



NATIONAL REPORT ON THE IMPLEMENTATION OF THE EUROPEAN LANGUAGE LABEL

ROMANIA





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ROMANIAN NATIONAL REPORT ON THE IMPLEMENTATION OF THE EUROPEAN LANGUAGE LABEL

1 INTRODUCTION

The aim of the present report is to give information about the implementation of the European Language Label in Romania.

In this report, we have used a top-down approach and a bottom-up one.

Firstly, a top-down approach aiming to identify the national actions carried out in order to implement the European Language Label. This first part of the report includes: the identification of the national institutions in charge of the European Language Label in Romania, the description of the specific responsibilities assigned to each of those institutions, the national organization of the Label campaigns, the national priorities and the selection criteria, the statistics about awarded projects, the evaluation and the follow-up of some of the awarded projects.

Secondly, a bottom-up approach aiming to carry out a follow up of projects that were awarded the European Language Label in Romania. This second part of the report includes: the impact of the European Label on the awarded projects, the activities of dissemination and exploitation carried out by the awarded project promoters, the recommendations coming from the awarded project promoters in order to improve the European Language Label initiative.

2 THE EUROPEAN LANGUAGE LABEL IN ROMANIA

The European Language Label (ELL) has been awarded in Romania starting with 2002 for projects and 2012 is the first year (pilot year) when an individual ELL distinction has been awarded as well¹.

2010 and 2012 were also the only years in which the National Agency has specified a national priority in addition to the ones specified by the European Commission at European level.

The national priority addressed the problem of inclusion, and referred to:

- social inclusion and encouraging participation in language projects from target groups at risk, regardless of their age or the vulnerable group they are a member of (i.e. people coming from socio-economic disadvantaged backgrounds, from groups discriminated based on age, ethnicity or religion etc.)

In Romania, the ANPCDEFP (the National Agency for Community Programmes in the Field of Education and Vocational Training) is the body responsible with the implementation of the ELL and the development of specific actions, in accordance with the EU general strategies.

The ANPCDEFP carries out the following activities for the implementation of the ELL awarding process:

- promotion, information and dissemination of the opportunities and experiences offered by the European Language Label
- yearly organization and publication of the call for applicants
- selection and evaluation of candidatures
- organization of the award ceremony
- monitoring and valorization of projects that were awarded the European Language Label (e.g. publications, promotion of participation in national and international events of awarded projects, implementation of European databases of awarded projects, development of specific web sites for the European Language Label etc.)
- building relevant partnerships with institutions involved in activities and programmes related to promoting multilingualism, language learning and interculturality

The European Language Label, according to the Romanian approach, is addressed to institutions developing innovative solutions for the promotion of language learning. Potential beneficiaries of the European Language Label include:

- educational institutions (all levels);
- public or private bodies working in education and training;
- associations active in the field of teaching-learning foreign languages

¹ The award of the ELL as an individual distinction is described on the page especially created by the ANPCDEFP for this: <http://ell.llp-ro.ro/> (for the moment available only in Romanian).

3 THE LABEL CAMPAIGNS

3.1 Promotion

Since 2002, the ANPCDEFP has been using various strategies for disseminating the ELL and encouraging participation from stakeholders:

- publication of information brochures, aiming at presenting the European Language Label. The brochures inform about the benefits offered by the European Language Label, inform about European policies on multilingualism and present some of the projects that were awarded the European Language Label.
- publication of news (when applicable) related to the ELL in the monthly newsletter of the ANPCDEFP, explaining all the activities carried out in order to realize the European Language Label within the national context, presentations of the award ceremonies and of future actions. See for example the June 2012 newsletter entitled *Avertimail (Info ALTFEL, starting with 2012)*: http://www.anpcdefp.ro/avertimail/2012/Avertimail_7.html
- organization of the yearly award ceremony in cooperation with the Ministry of Education, Youth and Research, with the representation of the European Commission in Romania as hosts. The ELL awards are signed by the Minister of Education, Youth and Research and by the European Commissioner for Education, Culture, Multilingualism and Youth
- participation and delivering presentations in events organized by other institutions, interviews in radio or TV broadcasts (mostly radio, the television is more interested in the ELL award ceremony), and more recently on the dedicated Facebook page: <https://www.facebook.com/pages/European-Language-Label-Community/215139538561808>.

3.2 Calls for applicants

The ANPCDEFP launches every year a call for applicants for the ELL. There is only one call for applicants and the distinctions are not granted separately for different educational sectors. Starting with 2012, the candidatures are usually submitted in July, they are evaluated and the winners are announced in August, and the award ceremony is in September. The call for applicants provides information about the objectives of the Label, about the yearly European and national priorities (if any), about the procedure for the presentation of the candidatures and provides guidance for the submission of the application form.

The ANPCDEFP uses several strategies for promoting the ELL and for the dissemination of the initiative in order to motivate relevant stakeholders to apply and to encourage institutions to further disseminate the information about the distinction:

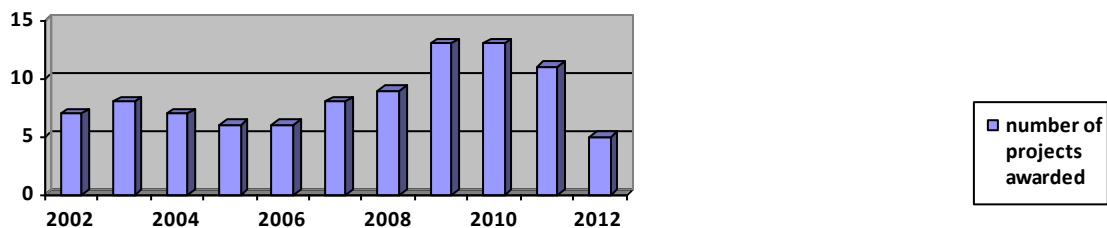
- availability of all the needed information on the website of ANPCDEFP (schedule of the yearly call, candidature forms, listing of the generic criteria on which the ELL is based, of the European priorities and of the national ones when applicable, previously awarded projects, details regarding the award ceremony – starting with 2012).
- Dissemination of the call for applicants in the newsletter published monthly by the ANPCDEFP

- Direct communication with institutions such as the County Board of Education in each of the counties of Romania. These institutions can act as dissemination hubs for projects developed within the school education
- Direct emails to the contacts' data base of the ANPCDEFP addressed to project coordinators and institutions
- Other channels used for promotion: the *eurodesk_info* discussion group, the media channels of the European Commission Representation in Romania, the Facebook page, other discussion groups and media channels managed by partners and collaborators.

3.3 The selection of winning projects

Within the selection of the winner projects, the ANPCDEFP firstly verifies the basic criteria for eligibility are met (the institution belongs to the indicated target groups and the candidatures had been received before the deadline). The second stage of selection is the compatibility with the general criteria set-up by the European Commission for awarding the ELL distinction. Each eligible project proposed for the ELL is evaluated and awarded a number of points. In 2010, 13 projects were awarded the label, 11 in 2011 and 5 in 2012.

Below there is a chart showing the number of awarded projects each year since 2002²:



For a few years, in order to encourage participation in the ELL, the ANPCDEFP awarded an average of 10 projects a year (between 2007 – 2011). It has been noticed that some gaps appeared among the regions in the country: a number of institutions from some regions started to send up to 3 project for one Label session and some regions in the country were and still are highly under-represented. This is why, starting with 2012 it has been decided that a smaller number of projects will be awarded the ELL and to start a more alert promotion in the Southern and South-Western regions.

3.4 The Awarding Ceremony

An awarding ceremony is jointly promoted and organized by the ANPCDEFP in agreement with the Ministry of Education and the European Commissioner for Education, Culture, Multilingualism and Youth. The event takes place yearly in Bucharest. The objective of these events is to increase the visibility and impact of the experiences selected on the whole national territory, through:

- the official awarding of the selected projects
- the public presentation of the projects that received the award
- enhancing networking among the awarded projects and their promoters
-

² This statistics has been compiled based on the information available on the website of ANPCDEFP: a series of pdf files with the projects awarded every year since 2002.

4 PRIORITIES

The European Commission proposes every year specific priorities for the European Language Label award. The yearly priorities aim to identify experiences that, for their specificity and for the results achieved, are clearly referred to a political and strategic framework for improving and promoting language teaching and learning.

For the 2012-2013 Campaign, the priorities defined by the European Commission are:

- language learning based on the new technologies
- multilingual classrooms

In relation to the first priority, *“technology influences many aspects of our lives, language learning included: computer and/or technology-assisted language learning and testing, blended language learning, virtual and distance learning have become very useful tools to teach and learn foreign languages efficiently. The creation and educational use of social networks also boosts the fostering of multilingual engagement and participation across boundaries, and represents a means to interact and to learn foreign languages.*

This innovative learning/teaching system should combine the inspiration and motivation of traditional classroom teaching and the flexibility of online or distance learning to create courses that are accessible and motivating for today's students, who develop their autonomy, interact by way of a computer with teachers "on the other side of the screen" and have fun in learning a foreign language”³.

In relation to the multilingual classrooms, *“the phenomenon of multilingual classrooms has been constantly increasing. These classrooms are made up of students coming from different countries and not sharing a common mother tongue. Learners speak a variety of first languages, their behavior and cultures can be very different: this may create problems but can also be used as a focus of comparison and discussion. Herein lies the challenging task faced by teachers: they should adapt their teaching techniques in order to take this diversity into account and respect it, but focus on the main purpose, which is to provide learners with the best possible communication and grammar skills in the target language”⁴.*

In 2012, the ANPCDEFP has set, in addition to the two European priorities described above, one national priority:

- social inclusion and encouraging participation in language projects from target groups at risk, regardless of their age or the vulnerable group they are a member of (i.e. people coming from socio-economic disadvantaged backgrounds, from groups discriminated based on age, ethnicity or religion etc.)

In 2010 a national priority was also added to the ones specified by the European Commission at European level. 2010 was the European Year for Combating Poverty and Social Exclusion and it made sense to have such a priority on the list of national priorities. It was added again in 2012 and probably it will be kept as a national priority on regular basis.

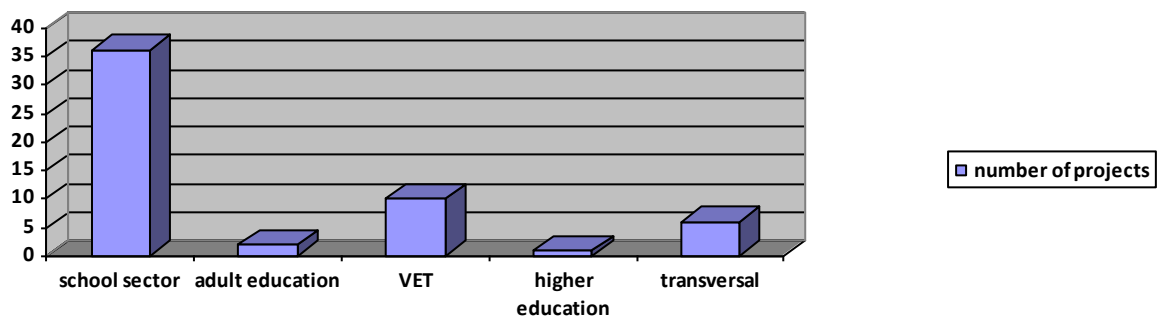
³ European Commission (2011), European Label awarded to innovative projects in language teaching and learning

⁴ Ibidem

5 AWARDING THE EUROPEAN LANGUAGE LABEL

As shown above, in the 10 years since the ELL is awarded in Romania, 93 projects in total have received the ELL.

The chart below presents the distribution of the 55 projects uploaded on the European database based on educational sectors. Out of the 57 available in the European Commission database, 2 are the individual distinctions from 2012 and have not been therefore included in this statistics:



In terms of the selection criteria used by the ANPCDEFP, the compliance of the projects with the national and European priorities results in bonus points for the projects that demonstrate they have met those priorities.

6 EVALUATION CARRIED OUT BY THE NELLIP ROMANIAN TEAM

The NELLIP Network has the aim to promote quality in language learning through the implementation of the quality criteria used to award the European Language Label.

Ten years ago, the European Council of Barcelona declared a very ambitious objective, Mother Tongue + 2, meaning that European citizens were to be allowed to acquire skills and competences in two other languages besides their own. During the last decade, all the European countries have taken important steps in this direction. A key role in this respect has been played by the European Language Label, which started like a pilot project launched by the European Commission in 1998 and which proved its great potential already in the first year, when 150 projects were labelled at European level.

Every year that passed, the objectives of the European Label became more ambitious. At the moment, the label concerns every level of education and training and it aims to reward innovative initiatives in the field of language teaching and learning in any stage of education. At the same time, the ELL represents a stimulus to exploit and disseminate the results of initiatives in this field and it promotes public interest in learning foreign languages. In this sense, the ELL is in line with multilingualism becoming more and more important in Europe.

Recently, the European Commission has finalized an important document meant to provide information about the foreign language proficiency of European pupils. This “First European Survey on Language Competences” which was released in 2012, consists of two documents, The Final Report and the Technical Report, it was carried out in 14 European countries (Belgium, Bulgaria, Croatia, Estonia, France, Greece, Malta, Netherlands, Poland, Portugal, Slovenia, Spain, Sweden and UK-England) on a representative sample of 54,000 pupils.

Between February and March 2012, another survey was carried out by TNS Opinion & Social network in the 27 Member States of the European Union and it included 26.751 respondents from different social and demographic groups. This Special Eurobarometer 386 survey was undertaken with the overall objectives of understanding European citizens’ experiences and perceptions of multilingualism, a key policy area for which the Directorate General for Education and Culture is responsible. It examines speaking competences, along with the level of understanding and use of other languages, learning behavior, attitudes towards learning and improving language skills, perceptions of the most useful languages, views on EU policy in relation to language use and the role of translation.

The findings of these surveys were compared with the results of the previous study conducted in 2005 and they offer a clear image of the current situation. Europeans have very positive attitudes towards multilingualism (88% of them think that knowing languages other than their mother tongue is useful) and three quarters believe that improvement in language skills should be a policy priority. However, the surveys have revealed that just over half of Europeans are able to hold a conversation in at least one additional language, a quarter is able to speak in at least two additional languages and one in 10 (10%) are conversant in at least three.

The Special Eurobarometer 386 indicates that in terms of the long-term EU objective that every citizen has practical skills in at least two foreign languages, **Romania** is not among the eight Member States in which a majority are able to do this (Luxembourg, the Netherlands, Slovenia, Malta, Denmark, Latvia, Lithuania and Estonia). In Romania, 48% of the citizens can speak at least one language well enough to be able to have a conversation, which is 1% more than in 2005, only 22% can speak at least two foreign languages (5% less than at the time of the previous study), 8% can speak at least three foreign languages (representing an increase of 2%), while 52% cannot speak any foreign language (2% less than in 2005). In this respect, Romania occupies one of the last places in Europe, being on the same place as Bulgaria, followed by Spain (54%), Ireland (60%), UK and Portugal (61%), Italy (62%) and on the last place Hungary (65%).

In the survey, English is the most widely mentioned foreign language (25%). Only a minority of Europeans say they understand French (7%), German (7%), Spanish (5%), Russian (3%) and Italian (2%) to understand news on radio or television, to communicate on the internet.

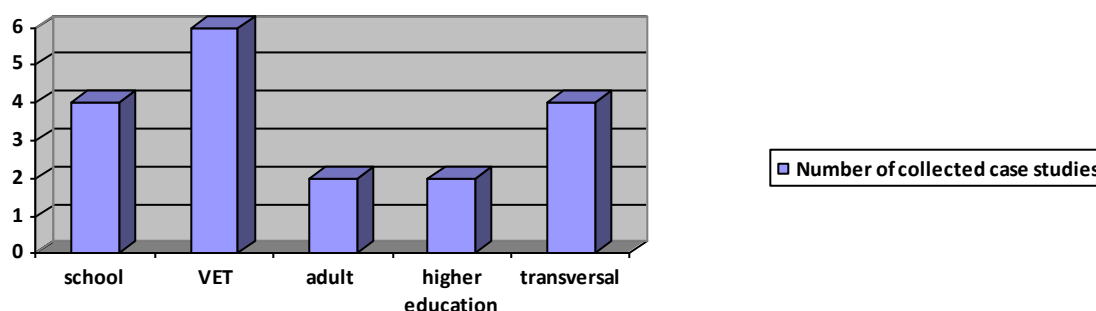
In Romania, 24% of the people use English for communicating online, 5% French, 1% German, 2% Spanish, 1% Russian and 59% no foreign language.

The situation presented above calls for action in the sense that efforts have to be made to further promote the learning of foreign languages and to encourage specialists in the field to propose new, innovative ways of teaching and learning foreign languages. In this respect, the European Language Label is a useful tool for setting quality criteria and for rewarding such initiatives.

The Romanian team has identified a number of 57 projects which were awarded the European Language Label between 2002 and 2012, covering four target groups. In cooperation with the representative of the Romanian National Agency, the EuroEd Foundation and PROSPER-ASE Language Centre have selected 18 case studies. At the level of the NELLIP project, the selection criterion was mainly the consistency of the

initiatives selected with the current political priorities of the European Commission in the field of language learning. The promoters of the selected case studies have been interviewed by the NELLIP team⁵.

Out of 18 Case Studies collected, 4 were from the School Educational sector, 2 from Higher Education, 6 from VET, 2 from Adult Education and 4 Transversal. These VET and Transversal categories can also be considered as part of the School education target group, since they were addressed to school children:



The objectives and results of the projects selected as Case studies comply with at least one of the priorities of the European Commission in the field of language learning, namely:

- the enhancement of quality of language learning
- evaluation of performance of language teaching
- teacher training
- new approaches to language teaching and learning
- supporting mobility for language learning
- the promotion of multilingualism
- language learning for specific purposes
- tools for monitoring progresses in language learning
- recognition and validation of language skills acquired through non formal and informal learning
- implementation of the Common European Framework of Reference (CEFR)
- promotion of links between VET qualifications and CEFR
- promotion of less widely spoken languages

The promoters of the selected case studies were interviewed by the Romanian team in order to find out more about the methodology applied, but also about why they decided to apply for the ELL and the impact they perceived as a consequence of having been awarded the European Language Label.

The National Agency recommended that these particular projects should be selected based on the fact that they were very innovative, consistent with the annual priorities indicated by the European Commission and with the national priorities, but also considering the impact the projects have had on their target groups, during and after the project life.

⁵ In some cases, coordinators were reached by means of an online Google docs questionnaire that they have received by email and submitted. The questionnaire is available at:

<https://docs.google.com/spreadsheet/viewform?pli=1&formkey=dE9xbDY2NFBjVTNRY1dUeDJIMG1BUnc6MQ#gid=0>

In relation to the target group, the NELLIP team identified four different sectors of reference among the awarded projects:

- School Education,
- Higher Education,
- Adult Education
- Vocational Education and Training.

According to this classification, the highest number of awarded projects belongs to the School Education sector, followed by the Vocational Education and Training sector. Few awarded projects belong to the Higher Education sector, and even fewer were addressed to a target group composed of adult learners.

As regards the linguistic aspect, English is the most common target language (100 % of the case studies), followed by Polish, German, Spanish, Italian and including a big number of less widely used languages (LT, LV, NL, PT, TR, EE, EL). As revealed by the Eurobarometer survey mentioned above, English is the most taught foreign language in Romania and this is reflected in the overwhelming presence of English as a project target language. Romanian is not the primary focus in any project as a foreign language, being seen only as the language of daily communication in our country.

7 IMPACT AND EXPLOITATION OF THE EUROPEAN LANGUAGE LABEL AS ASSESSED BY THE NELLIP TEAM

7.1 Impact

Through the direct contact we established with the project promoters we were able to find out their reasons to apply for the European Language Label, some of which are listed below.

The promoters believed that by applying they could:

- promote the innovation in foreign languages teaching and learning brought by their project
- disseminate information about their project
- support the sustainability of the project results
- improve and promote the image of their school/institution
- give an example of successful implementation of new methodologies
- inspire and encourage others to apply for the ELL
- get an opportunity to self-evaluate the results of their work
- increase the contact with the local communities and authorities
- increase the visibility of the project in the local community

The discussion with the promoters also revealed the impact they considered that the European Language Label had on the awarded projects.

The great majority of the promoters interviewed consider that the biggest benefit of having received the European Language Label was gaining more visibility, a higher prestige and appreciation for their school or educational institution. This was due to the dissemination activities carried out after the award, both in the local media, on the project/institution website, on the website of the Romanian National Agency and on the website of the European Commission.

In a concrete manner, this visibility and prestige meant for some obtaining the title of “European School”, having more students enrolled, establishing new partnerships in Romania or abroad for new projects or extracurricular activities and obtaining new European grants.

Some of the institutions awarded the ELL offered information regarding the ELL and about the application procedure, thus becoming models to follow by other schools, leading to an increase in the number of schools that apply for the European Language Label in the region/county they come from.

Receiving the European Language Label is also seen by most promoters as an international recognition of the activities carried out, of their innovative initiatives.

Participating in the award ceremony was also seen as a benefit, since the winners had the chance to present their own project and to find out about other successful projects. The prizes awarded (e.g. a photo camera) were also appreciated and were used for the next projects.

In general, these outcomes coincided with the promoters' initial expectations.

However, in spite of the satisfaction all the promoters had for obtaining the certificate, not everybody thought that there were many benefits for the winners. Some promoters made the following suggestions:

- more promotion of the winning institution and project would be useful
- organizing experience exchanges with the participation of the winning organizations
- financial support given to winning institutions to continue their activities and implement other projects

One can state without any shade of a doubt that there were two important outcomes of the award:

- increased motivation for the project participants by the recognition of the project's quality
- expertise gained by the promoters during the whole process, from running the projects to applying and being awarded the ELL.

There are no direct financial rewards, but it appears that the two outcomes mentioned above act as catalysts for continuing to innovate, to establish new partnerships, to learn from each other, to run successful projects and then again to apply for the European Language Label as an official recognition of all the work carried out. The case studies seem to indicate this pattern, as there are several instances when the same institution/the same project promoter were awarded the ELL several times for different projects (EuroEd Foundation being one of them).

An important issue is that the National Agency cannot make additional efforts in terms of allocating more resources to the ELL action which is a only part-time responsibility even if it requires lots of time and energy to be done properly.

7.2 Exploitation

In order to spread information about the projects that were awarded the European Language Label, a number of activities were carried out. Some were implemented by the project promoters themselves, others by the national and European institutions involved in managing the ELL.

The project promoters of the awarded projects put the Label logo on different promotional materials related to their school/institution and, together with their project partners, on all the project-related products. The information was also presented on the project website and disseminated at teachers' meetings at local and regional level, at parents' and students' meetings, by displaying the award in a visible place in the school and at the regional Inspectorate headquarters and in general by presenting it whenever the respective school was involved in different activities.

Some of the project promoters organized press conferences and produced an official press release, obtaining the attention of the local and national media. Some of the project promoters also organized and participated in specific seminars and conferences with the purpose to inform about the project and the Label awarded. Such dissemination activities had the role of inspiring other teachers to start new projects in order

to increase the students' interest in studying foreign languages and developing specific skills and of motivating them to apply for this award.

8 BEST PRACTICES

Out of the 18 Case Studies, 8 have been selected as Best Practices. Among these selected initiatives, one Romanian project (EuroIntegrELP - coordinated by PROSPER-ASE Language Centre and having EuroEd Foundation as one of the partners) was also awarded the European Label of Labels by the European Commission during the Conference of Multilingualism held in Limassol, Cyprus, in September 2012. All the selected initiatives can be used as benchmarks to refer to in the planning and development of quality future language learning projects and initiatives that have the necessary characteristics to successfully apply for the European Language Label.

Best Practices projects meet the quality criteria adopted in the awarding of the European Language Label and are successful in addressing the needs of specific target groups. They are also good examples to follow in terms of the activities carried out, the quality of their outcomes and their originality. Last but not least, these projects are special for their sustainability, for their continued impact on various target groups and for their transferability.

9 RECOMMENDATIONS

The projects promoters of the Romanian projects that were awarded the label and that were object of the case studies were asked to provide recommendations to future applicants for the European Language Label.

According to the promoters of the awarded projects, in order to develop a quality language project that can successfully apply for the European Language Label, it is necessary:

- to have the vision of what they want to achieve and what is relevant for the stakeholders, including partners
- to promote original initiatives, which should be well justified, with a solid portfolio of products
- to address the needs of unfavoured categories of language learners or of isolated institutions (in rural areas or in disadvantaged economic regions)
- to choose attractive subjects for their projects, so that they can involve the students in activities meant to develop their foreign language skills
- to have sound underlying principles, knowledge of the benchmarks and of standards
- to be genuinely interested in the project
- to use examples of good practice, experience and end products of other awarded ELL initiatives, which can be a source of inspiration for applicants
- to fill in the application form with care, according to the instructions and to emphasize the innovative character of the initiative
- the projects have to be able to prove that they have had a significant impact which continues after the project life.
- The projects should have clear objectives, dedicated partners and their outcomes should be relevant to the target groups.
- The projects should have a major transferability potential, and it is highly recommended that it demonstrates sustainability after the financing period ends.

The strengths of the European Language Label as resulting from this report are that it:

- has a good impact on the awarded projects because it contributes to their visibility
- enhances the motivation of the project promoters who are usually willing to promote new initiatives

- is considered as a confirmation of the quality of the initiative
- contributes to increasing the prestige of the promoting institution, leading to benefits such as a bigger number of students, higher student motivation, interest on the part of other institutions to form partnerships with the awarded institution

The weaknesses of the European Language Label as resulting from this report are that:

- it is not sufficiently known not even among language learning providers and experts.
- it is not sufficiently clear what are the benefits of receiving the European Language Label
- it is not relevant in terms of attracting further funding to support the project activities. The interviews with the project promoters did not indicate that any of them had even attempted to use the information about having received the ELL award in order to attract funding from business investors.

Recommendations for an effective further implementation of the European Language Label in Romania are based on:

- Promoting the visibility of the European Language Label among language learning providers and experts. This could be achieved:
 - By applying a targeted information strategy based on, for example, presenting the ELL in international events on language learning,
 - publication of articles on the ELL in the specialized press, both written and online
 - by providing more visibility to the European Language Label on the website of the European Commission
 - by making use of the social networks developed specifically by/for language learning providers
 - by developing an ELL Library at European level with the most relevant products that are still used by the institutions that developed them and/or by other institutions or target groups; (it would involve defining what a is a “relevant” product, checking at least what websites of the awarded projects are still functional; this initiative could be implemented as an important project *per se*)
 - by developing support materials that can improve the visibility of the ELL (see the ELL publications developed by the Romanian National Agency)
- Identifying strategies to make winning the European Language Label more appealing for language providers and experts
- Rising awareness of the European Language Label meaning and impact. In order to do so the information about the European Language Label should also include:
 - a clear description of the quality meaning of the label.
 - the benefits related to the award. In order to do so, the case studies developed by the NELLIP Network might be used to present best practices as far as the benefits of the European Language Labels are concerned.
- Creating opportunities for the project promoters who were awarded the ELL to exchange experience with promoters from their own country and from all over Europe in an organized way. The promoters’ motivation and enthusiasm could be very useful for disseminating information about quality initiatives and about the benefits of obtaining the European Language Label. To this effect, funds should be allotted (by the European Commission) or attracted (for example by the National Agencies). This would allow for the creation of networks among project promoters, thematic networks or networks on certain educational levels.

10 CONCLUSIONS

By matching the quality criteria used to award the European Language Label and the current political priorities of the European Commission in the field of language learning, the Romanian team of the NELLIP Network selected relevant language learning initiatives that were awarded the European Language Label. Among the initiatives identified by the NELLIP team, a number of relevant Case studies were selected with the help of the Romanian National Agency. These projects are considered to be among the best of those which received the European Language Label and their objectives are consistent with the current political priorities of the European Commission in the field of language learning.

The analysis of the selected Romanian projects and Case Studies demonstrates that most of the project promoters decided to submit their application to the European Language Label in order to ensure a greater visibility to the project and to obtain an official national and European recognition. Besides this, they were hoping to inspire others by sharing good practice.

The main strengths of the European Language Label resulting from this report are that it has a good impact on the awarded projects because it contributes to their visibility, it enhances the motivation of the project promoters, it is considered a confirmation of the quality of the initiative. Besides this, it contributes to raising the prestige of the promoting institution as a centre of expertise in the area of effective and innovative language teaching and learning.

The main weaknesses of the European Language Label resulting from this report are related to the fact that this label is not sufficiently known and recognized, not even among language learning providers and experts. Also, the benefits of receiving the European Language Label are not clear for potential applicants and, so far, the label has provided limited opportunities to create transnational partnerships.

The further promotion of the European Language Label in Romania should be based on:

- Finding strategies to increase the visibility of the European Language Label among language learning providers and experts.
- Rising awareness of the potential benefits and impact of the European Language Label for those who win it.
- Promoting opportunities for transnational networking, exchanges and sharing among awarded projects.
- Allocation of resources for all the above mentioned measures and creation of an ELL team consisting of at least 2 persons to work full-time on ELL related activities.

11 ACKNOWLEDGMENTS

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