



***PROMOTION OF MULTILINGUALISM  
IN THE 31 COUNTRIES OF THE LIFELONG-LEARNING  
PROGRAMME***

**Final Report**

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## Executive Summary

The European Commission is in the process of setting up an information campaign on multilingualism, funded under the Lifelong Learning Programme. To avoid duplication of efforts and to target specific areas where gaps are identified, the present survey of language promotion activities in the 31 countries participating in the Lifelong Learning Programme was commissioned. Its aim is to provide an overview of what is being done across Europe in this field, where, by which organisations, the main messages and the results achieved.

The 'mapping' exercise specifically aimed at identifying existing initiatives for the promotion of multilingualism and language learning, good practice, potential fields for EU actions and, wherever possible, potential campaign partners.

The approach has been based on three main activities:

- extensive desk research by the study team;
- an e-mail self-completion survey aimed at identifying those bodies which have organised or set up actions to promote multilingualism and language learning and to collect specific information about the initiatives undertaken. 75 completed questionnaires were received in response to this survey, as well as other written information and additional documentation; hundreds of actions and programmes were reported and screened leading to a data-base of 340 promotion actions;
- and 125 interviews with experts in the field of languages (12 face-to-face interviews and 113 telephone interviews) spread over all 31 countries covered in the study.

Below are the **main conclusions** from the study.

### ***Parents of young children and SMEs are two good targets for a promotion action on multilingualism.***

There are different arguments that support the choice of these two target groups:

- o The actual number of actions targeting these groups is low. The mapping exercise identifies 3 % of actions targeting businesses and 11 % of actions targeting children at pre-school age and / or their parents.
- o Experts confirmed the lack of initiatives for both target groups:
  - The education systems, who are at the source of most of the language learning promotion actions, are most often not considering pre-school age as part of their remit.
  - Regarding SMEs, the opinion of experts is that the formal education system and the language learning community in general have difficulties to cooperate with SMEs. These are two different worlds that have very little contact with each other (in most Member States).
  - Experts agree that both groups are important as targets for promoting multilingualism.

### ***There are excellent existing initiatives and tools available.***

Some of these were developed with support of the European Commission: compilations of good practice examples; a guide on how to successfully promote language projects; a practical handbook to organise language taster sessions; ... .

Good practice for language promotion has to follow the same rules and principles as any good communication or promotion campaign. Still there are language-specific elements that

are mentioned as enhancing success which are mainly linked with:

- **motivation:** the key point in language learning is for persons to identify their own motivations. Promotion actions that highlight benefits and enhance the motivation to overcome the “barriers” are considered as good practice;
- **involvement:** success means involvement of the target group, making the persons curious.

***Other conclusions and lessons from the mapping exercise:***

- o There is a huge supply and diversity of language promotion actions. All types of actors are involved or at the origin of initiatives. There is also a lot of innovation and creativity in the design and concepts.
- o A large proportion of actions that are considered as language promotion actions are *de facto* linked to the supply side rather than the demand side.
- o The European Year of Languages (EYL) has had a significant impact that can still be noticed today. Many of the actions were launched in the EYL or were linked to the EYL, and actions that are part of the European Day of Languages are also in a way a continuation of the EYL.
- o The importance and usefulness of partial language knowledge is not much promoted. This is surprising as a good product like the European Language Portfolio is linked to this policy option, and as promoting the concept is an agreed policy priority in the EU.
- o There is much innovation and supply of ideas to make potential language learners ‘experience’ foreign languages.
- o Partnerships are important. Good actions are those that not only involve the target group, but also leverage on other initiatives, organisations, create synergies. There are many potential partners in the field with whom the European Commission could create partnerships to maximise effects.

The most **important recommendations** that can be formulated based on the findings are:

- There is no need to reinvent the wheel. There exist excellent initiatives and tools. It would be very useful to ***make these existing tools and instruments better known, more widely used, and available in more languages.***
- There is a need to ***strengthen two existing initiatives: the European Day of Languages and the European Language Label.*** They are *de facto* interrelated in the market. These initiatives have a number of characteristics that make them adequate for the EU level approach: they allow for a high level of freedom and flexibility, and still create synergies, a momentum and therefore a higher impact than could be achieved if actions would take place in an uncoordinated way or outside the “umbrella” of the two brands. The European Day of Languages is managed with very little means, and exists partly because of enthusiasm and volunteer work. This leads to significant differences among Member State, both in approach and in actual impacts achieved.
- ***Seek cooperation and renewed partnership with the Council of Europe.*** There are different arguments put forward by “the market” that create a pressure to implement this:
  - o the excellent reputation of the Council of Europe in the domain of languages;
  - o the fact that the policies pursued and promoted by both the European Commission and the Council of Europe are “in line” (or at least do not contradict each other);
  - o the example of the European Year of Languages, which was perceived as a success and an example of good cooperation between both institutions.

The study team appreciates both institutions work successfully together in other domains, and have signed a Memorandum of Understanding regarding potential cooperation at the end of 2007, which covers the domain of multilingualism.

- *A decentralised rather than a centralised approach* is the way to go: it is clearly recommended to choose for action types that can be implemented in a decentralised way. Efficient promotion means adaptation to the needs of the target group(s), and these needs vary among Member States and even inside Member States.
- *Revisit the option of setting up an Agency for Linguistic Diversity and Language Learning:* it can be the answer to various of the challenges faced with today. It would allow for a significantly higher level of visibility; provide clear focus; centralise expertise; be one entry point for those seeking information; can help to network the actors in the field (professionals, project holders and networks alike) and evidence the importance attached to languages by the EU.
- If there is one central theme that could be broadly promoted as part of the planned multilingualism campaign, then this could be the *notion that any level of language knowledge is valuable and useful:*
  - o this message targets mainly the broad public – rather than professionals in the languages field – and would help to overcome barriers to the learning and use of foreign languages;
  - o it is a notion that carries a wide consensus among policy makers and all involved in language promotion and teaching;
  - o this theme is marginally present in the current promotion activities;
  - o this theme is easy to communicate and can easily be translated into simple slogans.
- Concentrating on **the two planned priority target groups** would increase the level of **complementarity between the European Commission's actions and what is being done at Member State level**. The mapping shows that both target groups are less of a priority for initiatives taken at Member State level.

## **1. Introduction**

This report is the result of the study ‘Mapping multilingualism promotion initiatives’ undertaken under the Framework Contract EAC/82/04 (lot 6).

### **1.1. Study background and objectives**

The European Commission is in the process of setting up an information campaign on multilingualism, funded under the Lifelong Learning Programme. To avoid duplication of efforts and to target specific areas where gaps are identified, the present survey of language promotion activities in the 31 countries participating in the Lifelong Learning Programme was commissioned. Its aim is to provide an overview of what is being done across Europe in this field, where, by which organisations, the main messages and the results achieved.

As specific objectives of this ‘mapping’ exercise were defined:

- to identify existing initiatives for the promotion of multilingualism and language learning;
- to identify good practice which can be promoted and possibly multiplied by the DG EAC;
- to identify potential fields for EU actions;
- to identify, wherever possible, potential campaign partners (including possible media partners).

In terms of geographical coverage, the study covers the 31 countries participating in the Lifelong Learning Programme (the 27 EU Member States, as well as Iceland, Liechtenstein, Norway and Turkey).

### **1.2. Approach**

The approach has been based on three main **activities** :

#### **1. An e-mail self-completion survey**

This survey aimed at identifying those bodies which have organised or set up actions to promote multilingualism and language learning, and to collect specific information about the initiatives undertaken. The recipients of the questionnaire were also asked either to forward the questionnaire to other persons / departments in their country in charge of setting up actions to promote multilingualism and language learning or to indicate the contact details of those to the study team.

This survey was initially sent out to three main groups :

- the national agencies part of the European Language Label network
- the members of the European Commission’s Expert Group on Languages
- the ‘antennas’ inside the EC representation offices in each Member State

In addition, the questionnaire has been sent to a number of contacts identified at later stages, through other means : either through desk research of the study team; through responses received on the survey; to respondents in the telephone survey who appeared to be able to provide information on not earlier identified actions.

#### **2. Desk research**

Extensive desk research has been done, predominantly online.

The purpose of this research has been:

- to identify initiatives and collect information on these;
- to identify relevant respondents for the e-mail survey and the interviews;
- to further complement information received on actions through the questionnaires.

### 3. Interviews

In total, 113 telephone interviews and 12 personal interviews have taken place. These interviews have been spread over all the countries.

Interviews took place with organisers of actions, policy-makers, representatives of civil society organisations, and academics specialised in multilingualism and language-learning.

The interviews with organisers of actions mainly focussed on the actions themselves; what works and what does not work; and lessons that can be learnt from their experience. In the interviews with the respondents with other backgrounds, the emphasis has been on their views and recommendations in terms of how the European Commission can usefully complement or reinforce efforts that are already undertaken by other actors.

In terms of scope, the mapping exercise has been framed as follows :

- the focus was on two main target groups, as they correspond to the priority targets for the planned EU actions:
  - parents of young children (defined as ‘up to primary school age’);
  - businesses, with a focus on SMEs.
- when looking for “promotion actions”, the concept of “promotion” was interpreted widely and could include e.g. pilot actions or subsidy schemes;
- actions or initiatives taken at the national level by public bodies were to be included in the mapping. This does however not mean that only instruments or initiatives of Member States have been included. Wherever relevant and identified, also promotion actions undertaken by civil society actors were included.

The following definition for “language-learning promotion initiatives” has been used for the study and towards the respondents for the self-completion survey and the interviews:

*“Actions aimed at encouraging people to learn (more) languages. The concept of ‘promotion action’ can be interpreted widely and may include a variety of initiatives such as campaigns, pilot actions or subsidy schemes. The focus of the present study is on actions that target(ed) parents of young children (defined as ‘up to primary school age’) and/or businesses (notably SMEs), although these should not necessarily have been the main target groups of the action. The mapping exercise aims at collecting information on initiatives set up by national public bodies. However, wherever relevant and available, information on initiatives undertaken by other actors (such as civil society actors) or at regional level may also be provided.”*

### **1.3. Structure of the report**

The present introduction is followed by a chapter devoted to a description of the sample of respondents who answered the self-completion survey (Chapter two) and another Chapter (Three) describing the sample of interview respondents.

Chapter Four provides the results of the mapping exercise, the analysis of the total set of language-learning promotion actions identified in the 31 countries covered.

Chapter Five concentrates on ‘good practice’ in promoting language-learning and multilingualism. It explains the elements that contribute to making an action a ‘success’ and presents concrete examples of good practice.

Chapter Six contains suggestions and recommendations offered by the interview respondents when asked for their views on how the European Commission can usefully complement and contribute to what is being done by other actors in the field of multilingualism promotion.

In Chapter Seven, finally, the study team puts forward its conclusions and recommendations to the European Commission in view of the planned campaign on multilingualism funded under the Lifelong Learning Programme.

## 2. Responses to the self-completion survey

This chapter describes the sample of respondents who returned the self-completion questionnaire, reporting on language-learning promotion actions in their countries and indicating actors in their respective countries which set up such initiatives.

### 2.1. Number of responses per country

A total of 75 responses were received to the survey. These originate from 30 countries participating in the Lifelong Learning Program. Only from Luxembourg no questionnaire was returned, however written information has been provided by two respondents from this country.

*Table 2.1: Response to the survey by country - absolute figures and % (N=75)*

| Country        | Number of questionnaires received | %           |
|----------------|-----------------------------------|-------------|
| Austria        | 4                                 | 5.3%        |
| Belgium        | 3                                 | 4.0%        |
| Bulgaria       | 3                                 | 4.0%        |
| Cyprus         | 1                                 | 1.3%        |
| Czech Republic | 4                                 | 5.3%        |
| Denmark        | 1                                 | 1.3%        |
| Estonia        | 1                                 | 1.3%        |
| Finland        | 3                                 | 4.0%        |
| France         | 2                                 | 2.7%        |
| Germany        | 7                                 | 9.3%        |
| Greece         | 2                                 | 2.7%        |
| Hungary        | 3                                 | 4.0%        |
| Iceland        | 1                                 | 1.3%        |
| Ireland        | 1                                 | 1.3%        |
| Italy          | 6                                 | 8.0%        |
| Latvia         | 2                                 | 2.7%        |
| Liechtenstein  | 1                                 | 1.3%        |
| Lithuania      | 3                                 | 4.0%        |
| Luxembourg     | 0                                 | 0.0%        |
| Malta          | 2                                 | 2.7%        |
| Netherlands    | 1                                 | 1.3%        |
| Norway         | 3                                 | 4.0%        |
| Poland         | 3                                 | 4.0%        |
| Portugal       | 3                                 | 4.0%        |
| Romania        | 4                                 | 5.3%        |
| Slovakia       | 1                                 | 1.3%        |
| Slovenia       | 1                                 | 1.3%        |
| Spain          | 1                                 | 1.3%        |
| Sweden         | 6                                 | 8.0%        |
| Turkey         | 1                                 | 1.3%        |
| United Kingdom | 1                                 | 1.3%        |
| <b>Total</b>   | <b>75</b>                         | <b>100%</b> |

## **2.2. Profiles of respondents**

### ***Types of organisations***

As regards the type of organisation where the respondent to the survey is professionally active, the largest group (a little more than half the sample) consists of federal or state administrative bodies. This is followed by “other” (23%) which includes cultural institutes, schools and universities, (offices of) European institutions, private companies or organisations, public bodies and teacher associations.

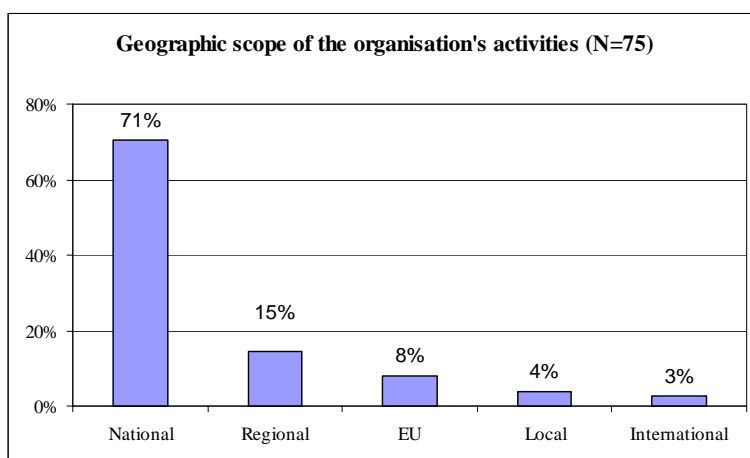
The questionnaires from the national EC Representations or the national satellites of the Directorate-General for Translation of the European Commission came from Malta, the Czech Republic, Hungary, Bulgaria, Portugal and Slovakia.

*Table 2.2: Type of organisation - absolute figures and % (N=75)*

| <b>Type of organisation</b>          | <b>Number</b> | <b>%</b>    |
|--------------------------------------|---------------|-------------|
| Federal or state administrative body | 42            | 56%         |
| Other:                               | 17            | 23%         |
| Cultural institute                   | 2             |             |
| Education institutions               | 5             |             |
| European institution                 | 1             |             |
| Private company                      | 4             |             |
| Private organisation                 | 2             |             |
| Public body                          | 2             |             |
| Teacher association                  | 1             |             |
| NGO                                  | 7             | 9%          |
| European Commission                  | 6             | 8%          |
| Regional administrative body         | 3             | 4%          |
| <b>Total</b>                         | <b>75</b>     | <b>100%</b> |

### ***Geographic scope of the organisation’s activities***

*Table 2.3: Geographic scope of the organisation’s activities - % (N=75)*

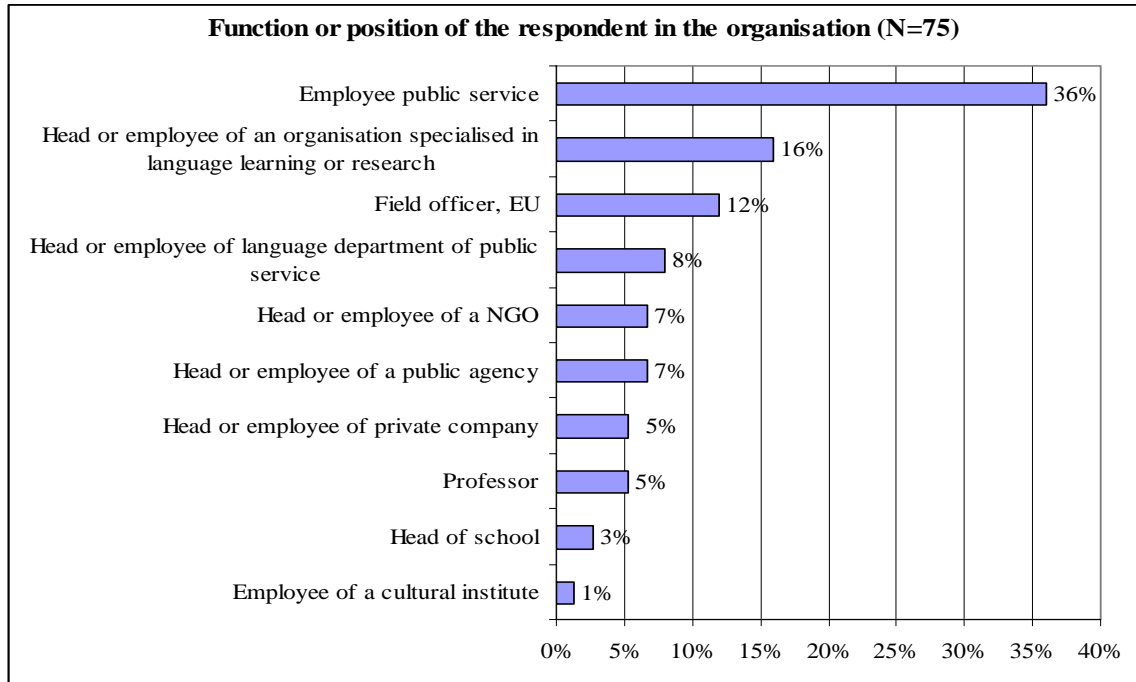


In terms of geographic scope of the organisation’s activities, the largest groups were active nationally (71%) and regionally (15%). Other scopes of activity are the EU level (8%) and the local level (4%), while two organisations are active at international level (3%).

**Function or position of the respondent in the organisation**

Most respondents are employed in a public service (36%), followed by the employees and head of organisations specialised in language learning or research (16%) and the field officers of the EU (12%). Some respondents have specified to work in a public service language department (8%). Other respondents work for a NGO, a public agency, a cultural institute or a private company.

Table 2.4: Function or position of the respondent in the organisation - % (N=75)



**Role and responsibilities of respondents regarding the promotion of language learning in their country**

Most respondents are the project coordinator of a language promotion action (41%). Next to this function, on the whole respondents have other responsibilities regarding the promotion of language-learning as well. The first group consists of those in charge of developing the national language policy (17%), followed by the respondents responsible for promoting language-learning and multilingualism on a national level (13%) and the language experts – including experts in early language learning (11%).

For 9% of the respondents, the only responsibility relating to language-learning promotion is to be project coordinator, while 24% of the respondents did not mention any role or responsibility or do not have one.

Table 2.5: Role and responsibilities of the respondent in the organisation regarding the promotion of language-learning in their country - absolute figures and % (N=75)

| Role and responsibilities of respondents                            | Number | %   |
|---|--------|-----|
| No role or responsibility mentioned                                 | 18     | 24% |
| Developing the national language policy                             | 13     | 17% |
| Promoting language learning and multilingualism on a national level | 10     | 13% |
| Language expertise  | 8      | 11% |
| (of which) expertise early language learning                        | 3      |     |
| Project coordinator of the action                                   | 7      | 9%  |

| <b>Role and responsibilities of respondents</b>                         | <b>Number</b> | <b>%</b>    |
|---|---------------|-------------|
| Developing language learning projects                                   | 6             | 8%          |
| Implementation of national educational programmes (including languages) | 4             | 5%          |
| DGT   | 3             | 4%          |
| Responsible for the organisational aspects of the projects              | 3             | 4%          |
| Teaching  | 3             | 4%          |
| (of which) teaching languages   | 2             |             |
| <b>Total</b>  | <b>75</b>     | <b>100%</b> |

### 3. Interview respondents

This chapter describes the sample of experts that were interviewed through telephone and in-depth face-to-face interviews. These interviews have been spread over 30 of the 31 countries participating in the Lifelong Learning Programme.

#### 3.1. Number and spread of interviews

In total, 125 interviews have taken place: 113 telephone interviews and 12 personal expert interviews.

It proved impossible to have a complete interview (that can be counted as such) with someone from Slovakia, even though there were telephone contacts with some organisations<sup>1</sup>. The country with the highest number of interviews is Belgium. This is in part explained by the presence of three language communities in this country, and the political responsibility for promoting languages being fragmented.

One telephone interview took place with a member of a European organisation disseminating European news in seven European languages.

The 12 personal expert interviews were spread over five countries (Belgium, Germany, Malta, the Netherlands, and the UK) and the European level (including the Council of Europe). A list of the respondents in the personal expert interviews is provided in annex 3 to this report.

The study team did not experience any difference between smaller countries and bigger countries in terms of ease or difficulty to identify potential respondents and to obtain (telephone) interviews. The spread of telephone interviews over the countries is largely explained by the information and references received through the questionnaires.

*Table 3.1: Number of interviews per country - absolute figures and % (N=125)*

| Country        | Number | %  |
|----------------|--------|----|
| Belgium        | 11     | 9% |
| Germany        | 9      | 7% |
| Austria        | 6      | 5% |
| EU level       | 6      | 5% |
| Greece         | 6      | 5% |
| Netherlands    | 6      | 5% |
| United Kingdom | 6      | 5% |
| France         | 5      | 4% |
| Italy          | 5      | 4% |
| Romania        | 5      | 4% |
| Bulgaria       | 4      | 3% |
| Spain          | 4      | 3% |
| Finland        | 4      | 3% |
| Hungary        | 4      | 3% |
| Malta          | 4      | 3% |
| Poland         | 4      | 3% |

<sup>1</sup> One completed questionnaire was received from Slovakia, in which a total of 23 actions were indicated. The respondent of this questionnaire did not wish to be contacted by telephone to provide further information.

| <b>Country</b> | <b>Number</b> | <b>%</b>      |
|----------------|---------------|---------------|
| Portugal       | 4             | 3%            |
| Sweden         | 4             | 3%            |
| Czech Republic | 3             | 2%            |
| Lithuania      | 3             | 2%            |
| Latvia         | 3             | 2%            |
| Norway         | 3             | 2%            |
| Slovenia       | 3             | 2%            |
| Turkey         | 3             | 2%            |
| Denmark        | 2             | 2%            |
| Estonia        | 2             | 2%            |
| Ireland        | 2             | 2%            |
| Iceland        | 2             | 2%            |
| Cyprus         | 1             | 1%            |
| Liechtenstein  | 1             | 1%            |
| Slovakia       | 0             | 0%            |
| <b>Total</b>   | <b>125</b>    | <b>100.0%</b> |

### **3.2. Profiles of respondents**

#### ***Role of the respondents in relation to the promotion of language-learning***

The specific role of the respondents in relation to the promotion of language-learning in their respective country has in nearly all the cases been the reason why these persons were invited to participate in the survey. 40% of the interview respondents filled-in the questionnaire, and were interviewed because they indicated to be willing to provide additional, more detailed information about language-learning promotion in their country. The other interview respondents were either suggested by questionnaire respondents or identified by the study team.

36% of all interview respondents are or were project coordinator of a specific action. Of this 34%, 18% of the respondents had another responsibility in addition to being project coordinator, while the other 18% had as only responsibility to be project coordinator.<sup>2</sup>

The project coordinators are followed by teachers and professors (17%) and language experts (14%). The persons developing the national language policy (9%) are those persons responsible for defining the national curriculum, as opposed to the persons implementing the national curriculum (6%). In research (9%) are included the persons doing research in the languages field. Some respondents were not project coordinator, but did participate in the action by being responsible for the public relations or the financial aspects of the action.

*Table 3.2: Role and responsibilities of the respondent regarding the promotion of language-learning in their country - absolute figures and % (N=125)*

| <b>Role and responsibilities of respondents</b> | <b>Number</b> | <b>%</b> |
|---|---------------|----------|
| Project coordinator of a specific action        | 22            | 18%      |
| Teaching  | 21            | 17%      |
| Language experts                                | 17            | 14%      |
| No role or responsibility mentioned             | 13            | 10%      |

<sup>2</sup> Only the 18% of respondents stating as sole responsibility to be project coordinator are mentioned in the table.

| <b>Role and responsibilities of respondents</b>                         | <b>Number</b> | <b>%</b>    |
|---|---------------|-------------|
| Developing language learning projects                                   | 13            | 10%         |
| Research  | 11            | 9%          |
| Developing the national language policy                                 | 11            | 9%          |
| Implementation of national educational programmes (including languages) | 7             | 6%          |
| Promoting language learning and multilingualism on a national level     | 6             | 5%          |
| Responsible for the organisational aspects of the projects              | 3             | 2%          |
| European Commission's Directorate General for Translation               | 1             | 1%          |
|   | <b>125</b>    | <b>100%</b> |

### *Types of organisations interviewed*

The main groups are the federal or state administrative bodies (27%) and the education institutions (including language schools, schools, and universities) (27%). They are followed by the regional administrative bodies (8%).

*Table 3.3: Type of organisation - absolute figures and % (N=125)*

| <b>Type of organisation</b>          | <b>Number</b> | <b>%</b>    |
|--------------------------------------|---------------|-------------|
| Federal or state administrative body | 34            | 27%         |
| Education institution                | 34            | 27%         |
| Other                                | 30            | 24%         |
| Cultural institute                   | 6             |             |
| Language organisation                | 7             |             |
| Private company                      | 8             |             |
| Private organisation                 | 4             |             |
| Public body                          | 3             |             |
| Research                             | 1             |             |
| Teacher association                  | 1             |             |
| Regional administrative body         | 10            | 8%          |
| NGO                                  | 9             | 7%          |
| Council of Europe                    | 3             | 2%          |
| European Commission                  | 2             | 2%          |
| N/A                                  | 3             | 2%          |
| <b>Total</b>                         | <b>125</b>    | <b>100%</b> |

## 4. Mapping of actions identified in the 31 countries

This chapter describes the total set of identified language-learning promotion actions in the 31 countries covered by the study. As a separate deliverable, the database of the actions (in MS Excel format) containing the detailed information per individual action is provided to the European Commission.

In total, **340 actions** have been identified through three main sources: the responses to the self-completion survey (who indicated about half of these actions); online desk research performed by the study team, and the interviews with experts in each of the countries.

The approach followed could not guarantee that all relevant actions that have been set up in each individual country would be identified and taken on board in the study. The study team therefore points out that despite the efforts undertaken to make the database of actions as complete as possible, it cannot claim exhaustiveness of the set of actions.

In terms of definition, every specific effort or activity has been counted as an ‘action’ for the purpose of this mapping exercise, even if organised in the context of one ‘programme’ to promote language-learning (with often one programme title and one website). In other words, the programme as such has not been considered as the entity of study as such programme usually comprises a series of different approaches, for various target groups, with different messages and objectives.

### 4.1. Overview of actions per country

The countries where the largest number of actions were identified are the Netherlands (35 actions), the United Kingdom (24 actions) and Slovakia (21 actions). They are followed by 24 actions that were coded as “multinational” because involving coordinators from different EU Member States. No actions could be identified for Liechtenstein, and in Turkey one action was identified that in fact is a multinational action.

Table 4.1: Number actions per - absolute figures and % (N=340)

| Country        | Number of actions | %  |
|----------------|-------------------|----|
| Austria        | 10                | 3% |
| Belgium        | 17                | 5% |
| Bulgaria       | 4                 | 1% |
| Cyprus         | 6                 | 2% |
| Czech Republic | 16                | 5% |
| Denmark        | 6                 | 2% |
| Estonia        | 5                 | 1% |
| Finland        | 12                | 4% |
| France         | 11                | 3% |
| Germany        | 12                | 4% |
| Greece         | 15                | 4% |
| Hungary        | 8                 | 2% |
| Iceland        | 1                 | 0% |
| Ireland        | 6                 | 2% |
| Italy          | 12                | 4% |
| Latvia         | 7                 | 2% |

| Country              | Number of actions | %           |
|----------------------|-------------------|-------------|
| Liechtenstein        | 0                 | 0%          |
| Lithuania            | 3                 | 1%          |
| Luxembourg           | 1                 | 0%          |
| <i>Multinational</i> | 24                | 7%          |
| Malta                | 4                 | 1%          |
| The Netherlands      | 35                | 10%         |
| Norway               | 13                | 4%          |
| Poland               | 10                | 3%          |
| Portugal             | 17                | 5%          |
| Romania              | 14                | 4%          |
| Slovenia             | 3                 | 1%          |
| Slovakia             | 21                | 6%          |
| Spain                | 7                 | 2%          |
| Sweden               | 16                | 5%          |
| Turkey               | 0                 | 0%          |
| United Kingdom       | 24                | 7%          |
|                      | <b>340</b>        | <b>100%</b> |

## **4.2. Analysis of the actions promoting language-learning**

### ***4.2.1. Organisations setting up actions***

Although there were 340 actions, some actions have more than one coordinating organisation, bringing the total to 383 coordinators. The public institutions and agencies form the largest group (18%), followed closely by the education institutions and the federal or state administrative bodies (both 17%).

Four organisations were coded as European organisations: they are the European Commission (organising the European Language Label), the Council of Europe (organising the European Day of Languages), one national EC representation, a national relay of DG Translation and a Europa Direct relay.

*Table 4.2: Types of coordinating organisations - absolute figures and % (N=383)*

| Type of coordinating bodies          | Number | %   |
|--------------------------------------|--------|-----|
| Public body                          | 70     | 18% |
| Education institutions               | 66     | 17% |
| Federal or state administrative body | 64     | 17% |
| NGO                                  | 32     | 8%  |
| Language organisation                | 24     | 6%  |
| Cultural institute                   | 22     | 6%  |
| Regional administrative body         | 21     | 5%  |
| Local body                           | 20     | 5%  |
| Private company                      | 18     | 5%  |
| Teacher association                  | 15     | 4%  |
| Other                                | 14     | 4%  |
| Private organisation                 | 8      | 2%  |

| Type of coordinating bodies | Number     | %           |
|-----------------------------|------------|-------------|
| Research                    | 5          | 1%          |
| European organisation       | 5          | 1%          |
| <b>Total</b>                | <b>384</b> | <b>100%</b> |

#### 4.2.2. Objectives of the actions and main messages

The objectives of the actions have been analysed in order to identify the main focus of the action and to group actions according to this main focus.

The largest group of actions in the sample have as main objective ‘to promote learning of languages *in general*’ (37 %) <sup>3</sup>. The second largest category consists of actions that have as a specific objective ‘to convince people to learn *one specific language*’ (17 %). These two categories together represent more than half of all actions.

‘Promotion of multilingualism’ as such has been considered as a separate category. This is difficult to separate from both categories above, as these actions promote multilingualism as well. The distinction was made based on how the respondents formulated the objective of the action. If multilingualism promotion was explicitly mentioned as the objective, it has been considered as part of this category. 9 % of the actions fall within this third category.

A fourth larger group of actions was split from the three groups above, because they had more specific objectives. Still, all do have as main objective the promotion of language learning or to motivate people to learn languages. In this category have been grouped:

- the promotion of the learning of *border languages* (or bilingualism in a border region) (2 %)
- the promotion of *early* language learning (5 %)
- to encourage learning *English as a “lingua franca”* (3 %)

This last category has been considered different to promotion of one specific language, because of the formulation of objectives. These are initiatives in non-English speaking countries to ensure the public or specific target groups do learn English not from a point of view of promoting multilingualism in general, but from a utilitarian and practical point of view. More actions categorised under “one specific language” can have the same effect as they do promote English learning.

The fifth large group of actions are focussing (more) on the supply side of languages, rather than on the demand side. Some of these actions are therefore strictly speaking not exactly ‘language learning promotion actions’. They were nevertheless reported as such, and almost all have indeed a promotion dimension, even if indirect. Those that had clearly no language promotion dimension were filtered out by the study team and were not taken up in the analysis.

Actions working on the supply side were categorised in groups according to their main objectives, as follows:

- promoting good practice in language teaching/learning for one specific language (4 %)
- promoting good practice in language teaching/learning in general (3 %)
- increasing the quality of language teaching in general (7 %)
- promoting the diversity of languages offered (1 %)
- promoting languages studies or careers (1 %)
- exchanging best practice in language teaching (1 %)
- promoting innovative ways to learn languages (2 %)

<sup>3</sup> Actions were as much as possible put in one category by type of objective. This was not always possible, and some 10 % of all actions were put in two categories. The total percentage of all categories together is therefore above 100 %. The ‘other’ category not described in the text represents 4 % of the actions.

The last group consists of actions that do promote cultural openness, whereby (learning) languages (is) are a means to that end. 6 % of the actions in the sample were considered to have this as main objective.

Linked to the objectives, are **the main messages** that were **communicated by these promotion actions**.

An observation made during the analysis has been that nearly one third of the actions (30 %) did not have a main message. This is nearly always the consequence of the type of action, either not being a real communication campaign or having multiple potential or implicit messages, without one specifically 'carrying' the action.

Examples of types of actions considered as 'not having a main message' are supply side oriented initiatives like dissemination of good practice, language contests, language fairs, initiatives promoting one specific culture/language, a web site to help find other people who raise their children bilingually, or also initiatives to motivate people to learn one specific language but without any clear or central message.

Looking at the remaining 70 % of the actions, the message on which the largest group concentrates is the *ease* to learn another language. More than one in four have been categorised in this group (26 %).

The study team categorised in this group those actions that explicitly communicate the message that learning foreign languages is easy (e.g. "It is easy to learn foreign languages on the work floor" as the main message of the 'English at Work' campaign of the Austrian Ministry of Economy and Labour), but also actions that promote the experience of the language like taster sessions, or actions with a fun component that generate the real experience.

The second largest group of actions are those whose message is linked to awareness raising of the *importance* to learn languages in general (20 %).

In this category are also awareness raising actions on the importance to learn minority languages (5 %) and immigrant languages (for immigrants to keep their mother tongue knowledge – 1 %)

The third largest group in the mapping are actions whose main message is linked to the importance to start learning languages *at an early age*. Most are for very young children at pre-school age, but some actions in this category target children between 6 and 9 years old. 15 % of actions are part of this category. This high percentage is undoubtedly an indication of oversampling and probably does not reflect the reality.

The fourth group on the other hand is probably slightly underrepresented. These are the actions that put the emphasis in their communication on the importance of languages for work, business or the career. This corresponds to 12 % of the actions.

A fairly large group of actions have a main message that is not linked to languages, but rather to cultural openness or acceptance. This was considered to be the case for 11 % of the actions.

Some smaller categories of main messages that were identified are:

- the promotion of multilingualism as such (5 %)
- the message that "not only English is important" (as a foreign language), for 3 % of the actions
- "even partial knowledge is useful knowledge" as a main message was only identified in two actions.

This last result is an interesting finding from the analysis of main messages. Policy makers have accepted the notion of "partial competence" with regard to language knowledge and its

importance. In practice, however, those who do promote language learning are not communicating the message strongly. Still, many actions - particularly those that put people in direct contact with / make people experience another language - do communicate at least indirectly that partial competences are useful too.

### 4.2.3. *Types of actions and target groups*

The actions have been grouped in seventeen types, complemented by a category “other”. There are 344 types of actions identified as a few actions had more than one type of action.

The largest group of actions organised are events (20%). As can be seen in the table below there are different types of events such as language competitions, conferences on language learning or multilingualism, seminars on different topics related to languages, etc.

Then come the actions to promote language-learning or language use (13%). The promotion actions undertaken inside the school are listed separately (3%). Actions or means given or taken to encourage language-learning or language teaching (10%) is more than promoting language-learning: it is giving persons the means to learn a language such as a language TV programme or a study exchange programme. The same applies for “awareness raising” where the objective is to sensitize potential language learners. When grouping the first category of promotion actions, the category actions and means, and awareness raising actions it appears that they account for 32% of the total types of actions.

A distinction was also made between language courses outside the school environment given by language institutions (8%) and the school’s language courses (4%). Some organisations or institutions, such as the European Commission, provide support (for example funds) to other organisations setting up language promotion actions (3%). A small number of projects are directed towards parents of young children in the shape of info sessions on raising children in a multilingual context (1%).

Table 4.3: *Types of actions - absolute figures and % (N=344)*

| <b>Types of actions</b>   | <b>Number</b> | <b>%</b> |
|---|---------------|----------|
| Event   | 70            | 20%      |
| Event: campaign, thematic day   | 6             |          |
| Event: competition  | 16            |          |
| Event: conference   | 15            |          |
| Event: festival, fair, theatre, exhibition, celebration                             | 14            |          |
| Event: seminar  | 6             |          |
| Other types of event  | 13            |          |
| Promotion of language-learning or language use                                      | 45            | 13%      |
| Actions or means given or taken to encourage language-learning or language teaching | 33            | 10%      |
| Awareness raising   | 31            | 9%       |
| To offer language courses (outside the school)                                      | 28            | 8%       |
| Early language learning   | 24            | 7%       |
| Production of promotion or teaching materials                                       | 23            | 7%       |
| Actions taken at school to increase foreign language-learning                       | 13            | 4%       |
| Cooperation between organisations   | 12            | 3%       |
| Developing or applying new teaching methods   | 12            | 3%       |

| <b>Types of actions</b>  | <b>Number</b> | <b>%</b>    |
|--|---------------|-------------|
| Implementation or development of national education plan or policy     | 10            | 3%          |
| Provide support to organisations setting up language promotion actions | 10            | 3%          |
| School project to promote language-learning and raise awareness        | 10            | 3%          |
| Promotion or supply of bilingual or multilingual education             | 8             | 2%          |
| Instrument: website  | 6             | 2%          |
| Award  | 4             | 1%          |
| Other  | 3             | 1%          |
| Provide information to parents   | 2             | 1%          |
| <b>Total</b>   | <b>344</b>    | <b>100%</b> |

In total, there are seventeen categories of target groups. The numbers in the above table represent the number of actions that target a specific target group. The percentages are calculated based on the number of actions.

The two target groups that are represented in most actions are the primary school children (21%) and the secondary school pupils (19%), students (17%) coming fourth. The target group pre-primary children, being kindergarten children or younger, is much smaller (11%). A separated category was made for children / pupils of whom the age is unknown (10%). When counted together, it appears that 76% of all actions target one or more of this target groups.

The two main target groups of this mapping exercise, being the parents and the businesses, account respectively for 13% and 3%.

Among the actors of the education field are included actors that do not necessarily directly work for a school or university, for example education experts or study guidance counsellors. Actors of institutions from the education sector (7%) do include schools or universities, headmasters and school administrative personnel, but not school teachers (18%)<sup>4</sup>. Actors or institutions from the language field (3%) include amongst other language or multilingualism experts and translators / interpreters.

*Table 4.4: Categories of target groups – number and % of actions targeting each group*

| <b>Target groups</b>  | <b>Number</b> | <b>%<br/>(N=340<br/>actions)</b> |
|---|---------------|----------------------------------|
| Primary school children   | 72            | 21%                              |
| Secondary school pupils   | 67            | 20%                              |
| Teachers (including language teachers)                              | 61            | 18%                              |
| Students (higher education)   | 57            | 17%                              |
| Public at large   | 50            | 15%                              |
| Parents in general or of young children                             | 45            | 13%                              |
| Other specific target groups  | 43            | 13%                              |
| Pre-primary children  | 37            | 11%                              |
| Pupils / Children of which the age is unknown                       | 31            | 9%                               |
| Actors from the education field (other than schools & universities) | 25            | 7%                               |
| Actors or institutions from the education sector                    | 22            | 6%                               |
| Adults (including those in vocational training)                     | 17            | 5%                               |

<sup>4</sup> School teachers do include language teachers: some respondents did specify that language teachers were the target group.

| Target groups  | Number | %<br>(N=340<br>actions) |
|--|--------|-------------------------|
| Language learners in general                                       | 15     | 4%                      |
| Actors or institutions from the administrative or political sector | 15     | 4%                      |
| Business (companies and managers)                                  | 11     | 3%                      |
| Employees from the private sector                                  | 11     | 3%                      |
| Actors or organisations from the language field                    | 9      | 3%                      |

#### 4.2.4. Means and instruments used

The study team has categorised the instruments and/or means that were used for each action. Most instruments and/or means correspond with the types of actions. There is not one large category of instruments and/or means, all categories are more or less equally spread.

Examples of interesting instruments and/or means are:

- An Austrian network of teachers exchanging best practices of innovative language learning projects. This network even has a label (comparable to the European Language Label) that is awarded to schools that have produced those innovation language learning projects. (*Austria*)
- Websites where language learners or language teachers can find learning and teaching materials, information on language courses and discussion forums. For example [www.languespratiques.be](http://www.languespratiques.be) in Belgium, <http://www.intercooltural.hu/> in Hungary.
- Language learners meeting each other in cafés to practice together (*Austria*) or communicating by means of the Internet (*Denmark*). An international network of cafés offer language learners the possibility to play ¡NewAmigos!, a board game imagined to help players learn seven different European languages. (*Several Member States and Norway*)
- Language fairs where all actors of the languages field are present, where the different target groups can obtain information on language learning and where language taster sessions are organised (*several Member States*).
- A “Language rally” through Prague with assignments. The winners received a free language course. (*Czech Republic*)
- Vocabulary guides handed over to visitors and airline passengers in order to help them learn some words of the visiting country. (*Denmark, Bulgaria and Greece*)
- A label given to a person, organisation or body who has best promoted language skills (*Finland*) and one given to a company that has produced bilingual design work (*United Kingdom*).
- A bus touring around the frontier region of four countries in order to promote French and German in secondary schools. (*France & Germany*)
- A virtual train (in fact a bus) crossing the European Union with the finalists (students aged 16-20 years) of a language competition. (*The Netherlands*)
- Students of Spanish giving free Spanish courses to children and jobless persons. (*Poland*)
- In a Slovenian city all signs on the street and in public places had been replaced by signs in a foreign language in order to encourage citizens to learn some foreign words. (*Slovenia*)

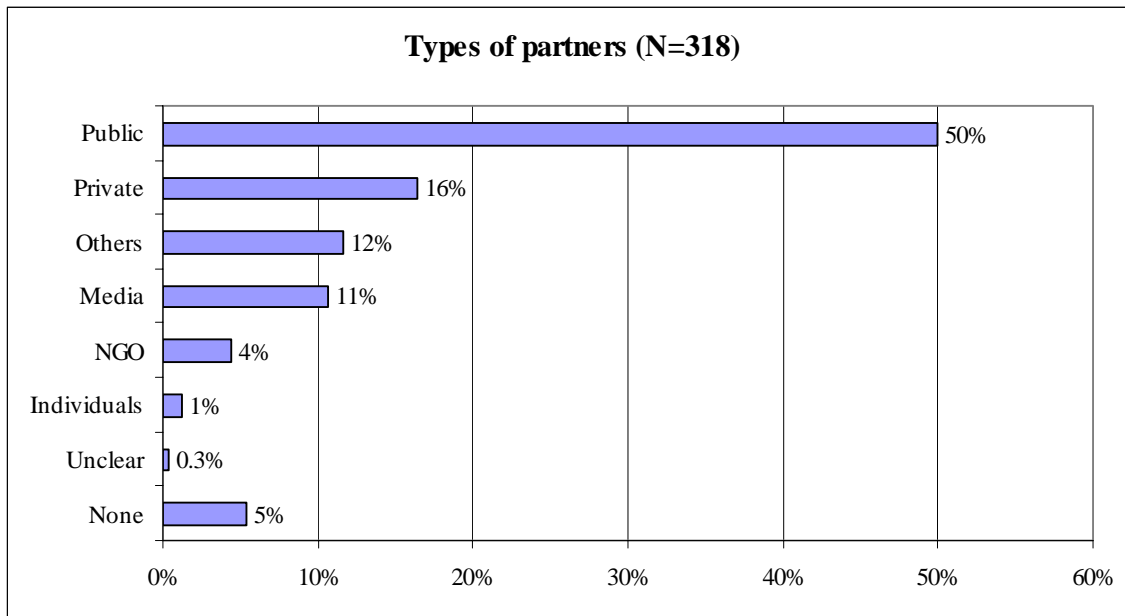
Table 4.5: Instruments / of the actions - % (N=545)

| <b>Instruments / Means</b>                   | <b>Number</b> | <b>%</b>    |
|--|---------------|-------------|
| Conferences and presentations                | 41            | 8%          |
| Seminars and workshops                       | 30            | 6%          |
| Competitions                                 | 26            | 5%          |
| Exhibitions, campaigns and demonstrations    | 26            | 5%          |
| Festivals, fairs, celebrations               | 19            | 3%          |
| Award / label                                | 5             | 1%          |
| Other events related to languages            | 15            | 3%          |
| Promotion material                           | 25            | 5%          |
| Publications                                 | 34            | 6%          |
| Learning and/or teaching material            | 56            | 10%         |
| Music (including concerts, songs)            | 12            | 2%          |
| Language camps, clubs, meetings              | 17            | 3%          |
| Language courses (at school, outside school) | 55            | 10%         |
| Bilingual and multilingual education         | 9             | 2%          |
| Foreign language initiation at an early age  | 23            | 4%          |
| Exchange programmes                          | 11            | 2%          |
| Teaching method (for example CLIL)           | 10            | 2%          |
| School activity                              | 18            | 3%          |
| Network or networking                        | 14            | 3%          |
| Provide information                          | 15            | 3%          |
| Financial and / or logistic support          | 9             | 2%          |
| Evaluation of the action                     | 10            | 2%          |
| Media promotion of the action                | 7             | 1%          |
| TV programmes                                | 6             | 1%          |
| IT materials (including websites)            | 7             | 1%          |
| Persons                                      | 4             | 1%          |
| All types of activities                      | 9             | 2%          |
| Other types of instruments / means           | 32            | 6%          |
| <b>Total</b>                                 | <b>545</b>    | <b>100%</b> |

#### 4.2.5. Other actors involved: partnerships

The partners summed up by the respondents have been categorised according to their type. Not all respondents have mentioned the partners; this explains the difference between the 340 actions identified and the 318 actions in the table below. 17 respondents did indicate that there were no partners. The public partners account for 50% of the total. Private partners and media account respectively for 16% and 12%. The category media includes broadcasting companies and is spread over the national, regional and local media within one country. Cultural institutions can be found in the “others” category.

Table 4.6: Types of partners - absolute figures and % (N=318)



Looking at the table below, it seems as if smaller partnerships (up to ten partners) have more success. In fact, several respondents did not mention all their partners' names, saying for example "several organisations" or "...". These responses form together the category "several" and account for 33% of the total.

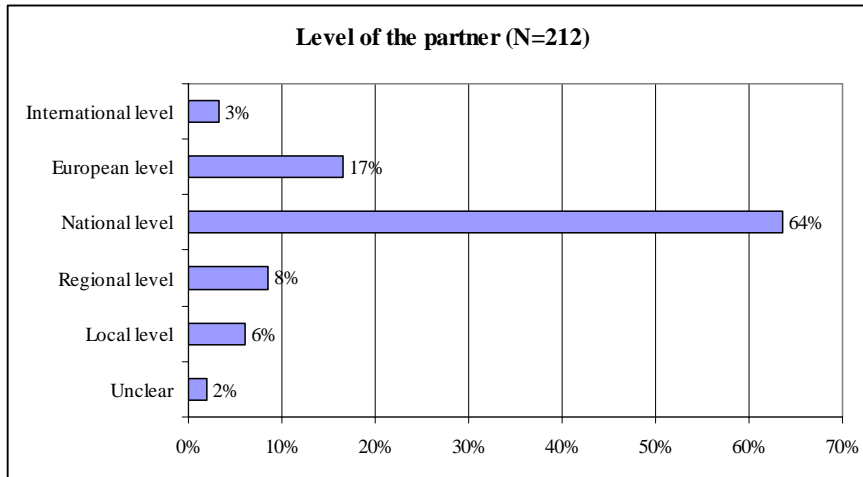
The "100 partners" are in fact a network of 100 teachers contributing to a public website regrouping resources for multilingual learning. These teachers do also meet with the coordinator, a national agency. The category "21 to 50 partners" contains the actions from the European Language Label and the European Day of Languages and therefore the partners are the Member States and other participating countries.

Most partnerships take place at national level (64%). Some actions of cultural institutes take place at international level. The actions that were coded as being "multinational" can be found back at European level.

Table 4.7: Number of partners - % (N=229)

| Number of partners | Number     | %          |
|--------------------|------------|------------|
| 1 Partner          | 58         | 24%        |
| 2 Partners         | 17         | 7%         |
| 3 Partners         | 19         | 8%         |
| 4 to 5 Partners    | 12         | 5%         |
| 6 to 10 Partners   | 20         | 8%         |
| 11 to 20 Partners  | 4          | 2%         |
| 21 to 50 Partners  | 2          | 1%         |
| 100 Partners       | 1          | 0.4%       |
| "Several" partners | 79         | 33%        |
| None               | 17         | 7%         |
| <b>Total</b>       | <b>229</b> | <b>96%</b> |

Table 4.7: Level of partnerships - % (N=212)



#### 4.2.6. Timing, length and duration of actions

For 79 actions, it was not possible to determine whether or not they had already been finished. Of the remaining 261 actions, 145 are finished whilst 116 are still ongoing.

There were 268 actions for which the **duration** could be established. 132 (about half) were actions that have lasted for 1 year or less. 29 of these were “one-off events” (i.e. events that were organised only once in one year only) that lasted for one day to one week. About a third (87 out of 268) actions have lasted for over a year and up to 5 years. 46 actions lasted for more than 5 years.

Table 4.8: Duration of projects

| Duration  | # actions  | %           | # actions (excl. unknown) | %           |
|---|------------|-------------|---------------------------|-------------|
| Recently started (2008)                         | 3          | 1%          | 3                         | 1%          |
| “One-off” type actions, lasting 1 day to a week | 29         | 9%          | 29                        | 11%         |
| 1 year or less                                  | 103        | 30%         | 103                       | 39%         |
| 1 to 5 years                                    | 87         | 26%         | 87                        | 32%         |
| 6 to 37 years                                   | 46         | 14%         | 46                        | 17%         |
| Unknown   | 72         | 21%         |                           |             |
| <b>Total</b>                                    | <b>340</b> | <b>100%</b> | <b>268</b>                | <b>100%</b> |

Concerning the **timing** of actions, it was possible to establish for 273 actions in which year they had started. 34 of those actions were started before 2001. 49 projects (over 20%) were started in 2001, i.e. during the 2001 Year of Languages. Over 60% of the actions analysed for which the starting date is known, were started after 2001. 31 projects were started in 2007.

Table 4.9: Year of start of action

| Year started | # actions | %   | # actions (excl. unknown) | %   |
|--------------|-----------|-----|---------------------------|-----|
| Before 2001  | 34        | 10% | 34                        | 16% |
| 2001         | 49        | 14% | 49                        | 23% |
| 2002         | 9         | 3%  | 9                         | 4%  |
| 2003         | 12        | 4%  | 12                        | 6%  |
| 2004         | 24        | 7%  | 24                        | 11% |
| 2005         | 27        | 8%  | 27                        | 13% |
| 2006         | 22        | 6%  | 22                        | 10% |

| Year started | # actions  | %           | # actions (excl. unknown) | %           |
|--------------|------------|-------------|---------------------------|-------------|
| 2007         | 31         | 9%          | 31                        | 15%         |
| 2008         | 3          | 1%          | 3                         | 1%          |
| Unknown      | 129        | 38%         |                           |             |
| <b>Total</b> | <b>340</b> | <b>100%</b> | <b>211</b>                | <b>100%</b> |

It was possible to identify the **frequency** of the activities of 278 actions. There were 29 “one-off” type actions lasting no more than a week, and there were 33 actions for which the frequency was unknown. The study team considers 168 (more than half) to be “continuous”, i.e. they are actions with activities organised throughout the year, without any precise frequency. Most actions for which the frequency was known were either organised once a year or once a week.

*Table 4.10: Frequency of the activities of the actions*

| Frequency  | # actions  | %           | # actions (excl. unknown) | %           |
|--|------------|-------------|---------------------------|-------------|
| 1 to 2 day events, organised once or twice a year                        | 23         | 7%          | 23                        | 8%          |
| 1 day event, demanding several days of preparation from the target group | 8          | 2%          | 8                         | 3%          |
| Events of 3 days to up to two 2 weeks, organised once a year             | 32         | 9%          | 32                        | 12%         |
| Several hours (classes or courses) every week                            | 47         | 14%         | 47                        | 17%         |
| Continuous action, with activities throughout the year                   | 168        | 49%         | 168                       | 60%         |
| “one-off” type actions, lasting 1 day to a week                          | 29         | 9%          |                           |             |
| Unknown  | 33         | 10%         |                           |             |
| <b>Total</b>   | <b>340</b> | <b>100%</b> | <b>278</b>                | <b>100%</b> |

#### **4.2.7. Budgets of actions**

For 54 actions, corresponding to 16% of the total number of identified actions, the study team could confirm they were set up with European Commission financial support. It is however possible that the actual proportion of EU-funded actions in the sample is higher, as this information has not systematically been available.

Information provided on the budgets of individual actions has been difficult to compare. The budget figures provided in this section can therefore only be seen as estimates. The most important reasons for this is that it was not always clear whether figures provided concerned budgets for a whole project, or for one year of the project. Also, individual figures provided related to different elements of the budget (e.g. they may or may not have included personnel costs), and were sometimes given in currencies other than Euros.

The study team tried to adapt figures given as much as possible to comparable figures, inter alia by converting non-Euro currencies into Euro currencies (using exchange rates of 2 January 2008), and by dividing the budgets over the number of years that the action took place. If the number of years of an action was unknown, or if it was unclear whether a budget referred to the budget of the whole project or of one year, then the budget was considered to be unknown. This way, 107 actions were considered to have “comparable” information on the budget.

For these 107 actions, the budget is estimated at 675 million Euros for all years of operation, and at 70 million Euros when dividing the respective budgets between the number of years during

which the respective actions have taken place or are planned to take place. A few large actions are inflating this budget and might include components that are not really “promotion” but rather investments in improving the teaching of languages.

Of these 107 actions, 25 had zero additional costs, and therefore had a “zero budget”. In these cases, setting up the action could be budgeted under the normal activities of the persons executing the project, or the action was funded through participation fees.

69 actions had a budget of up to 500 000 Euros. The total cost of these 69 actions has been about 158 million Euros for all years of operation. When dividing the individual budgets by the number of years that the action has taken place, the total costs of all these 69 actions per year is estimated to be about 2 million Euros. Consequently, it appears that one action with a budget below half a million Euros and with a non-zero budget would costs on average 29 000 Euros.

Thirteen of the 107 actions had budgets of more than 500 000 Euros for the whole duration of the action. These actions have not been taken into account to calculate averages as their weight in the sample and on average figures would too high.

*Table 4.11: Budget of actions (N = 107 actions for which budgets are known)*

| Category                   | Entire cost            | Average cost per year | Number of actions |
|----------------------------|------------------------|-----------------------|-------------------|
| “zero budget actions”      | 0 EUR                  | 0 EUR                 | 25                |
| Budget up to 500 000 Euros | 158 000 000 EUR        | 2 000 000 EUR         | 69                |
| Budget above 500 000 Euros | 517 000 000 EUR        | 68 000 000 EUR        | 13                |
| <b>Total</b>               | <b>675 000 000 EUR</b> | <b>70 000 000 EUR</b> | <b>107</b>        |

The tables below provide an overview of average budgets spent by type of action, as well as by the type of organiser.

*Table 4.12: Average budget of actions per type of action (N = 107 actions for which budgets are known)*

| Types of actions / Budget   | 0 EUR | 1 300 to 5000 | 5000 to 10 000 | 10 000 to 50 000 | > 50 000 to 100 000 | > 1 00 000 to 250 000 | > 250 000 to 500 000 | > 500 000 EUR |
|---|-------|---------------|----------------|------------------|---------------------|-----------------------|----------------------|---------------|
| Actions or means given or taken to encourage language-learning or language teaching | 2     | 1             | 1              | 2                | 3                   | 3                     |                      | 1             |
| Actions taken at school to increase foreign language-learning                       | 2     |               |                |                  |                     |                       |                      | 2             |
| Award   |       | 2             |                |                  |                     |                       |                      |               |
| Awareness raising   | 2     | 1             |                | 1                | 3                   |                       |                      |               |
| Bilingual or multilingual education   | 2     |               |                |                  |                     | 1                     |                      | 1             |
| Cooperation between organisations   | 2     |               | 1              | 1                |                     |                       |                      |               |
| Developing or applying new teaching methods   | 1     |               |                | 2                | 1                   | 1                     |                      |               |
| Early language learning   | 3     |               |                |                  |                     |                       |                      | 1             |
| Event   |       | 2             | 1              |                  |                     |                       |                      |               |
| Event: campaign, thematic day   |       |               |                |                  |                     |                       |                      | 2             |
| Event: competition  |       | 1             | 1              | 1                |                     |                       |                      |               |
| Event: conference   | 1     | 1             | 1              |                  |                     |                       |                      | 1             |
| Event: festival, fair, theater, exhibition, celebration                             |       | 1             |                | 2                |                     |                       |                      |               |

| Types of actions / Budget  | 0 EUR     | 1 300 to 5000 | > 5000 to 10 000 | 10 000 to 50 000 | > 50 000 to 100 000 | > 100 000 to 250 000 | > 250 000 to 500 000 | > 500 000 EUR |
|--|-----------|---------------|------------------|------------------|---------------------|----------------------|----------------------|---------------|
| Event: seminar   |           |               | 1                |                  |                     |                      |                      |               |
| Other types of event (language camp)                                   |           |               | 3                |                  |                     |                      |                      |               |
| Implementation or development of national education plan or policy     |           |               |                  |                  | 1                   |                      |                      | 1             |
| Instrument: website  |           |               |                  |                  |                     |                      |                      | 1             |
| Production of promotion or teaching materials                          |           |               |                  | 3                | 1                   |                      | 2                    |               |
| Promotion of language-learning or language use                         | 3         |               | 4                | 3                |                     | 6                    |                      |               |
| Provide information to parents   | 1         |               |                  |                  |                     |                      |                      |               |
| Provide support to organisations setting up language promotion actions |           |               |                  |                  |                     |                      | 1                    | 2             |
| School project to promote language-learning and raise awareness        | 2         | 1             |                  | 1                |                     | 2                    |                      |               |
| To offer language courses (outside the school)                         | 4         |               |                  | 1                | 2                   | 1                    | 1                    | 1             |
| <b>Total</b>   | <b>25</b> | <b>10</b>     | <b>13</b>        | <b>17</b>        | <b>11</b>           | <b>14</b>            | <b>4</b>             | <b>13</b>     |

Table 4.13: Average budget of actions per organiser of action (N = actions for which budgets are known = 107)

| Types of organisations / Budget      | 0 EUR     | 1 300 to 5000 | > 5000 to 10 000 | 10 000 to 50 000 | > 50 000 to 100 000 | > 100 000 to 250 000 | > 250 000 to 500 000 | > 500 000 EUR |
|--------------------------------------|-----------|---------------|------------------|------------------|---------------------|----------------------|----------------------|---------------|
| Public body                          | 2         | 2             | 6                | 5                | 3                   | 2                    | 2                    | 2             |
| Educational system body              | 8         | 2             | 1                | 2                | 2                   |                      |                      |               |
| Federal or state administrative body | 1         | 2             |                  | 3                | 2                   | 3                    | 2                    | 6             |
| NGO                                  | 3         | 1             |                  |                  |                     | 1                    |                      |               |
| Language organisation                | 3         | 1             | 1                |                  |                     | 1                    |                      |               |
| Cultural institute                   |           |               | 1                | 2                | 1                   | 1                    |                      |               |
| Regional administrative body         | 7         | 1             |                  | 1                |                     | 3                    |                      | 3             |
| Local body                           |           |               | 3                | 1                | 2                   |                      |                      | 1             |
| Private company                      |           |               |                  | 2                |                     | 3                    |                      | 1             |
| Teacher association                  |           | 1             | 1                | 1                | 1                   |                      |                      |               |
| Other                                |           |               |                  |                  |                     |                      |                      |               |
| Private organisation                 |           |               |                  |                  |                     |                      |                      |               |
| Research                             |           |               |                  |                  |                     |                      |                      |               |
| European organisation                | 1         |               |                  |                  |                     |                      |                      |               |
| <b>Total</b>                         | <b>25</b> | <b>10</b>     | <b>13</b>        | <b>17</b>        | <b>11</b>           | <b>14</b>            | <b>4</b>             | <b>13</b>     |

## 5. “Good practice”: what works and why ?

This chapter concentrates on ‘good practice’ in promoting language-learning and multilingualism. It highlights the elements that contribute to making an action a ‘success’ and presents concrete examples of good practice.

### 5.1. What constitutes ‘good practice’

This section of the report is based on the answers provided by the survey respondents on the question “which are in your opinion key requirements or characteristics that any ‘good’ language-learning promotion action should fulfil?”. The focus is on good practice in communicating about language learning, promoting language learning and multilingualism. It is not considering any target group in particular.

Many of the arguments given are of a generic nature and valid for any good communication action, hence not specific to languages or multilingualism promotion. The most important points raised are listed below. Most of these generic arguments are well developed in the interesting publication “*Lingua Connections – Guide to successful promoting language projects*”, which is a Lingua Connections initiative and an example of good practice in itself<sup>5</sup>.

What constitutes ‘good practice’ for all communication actions, independently of the subject or theme:

- effective planning; monitoring and evaluation;
- defining the target group: have a clear view and understanding of the target group;
- involving the target audience;
- cooperation: creating partnerships, leverages with other organisations;
- design the action based on the target group characteristics and needs;
- critical mass / sustainability / continuity: this is necessary to have an impact;
- creative / attractive: will make the difference between success and no success.

Language specific elements that are mentioned as enhancing success are mainly linked to:

- **motivating**: the key point in language learning is for persons to identify their own motivations. Promotion actions that highlight benefits and enhance the motivation to overcome the “barriers” are considered as good practice;
- **involvement**: success means involvement of the target group, making the persons curious.

Additional elements that play a role in enhancing success, which can be considered as typical to multilingualism and language learning are:

- Involving parents and also grandparents when young children are targeted. Examples of best practice mentioned below illustrate this. Their involvement is not only important because of their role in deciding and in stimulating, it is also a critical element for success in situations where parents (and/or grandparents) use a different language than the schooling language. This is particular relevance in the case of regional, minority or immigrant languages.

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<sup>5</sup> Lingua Connections is a network of project teams that work in the area of languages at local and European levels. The network supports language projects in promoting their products and results to a wide audience and in raising their impact at European level. It has been created with the support of the European Commission, DG Education and Culture. <http://www.linguaconnections.eu>

- Practical orientation: successful language teaching is considered to have some characteristics in common with a good promotion campaign : it should be motivating, involving and be practically oriented rather than theoretic. The ‘impression’ of being practical and reality driven has to be conveyed by the promotion action as well.
- Celebrity endorsement and all techniques that enhance the potential motivation through the identification with “role models” are considered to be more effective. Actions where ‘ambassadors’ are used, where potential language learners, and particularly teenagers, can relate to other persons seem to have more impact.
- Decentralisation: each different situation / region / country requires different arguments to convince.
- Hands-on experience and direct confrontation of individuals with foreign languages are also enhancing the “involvement” factor. Linking promotion to a stay in the country, taster sessions, are techniques that are used.

## **5.2. Examples of good practice**

In the course of the study, existing sources of good practice examples have been identified. Indeed, notably the European Commission has already invested in identification and dissemination of good practice related to language learning promotion and promotion of multilingualism.

Examples of publications<sup>6</sup> in which good practice examples are presented and that aim at disseminating these practices are :

- “*50 ways to motivate language learners*”, published by the European Commission as part of the Lingo study. Motivation is a key component of successful language learning as mentioned above. This publication groups 50 examples of projects, methods and events, that managed to “engage” the learners and sometimes also challenge traditional notions on how and where languages should be taught.
- “*Languages for Europe*” – 30 projects for promoting language learning. This is another and more recent example of dissemination of good practice, published in the context of the Lifelong Learning Programme.
- “*Werkplaats talen = workshop languages*”, this is a set of 26 good practices identified through an award type of approach. It allows teachers to find inspiration for inventive approaches linked to oral communication skills. This is a good example of a national project (in the Netherlands) that has a pan-European relevance.
- “*Seven hundred reasons for studying languages*”<sup>7</sup> a publication following a study by the UK Subject Centre for languages, and an excellent free tool to assist anyone developing a promotion action.

Apart from the above sources, good practice examples have been collected in the course of the study through three parallel approaches:

- through the self-completion questionnaires: good practice identification was an explicit question to the respondents. They reported what they considered to be examples of best or good practice;
- through the telephone and personal interviews: actions were discussed that were identified as ‘good practice’ either by the respondents or by the study team;

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<sup>6</sup> Full references are provided in the bibliography in annex 2.

<sup>7</sup> The study report is no longer available in print but can be downloaded from the Internet, where there is also an online searchable database provided: <http://www.llas.ac.uk/700reasons/orderform.aspx>

- through the desk research: the study team identified various actions (and organisers of these actions) that can be considered as ‘good practice’ through the desk research that was performed.

Below are brief descriptions of ‘good practice’ cases that were selected by the study team to complement the existing compilations and to illustrate more good practice, as identified during the study. This selection is subjective, even if based mainly on suggestions made by respondents. They are meant to illustrate the thesis that there is a lot of good practice around and that added value creation through good practice identification and dissemination is possible.

Elements that have been at the basis of the below selection are: the aim to illustrate the different characteristics that mark ‘good practice’ as mentioned above, the aim to illustrate the diversity of actions (subjects, approaches, levels of action, target groups, ...) and impact achieved.

### ***General public – promoting language learning***

#### Language learning competitions (Finnish TV)

In this contest, participants have to learn a language from scratch. The winner wins a trip to the country of the language.

This is an example of a TV-programme format that is adapted to the language theme, and therefore contributes to reducing the barriers to language learning. It has a wide appeal and approaches all targets.

#### *‘Metro do Porto’*

Poster campaign with as theme “Many languages – One thought”. Appeared in six languages on 100 vehicles during three weeks.

This is an example of an initiative that is part of the European day of Languages (EDL - see below). It was developed as a local initiative, but has been internationalised and now covers six countries.

#### Leveraging on international sporting events

The organisation of an international sporting event in a city, region or country means an opportunity to create awareness for language diversity and language learning. Various cities and countries have used this opportunity, whether to motivate citizens to learn languages, or to promote their own national language towards foreign visitors.

Examples of such leverages on international sporting events: Sidney with the summer Olympics; Germany with the world cup football. A potential initiative regarding the Olympics in London is under preparation.

#### *‘Taste the Language’*

The aim of the ‘Taste the Language’ project<sup>8</sup> (a Lingua project) was to promote European languages (Dutch, English, French, German, Luxembourgish, Lithuanian, Portuguese, Romanian, Slovak, Spanish) by organising “food and language” taster sessions, during which participants learned a little of the language, sampled the country’s products and learned about its culture. In the context of this project, a practical handbook was published on how to organise language taster sessions.

### ***Youth and students – experiencing the use of other languages***

#### *‘Jugend debattiert International’*

Students from Central and Eastern Europe are invited to engage in a debate on social and/or historical topics. The debate is in German which combines knowledge of the topic, experiencing a foreign language and the debating technique. It has a competitive

<sup>8</sup> Website: <http://www.tastethelanguage.net/>

component to increase the attractiveness and motivation. This is a project of the Goethe Institut.

Website: <http://www.jugend-debattiert.ghst.de/index.php?id=191>

#### *'Soccerlingua'*

A multi-media programme to promote and teach foreign languages (English, Spanish, Italian and German) among teenagers through the theme of football.

Website: <http://www.soccerlingua.net/pages/home.html>

#### ***Young children***

Several examples were identified of bilingual or multilingual nursery schools. These examples are from various countries, although a higher proportion of such cases were reported as 'good practice' in Germany. In the case of Germany, this high number of good practice cases reported is probably the result of the activity of the "Association for Early Multilingualism in Day Nurseries and Schools" (FMKS) and the existence of more than 500 bilingual Kindergartens spread over the country.

These examples highlight the experience of mainly bilingual education in a pre-school environment, involvement of parents and of the children, the long term commitment of all actors involved, also after initial seed money to set it up disappears.

Concrete cases are:

- the 'Tomke' project (in the Netherlands), developed to promote and stimulate the learning of the Frisian regional language, aimed at children up to the age of six, their parents and day-care centres' staff<sup>9</sup>;
- the German-French Kindergarten in Berlin with a long experience in bilingual education, and which is working towards the creation of a 'European' kindergarten;
- experiences with 'bilingual and bicultural education in Kindergartens' in Saarland (border region with France)<sup>10</sup>;
- the Welsh project 'Twf', which aims to encourage bilingual education and the learning of Welsh. It mobilises a variety of actors, including parents and pre-school playgroups staff<sup>11</sup>;
- in the Czech border region with Germany, pre-school children are motivated to learn languages through singing, playing and dancing<sup>12</sup>;
- the Estonian project 'Early Language Immersion' in kindergartens and primary school, which aims to raise the language awareness of 5-6 year old children<sup>13</sup>;
- and a very similar project in Finland offering Swedish language immersion to five-year old children in day-care centres<sup>14</sup>.

#### ***Ambassador projects***

These are examples of projects where engagement and motivation are pursued through the provision of role models. This is particularly effective when youth are targeted.

A good example of this approach is the '*Business Language Champions*' project in the UK<sup>15</sup>.

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<sup>9</sup> Website: [www.tomke.nl](http://www.tomke.nl)

<sup>10</sup> Website: [www.fruehkindliche-mehrsprachigkeit.de](http://www.fruehkindliche-mehrsprachigkeit.de)

<sup>11</sup> Website: <http://www.bwrdd-yr-iaith.org.uk/cynnwys.php?pID=109&nID=599&langID=2>

<sup>12</sup> More information via: [www.socrates.cz/label](http://www.socrates.cz/label)

<sup>13</sup> Website: [www.kke.ee](http://www.kke.ee)

<sup>14</sup> Website: [www.oph.fi](http://www.oph.fi)

<sup>15</sup> 'Business Language Champions' is a programme supported by the Department for Children, Schools and Families, and implemented through CILT, the National Centre for Languages. It was set up to support the

This project aims to inspire young people to embrace language learning, to highlight the growing concern for the availability and level of language skills in the UK and to inspire companies to actively engage in partnerships with a focus on language learning.

This project has a number of characteristics that make it an example of good practice:

- local partnerships between business, schools and language schools, with an added value for all partners;
- the use of 'awards' to create news value and motivate all participants;
- the use of "languages in action" as motivator;
- the use of "ambassadors", in this case in-school visits by employees from participating businesses to make the benefits of language learning more concrete to young people;
- the professional approach: ambassadors are trained, they have an activity guide at their disposal to help them in their preparation and tailoring to different situations.

A similar example is the '*Borrow a European*' project in Sweden.

This project has as significant added value that it makes classes more interesting by combining a theme with a visit of a fellow-European with whom a dialogue is established around the theme. This project idea has already been copied by others.

The use of trained "language animators" who visit schools, fairs, international meetings, and strive to lower the barriers to direct communication between speakers of different languages is a different approach that has some characteristics in common with the Ambassador approach. This approach steps away from perfect knowledge of the language, puts the communication value centrally and concentrates on awakening interest, getting rid of barriers and stimulating the personal initiative of speakers. It was developed in the Czech Republic.

### ***SMEs***

Even if on the whole not many actions have been identified that target SMEs, some of these were nevertheless pointed out as 'best practice' by respondents in the survey.

The '*Business Languages Champions*' project suggested above is an example.

Even if the main aim is to promote language careers among students, the approach taken has as a consequence that the language learning issue is promoted among SMEs.

'*Eurobusiness Language Skills*' (ELS in Romania) is another example of an action targeting SMEs<sup>16</sup>.

Designed for the specific target group of office staff, the focus is on 'essential' aspects and not on theoretical knowledge. It is an example of an innovative approach, adapted to the target group and motivating.

### ***At international level***

#### ***'European day of Languages' (EDL)***

The 'European Day of Languages' is an initiative of the Council of Europe, and a direct result of the European Year of Languages (2001).

The Day is not thematic, although it was originally meant to be so. In practice, it is an umbrella action that serves as a leverage to promote subjects linked to language learning. The European Commission also uses the EDL in its communication policy on languages. Furthermore, the European Language Label, an EU initiative, is sometimes combined /

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aims of the 'National Languages Strategy' in England and 'Languages Count' in Wales. Website: <http://www.cilt.org.uk/employment/blc/index.htm>

<sup>16</sup> Website: <http://www.business-languages.net/>

associated with the EDL. Some 600 to 700 events or actions are registered every year as being part of the EDL initiative. Many of these can be considered as good practice and their taking place in the context of the EDL gives them visibility which can inspire others.

The initiative builds on the network that was set up during the European Year of Languages. This is both a strength and a weakness as many of the national coordinators are de facto volunteers. This inevitably leads to differences in approach and impact depending on the country.

*The 'European Language Portfolio' (ELP)*

An initiative of the Council of Europe, it is a personal document that allows more transparency regarding the language learning process and achievements.

It is based on the 'Common European framework of Reference for Languages'. Its main advantage lies in its versatility and the fact it brings benefits to many parties: language learners, teachers and employers. The EU-Europass promoted by Cedefop is based on the European language Portfolio.

Nearly hundred different versions of the ELP are available to cover all ages and all sectors of education.

## 6. Questions to deal with when planning an EU campaign on multilingualism

This chapter deals with a number of questions the European Commission will have to consider when planning and implementing a large-scale campaign. These issues were addressed in the interviews with the experts, who were asked for their views and what they would recommend the European Commission.

### 6.1. Centralised versus decentralised actions

When planning an information and promotion campaign on multilingualism and language learning, the European Commission has to decide to what extent such campaign should be centrally organised and implemented.

While centrally managed actions, uniformly rolled out over all the countries, allow for the highest possible impact in terms of visibility, decentralised actions can be more tailored to the specific needs and situations in different countries and can therefore have higher impacts on people's individual lives.

**The situations and needs in the 31 countries** covered in the study **are very different** in various respects: in terms of linguistic regime, number and status of languages spoken in the country, awareness for and interest in language learning, presence of languages in the formal education system, resources available and efforts undertaken at the policy level for the promotion of language teaching and learning, etc.

Most experts considered a 'one-size-fits-all' campaign, without any country-specific action, for this reason as unrealistic.

Some recognise the challenge but nevertheless think it is possible to define one common framework and set of objectives and recommend this approach. Some possibilities were pointed out which can be taken on board:

- the 'partial competencies idea', or the message that every level of knowledge of another language is an asset (even if the knowledge is only a passive knowledge, or if a language can only be spoken and not written by someone) is a message which is felt as insufficiently emphasised and bearing relevance for all;
- very simple campaigns that can easily be rolled out in many countries can support this message. One example is the sticker-campaign of the Council of Europe published in the context of the European Day of Languages<sup>17</sup>.

**The majority of the experts recommend to combine one 'big' promotion campaign** aimed at creating visibility and raising awareness for languages in all countries **with guidelines** - which should remain quite flexible – **and support measures to stimulate actions at the national level**. The possibility to respond to different situations in each of the countries is believed to be of utmost importance to achieve success with the campaign.

*"In order for European projects to be successful, they should be as decentralised as possible." (UK)*

*"Define one common framework with room for national adaptation. Not one streamlined approach." (Sweden)*

*"Every type of action deserves to be supported" (Belgium)*

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<sup>17</sup> Sets of stickers with one sentence ('talk to me') in various languages. See website of the ECML from from where they can also be downloaded: <http://www.ecml.at/edl/default.asp?t=stickers>

*“Mobilise the people, stimulate the local level to take up actions and support these – without requiring 10 kilos of paper though!” (Netherlands)*

*“The EU should promote projects locally, and then ensure dissemination of the projects in other EU countries.” (Malta)*

*“The greatest share of activities is done by individual schools, teachers and students. This is the most powerful and motivated group, but hardly ever visible because of the small scale of the events. Nevertheless, they should be given more visibility and more appreciation – and maybe some actions to coordinate their initiatives could be supported in a more substantial way.” (Poland)*

The importance of a **clear calendar** of actions was emphasised, which allows a gradual on take and ‘buying in’ of certain groups which may take up specific elements of the overall programme of the campaign.

The fact that the EU campaign will run over several years is regarded as positive because it allows to build up awareness, belief and ultimately convince people to act by participating in or even setting up activities themselves.

A difficulty that was recognised by the experts in relation to the organisation and coordination of activities at the national level is **the motivation and competence of the national ‘relay’**. Some experts recommend to give this coordination role to the EC representations in the countries.

The study team confirms the relevance of this point made by the experts. The study findings suggest that at least part of the current differences between the countries can be explained by how national ‘relays’ fulfil their role as coordinators and promoters of European languages support initiatives like the ‘European Language Label’ or the ‘European Day of Languages’. A careful choice of who should play this role is therefore important, but not enough: these actors also need to receive proper briefings and support on what they are expected to do and to achieve, within the wider framework of the EU campaign, as well as suggestions on how to do this in practice, and aided by networking and concertation mechanisms.

## **6.2. Possible partnerships**

In general, the principle of **joining forces and building partnerships** with other organisations has been **strongly recommended** by the interview respondents. Partnerships allow synergies, enhance impacts, enrich projects, offer opportunities and ideas. Moreover, several pointed out that the more diverse the partnership is, the richer the action becomes.

*“Different actors have different points of view and attract different people.” (Poland)*

*“The European Commission should not only stimulate countries to cooperate with their neighbours, but also with countries further away.” (Belgium)*

Some experts pointed out that organisations working in the languages field happen to work in competition with each other, rather than in cooperation for certain initiatives.

*“In some regions, like Südtirol, institutions from different languages are in competition: there is one institution for Italian, one for German, one for another minority language... but they do not work together.” (Italy)*

At the same time, it is underlined that building and maintaining partnerships **requires efforts** in terms of time, respect and openness from the respective partners. Also in terms of organisational requirements, partnerships are more challenging: roles and responsibilities must be clearly defined and planned.

*“You gain a lot... but you have to take many things into account.” (Bulgaria)*

For decentralised actions, **local authorities** were frequently suggested as the appropriate

partners. They have knowledge of the local situation, have access to different sectors (education, culture, ...) and can reach target groups which can be very difficult to reach through other means (e.g. immigrants, less literate persons, socio-economically disadvantaged families, ...).

Also **networks of actors in the field of languages** (e.g. language teachers associations, certain NGOs teaching languages or representing minorities) can be useful partners as they can function as an important leverage for any action.

**Other actors** that were mentioned as useful partners in language-learning promotion actions are:

- teacher training organisations;
- schools (in general);
- university faculties and high schools;
- parents associations;
- cultural centres;
- cultural and regional institutions;
- libraries – *“Libraries have a good image – the message passes well.” (Poland)*
- radio and television broadcasting companies. In particular, the ‘Bruges Group’<sup>18</sup>, a network of international broadcasters who “seek to pool their expertise so that their members and the viewers will benefit of a combined European identity”, was referred to as a potential partner;
- embassies;
- printing companies / publishers:
  - “Such partnerships can be very important to ensure the production of material.” (Spain)*
  - “We cooperated with all major publishing houses. That made it possible to print postcards and large, colourful posters.” (Finland)*
- private companies;
- chambers of commerce;
- museums;
- local migrant community associations.

*“Links should be established between the universities, museums, libraries and schools. Occupy the free time of children and youth.” (Poland)*

About **media partnerships**, the experts’ opinions are divided. Some comment very positively about the added value in terms of visibility offered by such partnerships, while several note that media are difficult to mobilise and to get interested in the subject. Others still point out that media have their own ‘agenda’ and requirements, which are not always in tune with the projects’ aims.

*“In our country, media are focussed on negative news. They’re not interested in positive news or not-sensational news.” (Romania)*

*“Commercial television is difficult : they are very conscious of their rating. Our programme was ‘too slow’, which it had to be if we wanted it to be educative.” (Germany)*

*“Working with media is tricky: it’s good for awareness-raising and getting publicity, but you do not know exactly how they will communicate your project and you’re not in control of the information they forward – and which in my case was incorrect.” (Austria)*

Many respondents emphasised the importance of **the Internet** as alternative to media partnerships: it also allows visibility and access to a broad public, while there is better control on the information that is provided.

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<sup>18</sup> In July 1991, pioneers in the media business gathered in Bruges (Belgium) to establish a framework in which a unifying Europe will get support from its public transnational broadcasters. For more info, see : [www.groupebruges.net](http://www.groupebruges.net)

Specifically for the case of languages and when considering action at the European level, experts in the field of languages recommend **the European Commission to re-establish the cooperation with the Council of Europe** in this domain.

Indeed, many respondents referred to the ‘European Year of Languages’, which has been perceived as a very successful initiative and a fruitful cooperation between these two organisations. Several experts ask themselves why this ‘good practice’ example of cooperation was not structurally sustained. They are of the opinion that the European Commission and the Council of Europe, which are two organisations with a significant potential to ‘make a difference’ and which have an impressive track record of achievements in the languages field, should join forces and should together see how they can usefully complement and reinforce each other in their respective efforts to promote multilingualism.

### **6.3. How to measure impacts of multilingualism promotion actions**

Many respondents recognise the difficulty of measuring the impacts of language-learning promotion actions. The short term effects are said to be rather limited in most cases. This is explained by the fact that the ultimate objective of such initiative is to realise an attitude change in favour of multilingualism which is a long-term objective.

*“If you’re too focussed on measuring impacts, you risk letting out useful projects, e.g. projects where the objective is simple awareness-raising of the existence of many languages. ‘Awareness’ cannot be measured but can have high impact.” (Culture Institute)*

In general, language promotion actions are not often evaluated. The evaluation culture has apparently not yet reached this type of actions, probably precisely because of the difficulty to measure impacts.

It is noteworthy however that in the UK, which is one of the EU Member States with a strong evaluation culture, CILT (the national agency in charge of ‘promoting a greater national capability in languages’) is developing an evaluation system for all its actions. This system is based on the Learning Evaluation Model of Prof. Kirkpatrick that identifies four main levels<sup>19</sup> and will differentiate between immediate impacts, learning impacts and behavioural impacts. It is not yet implemented.

**A number of measurable indicators** were nevertheless suggested by the experts who were interviewed for monitoring and evaluating effects:

- the numbers of requests for information about language courses received by those bodies offering language courses;
- the number of actual registrations in language classes (in total as well as disaggregated numbers per language) – and the number of drop-outs in the course of the process;
- the numbers of visitors to / participants in language-learning promotion events (e.g. ‘open doors days’ at language schools);
- the responses / feedback received from participants (or visitors, viewers, ...) through evaluation questionnaires (in terms of numbers and of contents);
- the length of time (duration) that a certain product / material is used and remains to be asked for;
- the volumes of prints and reprints of material;
- the pick-up rates by other actors or in other countries of the action: successful initiatives are replicated;

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<sup>19</sup> For more information: <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm> ;

- the volume and sustainability of financing and sponsoring made available from external sources;
- the number of ‘hits’ on the websites of bodies offering language courses (which may increase as a result of promotion actions), and – related to this – the number of website visitors that come through other actors’ websites (web links);
- the numbers of press clippings about multilingualism, language-learning and related events over time and following specific actions: press attention indicates importance attached to the subject by the readership;
- the number of enrolments in and graduates from language-specific higher education fields;
- the evolution of the number of publications on the subject may indicate attitude changes;
- the evolution of the quality of the language teaching;
- the evolution of the level of language knowledge.

At a more general level, some recommendations were offered by the experts in relation to monitoring and evaluation efforts:

- Appropriate, SMART<sup>20</sup> indicators may be identified more easily for certain actions than for others. It therefore makes sense to allow for some flexibility in the monitoring and evaluation system based on the actual programme of actions.
- Measuring impacts will be greatly eased if the specific objectives and issues at stake for individual actions have been identified. From these, indicators and criteria can be set which allow monitoring and evaluation.
- Long term effects as attitude changes may be revealed through longitudinal social studies: answers to questions about ‘opinions about multilingualism’ and ‘what people have recently noticed in this respect’ can evolve over time.

#### **6.4. Reflections on the European Commission’s choice of the priority target groups**

In general, the interview respondents reacted positively to the European Commission’s decision to target ‘parents of young children’ and ‘companies (with a focus on SMEs), for their employees’.

As regards **(parents of) young children** as target group for multilingualism awareness-raising actions:

- For reaching children, the e-Twinning initiative which is directed at schools is said to be very effective for the promotion of multilingualism, not in the least because it succeeds in reaching the individual level, making concrete projects available for everybody. A strengthening or further development of the languages theme under the e-Twinning measure would therefore be welcomed. More generally (i.e. not targeting children in particular), the Lifelong Learning Programme is equally appreciated for its proximity and openness to the individual.
- Experts confirm the need to reach young children before they enter school, at the youngest ages. Most language-learning promotion efforts for children are currently embedded in the formal education systems, while there are significantly less initiatives for children in the pre-school age group. Some actions with nurseries and childcare facilities have nevertheless been identified in the mapping exercise, and can be considered as ‘good practice’ example.
- Several experts indicate that pregnant parents and parents of very young children who live themselves in a multilingual situation (with different languages daily spoken) are often

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<sup>20</sup> Simple, measurable, available, reliable and timely.

confronted to many questions about how best to educate their child when it comes to languages<sup>21</sup>. Apparently, these people have difficulties finding the answers to their questions: counsellors at child consultation bureaus or in day-care centres most often cannot help these parents. They do not dispose of information or documentation and do not know themselves who to refer these people to. Publishing and disseminating simple brochures or leaflets on the subject of bi- or multilingual education, with references to other sources for more detailed information and/or advice is therefore suggested as a useful action for this group of people.

- Parents are still insufficiently aware of the real benefits and extra possibilities languages will offer their children. Knowing several languages increases the intercultural competencies of the individual, which in turn help to find a job and to build a successful career.
- It was suggested that one of the objectives of the EU campaign should be to remove prejudices against languages. In line with this objective, a relevant message to parents would be that they should not discourage their children (to choose) to learn languages. For example, when a child can choose between a number of classes, a parent should not ‘warn’ against opting for a language course (e.g. by saying ‘*you should be aware that languages are difficult*’).

### **Companies, and in particular SMEs, for their employees:**

- The interview respondents agree that this target group is probably unrightfully underserved in actions promoting multilingualism.
- While the relevance of choosing this target group has been recognised, the interviewees in the study expect that this target group will be difficult to mobilise. Effectively reaching this target group is generally not believed to be so difficult. However, convincing them that the ultimate benefits for the company will outweigh the costs of investing in language classes for staff, is expected to be very hard. Especially for SMEs, which per definition have less people on their staff and for whom it is harder to ‘miss’ personnel (while these follow language classes), the barriers to provide for language courses for their staff are high. Specific measures might therefore be considered to accommodate for the SMEs’ specific situation.
- The message that there is a tight link between language knowledge and business success is perceived by the respondents as insufficiently conveyed and deserves to be highlighted in a campaign.

*“Business still has not understood that multilingualism beyond English is important.”*  
(Austria)
- Some consider it important to engage also students in their final year in actions that target companies, and suggest this contributes to the success of such actions (thus constituting ‘good practice’).

*“Make the link between the school and the company.”* (Poland)
- One respondent emphasised the positive effect of the messages which employees who went abroad bring back: they tell about their experience and how enriching it has been, also how it is a value for the company. ‘Users’ are promoters and spread positive information.

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<sup>21</sup> Researchers from the ‘Science Shoppe Language, Culture and Communication’ of the University of Groningen studied and published on this subject. See bibliography in annex.

## **6.5. Other important points for consideration**

### **There is a need for more and better sharing of good practice, ideas and results**

Many respondents underline the great importance of sharing (project) ideas, methods and results. They consider too little is done at the moment in this respect, and strongly recommend the European Commission to put more efforts in ‘sharing’, i.a. through providing more networking opportunities and means, easily accessible and searchable sources, and ensuring that understandable and jargon-free language is used.

*“We do not need more projects, we need to spread results more.” (Germany)*

*“Provide for networking with people who have been involved in interesting projects. I want to find other enthusiastic people with great ideas.” (Austria)*

*“We expect best practice sharing in an easily accessible structure, through common websites and conferences.” (Slovenia)*

*“Inform about what exists and allow easy access to tools.” (Belgium)*

*“Knowledge and information is power. The European Commission has the knowledge, but it’s sometimes difficult to understand what they’re talking about.” (Sweden)*

### **Continuity of initiatives**

Several organisers of initiatives (projects) indicate the difficulty to ensure the sustainability and continuity of their action. This is especially the case for funded projects, which want to continue beyond the initial funded period. These organisers suggest for the European Commission to consider support for initiatives that seek how to continue what they are doing, and therefore to maintain their effects and impacts.

*“We currently receive subsidies from our government, but every year we have to wait and see whether we can still get money.” (Belgium)*

*“It is always easy to start a project, but it’s difficult to ensure continuation.” (Italy)*

### **Stimulation of the demand requires consideration for supply**

In several countries, there is a clear concern about the availability of sufficient qualified language teachers, hence about the availability and the quality of the language courses on offer. While the European Commission’s decision to encourage people to learn (more) languages is absolutely welcomed, a warning is issued by people in the field that this also requires careful consideration of the ‘supply side’.

*“Our biggest priority at the moment is improving the quality of language teaching, because we receive many signals that this quality is going down.” (Netherlands)*

*“There is a problem of recognition and exchange of teachers from other countries, who are needed to support an immersive method. We have problems to fill in the posts.” (Germany)*

*“The problem is not the motivation, but the practical implementation. People have to turn to private courses; there is no structure.” (Poland)*

### **Embrace all languages**

When promoting language learning, it is important to embrace all languages independently of their status and of whether they are ‘native’ EU languages or not. The European Commission should therefore pay attention that the effects of the planned campaign are not just a further strengthening of already dominant languages (notably English), at the expense of languages that are under pressure.

*“We would like more possibility to work with non-EU countries (especially Latin-American and Arab language centres), which is not possible now if we want to get EU funding – yet it is important...” (Spain)*

### **Media - television**

The important role broadcasting companies can play for the purpose of language learning has been emphasised by many respondents. Broadcasting specific language learning programmes is but one possibility<sup>22</sup>. It is also effective to broadcast programmes in their original version on television, with subtitling instead of dubbing. This is in line with the opinions expressed by the High Level Group on Multilingualism in its Final Report to the European Commission.<sup>23</sup>

Several respondents suggested for the European Commission to take a role in this respect by encouraging such subtitling.

### **Formalities coming with EU-supported actions**

While the idea of having more actions potentially supported by the EU is attractive, there is a clear wariness about the administrative burdens that go in pair with such 'support'. A warning signal has therefore been given by respondents in the interviews that the European Commission should make the administrative requirements for decentralised actions that could be supported as light as possible.

*"I did not ask for funds from the European Commission as the reporting procedures are too complicated. That is why this project had no budget; I paid the material with my own money".*  
(France)

*"The paperwork is very difficult, and sometimes they are late with instalments."* (Lithuania)

### **Political support at national level**

In some countries, it seems that the motivation to encourage language learning at the level of the national policy-makers is insufficient to enable effective change in these countries. Actors who are willing to take initiatives there can hardly find support and are largely left alone with their ideas. This is a potential barrier to a successful implementation of any EU multilingualism promotion campaign at the national level in these countries.

*"The fact that the Danish government has not reported to the Commission on the implementation of the 'Action Plan on Language Learning and Linguistic Diversity' reveals that it is doing nothing to promote the learning of any languages other than English. It is not promoting a 'language-friendly environment' and has no overall strategy for all the languages in the country."* (Denmark)

*"The Turkish agenda does not really include multilingualism at the moment, as there are more important political issues."* (Turkey)

### **The EU's own language policy**

Criticism has been expressed by some respondents on the EU's own language policy, with English being perceived as becoming the most dominant language used by the Institutions themselves. These persons consider that the European Commission should itself give the example and 'practice what it preaches' for it to bring a credible and convincing message.

*"Less money should be spent on translation for internal functioning purposes (working documents, meetings) and more money on external communication in all languages."*  
(internationally working NGO)

*"In how many languages will the report from this study be published?"* (several, from different countries)

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<sup>22</sup> The Finnish Broadcasting Company YLE can be referred to as 'good example': it has produced and broadcast language learning programmes from the first year of regular broadcasting in 1926, in a total of 16 foreign languages as well as Finnish for Finns and for foreigners.

<sup>23</sup> European Commission, Final Report, High Level Group on Multilingualism, 2007. Available on: [http://ec.europa.eu/education/policies/lang/doc/multireport\\_en.pdf](http://ec.europa.eu/education/policies/lang/doc/multireport_en.pdf).

## 7. Conclusions and recommendations in light of the planned campaign on multilingualism under the Lifelong Learning Programme

### 7.1. Conclusions

*Parents of young children and SMEs are two good targets for a promotion action on multilingualism.*

The European Commission has the intention to concentrate the campaign on two specific target groups: parents of young children and SMEs.

There are different factors that support the choice of these two target groups:

- The actual number of actions targeting these groups is low. The mapping exercise identifies 3 % of actions targeting businesses and 11 % of actions targeting children at pre-school age and / or their parents. These percentages are quite certainly an overestimate as in doing the exercise the study team aimed at identifying precisely these actions. Experts confirmed the lack of initiatives for both target groups:
  - The education systems, who are at the source of most of the language learning promotion actions, are most often not considering pre-school age as part of their remit.
  - Regarding SMEs, the opinion of experts is that the formal education system and the language learning community in general have difficulties to cooperate with SMEs. These are two different worlds that have very little contact with each other (in most Member States).
- Experts agree that both groups are important as targets for promoting multilingualism. The reasons to do so are however different:
  - For parents of young children, the main reason is the importance to learn languages early, before school age.
  - For SMEs: because of the barriers that exist inside SMEs. Removing these barriers would benefit the SMEs, the individuals (staff) who learn languages, and the economy, because of the economic impact of better performing SMEs.

*There are excellent existing initiatives and tools available.*

There are excellent existing initiatives and tools, including some developed with support of the European Commission: compilations of good practice examples; a guide on how to successfully promote language projects; a practical handbook to organise language taster sessions; ... .

Good practice for language promotion has to follow the same rules and principles as any good communication or promotion campaign. Still there are language-specific elements that are mentioned as enhancing success which are mainly linked with:

- **motivation:** the key point in language learning is for persons to identify their own motivations. Promotion actions that highlight benefits and enhance the motivation to overcome the “barriers” are considered as good practice;
- **involvement:** success means involvement of the target group, making the persons curious.

Additional elements that play a role in enhancing success, which can be considered as typical to multilingualism and language learning are:

- Involving parents and also grandparents when young children are targeted. This is particular relevance in the case of regional, minority or immigrant languages.
- Practical orientation.
- Celebrity endorsement and all techniques that enhance the potential motivation through the identification with “role models” are considered to be more effective.
- Decentralisation: each different situation / region / country requires different arguments to convince.
- Hands-on experience and direct confrontation of individuals with foreign languages are also enhancing the “involvement” factor.

|  |
|--|
| <i>Other conclusions and lessons from the mapping exercise</i> |
|--|

- o There is a huge supply and diversity of language promotion actions. All types of actors are involved or at the origin of initiatives. There is also a lot of innovation and creativity in the design and concepts.
- o A large proportion of actions that are considered as language promotion actions are *de facto* linked to the supply side rather than the demand side.
- o The European Year of Languages (EYL) has had a significant impact that can still be noticed today. Many of the actions were launched in the EYL or were linked to the EYL, and actions that are part of the European Day of Languages are also in a way a continuation of the EYL.
- o The importance and usefulness of partial language knowledge is not much promoted. This is surprising as a good product like the European Language Portfolio is linked to this policy option, and as promoting the concept is an agreed policy priority in the EU.
- o There is much innovation and supply of ideas to make potential language learners ‘experience’ foreign languages.
- o Partnerships are important. Good actions are those that not only involve the target group, but also leverage on other initiatives, organisations, create synergies. There are many potential partners in the field with whom the European Commission could create partnerships to maximise effects.

## **7.2. Recommendations**

- There is no need to reinvent the wheel. **There exist excellent initiatives and tools.** It would be very useful to **make these existing tools and instruments better known, more widely used, and available in more languages.**
  - o Make publications more widely available; reprint successful publications in time; improve visibility of good publications.
  - o As regards the languages pages on the DG EAC website<sup>24</sup>: improve its visibility; attractiveness; add search functions.

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<sup>24</sup> [http://ec.europa.eu/education/policies/lang/languages/index\\_en.html](http://ec.europa.eu/education/policies/lang/languages/index_en.html)

- Make project results (more) easily accessible; provide an online searchable database of funded projects.
- There is a need to **strengthen two existing initiatives: the European Day of Languages and the European Language Label**. They are *de facto* interrelated in the market. These initiatives have a number of characteristics that make them adequate for the EU level approach: they allow for a high level of freedom and flexibility, and still create synergies, a momentum and therefore a higher impact than could be achieved if actions would take place in an uncoordinated way or outside the “umbrella” of the two brands. The European Day of Languages is managed with very little means, and exists partly because of enthusiasm and volunteer work. This leads to significant differences among Member State, both in approach and in actual impacts achieved.
- **Seek cooperation and renewed partnership with the Council of Europe**. There are different arguments put forward by “the market” that create a pressure to implement this:
  - the excellent reputation of the Council of Europe in the domain of languages;
  - the fact that the policies pursued and promoted by both the European Commission and the Council of Europe are “in line” (or at least do not contradict each other);
  - the example of the European Year of Languages, which was perceived as a success and an example of good cooperation between both institutions;
  - and also, though this might be somewhat surprising, because many persons in charge of language promotion at national level have difficulty to make the distinction between both institutions – mixing up what the European Commission is doing and what the Council of Europe does.

The study team appreciates both institutions work successfully together in other domains, and have signed a Memorandum of Understanding regarding potential cooperation at the end of 2007, which covers the domain of multilingualism.

- **A decentralised rather than a centralised approach** is the way to go: it is clearly recommended to choose for action types that can be implemented in a decentralised way. Efficient promotion means adaptation to the needs of the target group(s), and these needs vary among Member States and even inside Member States.
- **Revisit the option of setting up an Agency for Linguistic Diversity and Language Learning**: it can be the answer to various of the challenges faced with today. It would allow for a significantly higher level of visibility; provide clear focus; centralise expertise; be one entry point for those seeking information; can help to network the actors in the field (professionals, project holders and networks alike) and evidence the importance attached to languages by the EU.
- If there is one central theme that could be broadly promoted as part of the planned multilingualism campaign, then this could be the ***notion that any level of language knowledge is valuable and useful***:
  - this message targets mainly the broad public – rather than professionals in the languages field – and would help to overcome barriers to the learning and use of foreign languages;
  - it is a notion that carries a wide consensus among policy makers and all involved in language promotion and teaching;
  - this theme is marginally present in the current promotion activities;
  - this theme is easy to communicate and can easily be translated into simple

slogans.

- Concentrating on **the two planned priority target groups** would increase the level of **complementarity between the European Commission's actions and what is being done at Member State level**. The mapping shows that both target groups are less of a priority for initiatives taken at Member State level.
- There are more **partners** than the Council of Europe with whom the Commission could create partnerships to enhance success and impacts. An example is EUNIC as a network of institutions. Another example could be a partnership with internationally operating broadcasting organisations. Successful formats of television products do exist and could be used in their present or an adapted form as a (the) core component of the campaign envisaged.
- Evaluating language promotion actions is not yet common practice. One of the reasons is the difficulty to measure attitude changes. The study team recommends the European Commission to **use two types of instruments to monitor efforts**, without devoting a too high proportion of resources to evaluation:
  - o define a limited set of **'SMART' indicators** to collect information on short term impacts of actions and promote the use of these indicators among those involved in actions – so that monitoring and measurement becomes possible, also in an aggregated form across actions;
  - o invest in **a few Eurobarometer questions** in 2008 and then again in 2014 to measure the changes in attitude of the general public towards multilingualism and language learning.

## **Annexes**

- Annex 1. Questionnaire used for the self-completion survey
- Annex 2. Bibliographic references
- Annex 3. List of experts interviewed face-to-face

## **Annex 1. Questionnaire used for the self-completion survey**

### **Data collection on 'Language learning promotion initiatives'**

The Multilingualism Policy unit of DG Education and Culture at the European Commission has entrusted our company with a survey of language-learning promotion initiatives in the Member States. The aim is to obtain an overview of what is being done across Europe in this field, where, by which organisations, the main messages, target groups, and the results achieved.

This work will contribute to the preparation and implementation of a large-scale information campaign on multilingualism funded under the Lifelong Learning Programme (2007 – 2013).

For the present exercise, which is but one activity in the survey, we aim to identify in each of the countries participating in the Lifelong Learning Programme those bodies which have organised or set up actions to promote multilingualism and language learning, and to collect from them specific information about the initiatives undertaken.

At a later stage, we intend to conduct telephone interviews relating to a number of these actions to obtain a clearer understanding of the results achieved and the longer-term impacts, as well as to identify the elements which contribute to enhancing their impact.

By '**language-learning promotion initiatives**' we mean actions aimed at encouraging people to learn (more) languages. The concept of 'promotion action' can be interpreted widely and may include a variety of initiatives such as campaigns, pilot actions or subsidy schemes. The focus of the present study is on actions that target(ed) parents of young children (defined as 'up to primary school age') and/or businesses (notably SMEs), although these should not necessarily have been the main target groups of the action. The present mapping exercise aims at collecting information on initiatives set up by national public bodies. However, wherever relevant and available, information on initiatives undertaken by other actors (such as civil society actors) or at regional level should also be provided.

#### Preliminary notes:

→ Ideally, the person who fills in the questionnaire should be someone in charge of setting up actions to promote multilingualism and language learning. If you do not fit this description, we would be most grateful if you would forward this questionnaire to the responsible person.

→ It should not take you more than 25 minutes to complete the questionnaire.

→ This questionnaire also exists in French and in German versions. If you would like to receive the questionnaire in either of these languages, please send us an e-mail to one of the addresses mentioned below. You can complete the questionnaire in English, French or German, as well as in Spanish, Italian, Portuguese or Dutch (the languages our team members can work in).

→ If you have any questions, please do not hesitate to contact:

- (in English or Dutch) Ms. Lut Mergaert, at: Tel: +32/3/241.00.24; e-mail: [lut@yellowwindow.com](mailto:lut@yellowwindow.com)
- (in French, Dutch or English) Ms. Christel Fostier, at: Tel: +32/3/241.00.24; e-mail: [christel@yellowwindow.com](mailto:christel@yellowwindow.com)
- (in German or Spanish) Mr. Matthias Bourdeau, at Tel: +32/3/241.00.24; e-mail: [matthias@yellowwindow.com](mailto:matthias@yellowwindow.com)

→ Please return the completed questionnaire **by 8 February 2007** to: [lut@yellowwindow.com](mailto:lut@yellowwindow.com) or by fax to: +32/3/203.53.03

1. Do you know of any language-learning promotion initiatives – as defined above - that have taken place (or are being planned) in your country ?
- Yes → please go to Q2
  - No → please go to Q6

2. For those language-learning promotion actions organised (or being planned) in your country, please give details below : type of action, title (if any), dates, target groups, organisers, etc.

→ Please copy the table below as many times as the number of language learning promotion actions for which you will provide information.

|   |  |
|---|--|
| Country   |  |
| Type of action  |  |
| Title   |  |
| Website (if any)  |  |
| Organiser   |  |
| Other actors involved (incl. campaign or media partners / sponsors) |  |
| Target group(s) → please describe as precisely as possible          |  |
| Specific goals / objectives of the action                           |  |
| Main messages   |  |
| Instruments / means   |  |
| In which year(s) organised  |  |
| Length  |  |
| Frequency   |  |
| What has been the (approximate) total budget of this action?        |  |
| Other details you consider relevant:                                |  |

→ If the listing of actions is complete, please go to question 3.

→ If you can provide us with information on more than one promotion action, please copy the additional table(s) here:

3. In your opinion what are the key requirements or characteristics of successful language-learning promotion? Please list all the elements you feel should be taken into account when distinguishing between good and bad promotion campaigns.

- a) .....
- b) .....
- c) .....
- d) .....

4. We are seeking to identify **examples of 'good practice' of language-learning promotion actions** in your country. Please give us one example which you consider to be / have been exceptionally good?

→ You may refer to any of the actions described above (under Q2). Please indicate the action's title : .....

5. Can you please motivate and specify below why you consider this action to be an example of 'good practice' ?

6. Please mention below any public bodies or other actors known to you in your country which have set up language-learning promotion action(s). Please provide contact details if possible.

| Name of actor | Contact details | Type of organisation (please tick what fits best)  |
|---------------|-----------------|--|
| 1. ....       |                 | <input type="radio"/> federal or state administrative body<br><input type="radio"/> regional administrative body<br><input type="radio"/> NGO → please specify : .....<br><input type="radio"/> other → please specify : ..... |
| 2. ....       |                 | <input type="radio"/> federal or state administrative body<br><input type="radio"/> regional administrative body<br><input type="radio"/> NGO → please specify : .....<br><input type="radio"/> other → please specify : ..... |
| 3. ....       |                 | <input type="radio"/> federal or state administrative body<br><input type="radio"/> regional administrative body<br><input type="radio"/> NGO → please specify : .....<br><input type="radio"/> other → please specify : ..... |

**Finally, some questions about yourself:**

➤ Your name:  
.....

➤ Title:  
 Ms       Mr

➤ Your function or position in the organisation:  
.....

➤ If applicable, can you please describe your role and responsibilities in the context of the promotion of language learning in your country:

➤ Full name of your organisation / institution:  
.....

➤ Full address and contact details (including telephone number) :

|  |
|--|
| Type of organisation (→ please tick what fits best)        |
| <input type="radio"/> federal or state administrative body |
| <input type="radio"/> regional administrative body         |
| <input type="radio"/> NGO → please specify :.....          |
| <input type="radio"/> other → please specify : .....       |

|   |
|---|
| What is the geographic scope of your organisation's activities? |
| <input type="radio"/> national                                  |
| <input type="radio"/> regional                                  |
| <input type="radio"/> provincial                                |
| <input type="radio"/> local                                     |
| <input type="radio"/> other (please specify): .....             |

May we contact you by phone or e-mail to obtain more information about language-learning promotion actions in your country?

yes                       no

Please feel free to add any comments, further information or other sources relating to the promotion of language learning in your country. We are grateful for any suggestions that may help to complete our research!



|   |
|---|
| On behalf of the European Commission, we would like to thank you very much for completing this questionnaire! |
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### Annex 3. List of experts interviewed face-to-face

| Organisation (+ country)  | Persons interviewed (+ function)   | Website   |
|---|--|---|
| Council of Europe   | <ul style="list-style-type: none"> <li>- Joseph Sheils, Head of the Department of Language Education and Policy</li> <li>- Phylia Thalgott-Meyer, responsible for the 'European Day of Languages'</li> <li>- Christopher Reynolds, Common European Framework of Languages and European Language Portfolio</li> </ul> | <a href="http://www.coe.int/t/dg4/linguistic/Contact_rev_EN.asp">http://www.coe.int/t/dg4/linguistic/Contact_rev_EN.asp</a> |
| CILT, The National Centre for Languages (UK)  | <ul style="list-style-type: none"> <li>- Isabella Moore, Director<br/>Member of the European Commission's High Level Group on Multilingualism</li> <li>- Susanna Damman, Project manager "Languages work"</li> </ul>   | <a href="http://www.cilt.org.uk">www.cilt.org.uk</a>  |
| Mercator Education (NL)   | <ul style="list-style-type: none"> <li>- Van der West Jan, research assistant</li> <li>- Alex Riemersma, project manager and researcher (and co-President of EBLUL - European Bureau for Lesser-Used Languages)</li> </ul>   | <a href="http://www.mercator-education.eu">www.mercator-education.eu</a>  |
| Goethe-Institut Brussels (BE)   | Margareta Hausschild, Director<br>EUNIC (European Union National Institutes for Culture) cluster representative  | <a href="http://www.goethe.de/ins/be/bru/nlindex.htm">http://www.goethe.de/ins/be/bru/nlindex.htm</a>                       |
| Subject Centre for Languages, Linguistics and Area Studies (LLAS) based at Southampton Univ. (UK) | Heather McGuinness, programme manager of the 'Routes into Languages' programme   | <a href="http://www.routesintolanguages.ac.uk/index.html">http://www.routesintolanguages.ac.uk/index.html</a>               |
| Freie Universität Berlin (DE)   | Wolfgang Mackiewicz, Honorary Professor of English Philology<br>Chairman of the European Commission's High Level Group on Multilingualism and President of the 'European Language Council'   | <a href="http://www.celelc.org/">http://www.celelc.org/</a>   |
| Eurolang (BE)   | Davyth Hicks, Editor-in-chief of Eurolang (a news agency on linguistic diversity in Europe)  | <a href="http://www.eurolang.net/">http://www.eurolang.net/</a>   |
| University of Malta (MT)  | Antoinette Camilleri-Grima, Professor<br>Expert for the Council of Europe  |   |
| Ministère de la Région de Bruxelles-Capitale, Cellule Convivialité (BE)                           | Valeri Rajkovcevic, head of the 'cellule convivialité linguistique'  |   |