the Member States play without which no progress could be made.