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SECOND REPORT ON THE IMPLEMENTATION OF THE EUROPEAN LABEL FOR INNOVATIVE PROJECTS IN LANGUAGE TEACHING AND LEARNING: 2002-2004

1. INTRODUCTION

This report provides an overview of how the European Label for innovative projects in language teaching and learning was implemented by the European Commission, the Member States, EEA states and the associated countries during the years 2002-2004.

It follows the report drafted in 2002 covering the period 1999-2001,[1] when the European Label was implemented only in the then-Member States and EEA countries. Since 2002 the Label has been open to all the countries that take part in the Socrates and Leonardo da Vinci programmes: i.e. the then-candidate countries (now Member States), EEA countries, Bulgaria and Romania. This has brought the number of participating countries up from 18 to 30.

The report focuses especially on new features that arose in the period under consideration: for this reason, more attention is devoted to the newly participating countries. As for Member States already participating in the Label, they are mentioned only where arrangements and procedures have changed significantly; further information about them may be found in the first report on the implementation of the European Label 1999-2001.

The management of the European Label is decentralised at national level. Data provided in this report are based upon national monitoring forms sent in annually to the Commission and descriptions of Label projects fed into the Label database by participating countries. The report could not have been produced without the dedicated commitment of the Label working group, which brings together representatives from the national bodies implementing the Label and from the relevant national ministries.

The Commission, which coordinates and monitors the national Label campaigns, has drafted this report to inform the participating countries and the wider public about the main achievements and trends in the Label campaigns in the past three years. This timing is

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[1] *Report on the implementation of the European Label for innovative projects in language teaching and learning 1999-2001* (SOC/COM/02/069 annex 2) (CL/51/2002annex 2)
http://europa.eu.int/comm/education/policies/lang/awareness/report_1999-2001_en.pdf

particularly interesting because it offers a view on the first years of implementation of the Label in the newly participating countries.

The structure of the report follows each step of the Label campaign in chronological order, providing factual information for each country and each year of implementation. Where relevant, comparative data are shown in a table at the end of every chapter.

2. WHAT IS THE EUROPEAN LABEL?

The European Label for innovative projects in language teaching and learning was created following the recommendations of the 1995 White Paper *Teaching and Learning* (Objective 4: Innovative ways to learn languages). It is intended to highlight and reward local or national innovative initiatives in the field of language teaching and learning as best practice to be further disseminated at European level. The European Label concerns every level of education and training.

Every year (every second year for some smaller countries) a public call for projects ("Label Campaign") is advertised at national level, to award a "European Label" to current projects showing innovation in language teaching and learning. Projects awarded are selected against common criteria agreed at European level (i.e. innovation, transferability, their European dimension, active involvement of learners) plus annual priorities. In concrete terms, the European Label consists of a certificate signed by the Commissioner for Education and by the relevant Minister in the participating country, which is awarded during a public ceremony involving the press and bodies who can further disseminate the innovative action. Projects that are awarded the Label can mention the certificate, the year of the award and the Label logo in their current activities.

3. NATIONAL BODIES IMPLEMENTING THE LABEL

Since 2002 the European Commission has co-financed the national Label campaigns through the operational agreement of either Socrates or Leonardo National agencies. Each country designated a leading National Agency to receive the Commission grant[2] and this involved some changes in the management of the Label campaigns in the then-Member States, which had already implemented the Label in the previous years. In 5 countries (Denmark, Spain, France, Ireland and Portugal) the implementation of the Label was taken over by a National Agency, while in another 7 countries or regions (Austria, French-speaking Belgium, Finland, Norway, the Netherlands, Sweden and the United Kingdom) a National Agency has been designated as leader but has contracted out the implementation of the Label to another organisation already in charge of the Label. Finally, in 5 countries or regions (Dutch-speaking Belgium, German-speaking Belgium, Germany, Italy and Iceland) a National Agency was already implementing the Label, alone or in partnership with other organisations, so there was no substantial change from the previous years.

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[2] *Inclusion of the European Label grants within the workplan of the Leonardo da Vinci and Socrates National Agencies and opening of the European Label for innovative projects in language teaching and learning to the pre-accession countries* (SOC/COM/01/081 and CL/39/2001)

The then-candidate and associated countries, which started in 2002, all opted for having the Label implemented directly by a National Agency. In 10 countries it has been the Socrates National Agency (Cyprus, the Czech Republic, Estonia, Hungary, Lithuania, Latvia, Malta, Poland, Romania, Slovenia) while in Bulgaria and Slovakia the Leonardo National Agency has the leadership but in close partnership with the Socrates National Agency. For simplicity, in the rest of the document the national bodies implementing the Label are called "National Agencies", regardless of whether they are National Agencies or contracted out institutions.

Tab.1. – National bodies implementing the Label[3]

Country	Years	Coordinator	Leading Agency	Partners
A	2002-2004	Austrian Centre for Language Competence	SOC NA	Austrian Ministry of Education, Science and Culture
B de	2002	SOC NA		
B fr	2002	FOREM	SOC NA	Communauté Française, Bruxelles Formation
B fr	2003	Bruxelles formation	SOC NA	FOREM, Communauté française
B fr	2004	SOC NA		FOREM, Bruxelles Formation
B nl	2002-2004	SOC NA		
BG	2002-2004	LEO NA		
CY	2002-2004	SOC NA		
CZ	2002-2004	SOC NA		
D	2002 and 2004	LEO NA		Bundesministerium für Bildung und Forschung (BMBF), politisch für das Europäische Sprachensiegel verantwortliches Ministerium; Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ), für Seniorenfragen zuständiges Ministerium;
D	2003	PAD (SOC NA)	LEO NA	Sekretariat der Kultusministerkonferenz der Länder in der Bundesrepublik Deutschland
DK	2002-2004	LEO/SOC NA	LEO NA	
E	2002-2004	SOC NA		
EE	2002-2004	SOC NA		Ministry of Education and Research
F	2002-2004	SOC NA		Le ministère de l'Education Nationale
FIN	2002-2004	National Board of Education	SOC NA	
HU	2002-2004	SOC NA		
I	2002-2004	LEO NA; Scuola Media Statale E. Majorana	LEO NA	Ministero del Lavoro e delle Politiche Sociali (MdLPS), Ministero dell'Istruzione, dell'Università e della Ricerca
IRL	2002-2003	IRE- Institiúid Teangeolaíochta Eireann	SOC NA	
IRL	2004	SOC NA		
IS	2002-2004	SOC NA		Ministry of Education, Science and Culture
LT	2002-2004	Ministry of Education and Science	SOC NA	
LV	2002-2004	SOC NA		Ministry of Education and Science
MT	2002-2004	SOC NA		
N	2002	Norwegian Board of Education	LEO NA	
NL	2002-2004	Nationaal Bureau Moderne Vreemde Talen	SOC NA	

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3   SOC NA: Socrates National Agency; LEO NA: Leonardo National Agency

Country	Years	Coordinator	Leading Agency	Partners
P	2002-2004	SOC NA		
PL	2002-2004	SOC NA		Ministry of National Education and Sport
RO	2002-2004	SOC NA		
S	2003-2004	Swedish National Agency for School Improvement	SOC NA	
SI	2002-2004	SOC NA		
SK	2002-2004	LEO NA		
UK	2002-2004	CILT, the National Centre for Languages	SOC NA	Mary Glasgow Languages Trust

4. THE LABEL CAMPAIGNS

4.1. Recurrence of the Label campaigns

The majority of countries participating in 1999-2001 continued to have a Label Campaign with a call for projects every year. Some medium-sized and smaller countries (Dutch-speaking Belgium, German-speaking Belgium, Denmark, Ireland, Iceland and Norway) decided to have bi-annual calls. Luxembourg and Greece have not held any Label campaign after 1998. Liechtenstein has not implemented the Label to date. The new Member States except Cyprus and Malta organised a Label Campaign every year.

4.2. The selection procedures and the Jury

The European guidelines state that the Label must be awarded via an open call. All participating countries organised such an open call, published on the Official Journal, on national newspapers, on official websites and through circular letters to educational institutions.

The call stayed open from 2 to 6 months during spring and summer, with some countries holding the selection already before the summer and others closing the selection in the autumn. Some countries had a two-phase selection call with a shortlist mechanism, where sometimes the first phase was conducted at regional level (Germany, France, Italy and Poland). In other countries the jury set the short-list (Dutch-speaking Belgium, Cyprus, the Czech Republic, Estonia, Hungary, Ireland, Iceland, the Netherlands, Slovenia, Slovakia and the United Kingdom), and meet the projects (by visiting the institutions concerned, or by inviting them to give a presentation) before taking the final decision. In some countries (Dutch-speaking Belgium, the Netherlands) all projects applicants were invited at the Label ceremony where the winners were announced.

As in the previous years, the Label juries were composed on average of 10 persons, with at least one foreign member (a language expert, a member of foreign cultural centres and embassies or a member of the Label working group from another country). The national members of the jury fell into the following categories: representatives of the relevant ministries (ministries for education, vocational training, employment and social affairs); representatives of the bodies managing the Label; teachers/trainers/inspectors from schools, vocational centres, adult education centres and universities; delegates of language teachers trade unions and associations, social partners, business representatives, regional authorities.

4.3. The information campaign

The national bodies used a variety of tools and channels to disseminate information about the Label campaign. According to what was agreed at European level in order to reach a basic common level of information, every country had some printed material (leaflets, information brochures, posters) and web pages. In most of the countries it was possible to apply on-line via the official web-site of the relevant national agency.

Usually the information material also contains descriptions of projects awarded the Label in the previous year, so as to give examples and disseminate good practices. Printed materials were disseminated via direct mailing or e-mailing to eligible organisations, circular notices to school networks and regional/local authorities and during language seminars, conferences, fairs and training courses for language teachers. Some countries also used information seminars devoted to other Socrates or Leonardo actions to promote the European Label. The European Label campaign was also promoted through the media with advertisements and press releases for the national and regional press and television, articles in paper and web magazines and bulletins for schools, vocational and adult education institutions, social partners and language teachers.

Given the nature of the Label campaign, all levels of mainstream and vocational education were targeted. This implies a special effort for National Agencies in order to reach such different publics. All in all, looking at the educational sectors of the projects that were awarded a Label (see Chap.6.3) it is considered that the information campaign has reached its target in most countries.

5. THE EUROPEAN PRIORITIES

The general principles for the Label implementation are still laid down in the "Guidelines for implementation from January 2001 onwards",[4] while common European priorities have been added since 2003.

The conclusions of the first Report 1999-2001 called for setting common annual European priorities in order to better synchronise the Label campaign with strategic topics for decision makers at European and national level.

For the same reasons the Action Plan 2004-2006 "Promoting Language Learning and Linguistic Diversity"[5] recommended to refocus the successful European Label "by using targeted annual European priorities to focus on good practice". The annual European priorities are discussed every year by the Label working group, then sent to both the Socrates

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[4]   *European Label for innovative initiatives in language teaching and learning – Guidelines for implementation from January 2001 onwards* (CL/40/2000) (SOC/COM/00/035) Rev. 2002 (enlargement of participating countries)

[5]   P*romoting Language Learning and Linguistic Diversity. European Commission Action Plan 2004-2006.* Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions, of 24/07/2003 (COM (2003) 449 final). Available at: http://europa.eu.int/comm/education/doc/official/keydoc/actlang/act_lang_en.pdf

and the Leonardo Committees. Participating countries may, if they wish, further refine the European priorities by targeting specific sectors or themes.

The setting of EU priorities led to the selection of more homogeneous project every year, thus facilitating their dissemination. It also increased the quality of the Label contribution to the discussions held by Member States within the Education and Training 2010 process and to national and European conferences.

5.1. The 2003 EU priorities

The two priorities for 2003 focussed on general aspects playing a key role in promoting languages: 1. *A language-friendly environment* and 2. *Awareness-raising activities for language learning*.

Here is the explanation of those two themes provided in the note setting the priorities:[6]

"1. **A language-friendly environment.** The natural diversity of Europe's linguistic environment often goes unexpressed and unheard. The European Label should be awarded to those projects which succeed in harnessing the many existing opportunities to increase the visibility and audibility of other languages and cultures in citizens' lives, thereby helping to improve language awareness and learning (e.g.: language activities involving multilingual residents, foreigners and migrants, town twinning etc.)

2. **Awareness-raising activities for language learning**. A quarter of Europeans think that language learning is too expensive or believe that they are 'not good at languages' (Source: Eurobarometer 54 'Europeans and Languages' 2001: http://europa.eu.int/comm/education/policies/lang/languages/eurobarometer54_en.html). For many people who have already left the education system, language learning has negative connotations. They do not see its relevance to their lives or understand the possibilities it may open up for them. The European Label should be awarded to ongoing initiatives aimed at raising citizens' awareness of the benefits of language learning and giving people a chance to try autonomous language learning.

Participating countries could increase the focus of their national Label campaigns by targeting specific educational or vocational sectors (e.g. a language-friendly environment for adult learning, awareness-raising activities for lifelong language learning, etc.)."

5.2. The 2004 EU priority

In 2004 there was a single priority focussing on a sector which is often harder to reach: *Adult language learning within adult education and / or continuous vocational training paths*.

The note setting the priority[7] explained that "although language learning in adult life is relatively widespread, best practices in this field are less known than those for other life stages. This is mainly because adult language learning is provided by a wide range of actors (in-company training, non-formal adult education schools, distant education, informal

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[6]   *European priorities for the 2003 Label Campaign* (SOC/COM/ 02/069 annex 1, CL /51 /2002 annex1)

[7]   *The European priority for the 2004 Label Campaign*

learning in associations ...) and because it is often provided on a decentralised basis and through loose networks. This priority should help to raise awareness about good practice in the field and encourage local, regional and national actors to do more to encourage adults to learn languages. It should complement Member States' work in the context of the Objective process and should lead to a better networking at national and European level of innovative projects on adult language learning. Participating countries could increase the focus of their national Label campaigns by targeting specific themes relevant to the adult target group (e.g. diversification of the languages on offer to adult learners, flexible or distant language learning provision for adult learners, motivation of adults to learn languages ...)"

6. NATIONAL PRIORITIES

Each country could decide to add national priorities to the common European priorities stated above. A majority of countries already implementing the Label did add national priorities (French-speaking Belgium, Dutch-speaking Belgium, Cyprus, the Czech Republic, Germany, Spain, France, Finland, Hungary, Italy, Ireland, Lithuania, Malta, Norway, the Netherlands, Portugal, Poland and the United Kingdom) while some of the newly participating countries preferred to leave the call as open as possible to reach a wider audience.

Some countries drew national priorities that refined the focus of the European ones, by targeting specific languages (French in Norway, Polish as a second language in Poland, neighbouring languages in Hungary, less widely used and taught languages in Malta), specific target groups (disadvantaged groups in Austria, language learning for the elderly in Germany) or themes (transparency of qualifications, learner autonomy and languages for specific purposes in Austria, motivating pupils for language learning in Finland, promoting communicative competences in Hungary).

In other countries new priorities were added to the European ones. The most commonly chosen were: lifelong language learning (Austria, French-speaking Belgium, Dutch-speaking Belgium, the Czech Republic, Denmark, France, Germany, Hungary, Italy, Lithuania, Portugal and the United Kingdom), early language learning (French-speaking Belgium, France, Germany, Italy, Ireland, Malta, Portugal and the United Kingdom) and vocationally oriented language learning (Austria, Germany, Lithuania, Hungary).

6.1. Number of applications received, number of labels awarded

The situation remains stable in the countries already implementing the Label, while newly participating countries showed a considerable interest and had good rates of participation (i.e. application received). Overall, 1 project received the award for every 5 applications received. All in all, 484 labels were awarded in the years 2002-2004.

Tab.2. – Number of applications received and of Labels awarded

	2002		2003		2004	
	Applications received	Labels awarded	Applications received	Labels awarded	Applications received	Labels awarded
A	100	16	68	13	47	8
B de						
B fr	17	8	30	5	26	4
B nl					18	3

	2002		2003		2004	
	Applications received	Labels awarded	Applications received	Labels awarded	Applications received	Labels awarded
BG	3	1	7	3	2	1
CY			10	4	17	3
CZ	14	6	29	6	15	7
D	26	7	73	15	91	10
DK	7	5	5	2	9	3
E	26	4	34	6	24	6
EE	8	5	18	5	5	3
EL						
F		12	52	15	43	12
FIN	13	1	25	4	14	2
HU	16	4	15	4	9	2
I	123	22	127	23	158	28
IRL	11	5	15	7	6	1
IS	2	0	2	1	4	1
LI						
LT	29	5	24	5	11	4
LUX						
LV	26	6	18	3	3	0
MT		1	6	1	2	1
N						
NL	21	6	20	5	18	4
P	6	2	7	2	6	2
PL	33	14	53	20	83	22
RO	34	7	28	8	37	7
S	40	6	37	2		
SI	25	4	9	2	7	3
SK	4	1	13	5	6	2
UK	79	12	83	15	100	17
Total	663	160	808	181	761	156

6.2.   The Label ceremony and the additional national prizes

As stated in the guidelines, the Label campaign may cover a calendar year or an academic year, but the Label ceremony should be held between September and November, so as to bring all participating countries into line and have comparable data at the same time. Apart from Romania and Spain, all participating countries awarded the Labels in a public ceremony held between September and December in the year of the Label call. Some countries (France, Malta and Portugal) brought their schedule into line during the period under consideration.

The Label ceremony is an event to celebrate languages and language achievements. It is very welcome that one third of the participating countries (Cyprus, the Czech Republic, Denmark, Ireland, Iceland, Latvia, Poland, Slovenia and the United Kingdom) held it on the European Day of Languages, 26 September. Other countries held the ceremony during language teacher conferences (Estonia, the Netherlands), European project dissemination events (Slovakia), during the language fair EXPO LINGUA or at the fringe of plenary meetings of the Ministers of Education (Germany) and during the Adult Education Week (Lithuania).

Half of the countries (Austria Germany Denmark, Spain, Estonia, Finland, Hungary, Ireland, Lithuania, the Netherlands, Poland, Slovenia, the United Kingdom) decided also to give a financial prize to the Label winners, while in other countries successful projects received dictionaries, didactic materials, book vouchers or travel vouchers (the Czech Republic, Germany, Denmark, Estonia, Italy, Malta and Slovakia). These additional prizes are optional and they are not covered by the European grant. Usually they were made available by the relevant ministries or by other sponsors (publishers, educational trusts, embassies and cultural centres).

6.3. Educational sectors of the successful projects

Although the European Label has been always open to all levels of education and vocational training, in the previous phase 1999-2001 more than an half of successful projects came from secondary schools. The situation is now much more balanced, thanks to the European priorities, which have encouraged the participation of adult education, vocational training institutions and other non-formal providers and to the efforts of the national agencies to promote the European Label across the different educational sectors. In 2002-2004 secondary schools still come first (it is the level where language provision is more widespread) but it accounts only for 31% of the total. The participation of primary and pre-primary schools, which was already high, remains stable (24%); while adult education and continuous vocational training participation rises at 21% (percentage in 1999-2001: 15%). Another interesting datum is the rising participation of universities (from 2% to 8%), thanks especially to the new Member States, while the participation rate of teacher training institutions remains low. Giving the key role of teachers in improving the quality of language provisions, it may be useful to set a future European priority on teacher training practices. Other non-formal educational institutions were awarded: for instance, in Germany a radio station, a library and a foundation for the enhancement of relations between France and Germany received the Label.

Tab.3. – Establishments involved in successful Label projects between 2002 and 2004 by educational sector

	Pre-primary	Primary	Secondary	Initial vocational training	Tertiary education	University	Teacher training	Continuous vocational training	Adult education
A	3	9	11	4	1	4	2	2	16
B	4	7	4	1	4				7
BG			3				1	1	2
CY			2						
CZ		3	11		1	5	1		7
D	5	11	3	3			7	5	15
DK	2	6	6		1				3
E	2	6	9	1		1	1		1
EE		5	5				1		1
F		5	15	7	1	4	2	1	1
FIN			5						4
HU		3	7	2		2	1	1	
I	6	21	36	15	1	3		17	9
IRL		1	1			1	3		3

	Pre-primary	Primary	Secondary	Initial vocational training	Tertiary education	University	Teacher training	Continuous vocational training	Adult education
IS		1	1						
LT			4	5		5	1		5
LV			3	2		1	2		2
MT		2	3						
NL		2	8	1	2				1
P		3	3						1
PL	5	14	10	3	5	12	14	4	11
RO		7	20	1	2	2	2		3
S	2	7	5			2	1	1	2
SI		3	1			3	2	1	1
SK	2	3	3			2	2	1	3
UK	1	11	30	1		4	1	4	5
Tot	**32**	**130**	**209**	**46**	**18**	**51**	**44**	**38**	**103**

6.4.   Target languages of the successful projects

One of the general objectives of European language policy and of the European Label is to promote linguistic diversity. Looking at the languages targeted by the projects that received an award it can be seen that the Label has fulfilled this objective. The range of languages targeted is very wide. This is even more remarkable taking into account the relatively reduced number of languages on offer within school curricula. English is targeted by nearly one quarter of projects, followed by French and German (around 15% of projects each), then Spanish and Italian (6% each). But, all in all, nearly one quarter of projects targets less widely used and taught languages. Among them, a majority targets neighbouring languages or languages of immigrant communities in the country. Less obvious combinations of languages and countries are originated by Comenius partnerships. Furthermore, another 10% of projects target other non-official languages, which include the languages of neighbouring countries of the European Union (Russian, Turkish, Croatian, Arabic, Bosnian, Serbian, Ukrainian, Albanian), regional languages like Romany, Sorbian and Catalan and other extra-European languages (Chinese, Japanese, Kurdish, Bengali, etc.). Sign language is also well represented. The successful projects provide good examples of how linguistic diversity can be promoted at local level to build a language-friendly environment.

Tab.4. – Official languages targeted by the projects that have been awarded the Label, by country

	A	B	BG	CY	CZ	CY	D	DK	E	EE	F	FIN	HU	I	IRL	IS	LT	LV	MT	N	NL	P	PL	RO	S	SI	SK	UK	Tot
EN	21	7	4	2	11	2	6	7	10	8	16	7	7	52	1	1	13	6	1		7	4	37	15	11	4	6	1	**267**
FR	9	8			11		11	4	4	1	19	3	4	18	2		5	4	1		7	1	18	12	7	4	3	31	**187**
DE	22	3	2		11		17	6	2	3	11	4	5	14	3		6	6			10	1	19	5	5	2	2	17	**176**
Oth	37		1		1		3		1	2	2	3	1	3	1		3	3			1		7	5	9	1	1	31	**116**
ES	7	3			2		2	1	6		10	2		13	2		1	2			2		4	5	6	1	1	18	**88**
IT	9	1			3		1	1	4		6	4	2	15	2		1	2					3	5	2	2	1	11	**75**
PL	3		1		1		3			1		2		4	1								8	1	1	1		2	**29**
SV	2				2		1	1	1	2		5				1	1	1				1			6	2		1	**27**
NL	1	10			2		2	1			1										3		1	1			1	1	**24**
LT	1				3				1				1				10	1						1	1				**19**

	A	B	BG	CY	CZ	CY	D	DK	E	EE	F	FIN	HU	I	IRL	IS	LT	LV	MT	N	NL	P	PL	RO	S	SI	SK	UK	Tot
RO	2		1								1		2				2							11					**19**
CZ	4				6		2				1												1				1	1	**16**
SL	6						1		1		1															7			**16**
HU	6						1				1		1				1	1			1			1		1	1		**15**
PT		1					1				4				1		2	1				1		1	1			2	**15**
SK	5				1		1										1				1					1	3		**13**
DA	1	1					1	3			1		1			1	1	1										1	**12**
EL	1				2		2		1		1				1									1				3	**12**
EE	1		1				1			5							2	1											**11**
FI	1				1		1		1								3						1			1	1		**10**
NO	1						1							1		1		3						1		1	1		**10**
GA							1							3			1							1				3	**9**
LV	1		1		1		1									1	3												**8**
BG			1		1		1				1						1							1					**6**
MT							1												1							1			**3**
IS					1		1																						**2**
LU							1																						**1**

Tab.5. – Other languages targeted by the projects that have been awarded the Label (detail of the column "Others" of Tab.4)

Russian	24		Bosnian	3	Gujarati	1
Turkish	12		Kurdish	3	Hindi	1
Croatian	8		Serbian	3	Mirpuri	1
Latin	7		Sorbian	2	Punjabi	1
Sign language	7		Ukrainian	2	Puschto	1
Arabic	6		Albanian	1	Serbo-Croat	1
Chinese	6		Bengali	1	Somali	1
Romanian	5		Catalan	1	Urdu	1
Japanese	4		Farsi	1	Vietnamese	1

6.5. Content and methodology elements of the successful projects

As in the previous report 1999-2001, the main themes of the successful projects have been clustered according to common themes of language policy at European and national level, so as to give comparable results (See tab. 6 and 7). Activities aimed at raising intercultural awareness of the languages learned are still the best represented feature of projects receiving an award. This fact is welcome, given the emphasis that European language policy puts on learning languages as a key to understanding other cultures. It may also be interpreted as a sign of the success of Label activities in promoting awareness-raising activities close to citizens. Projects aimed at improving the quality of language provisions are better represented than before (12% compared to 9%), and this data may reflect the increasing attention given to this topic at national and European level. Probably because of the European priorities, vocationally oriented language learning (VOLL) also scores better than in the previous phase (from 7 to 12%). As for the rest, to a variable extent all key features in language policy / methodology are represented, thus confirming the wealth of innovation of the projects awarded. A breakdown of themes by educational sector is interesting to show how themes such Content and Language Integrated Learning (CLIL) or Technology enhanced language learning (TELL) are widespread at all levels of education.

Tab.6. – Main themes and methodologies of the projects that have been awarded the Label by country[8]

	A	B	BG	CY	CZ	D	DK	E	EE	F	FIN	HU	I	IRL	IS	LT	LV	MT	NL	P	PL	RO	S	SI	SK	UK	Tot
Intercultural awareness (any language)	5	7	2	2	6	3	9	1	6	10	2	4	25	2		6	3	1	1	4	25	13	3	5	6	16	**167**
Raising the quality of language teaching/learning	13		2		10	3	4		5	7	2	2	10	2	1	4	3	1	3	2	24	12	5	2	4	17	**138**
VOLL – Vocationally oriented language learning	6	2	1		6	6	1			8		3	18			3	1				5	3	1		2	10	**76**
Teaching of a second language	2	3				6	2	1				1	41	3				1		2			2	5	1	4	**74**
TELL – Technology enhanced language learning	4	3	1	2	1	3	3	3		10		1	12	2		3				1	10	2	1	2	1	9	**74**
Lifelong language learning	10	2	1		5	11			1	4	4		4	2		5	1			1	3	1	3	3	2	8	**71**
CLIL – Content and language integrated learning	2	3	1			5		6	3	3		6	12	2		9	2		7		4		2	1	1	2	**71**
Informal language learning	1	3			5	1			5	8	1		12	1	1	3	2	3			7	5	2	1	1	6	**68**
Early language learning	7	5			1	15	2	1				1	10	1				2			6		3		2	8	**64**
Exchanges (virtual, physical)	1	4			4	8	3	3	1	6		2	6			2	1		1	1	3	5	1	3	1	6	**62**
Multilingual comprehension				2	4			3	1				21				2				2	8	1				**44**
Diversification of the languages on offer	9		1		1	3			1	3	3		3			2	1				1				1	6	**35**
Languages for mobility	1	2			2	1	1	1	5	3			4						1		5	1			1	5	**33**
Learning games		2			4	4	5	1		2			4	1			1			1	1		1		1	4	**32**
Social exclusion – disadvantaged learners	5	1			1	4		2		2	1	2	2			1					2	1	1			5	**30**
Cultural awareness of regional/minority languages	9	1	1		3	2		1					1	1							1	1				7	**28**
ODL – Open and distance learning			1				2		4	3	1		7	1		3				1	1					2	**26**
Acquisition of partial language skills		1			2			2		4			2	2					2		4						**19**
Disabilities and language learning	5	1	1					2			1		1								1	1		2		2	**17**
Cultural awareness of migrant languages	4	1				4		1					2										1	1		1	**15**

[8] Every project can be listed with a maximum of three themes

Tab.7. – Main themes and methodologies of the projects receiving the Label, by educational sector

Pre-Primary

Early language learning	25
Informal language learning	8
Exchanges (virtual, physical)	5
Teaching of a second languages	4
Intercultural awareness (any language)	4
Learning games	3
Lifelong language learning	2
Raising the quality of language teaching/learning	1
CLIL - Content and language integrated learning	1
Diversification of the languages on offer	1
Cultural awareness of migrant languages	1
Cultural awareness of regional/minority languages	1

Primary

Early language learning	51	
Intercultural awareness (any language)	41	
Raising the quality of language teaching/learning	30	
Informal language learning	24	
Learning games	18	
Exchanges (virtual, physical)	16	
Teaching of a second languages	14	
CLIL - Content and language integrated learning	12	
TELL – Technology enhanced language learning	11	
Multilingual comprehension	10	
Diversification of the languages on offer	9	
Social exclusion - disadvantaged learners	6	
Cultural awareness of migrant languages	4	

Disabilities and language learning	3	
Acquisition of partial language skills	3	
Languages for mobility	3	
Cultural awareness of regional/minority languages	3	
Lifelong language learning	1	
ODL - Open and distance learning	1	

Secondary

Intercultural awareness (any language)	78
Raising the quality of language teaching/learning	55
Exchanges (virtual, physical)	42
Teaching of a second languages	38
CLIL - Content and language integrated learning	37
TELL – Technology enhanced language learning	34
Informal language learning	31
VOLL – Vocationally oriented language learning	24
Multilingual comprehension	21
Diversification of the languages on offer	15
Languages for mobility	13
Cultural awareness of regional/minority languages	13
Learning games	12
Lifelong language learning	11
Early language learning	11
Social exclusion - disadvantaged learners	11
ODL - Open and distance learning	11
Acquisition of partial language skills	8
Disabilities and language learning	7
Cultural awareness of migrant languages	5

Initial vocational training

VOLL – Vocationally oriented language learning	23
CLIL - Content and language integrated learning	14
Intercultural awareness (any language)	10
Raising the quality of language teaching/learning	6
Teaching of a second languages	6
Informal language learning	6
ODL - Open and distance learning	6
TELL – Technology enhanced language learning	6
Acquisition of partial language skills	3
Lifelong language learning	3
Exchanges (virtual, physical)	3
Languages for mobility	3
Multilingual comprehension	1
Diversification of the languages on offer	1
Social exclusion - disadvantaged learners	1
Learning games	1
Cultural awareness of migrant languages	1

Tertiary education

Intercultural awareness (any language)	6
Raising the quality of language teaching/learning	3
Exchanges (virtual, physical)	3
Informal language learning	3
TELL – Technology enhanced language learning	3
VOLL – Vocationally oriented language learning	3
Acquisition of partial language skills	1
Lifelong language learning	1
Early language learning	1
CLIL - Content and language integrated learning	1
Multilingual comprehension	1
Diversification of the languages on offer	1
Languages for mobility	1

University

Raising the quality of language teaching/learning	22
Intercultural awareness (any language)	14
TELL – Technology enhanced language learning	12
VOLL – Vocationally oriented language learning	10
CLIL - Content and language integrated learning	8
ODL - Open and distance learning	7
Diversification of the languages on offer	6
Lifelong language learning	4
Multilingual comprehension	3
Teaching of a second languages	3
Languages for mobility	2
Disabilities and language learning	1
Acquisition of partial language skills	1
Exchanges (virtual, physical)	1
Informal language learning	1
Social exclusion - disadvantaged learners	1
Cultural awareness of migrant languages	1

Teacher training

Raising the quality of language teaching/learning	18
Early language learning	7
Exchanges (virtual, physical)	7
TELL – Technology enhanced language learning	6
Intercultural awareness (any language)	5
CLIL - Content and language integrated learning	4
Teaching of a second languages	3
Cultural awareness of regional/minority languages	3
Disabilities and language learning	1
Acquisition of partial language skills	1
Lifelong language learning	1
Multilingual comprehension	1

Diversification of the languages on offer	1	
Informal language learning	1	
Social exclusion - disadvantaged learners	1	
Learning games	1	
Languages for mobility	1	
ODL - Open and distance learning	1	
VOLL – Vocationally oriented language learning	1	

Continuous vocational training

VOLL – Vocationally oriented language learning	20
Intercultural awareness (any language)	15
Lifelong language learning	10
Teaching of a second languages	7
TELL – Technology enhanced language learning	6
CLIL - Content and language integrated learning	3
ODL - Open and distance learning	3
Disabilities and language learning	2
Raising the quality of language teaching/learning	2
Acquisition of partial language skills	1
Multilingual comprehension	1
Diversification of the languages on offer	1
Exchanges (virtual, physical)	1
Informal language learning	1
Social exclusion - disadvantaged learners	1
Learning games	1
Languages for mobility	1
Cultural awareness of migrant languages	1

Adult education

Lifelong language learning	44
Intercultural awareness (any language)	25
Raising the quality of language teaching/learning	19
Teaching of a second languages	18

TELL – Technology enhanced language learning	14
VOLL – Vocationally oriented language learning	14
Social exclusion - disadvantaged learners	12
Cultural awareness of regional/minority languages	10
Informal language learning	8
Disabilities and language learning	6
CLIL - Content and language integrated learning	6
ODL - Open and distance learning	6
Cultural awareness of migrant languages	6
Diversification of the languages on offer	4
Acquisition of partial language skills	3
Multilingual comprehension	3
Exchanges (virtual, physical)	3
Learning games	3
Languages for mobility	3
Early language learning	1

7. EVALUATION AND MONITORING

In a majority of countries (Austria, Czech Republic, Germany, Spain, Estonia, Iceland, Hungary, Lithuania, Latvia, Malta, the Netherlands, Portugal, Sweden, Slovakia and the United Kingdom), the jury discusses every year the results of the current campaign and how to further improve the procedures and to better target the information provided. This is done via an evaluation seminar or at the jury meeting.

An interesting monitoring practise is the Italian one, whereby successful projects are contacted again after some time to assess their impact on the local level through a survey or a monitoring seminar.

At European level, feedback is gathered every year through the monitoring forms sent in by the National Agencies and in the meetings of the Label working group, so to better tune the coming campaigns. Among the results of this process there are: the introduction of the European priorities (since 2003), the regular organisation of European events (see Chap.9.2) and the increasing of the budget devoted to the information campaign (as of 2005).

8. THE DISSEMINATION OF INFORMATION ON SUCCESSFUL PROJECTS AT NATIONAL LEVEL

The successful projects are examples of good practice that once selected and awarded, need to be disseminated to provide inspiration and help improve the quality of the general language provision. In order to do so, the majority of countries published booklets with descriptions of the successful projects and sent them out to educational institutions. They also put relevant information on their websites. Nearly half of the countries (Austria, German-speaking Belgium, French-speaking Belgium, Bulgaria the Czech Republic, Germany Estonia, Ireland, Iceland, Lithuania, Slovenia and Slovakia) succeeded in getting media coverage for the Label event or, most importantly, for the success stories of the projects receiving an award, through TV and radio interviews. Information about the successful projects was also relayed by specialised educational press (Finland, the Netherlands, Portugal, Poland, Slovenia, the United Kingdom) and in some countries project winners were further invited to present themselves in national conferences on language teaching as successful study cases (Germany, Italy, the Netherlands, Portugal and Slovakia).

9. DISSEMINATION AT EUROPEAN LEVEL

At European level the Label results have been disseminated throughout three main channels:

1. the presentation of the Label results to European groups of experts and committees and in European publications,

2. the European Language Label Event in Helsinore (9-10 May 2003),

3. the European project database and the European website

9.1. Groups of experts and publications

As for point 1, the Languages working group, which is the group of national experts working with languages within the "Education and Training 2010 process", have been regularly informed about the Label developments since 2002. The annual Label priorities are chosen according to the key areas for language teaching and learning defined by the Languages working group. Conversely, the Label projects are presented to the group as good practices to take inspiration from to improve language teaching and learning at national level.

Both the Socrates and the Leonardo committee are kept informed about the Label activities. Furthermore, a presentation was given to the Working Group on Grundtvig (adult education and other educational pathways) on 22-23 November 2004, to enhance the participation of adult education institutions in language projects. Examples from Label projects have been screened and chosen as good practices for a brochure published in March 2005 on *"European Language Policy and CLIL*[9]*"* and for a study, *"Lingo: Motivating Europeans to learn languages"*, that will be published in August 2005.

9.2. The European Language Label Event

Organising a European event is a good way to give a more concrete European dimension to the Label award, while the Label campaigns take place only at national level. It provides project winners with a European platform for discussion and brings together practitioners from Label projects and language experts of different countries to present the Label projects to a wider audience and to exchange their views on key language issues.

The European Language Label Event was held on 9th-10th of May 2003 in Helsinore, Denmark. It was organised by the Danish Leonardo National Agency with the support of the Commission and of the Danish Ministry of Education, and it was attended by 120 persons, representing project winners and governmental language experts. The Event was organised around 8 workshops: 1. Early Language Learning, 2. Access to language learning – special needs and language needs; 3. CLIL; 4. Acquisition of partial skills; 5. Less widely used and taught languages and diversification of languages on offer; 6. Teacher training – raising the quality of language teaching; 7. Autonomous learning; 8. Promotion of linguistics and learning European languages by the EU-programmes. The workshop conclusions, which fed into the reflection to develop language policy at European and at national level, may be found at http://ciriusonline.ciriusintra.dk/eng/visartikel.asp?Id=2558

9.3. The European project database and the European website

The European Commission has developed and made available a public database gathering all projects awarded since 1999 (http://europa.eu.int/comm/education/language/label/index.cfm). This database is kept updated thanks to the efforts of the members of the Label working group and of the Commission. It gives access to national good practice in language teaching and learning from which others can take inspiration. To date 762 projects are listed. The database is

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[9] Available at:

searchable by pedagogic themes (like CLIL or early language learning), by target languages and/or by country and year.

The European Commission maintains some web pages on the European Label on the Europa site in several official languages (http://europa.eu.int/comm/education/language/label.html), linked to the website on language teaching and learning in Europe (http://europa.eu.int/comm/education/languages/lang/languagelearning.html). The Label pages provide basic information on the main features and objectives of the Label and are conceived as an entry point to the Label project database and to the national Label websites.

10. CONCLUSIONS

During the years 2002-2004 the European Label has reached its "cruising speed" and has fully developed the potential of its initial objectives: it has widened its reach to 30 countries and has become a solid tool for European - and national - language policy. As mentioned before, Label activities and results have been linked to the works of the "Education and Training 2010" process. Furthermore, the *"Action Plan 2004-2006 Promoting Language Learning and Linguistic Diversity*[10]*"* has recognised the key role the European Label can play by reaching a wider audience and motivating people to learn languages, and it has recommended reinforcing its activities:

"III.3.2 The successful European Language Label will be re-focused (a) by introducing in each country or region an Annual prize for the individual having made the most progress in foreign language learning, and the best language teacher; (b) by using targeted annual European priorities to focus on good practice; and (c) by more extensive annual publicity campaigns at national and regional level, particularly concentrating on initiatives such as the European Day of Languages on 2005 and 2006".[11]

While activity "b" (European annual priorities) has already been implemented (see Chap. 5), activities "a" and "c" shall be developed and implemented as a pilot phase in 2005-2006. Setting a competition for the language teacher / student of the year and organising information campaigns on language learning and linguistic diversity could mark a logical and exciting new stage in Label activities, bringing them even closer to citizens by not only targeting local projects but also reaching and rewarding individuals.

In the new generation of cooperation programmes in the field of education and training,[12] currently under negotiation, awareness-raising activities like the European Label should become a firm part of the global strategy to promote language learning and linguistic diversity.

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[10] Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions. COM(2003) 449 final. Available at: http://europa.eu.int/comm/education/doc/official/keydoc/actlang/act_lang_en.pdf

[11] Idem, p.20

[12] Proposal for a Decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning (2007-2013). COM(2004) 474 final. Available at: http://europa.eu.int/comm/education/programmes/newprog/index_en.html

To conclude, the positive results achieved in these years are the fruit of a very good cooperation between the Commission and the national authorities represented in the Label working group. The newly participating countries should be particularly praised for the quick and efficient way in which they have started up their Label campaigns: they added significantly to the cultural richness of this initiative.

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