COMMISSION STAFF WORKING PAPER

An Inventory of Community actions in the field of multilingualism - 2011 update

EN   **EN**

TABLE OF CONTENTS

1. INTRODUCTION

An inventory of actions in the field of multilingualism was published in 2008 in parallel with the communication 'Multilingualism: an asset for Europe and a shared commitment'.[1] This staff working document maps actions undertaken by a number of Commission departments in the field.[2] The 2011 update of this inventory contains a contribution from the Commission departments grouped together in the Inter Service Group on Multilingualism.

This updated staff working document is part of a set of reports aimed at evaluating the implementation of the 2008 Council Resolution on a European strategy for multilingualism[3] and presents the results of the work undertaken under the first Education and Training 2020 cycle.

2. POLICY CONTEXT

Multilingualism policy is guided by the objective set by the European Council in Barcelona in 2002 to improve the mastery of basic skills, in particular, by teaching at least two foreign languages from a very early age. In addition, the Barcelona European Council called for the establishment of a language competence indicator.

The 2008 Commission Communication 'Multilingualism: an asset for Europe and a shared commitment' establishes language policy as a transversal topic which contributes to all other EU policies. It sets out what needs to be done to turn linguistic diversity into an asset for solidarity and prosperity. The 2008 Council Resolution on a European strategy for multilingualism endorses this policy and focuses, in particular, on lifelong learning, competitiveness, mobility and employability.

The Education and Training (ET) 2020 Strategic Framework identifies language learning as a priority. Communication in foreign languages is one of eight key competences to improve the quality and efficiency of education and training. In addition to the main skill dimensions of communication in the mother tongue, this includes mediation and intercultural understanding.

EU education policies are increasingly driven by the Europe 2020 strategy. Skills and the benefit to the economy are key drivers for education. Governments want a return on their investment in education, in particular in an era of tight public spending.

In this context, language skills are crucial for the 'Agenda for new skills and jobs' initiative, as they enhance employability. They are also a pre-requisite for mobility and hence the successful implementation of the new flagship initiative Youth on the Move. More broadly, language skills have the potential to encourage and facilitate the exercise of the right of EU citizens to free movement and residence in the

---

[1]   COM(2008)566 final.
[2]   SEC(2008)2443.
[3]   2008/C320/01.

territory of the Member States and to stimulate the cross-border exercise by citizens of a broad range of rights conferred to them under EU law.

3.   THE CONTRIBUTION OF EU POLICIES AND PROGRAMMES TO MULTILINGUALISM

3.1.   The 2005 Communication 'A new framework strategy for multilingualism' and its follow-up

The Communication '*A new framework strategy for multilingualism*'[4] was the first step towards promoting multilingualism in a wider context. It focuses mainly on the following policies and sectors: education and training, translation, interpretation, research and information technologies. The measures relating to education and training ranged from supporting language teaching and learning through EU programmes, making studies available (e.g. on language certification, early language learning, and the impact of shortages of language skills on the European economy) and developing the European language indicator. On translation and interpretation, the measures included publishing a multilingual database (IATE), reinforcing initial training for translators (Master's in Translation[5]) and interpreters and launching a languages portal on the Europa website. Digital libraries and projects developing language technologies were the main activities carried out in the field of research and information technologies.

The Communication points out that the ability of all European citizens to understand and use a wide range of foreign languages is central to the European Union's effort to develop a more dynamic and competitive knowledge-based economy, to increase the number of available jobs and improve their quality, and to ensure that European companies are able to compete advantageously in a global market. In addition, language learning promotes mutual understanding and greater tolerance of other cultures, and is relevant for two of the other objectives: developing skills for the knowledge society; and supporting active citizenship, equal opportunities and social cohesion.

In the context of the 2005 Communication on Multilingualism an internal network of Commission departments was set up and upgraded into an Interservice Group. This Interservice Group laid the foundations for mainstreaming multilingualism across a wider range of European policies.

Each of the Union's subsequent enlargements involved the use of new official and other languages and the challenges of managing them. The EU's language regime now operating with 23 official and working languages, remains an unparalleled instrument for an inclusive and cost-effective Europe. It ensures that the EU's linguistic and cultural diversity is tapped and preserved. It was to cope with the unprecedented scale of the latest enlargement of the European Union that the Action Plan 2004-2006 for language learning and linguistic diversity was published. It provided the first comprehensive policy approach to language teaching and learning across Europe. It highlighted the importance of languages in a wider and more diversified area of European development and progress, where growing internal

---

4   COM(2005)596 final.
5   http://ec.europa.eu/dgs/translation/programmes/emt/index_en.htm.

mobility and increasingly intense exchanges within regions and with the outside world have made foreign languages a key competence for every citizen.

In 2007, through the working group on languages, , Member States reported on their progress in implementing the priorities of the Action Plan 2004-2006. In 2006-2007, 19 Member States sent in detailed reports on the implementation of the Action Plan, and 17 provided additional information on the 2005 Communication.[6] Most of the measures recommended by the 2005 Communication repeated and built upon recommendations in the Action Plan. The 2007 Report on the implementation of the Action Plan[7] highlighted positive results (for instance the introduction of early language learning, and a more consistent approach to language teaching and learning and to teacher training) and areas for further cooperation (languages in vocational training and in adult education, disadvantaged groups, and further diversification of languages taught).

Establishing national plans for multilingualism was a new recommendation made in the 2005 Communication. In 2006 the Commission promoted an exchange of practice in this field through the Working Group on Languages bringing together representatives from the Member States, Eurydice and the Council of Europe.[8] The last two actions recommended by the 2005 Communication — setting up a High Level Group on Multilingualism and holding a ministerial conference on multilingualism — paved the way for the 2008 Communication, to which this inventory of measures was originally attached.

3.2. The 2008 Communication 'Multilingualism: an asset for Europe and a shared commitment'

The Communication was prepared in partnership with Member States meeting for the first time at ministerial level to examine language-related issues in Europe. This led to an invitation to the Commission in the Council Conclusions of 22 May 2008 on Multilingualism to draw up proposals by the end of 2008 for a comprehensive policy framework on multilingualism.

In the light of the reports of three high-level groups of experts and personalities, the Communication was structured around three main axes: lifelong learning; languages for intercultural dialogue and social cohesion; and languages for prosperity. The High Level Group on Multilingualism developed a new approach to language teaching and learning by including all languages, be they foreign, regional, minority or migrant languages (see point 4.1). The Independent Advisory Group of intellectuals, the so-called Maalouf group, analysed the role of language in integration and intercultural dialogue and came up with the idea of a 'personal adoptive language' - an innovative step further for Member States to fulfil the commitment they made in Barcelona in 2002 to teach their citizens two languages in addition to their mother tongue (see point 4.2). The Business Forum for multilingualism, chaired by Viscount Etienne Davignon, demonstrated that languages have an added value for European companies and can help workers build

---

[6] http://ec.europa.eu/education/languages/archive/policy/report_en.html.
[7] (COM(2007) 554 final/2.
[8] See especially the independent report by Prof Beacco at: http://ec.europa.eu/education/languages/archive/policy/report_en.html.

up their skills and employability and make European businesses more competitive (see point 4.3).

The Communication lays out two central objectives for multilingualism policy:

- to raise awareness of the value and opportunities of the EU's linguistic diversity and encourage the removal of barriers to intercultural dialogue;

- to give all citizens real opportunities to learn to communicate in two languages in addition to their mother tongue.

The part on *Multilingualism for intercultural dialogue and social cohesion* addresses European societies, where an increasing number of languages are in use. It endorses the importance of a common language, the official language of the country, while recognising the need to maintain and value competences in other languages acquired at home or outside school. The growth of mobility among citizens requires additional efforts in terms of linguistic mediation on the part of local communities and service providers, including translation and interpretation services to ensure smooth integration.

In the context of *Multilingualism for prosperity* languages are treated from two angles: employability and competitiveness. Emerging markets are increasingly important for EU companies. Hence, their workforces need adequate language skills to compete there. On the employability side, linguistic and intercultural skills increase workers' chances of obtaining a better job, giving them access to a wider range of job offers, including jobs abroad. Studying and working abroad are two of the most effective ways of learning other languages and making contacts with other cultures. Education and training curricula should make the most of exchanges, partnerships and E-twinning with schools in other countries.

The Communication reaffirms that *language learning* must be a lifelong process, underlining that it should be offered more widely in vocational and adult education. At the same time a broader range of languages should be available to accommodate individual interests. Greater use of the media and new technologies would help here and would in addition offer additional learning opportunities outside formal education. Considerable importance is attached to implementing an overall strategy for schools and teacher education, in particular by removing barriers to teacher mobility and exchanges, to enhance both their language fluency and their careers. Emphasis is also placed on early learning, content and language integrated learning (CLIL), and equipping teachers of the national language to teach effectively in classes characterised by increasing numbers of students of different mother tongues.

The Communication insists that everybody, including the monolingual and linguistically less skilled, should have the chance to communicate efficiently in the enlarged EU. *The media, new technologies and translation* services can bring the increasing variety of languages and cultures in the EU closer to citizens and provide the means to cross language barriers, while the media have great potential to promote intercultural dialogue. Faced with the globalising economy and online services and ever-increasing information in all imaginable languages, it is important that the internet and mobile devices provide citizens with multilingual access to information and services.

As to the external dimension of multilingualism, for the first time emphasis is placed on the potential for better exploiting EU languages abroad and non-EU languages in the EU.

The Communication concludes with a framework for implementation which foresees improved dialogue with Member States and exchange of good practice, as well as platforms for dialogue with civil society and enterprises. A global review is programmed for 2012.

On 21 November 2008, following the adoption of the Commission Communication 'Multilingualism: an asset for Europe and a shared commitment', the Education Council adopted a Resolution on a European strategy for multilingualism.[9] The Resolution invites the Member States and the Commission to promote multilingualism with a view to strengthening social cohesion and intercultural dialogue, strengthen lifelong learning, better promote multilingualism as a factor in the European economy's competitiveness and people's mobility and employability, encourage linguistic diversity and intercultural dialogue and promote EU languages around the world. It invites the Commission to report, by mid-2011, on the implementation of this Resolution in cooperation with the Member States.

3.3. Education and culture

3.3.1. *Languages as part of education and training policy*

'Improving foreign language learning' is one of the specific objectives of the Education and Training 2020 new strategic framework for European cooperation in education and training (ET2020), adopted by the Education Council in May 2009.[10] This specific objective was already included in the Education and Training 2010 work programme as part of the broader strategic objective of 'opening up education and training systems to the wider world'. ET 2020 stresses the need to strengthen linguistic competences, to promote quality education and training, to pursue work to enable citizens to communicate in two languages in addition to their mother tongue, to promote language teaching in vocational education and training and for adult learners and to enable migrants to learn the language of the host country.

The Council Conclusions of May 2009 give the Commission a mandate to develop, by the end of 2012, a proposal for a new benchmark in the area of languages skills. This is being done through the first European Survey on Language Competences launched in 2008. The data from the survey will be available at the beginning of 2012. A benchmark on languages developed in this way will be part of the existing framework of indicators and benchmarks within the Open Method of Coordination for education and training. ET2020 is also linked to the completion of the European Framework for Key Competences for Lifelong Learning, as 'communication in

---

[9]   Council Resolution of 21 November 2008 on a European strategy for multilingualism OJEC C 320, 16/12/2008 P. 0001 – 0003.

[10]   Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020), OJEC C 119 , 28/05/2009 P. 0002 – 0010.

foreign languages' is one of the 8 key competences identified in the 2006 EP and Council Recommendation.[11]

Following the Council recommendations, in 2009 the Commission set up two thematic expert groups in the framework of the Open Method of Coordination, on early language learning and on languages and employability respectively. The groups will submit policy recommendations on the Barcelona language learning targets to a high-level seminar in 2011.

The OMC is complemented by a **structured dialogue** with the main stakeholder organisations *via* two platforms set up towards the end of 2009: a business platform promoting multilingualism for competitiveness and employability in Europe and a civil society platform promoting multilingualism in Europe in the areas of culture, media and non-formal education.

Foreign language learning is important to encourage mobility within the Union and will contribute to the creation of a labour force with practical language and intercultural skills enabling European firms to compete effectively in the global market-place. It is directly relevant to the implementation of the Europe 2020 Strategy, in particular its 'Smart growth' and 'Inclusive Growth' priorities. Moreover, it addresses two flagship initiatives: *'Youth on the move'* which aims to enhance the performance of education systems, help young people enter the labour market and encourage the mobility of young people; and an *'An agenda for new skills and jobs'* to modernise labour markets and empower people by developing their skills throughout their lives with a view to increasing employment and better matching labour supply and demand, including through labour mobility.

Data on language learning and teaching

Eurydice (http://eacea.ec.europa.eu/education/eurydice/index_en.php) collects quantitative and qualitative data on language learning through its National Units in the countries which are part of the EU Lifelong Learning programme. Eurydice data is based on the measures included in the official regulations and study programmes of the participating countries.

The second issue of the regularly updated publication 'Key data on teaching languages at school in Europe' was published in November 2008 by the Education, Audiovisual and Culture Executive Agency with the collaboration of Eurostat[12]. It contains 44 data sets relating to a range of language learning issues in the Member States (context, organisation, participation , teachers and pedagogical processes). The data collected refer to the academic years 2005/2006 (Eurostat data) and 2006/2007 (Eurydice data).

---

[11] Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning published in the *Official Journal of the European Union* on 30 December 2006/L394.
(http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf).

[12] Eurostat updates data on language learning in schools annually; latest data available are from 2009 (source UOE data collection). Data on self-perceived language skills by the adult population is available from 2007 (Adult Education Survey). Updated data covering the reference period 2011/2012 should be available in 2013. The data including methodological notes can be found on Eurostat's website: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database.

A third issue will be published in summer 2012. The Eurydice and Eurostat data shown in the second edition will be updated. New information will be added, in particular on CLIL (Content and Language Integrated Learning) (Eurydice data) as well as the percentage distribution of pupils according to the number of foreign languages learnt, by grade (Eurostat data),. The reference year will be 2010/11. The publication will also be enriched by some data from the contextual questionnaire submitted to pupils in the framework of the European Survey on Language competences (see below).

In addition, the European Commission's survey and analysis service, Eurobarometer, has carried out two research projects on the language skills of European citizens and their attitudes towards languages, in 2001 and 2006. According to the Eurobarometer survey results the percentage of citizens saying that they can take part in a conversation in a language other than their mother tongue range from 97 % in Luxembourg to only 27 % in the UK (2002).

http://ec.europa.eu/education/languages/languages-of-europe/doc137_en.htm

European Indicator on Language Competence

The political decision to develop a language indicator was taken in 2002 at the Barcelona European Summit. The Council underlined that speaking foreign languages is a basic skill which needs to be improved by the teaching of at least two foreign languages from a very early age.

The European Language Indicator aims to measure the general level of foreign language knowledge of pupils in the Member States and to provide useful data for policy makers, teachers and learners in all Member States wishing to improve the teaching and learning of foreign languages The framework is set out in the Commission communication adopted on 13 April 2007,[13] which proposes the following main topics for inclusion in the first round of the survey launched at the beginning of 2011.

Language skills tested**:** *reading comprehension, listening comprehension* and *writing.* A fourth skill, *speaking*, is expected to be tested in subsequent surveys.

Languages tested: the official EU languages most taught as first and second languages in the European Union, namely *English*, *French*, *German*, *Spanish* and *Italian*. The testing framework is also made available to all countries that wish to carry out tests other than in these five languages as national options. The next round of the survey is expected to cover all of the official European languages taught in the European Union.

The framework of reference: the survey is based on an instrument which measures a continuum of increasing levels of competences from level A1 (basic user) to level B2 (independent user), in line with the scales of the Common European Framework of Reference for Languages.

---

[13] Communication from the Commission to the Council *Framework for the European survey on language competences*, COM(2007)184 final: http://ec.europa.eu/education/languages/eu-language-policy/doc124_en.htm.

The population tested in the survey: pupils enrolled in the final year of lower secondary education (ISCED[14] 2), (or the second year of upper secondary education — ISCED 3 — if a second foreign language is not taught in lower secondary education) who are learning the language being tested.

Testing instruments: both computer-based tests, using open source software, and paper and pencil tests should be made available to countries participating in the survey. The testing instrument should permit adaptive testing.

Participating countries: Belgium (DE, FR, NL communities), Bulgaria, Croatia, England, Estonia, France, Greece, Malta, Netherlands, Poland, Portugal, Slovenia, Spain and Sweden.

The findings and initial results of the survey launched in 2011 will be presented in 2012.

Europass

The single Community framework for transparent qualifications and competencies — Europass, established in 2004, is designed to support mobility for both lifelong learning and occupational purposes. The European Language Passport developed by the Council of Europe has been incorporated into Europass.

The Europass portal (http://europass.cedefop.europa.eu), developed and run by Cedefop, is available in 26 languages (EU+EEA+CC). It offers citizens the opportunity to complete their Europass CV and Europass Language Passport online, with the help of guidelines and a tutorial. The CV includes a section on language skills. The passport, which is a component of the European Language Portfolio, specifically allows citizens to describe their language skills in detail. Both documents use the Common European Framework of Reference for languages developed by the Council of Europe as a standard tool for self-assessment.

Since February 2005, 255 067 eLanguage passports have been generated online, while more than 775 866 blank templates have been downloaded to be completed offline. The Europass CV is of course more widespread; so far around 12 million CVs have been generated online and about 14 million blank CV templates have been downloaded to be completed offline.

In the five years since the introduction of Europass, the Common European Framework of Reference for languages has therefore been used in at least 13 million Europass documents.

3.3.2. *The Lifelong Learning Programme (2007-2013) and languages*

The Lifelong Learning Programme (LLP) brings the various European education and training initiatives under a single umbrella with a budget of nearly €7 billion for the period 2007 to 2013. The LLP consists of four sub-programmes, each one addressing a specific education sector: Comenius (for schools), Erasmus (for higher education), Leonardo da Vinci (for vocational education and training) and Grundtvig (for adult

---

[14] The International Standard Classification of Education (ISCED) designed by UNESCO.

education). A cross-cutting programme complements these four sub-programmes, including a so-called Key Activity (KA) on languages. Finally, the Jean Monnet programme stimulates teaching, reflection and debate on the European integration process at higher education institutions worldwide.

One of the specific objectives of the Lifelong Learning Programme is to promote language learning and linguistic diversity. This means proposals for language projects, networks and other language-oriented activities (for instance linked to mobility of students, teachers and workers) can be submitted for European co-funding under the different parts of the Programme (the sub-programmes or the cross-cutting programme). All languages — official, national, regional, minority, and migrant languages — are eligible under this Programme.

Specific contributions from the different LLP sub-programmes to the promotion of multilingualism

Comenius

All Comenius activities promote the learning of foreign languages by school pupils and school staff through school partnerships, class exchanges, regional partnerships, assistantships for future teachers, in-service training and pupil mobility. Both Comenius multilateral projects and Comenius networks contribute to the development of language learning in schools. Comenius also helps to prepare teachers better to teach subjects through the medium of a foreign language and to teach heterogeneous classes (of pupils from different cultural and linguistic backgrounds, as well as with different levels of ability / disability, special needs etc.).

The eTwinning initiative promotes the networking of schools across Europe. It encourages schools to work together on pedagogical projects in any subject area with the help of information and communication technologies. The eTwinning initiative has a strong language component. Many eTwinning projects deal specifically with language learning, others use a foreign language as a communication tool. All official EU languages are represented to a greater or lesser extent in projects. Actual collaboration takes place through a fully multilingual eTwinning portal (24 languages).

http://www.etwinning.net

In 2010 an additional contract to perform tasks designed to foster the learning of neighbouring country languages in eTwinning projects was awarded to the eTwinning CSS contractor through a negotiated procedure. The additional contract was concluded for a year and can be renewed up to two times.

Erasmus

Erasmus supports different language-oriented initiatives in higher education, in particular multilateral projects, networks and the Erasmus Intensive Language Courses (EILC).

The EILC are specialised courses in the less widely used and less taught languages, held in the countries where these languages are spoken. In preparation for their stay, Erasmus students due to visit these countries for studies or placements have the

opportunity to learn the language concerned for a period of up to six weeks (with a minimum of 60 teaching hours). Participation in the EILC scheme has risen annually to almost 5.370 students in 2009/2010 with over 360 courses provided in the 23 participating countries.

Leonardo da Vinci

Leonardo da Vinci encourages language learning in vocational education and training (VET) through various actions. Multilateral projects develop or transfer innovative approaches to language learning in VET, often with a focus on a specific economic sector. In recent years, projects have developed strategies and materials for language learning sectors such as tourism and catering, car mechanics, construction, maritime transport, secretarial support and childcare.

Leonardo da Vinci also supports around 80 000 placements in enterprises annually, of which 60 000 for trainees/apprentices in initial VET and 20 000 for people already on the labour market. Over 12 000 VET teachers and trainers received support for training abroad last year. Linguistic preparation is an essential part of all these periods spent abroad and, where appropriate, all projects include suitable linguistic preparation. Vocationally-Oriented Language Leaning (VOLL) and Content and Language Integrated Learning (CLIL) are cross-cutting priorities for all Leonardo projects.

Grundtvig

All Grundtvig activities offer language-learning opportunities for adults or staff involved in adult education. The lack of foreign language skills is an obstacle to long-term mobility and the wider participation of adult education providers and learners in the programme. To address this issue, Grundtvig gives priority to Learning Partnerships and transnational cooperation projects focused on the language learning needs of adult learners. Within this general field, several initiatives focus on fostering the participation of migrants in adult learning by supporting the development of second language skills which enable them to master the language of the host country.

Grundtvig mobility projects also address the area of adult language learning. Grundtvig staff training measures not only promote the professional development of individual adult education staff through transnational mobility but are also a strategic way of improving their language skills. Since 2009, the new Grundtvig Workshops have been providing opportunities for adult learners from several different countries to come together for a multilateral learning experience. In several cases, the Workshops focus on language learning as the main learning theme.

Key Activities (LLP cross-cutting programme)

Every Key Activity can support language-oriented projects and other linguistic activities in their specialised areas.

Key Activity 2 'Languages' (KA2) has a budget of around €12 million per year. It supports the following activities: multilateral projects aimed, *inter alia*, at the promotion of language awareness, access to language learning resources and the

development of new language learning materials; networks in the field of language learning and linguistic diversity; and other initiatives in line with the objectives of the key activity including dissemination and exploitation conferences, information campaigns and studies on language issues.

– Under the annual LLP call for proposals priorities can be set for the different sub-programmes/key activities. The aim of these priorities is to fill any gaps detected in the implementation of the Commission's policies. For KA2 the following priorities were chosen for the period 2011-2013:

– a) for multilateral projects: projects promoting less widely used and taught European languages; neighbouring European languages; full immersion language courses; languages for business purposes; and projects enabling immigrants to learn the language of the host country;

– b) for networks: good practice enabling immigrants to learn the language of the host country; training and cooperation in the field of literary translation; spreading the results of the European Language Label projects and initiatives raising the awareness of neighbouring European languages.

The LLP call for proposals (2007-2010)

– a total of 87 multilateral projects, 17 networks and 8 accompanying measures were selected under Key Activity 2 'Languages' co-financed with grants totalling €39.217.988. In addition, 2 platform networks were selected in 2010 following a restricted call for proposals aimed at supporting the activities of the civil society platform and the business platform launched in 2009 by DG EAC.

– Still in the field of languages, many projects address the promotion of language learning and linguistic diversity under the other LLP centralised actions: 31 Comenius multilateral projects and networks; 13 Grundtvig multilateral projects; 5 Leonardo multilateral projects; 4 Erasmus multilateral projects and networks; 2 KA1 projects (Studies and Comparative Research); 4 KA3 projects (Information and Communication Technologies); and 2 KA4 projects (Dissemination and exploitation of results). The total budget for these 61 projects was just under €17 million.

– An estimated €35 million more was spent on LLP decentralised actions (managed by the National Agencies of the Programme) linked to languages. For example, under the Leonardo Programme there are 71 transfer of innovation projects aimed at encouraging the learning of modern foreign languages with a budget of more than €17.7 million.

More information on the LLP is available at: http://ec.europa.eu/education/programmes/llp/index_en.html.

3.3.3.   *Culture*

The fundamental principles of EC cultural policies are: contributing to the flowering of the cultures of the Member States, respecting their national and regional diversity, and bringing their common cultural heritage to the fore are. Hence, the interconnection with multilingualism is an essential condition of cultural policies and

a powerful illustration of the cross-cutting dimension of the two areas. On this premise, a consistent effort is being made in order to ensure that the promotion of culture and cultural diversity, including linguistic diversity, is given due consideration in all regulatory and financial decisions or proposals presented by the Commission.

European Agenda for Culture

The Commission communication *A European agenda for culture in a globalising world* (May 2007), approved by the cultural sector and endorsed by the Council in December 2007 in their Conclusions, triggered a wider reflection on the role of culture as a key element of the European integration process, based on common values and a common heritage — a process which builds on cultural diversity and multilingualism, while also taking into account the cross-cutting role of culture in EU policies and actions.

Multilingualism and the promotion of languages are addressed directly in the priority entitled "P*romoting access to culture*", but also indirectly in the priorities entitled "I*mproving the conditions for the mobility of artists and other professionals in the cultural field"* and "P*romoting and implementing the UNESCO Convention on the protection and promotion of the diversity of cultural expressions*". Their encouragement and implementation by the Commission and the Member States address the protection and promotion of linguistic diversity as part of cultural diversity.

European Year of Intercultural Dialogue 2008

One of the key themes addressed in the European Year of Intercultural Dialogue 2008 was the issue of multilingualism since, in Europe, a knowledge of languages is essential to meeting and engaging in dialogue with others. The Council Conclusions on intercultural competencies adopted on 21-22 May 2008 include foreign languages skills among the key competencies for the development of intercultural competencies. The document addresses both the active promotion of language learning (education policy) and support for translation to facilitate access to artistic expression in different languages (cultural policy). The Council called for the development of a sustainable and cross-sectoral approach to intercultural dialogue, incorporating and supporting initiatives in the culture, education, youth and audiovisual fields.

More information is available at: http://ec.europa.eu/culture/index_en.htm.

The Culture Programme

The European Commission encourages and supports cultural activities under the Culture Programme (running from 2007 to 2013). The Programme aims to enhance the cultural space shared by Europeans, based on a common cultural heritage through the development of cultural cooperation between the creators, cultural players and cultural institutions of the countries taking part in the programme, with a view to encouraging the emergence of European citizenship. Over the years this programme, although small in size (400 million EUR), has made an important contribution to supporting cultural cooperation in Europe, including projects which seek to raise

awareness of linguistic diversity with a view to safeguarding marginalised languages as part of our shared European cultural heritage.

The Programme also funds the translation of works of fiction from one European language into another.[15] European Union support for literary translation is aimed at ensuring the widest possible dissemination of European literature among European citizens by supporting the translation and publication of European literature into the various languages of the countries participating in the Programme. From 2000 to 2006, Culture 2000 funded the translation of 2 149 works of fiction and human science. Under the new Culture Programme (2007-2013), only works of fiction are eligible, irrespective of literary genre — novels, tales, short stories, plays, poetry and comics. The works must have been published already, and they must not have been previously translated into the target language. Special attention is given to the translation of literature from those countries that have joined the EU since 2004. Applications from publishers or publishing houses wishing to translate the works of authors who have won the European Union Prize for Literature are encouraged[16]. Since 2007 the Programme has helped finance the translation of 1548 books with a total budget of 8.4 million EUR.

More information is available at: http://ec.europa.eu/culture/index_en.htm.

3.3.4. *Youth*

The Youth in Action Programme aims to inspire a sense of active citizenship and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes multilingualism by bringing young people of different nationalities and different languages together and by giving them the opportunity to participate in activities outside their country of residence.

Although Youth in Action is not a linguistic programme as such, the non-formal education and youth projects that it mainly supports are based on transnational partnerships, which give young people a wonderful opportunity to become acquainted with other languages and cultures.

The use of different languages is not compulsory, but is strongly encouraged. Linguistic diversity is encouraged within the wider framework of promoting cultural diversity and inter-cultural dialogue, which is a priority of the Programme.

More specifically, the European Voluntary Service component of the Programme (Action 2) promotes the learning of foreign languages in a highly practical way. Young people may do voluntary work in another country for up to one year and promoters have to ensure that volunteers receive adequate linguistic training when they arrive in the country.

---

[15]   The languages eligible are the official languages of the eligible countries (as defined by their Constitution or basic laws) plus Latin and ancient Greek.

[16]   The European Union Prize for Literature was introduced in 2009 in order to celebrate the diversity of European fiction, to promote the chosen authors outside their own country, including translations of their work, and to contribute to boosting the international circulation of literature more generally. The prize is unique, being the only award to be given to authors from so many different European countries writing in such an array of languages. Indeed, over a three-year period (2009, 2010, 2011) emerging authors from 36 different countries will be rewarded for their achievements (www.euprizeliterature.eu).

In a recent survey (November 2009) on the impact of the Youth in Action Programme, volunteers who had participated in the European Voluntary Service (EVS) stated that 'through [their] participation in [an EVS] project [they] learned better to communicate with other people who speak another language' (definitely: 86 %; to some extent: 9 %) and that '[they] now really intend to develop [their] foreign language skills' (definitely: 73 %; to some extent: 18 %).

More information on youth policy is available at: http://ec.europa.eu/youth/index_en.htm.

More information on the Youth in Action Programme is available at: http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm

3.3.5. *Media*

In the Recommendation of the European Parliament and of the Council of 16 November 2005 on film heritage and the competitiveness of related industrial activities[17], Member States are recommended to encourage and support film heritage institutions to release archival material with subtitles in as many European Union languages as possible.

Subtitled films and TV programmes are attractive and widely accessible means of learning new languages and improving linguistic skills. MEDIA 2007 supports the subtitling and/or dubbing of works through action lines relating to distribution and promotion/festivals. For example, the festivals scheme aims to: encourage and support audiovisual festivals screening a majority of European works; give priority to festivals which help promote works from Member States or regions with low audiovisual production capacity and enhance cultural and linguistic diversity; and organise image education initiatives for young people.

Film literacy as a tool to enhance the understanding and enjoyment of (foreign) film language also offers language learning opportunities for children and young people. The Commission is currently discussing how film and media literacy can be better included in the new generation of MEDIA programmes after 2013.

More information:

http://ec.europa.eu/information_society/media/index_en.htm

Finally, in the Recommendation of the European Parliament and of the Council of 16 November 2005 on film heritage and the competitiveness of related industrial activities[18], Member States are recommended to encourage and support film heritage institutions to release archival material with subtitles in as many European Union languages as possible (point 22.b of the Recommendation).

---

[17]   Recommendation 2005/865/CE, OJ L 323, of 9/12/2005 P. 0057 – 0061.
[18]   Recommendation 2005/865/CE, OJ L 323, of 9/12/2005 P. 0057 – 0061.

3.4. Justice

European Union citizens enjoy unparalleled freedom to travel, work and live anywhere in the EU. Today, millions of citizens are involved in cross-border initiatives, either in their private lives, through their work or studies, or as consumers. As a result, transnational demand on judicial systems is increasing across Europe. In this sense, access to information and legislation in several languages across borders is becoming increasingly important. The Publications Office of the European Union via the EUR-Lex portal (http://eur-lex.europa.eu/) provides access to the European Union law in the 23 official languages of the Member States. It provides convenient means for the online access to the Official Journal of the European Union, treaties, legislation in force and under preparation, the case-law and the collection of consolidated legislation. It also provides links to other sources of information such as the registers of the institutions and other legislative sites of the European Union and the Member States. Furthermore, multilingualism plays an important role in building mutual trust as legal practitioners working in different countries and different legal systems take part in European-level seminars and exchanges.

Criminal Justice Programme

The Criminal Justice Programme aims *inter alia* to promote judicial cooperation based on mutual recognition and mutual confidence, promoting the compatibility in the rules applicable in the Member States which will be required to improve judicial cooperation and exchange of information. The 2008 budget for this programme was €29.9 million.

With a view to raising mutual confidence among the authorities of the Member States, one of the priorities of this programme is the judicial training of legal practitioners (judges, prosecutors, defence lawyers, etc.). Judicial training aims at improving familiarity with EU legal instruments and policies, improving the language awareness of legal practitioners and developing familiarity with the legal and judicial systems of other Member States. Language training covers the development of common training modules, the use of modern technologies and training in interpretation and translation.

Furthermore, the JPEN programme has entrusted the European Judicial Training Network (EJTN) with implementing a specific exchange programme which finances the organisation of internships or the secondment of judges and prosecutors from one Member State to the courts or prosecution offices of another. The Programme should also contribute to improving language skills. Language training with a view to preparing the exchanges themselves may therefore be included, as well as the development of on-line training and the creation of a glossary of legal terminology.

The Commission has overseen and funded (through the JPEN programme) the establishment of EULITA, the European Legal Interpreters' and Translators' Association, which held its inaugural conference in Antwerp in November 2009. The presence of qualified interpreters and translators in criminal proceedings is an essential component of a fair trial and was fittingly defined as the first step for implementing the protection of suspects' rights.

The Commission very much supports access to good quality interpretation and translation. In this area, Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings was adopted on 20 October 2010.

Civil Justice Programme

The Civil Justice Programme aims *inter alia* to promote judicial cooperation based on mutual recognition and mutual confidence and to eliminate the obstacles to the smooth running of cross-border civil proceedings in the Member States. It also aims to improve the exchange of information and networking among legal, judicial and administrative authorities and the legal professions. Judicial training aims at improving the exchange of information and networking between legal, judicial and administrative authorities and the legal professions. Language training is also a key issue here for better mutual understanding among such authorities and professionals.

European e-Justice

As the demands on judicial systems increase across Europe and transnational proceedings and cooperation grow steadily, because of the enhanced mobility of economic operators and citizens, traditional systems cannot always provide an adequate response to new needs. Among the main challenges for transnational justice is the need to think about languages, to address the real needs and rights for translation and interpretation on the part of citizens and the legal professions. Since mid 2010, the e-Justice Portal provides quality checked multilingual information on justice in the EU with content covering both the EU and national systems.

e-Justice represents an initial response to a threefold need: improved access to justice; cooperation between legal authorities; and a more effective the judicial system. In the context of the Communication on European e-Justice, multilingualism represents a major challenge to the development of a genuine European judicial area. Judicial proceedings take place almost exclusively in the national language and the use of foreign languages is admitted only marginally. The European e-Justice portal targeted primarily at citizens and businesses, but also at legal practitioners and the judiciary serves as the multilingual face of the European area of justice, facilitating access to information and direct access to certain European procedures. The portal is published in 22 EU official languages (not Irish) thus making access to justice in Europe easier for citizens and enterprises, leading to more effective judicial cooperation.

European Judicial Network in civil and commercial matters

The European Judicial Network aims to reinforce judicial cooperation in civil matters. The two basic objectives of the Network are improving effective judicial cooperation between the Members States in civil and commercial matters and ensuring effective access to justice for persons engaging in cross-border litigation.

The Network was formed with the aim of making matters easier for those who become involved in cross-border disputes, i.e. disputes with links to more than one country, by providing help with practical matters. The Network therefore facilitates appropriate contacts among the authorities of the Member States, holds periodic meetings of contact points and Network members and draws up and updates

information on judicial cooperation in civil and commercial matters and the legal systems of the Member States.

The Network has developed an Internet-based system containing information on EU and national law. The information is available in all EU official languages (except Irish).

Judicial Atlas in Civil Matters

The European Judicial Atlas in Civil Matters is a very practical tool created by the Commission which can be found online at

http://ec.europa.eu/justice_home/judicialatlascivil/.

Through this tool, any member of the legal profession or any citizen can accede, in one of the European Union official languages (except Irish), to the designations, addresses and territorial jurisdiction of all EU courts. The corresponding procedures are facilitated as far as possible for the user, who can to fill in on-line the various forms for the application of the different legal instruments. Multilingualism is extremely helpful here to the extent that it facilitates effective access to justice and better cooperation between judicial authorities.

Under the financial instruments for the integration of non-EU nationals (Integration Fund, European Refugee Fund), the Commission supports actions which *inter alia* address language training for migrants and refugees. In the case of the former, one of the common basic principles underpinning integration policy underlines the importance of a knowledge of the host society's language. In this connection, the Stockholm Programme also invites the Commission to support Member States' efforts, through the development of European modules, to facilitate the integration process, including essential elements such as introductory courses and language classes.

Under the new External Border Fund and the European Refugee Fund, extra language training can also be given to border guards and staff dealing with processing asylum claims and interviews.

3.5.   Research

Under the 6th Framework Programme (FP6), research was initiated on the topic 'Linguistic diversity in a European knowledge-based society'. The objective is to examine the role and implications of linguistic diversity in European cultures, specifically with a view to creating a European knowledge-based society which respects cultural diversities and fosters cross-cultural understanding.

Two projects, each with a budget of €5M, were retained for funding in 2006:

1. A Network of Excellence, 'Languages in a Network of European Excellence — LINEE', with the following main objectives: de-fragment research on multilingualism by advocating a multidisciplinary approach to the question of linguistic diversity; innovate by setting up research platforms that are both theoretical and methodologically original; and to promote the added value of European

linguistic diversity, at the level of both the general public and policy-makers. *Duration: 48 months, 9 partners (http://www.linee.info).*

2. An Integrated Project, 'Language Dynamics and Management of Diversity — DYLAN' with the following main objectives: study the practical consequences of the increase in European linguistic diversity following the enlargement process; show that this increase in diversity can be an asset rather than a drawback in the development of a knowledge-based society. *Duration: 60 months, 20 partners (http://www.dylan-project.org).*

As part of the 7th Framework Programme (FP7), under Theme 8 of the Specific Programme 'Cooperation' (S*ocio-economic Sciences and Humanities, SSH — Budget €607M),* which aims to analyse and understand the major societal challenges we are facing, two research topics directly tackle questions linked to multilingualism:

1. The topic 'Vehicular languages in Europe in an era of globalisation' of the SSH programme aims at determining the effects of the use of a vehicular language on social, economic and cultural diversity. One medium-scale collaborative project with a budget of €2.7M was retained for funding in 2010. This project, 'European Language Diversity for All: Reconceptualising, promoting and re-evaluating individual and societal multilingualism — ELDIA', aims to maintain linguistic diversity in Europe and create a European Language Vitality Barometer measuring education, media, legislation and language use. *Duration: 42 months, 8 partners.*

2. Within the published SSH Indicative Strategic Research Roadmap covering the period 2011-2013, a 'Societal Challenge' entitled 'Unity in linguistic diversity' has been identified that will be tackled before the end of FP7 (*http://ec.europa.eu/research/social-sciences/indicative-strategic-research-roadmap_en.html*). Large-scale projects called 'Challenge' will address the key societal, economic and cultural challenges facing Europe with a minimum requested EU contribution of €6.5M (*http://ec.europa.eu/research/social-sciences/societal-challenges_en.html*).

Furthermore, within the SSH programme questions linked to multilingualism are also dealt with indirectly. For instance, this programme fosters research on cultural interaction, cultural heritage, participation and citizenship as well as histories and identities.

3.6. Employment, social affairs and equal opportunities

The main task of the European Social Fund (ESF) is to support growth and jobs, thereby strengthening economic and social cohesion.

Supporting language learning is an important factor in maintaining and reinforcing people's skills, facilitating human capital mobility and increasing competitiveness.

The operational programmes supported by the ESF are designed by Member States and approved by the Commission. It is up to Member States to decide on the content of the projects. Several operational programmes have tackled the issue of language training and multilingualism, mainly as a way of increasing access to employment, improving adaptability and facilitating social and labour integration.

During the period 2007-2013, the ESF is expected to invest some €11 billion a year across all Member States with the objective of improving people's skills and job prospects. Language training is one of the ways to achieve this objective — particularly as language training can increase the capacity for vocational and labour market integration. Thus, although 'language training' is not specifically mentioned in the priority '*enhancing access to employment*', sub-priority '*increase the participation of migrants in employment*' it can, in fact, be supported under any of the ESF priorities.

The outputs and results of Cohesion Policy programmes take some time to be delivered and then reported on. The first annual implementation reports (AIR) from the 2007-2013 period were required for mid 2008. However, results from the negotiation process between the Commission and national and regional authorities were already visible in the Member States' policy strategies and programmes for the current period. The issue of language training and multilingualism has been addressed in several operational programmes, mainly as an instrument to increase access to employment, reinforce adaptability and facilitate social and labour integration.

From the perspective of the operational programmes, supporting language learning is an important factor in maintaining and reinforcing people's skills, facilitating human capital mobility and increasing competitiveness.

Language learning is promoted in 244 priorities of 48 Operational Programmes of 21 Member States (from a total of 117 Operational Programmes of 27 Member States). Multilingualism is promoted most frequently within the following priority themes: Active and preventative measures to support employment; Support for self-employment and business start-up; Specific action to increase migrants' participation in employment; Pathways to integration and re-entry into employment for disadvantaged people; Increasing the adaptability of workers and firms, enterprises and entrepreneurs; Improving the social inclusion of less-favoured persons; Improving human capital; Measures to increase participation in education and training throughout the life-cycle; Measures to improve access to employment and increase sustainable participation and progress of women etc.

At project level, there are several types of project across Member States. Most of them are part of wider policies to encourage language learning, targeting primarily ethnic minorities, migrants, the (long-term) unemployed or inactive, workers and employees, early-school leavers, the young, trainers and educators etc. They often go hand in hand with awareness-raising campaigns, occupational progression routes, international school partnerships, cross-cultural cooperation, anti-racism campaigns, literacy courses and special language support. The palette is very wide and even includes some very specific examples, which broadly speaking fit into the framework of multilingualism, such as training in sign language for the hard-of-hearing to enable them to find their place in the labour market.

3.7. Internal market

Multilingualism policy is directly relevant for the further development and smooth operation of the EU's Single Market for two reasons.

Firstly, the more languages European citizens speak, the easier they can move between Member States to work, live, study or provide services, and therefore, the more they can benefit from the opportunities offered by the Single Market. Secondly, for those who do not have sufficient knowledge of languages, linguistic diversity can create barriers to the functioning of the Single Market. To overcome those barriers, it is necessary to make more effective use of new technologies, such as machine translation or automated data exchange systems, to provide linguistic support and quality linguistic services to businesses, consumers and citizens

The Internal Market Information System (**IMI**) is being developed in order to help thousands of Member State authorities across the EEA meet the administrative cooperation obligations imposed on them under various pieces of EU legislation. The IMI uses pre-translated information in 22 official EU languages and has a facility for the machine translation of additional information in the language pairs available. Both allow Member State Competent Authorities to send and answer information requests in their own language, thereby facilitating communication between them. The system currently supports information exchange for the purpose of the Professional Qualifications Directive. The IMI also supports the administrative cooperation requirements of the Services Directive. In the future it is intended to use the IMI to support any area of Internal Market legislation which requires administrative cooperation between Member State authorities and which provides a legal basis for exchange of specific information.

Furthermore, in several policy areas, tools have been put in place to make information available to businesses in different languages. The aim is to increase transparency and, hence, to facilitate participation and ensure non-discrimination and greater competition in their cross-border activities.

In the area of **public procurement**, electronic multilingual tools make a significant contribution to increasing cross-border transparency. First, public authorities must advertise EU-wide their upcoming procurement opportunities (above certain thresholds). They do so by publishing standard notices in all official EU languages in the Suplement to the EU Official Journal on the TED website (Tenders Electronic Daily) (TED). The notices are displayed in structured online standard forms, large parts of which are standardised and can be machine translated into, or read immediately in, all official languages.

Furthermore, in this context the Common Procurement Vocabulary (CPV) is used to help businesses identify those public contracts that are of interest to them. Companies can search the TED website simply by using the CPV code that corresponds to their field of business. Unlike other classifications available in the market, the CPV exists in all official EU languages and has also been translated into some other languages (Russian, Ukrainian and Arabic).

The standards forms, the CPV and general public procurement information are accessible in all EU languages through the dedicated SIMAP and TED websites (see http://simap.europa.eu/index_en.htm and http://ted.europa.eu/TED/main/HomePage.do).

Finally, the **e-CERTIS web guide** provides information about the attestations and certificates most frequently required when tendering for public contracts in any EU

country (see http://ec.europa.eu/internal_market/publicprocurement/e-procurement/e-certis/index_en.htm). Based on national datasets, the eCertis database matches equivalent documents across the Member States offering keyword searches, logical field grouping and compare functions to help all those involved in procurement to recognise business documents and assess their content. The system is designed for full multilingualism. The user can switch from one language to another; each national dataset can be described (and searched) in any language.

Several multilingual information and assistance tools are available for citizens and businesses including the Your Europe website, Your Europe Advice and SOLVIT.

The Your Europe website[19] offers citizens and businesses a wealth of information about moving around in Europe and doing cross-border business. The Your Europe website will be available in all 23 official EU languages by the end of 2011.

Your Europe Advice[20] is a service which offers help and information in response to concrete questions from citizens and businesses on their EU rights. This service provides replies by e-mail or phone within one week in all 23 official EU languages.

SOLVIT[21], an on-line network for solving problems between EU Member States, provides multilingual assistance to ensure that problems caused by the misapplication of Single Market law by public authorities can be solved effectively without legal proceedings. A public website in 25 languages explains to citizens and businesses what SOLVIT is and how it works. Complaints can also be submitted in all of these 25 languages via an on-line form or other means.

As regards the provision of services, the 'Points of Single Contact' referred to in the Services Directive16 were supposed to be implemented in all Member States by the end of December 2009. The aim is to help businesses obtain online all the relevant information relating to their activities (applicable regulations, procedures to be completed, deadlines, etc.) and complete the relevant administrative procedures electronically. The services offered by the PSCs need to be available not only in the country of administration but also electronically across borders for businesses from other countries.

3.8. Enterprise and industry

The aim of the pilot project and the subsequent preparatory action **'Erasmus for Young Entrepreneurs'** is to facilitate training, networking and exchanges of experience among new or would-be entrepreneurs by means of work experience with entrepreneurs who own or manage small and medium-sized enterprises (SMEs) in other Member States.

New or would-be entrepreneurs taking part must prove that they have sufficient linguistic skills before going abroad to work with another entrepreneur. They are offered pre-departure induction training on the mobility scheme, inter-cultural

---

19   http://ec.europa.eu/youreurope/.
20   http://ec.europa.eu/citizensrights/front_end/index_en.htm.
21   http://ec.europa.eu/solvit/site/about/index_en.htm.

learning and relevant EU-level information (internal market, European Law issues, etc…)

Depending on needs and the nature of the relationship with the host entrepreneur, new entrepreneurs may, at their own expense, follow language courses either before or during the stay abroad.

For more information on the action see:

http://ec.europa.eu/enterprise/entrepreneurship/support_measures/erasmus/index.htm

Skills needs in micro and craft enterprises

Micro-enterprises, in particular, are affected by shortages of skilled labour and need to overcome the difficulties they have in attracting the most skilled workers. In 2009 the Commission launched a study to identify future skills needs for micro and craft (-type) enterprises. The study presents the most important skills needs from the point of view of enterprises, business organisations and training institutes. The results identify which measures are needed to forecast future skills needs, communicate future skills needs better and integrate them more systematically in training schemes for craft and micro companies. The skills needs covered included language skills.

For more information and the final report see:

http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/crafts-micro-enterprises/index_en.htm

The public information website **TRIS (Technical Regulations Information System)** provides economic operators with information on, and access to, draft national technical regulations concerning products and information society services notified by EU Member States before they are adopted in national law in all EU languages (with the exception of texts above 40 pages, which are available in DE/EN/FR).

During a standstill period of three months, the Commission and the other Member States examine the notified draft national technical regulations and send their reactions, where appropriate, to the notifying Member State. TRIS: http://ec.europa.eu/enterprise/tris/

European Small Business Portal

The European Small Business Portal was launched in May 2007 to make it easier for SMEs and business organisations to access relevant information on the European Commission's Europa website. The portal consists of a homepage and a number of thematic pages, where the information is grouped according to themes to which SMEs and their representatives can relate easily, rather than according to the Commission's organisational structure.

On each thematic page, after a general introduction, the user is presented with a number of links to pages on the Commission's website containing information of interest to SMEs. Each link is described briefly, so that the user can judge its

relevance before following it. The languages in which the information is available are also listed.

Since one of the key issues for SMEs is being able to access information in their own language, the portal comprises 21 language versions.

The European Small Business Portal can be accessed here: http://ec.europa.eu/small-business/

3.9. Information society

In view of the expanding online economy and the ever-increasing amount of information which is available in the widest array of languages, information and communication technologies (ICT) must become more language-aware and support content creation and distribution in multiple languages while providing effective was of bridging the language barrier, for both inter-personal and business purposes.

The overall goal is to contribute to a truly integrated, borderless digital Single Market by ensuring easy access to online services and creating better conditions for the development and use of rich content in Europe's many languages. The end result will be a digital economy, a society where knowledge and skills as well as online services, both public and private, can flow freely across national and language borders.

To address these challenges, research and innovation programmes geared toward the information society include actions designed to enhance multilingual information access, cross-lingual content processing and more natural interfaces between humans and computer systems. A total of 25 language-technology projects with overall EU funding of €56 million were launched in 2009-2010. These projects resulted from calls for proposals launched within the research programme (FP7-ICT) and the innovation programme (CIP-ICT-PSP).

Most of the nine projects established under the research programme in 2010 address the technological foundations of online machine translation services as required by today's collaborative and socially-networked environments. The new generation of machine-translation systems will learn from feedback provided by the users and by observing the language used in social networks and online media. The Multilingual European Technology Alliance (META-NET) was launched at the beginning of 2010 through the T4ME Network of Excellence. The network brings together a growing number of stakeholders from research, industry and public circles and is preparing a comprehensive, unifying vision and roadmap for a multilingual digital Europe. The network members are also setting up a common platform (META-SHARE) for sharing and trading language resources, both data and tools.

The 16 projects resulting from the innovation programme, in particular the 'Multilingual Web' theme of the 2009-2010 CIP ICT-PSP calls, are meant to show the suitability of existing technologies for delivering innovative multilingual services. These pilot projects develop new business models and processes to meet the changing needs of multilingual customers, testing new offerings and new distribution and revenue models for online content and services.

In September 2010, a further call for proposals was launched under the research programme (FP7-ICT), making an additional €50 million available for multinational and multilingual projects in three main areas: content authoring and publishing, information access and mining, and natural spoken interaction. The projects are expected to start by the end of 2011.

More information:

European Commission (DG INFSO) Language technology portal:

http://cordis.europa.eu/fp7/ict/language-technologies/home_en.html

Language technology projects funded through FP7 and CIP programmes:

http://cordis.europa.eu/fp7/ict/language-technologies/portfolio_en.html

Re-use of public sector language resources

Language resources are indispensable raw material for developing, customizing and training/testing language-based technologies and applications. The linguistic services of the European institutions create large amounts of language resources, such as translation memories and documents translated into different EU languages. Similarly, public bodies in the Member States also produce similar documents, corpora and resources. These resources are an important example of public sector information with a high re-use potential. The Commission encourages, promotes and fosters the re-use of these huge resources held by the public sector for added-value information products and services. The public sector information Directive (2003/98/EC) puts in place a concrete mechanism to promote the re-use of such valuable language data by providing for minimum rules applicable in all Member States on the re-use of the information of public sector bodies and on their behaviour in the information market. The Commission has adopted a Decision on the re-use of Commission information, applying internally the principles of the PSI Directive, and going beyond those principles in certain provisions, such as marginal cost pricing.

Digital libraries

The Digital Libraries initiative aims to make online access to Europe's cultural and scientific heritage easier and more attractive. It builds on Europe's rich heritage, combining multicultural and multilingual environments with technological advances. **Europeana,** Europe's digital library, museum and archive, has grown considerably since its launch in November 2008. The Europeana homepage and search interface is available today in 27 European languages: all 23 EU official languages, as well as Catalan, Russian, Norwegian and Icelandic. About 15 million digital objects are now accessible through Europeana, which is well beyond the target of 10 million by the end of 2010. These objects come from more than 1 000 cultural organisations across Europe. In 2010 a new version of Europeana.eu was launched, bringing it from a prototype to a full service with new multilingual tools and community facilities. For example, machine translation of metadata is now easily available for users, providing, for example, an immediate understanding of content written in Greek or Bulgarian (Greek and Cyrillic fonts) by users not familiar with these languages.

The Publications Office has been digitising all EU publications and the results are now accessible from the EU-Bookshop internet website.

More information:

http://ec.europa.eu/information_society/activities/digital_libraries/index_en.htm

http://www.Europeana.eu

http://bookshop.europa.eu/eubookshop/index.action

3.10. Communication

At national and local level, the Commission Representations address the public in their own national language(s). They translate and adapt to the local context information relating to the work of the European Union in the official EU language(s) of the country. Moreover, information relays spread across the European Union, such as 'Europe Direct', also address the public in their own national language(s). In some cases (such as boundary or tourist areas) they will also offer information in other languages.

The **EuropeDirect call centre**, accessible via a free number, answers telephone calls and e-mails in the 23 official languages.

W**ritten publications** for the general public are also drafted in the 23 official languages. On an ad hoc basis, a number of publications targeted at a specialised public are published in a limited number of language versions only.

On the **Europa website** pages of general interest targeted at the general public are essentially multilingual, i.e. published in all the official languages. For specialised pages (targeted at professionals and other more specific audiences), the choice of languages depends on the targeted audience. In the case of more ephemeral content, the speed of on-line publication is essential and the number of language versions has to be limited. In any case, while aiming to maximise the number of visitors, the Commission endeavours to achieve the right balance between the number of languages used, the nature and quantity of information published, and the resources needed for the translation and administration of the sites. A communication on Internet strategy[22] clarifies the rules that apply to multilingualism on the Commission's websites.

Within the framework of its support for the dissemination of information on the European Union, the Commission has a contract with the Euronews television network, which is by nature multilingual, and with a network of radios in different languages which share their productions after dubbing (Euradio network).

3.10.1. Europe for citizens

The 'Europe for citizens' programme currently promotes active European citizenship and civic participation. It encourages citizens and their organisations from different

---

[22] Communication to the Commission, *Communicating about Europe via the Internet — Engaging the citizens*, SEC (2007)1742.

countries to participate in debates and projects with a European dimension. The 'Europe for citizens' programme helps promote linguistic diversity, as it brings together European citizens of different nationalities who speak different languages and gives them the opportunity to participate in common activities.

The promotion of cultural and linguistic diversity is a cross-cutting feature of the Programme and promoters are strongly encouraged to take this aspect into consideration when planning and implementing their projects. This is clearly stated in the Programme Guide provided to potential applicants, and applies to most actions for the whole programme period (2007-2013). Participation in projects supported by the 'Europe for citizens' programme should indeed raise awareness of the wealth of the cultural and linguistic environment in Europe. It should also promote mutual understanding and tolerance, thereby contributing to the development of a respectful, dynamic and multifaceted European identity.

Projects supported under this programme therefore promote linguistic diversity directly or indirectly. For example, almost all town twinning projects have to address the issue of languages in order to enable the partners to communicate. Some projects take a very active approach by including training in the language of the twinned towns in their programme or in the preparation. There are also good examples of participation in this kind of project significantly raising participants' motivation to learn a language as part their normal education. More information is available at: http://ec.europa.eu/citizenship/index_fr.html

3.11. Translation[23]

The European Commission's internal translation service helps all the other Commission departments in their efforts to practise multilingualism by providing them with high-quality translations and advice on multilingual solutions for policy making and for European e-governance.. The Commission produces more than 1.8 million translated pages a year in all the official languages, a key contribution to an effective multilingual Europe, , an effective EU citizenship and to the implementation of EU legislation and policies. Current reflections on the status of translators and the provision of language assistance in/by public services should bear fruit in 2012 and contribute to the objective of an Inclusive EUrope.

Web translation and editing service

In order to address **multilingual needs in the newer forms of communication and on the ground**, a unit specialised in web translation and editing has been created, producing some 80 000 multilingual pages a year for the Europa website, not including Hotline translations. At the same time, it gives advice to Commission services in multilingual communication, including the design of multilingual websites. Field offices

Translation field offices located in 24 Commission Representations act as an interface with national language stakeholders. They disseminate information on the Commission's multilingualism policy in visits to schools and universities, at

---

[23]   More specific issues of translation regarding the European institutions are not addressed in this section**.**

seminars and conferences and through events to celebrate the European Day of Languages on 26 September, for example. As such, they are prime interlocutors for the 'language' community in the Member State, and also play a role in the development of terminology.

Studies

For the monitoring of current and future trends in research on translation (needs, impact, etc.) in society and in the economy and for an active promotion of multilingualism, since 2008 the Directorate-General for Translation has ***launched a series of studies*** on issues related to translation and multilingualism. (see Point 4 for further details).

Initiatives to promote the profession of translator

The EU is a major employer of translators and an important player in the European translation market. Thus, it has ensured an adequate supply of highly-qualified translators to meet its requirements and those of the wider translation market. This is why it follows and contributes to developments in translation training in Europe closely, supporting a better understanding of strategic needs for a competitive and inclusive EU. In order to attract qualified staff to replace translators who are due to retire, and, hence prepare for smooth succession, the Commission has launched several awareness-raising and information campaigns, especially in the UK.

The ***European Masters in Translation*** (EMT) is an initiative aimed at enhancing the quality of translator training across the EU. It is a quality label for university translation programmes at masters level that meet agreed standards in translator education. University programmes that are benchmarked to these standards via a selection procedure become members of the European Masters in Translation Network, which acts as a forum for member programmes and promotes exchange of best practice.

The EMT Network currently consists of 34 member programmes that cooperate in order to train highly qualified translators who meet the market needs of today (including the requirements of the EU institutions) and tomorrow, as well as work towards enhancing the status of the translation professions in the EU.

www.ec.europa.eu/emt

The ***Visiting Translator Scheme*** (VTS) is a project for building up contacts with universities and public institutions in the EU. The scheme enables DGT staff to participate in teaching translation from and into different EU languages, improve their own knowledge of the local language, establish contacts with the host university/institution and make the hosting party better acquainted with the European Commission.

Juvenes Translatores is a translation contest for school pupils in Europe. Its aim is to disseminate an understanding of the translation profession and, in addition, to familiarise students with European language policy.

The contest, announced in the 2005 Communication on multilingualism, has taken place every year since 2007. It is held simultaneously in all Member States towards

the end of November, and its popularity has been increasing steadily: around 3000 17-year old pupils — from Kells in Ireland to Marathon in Greece — sat the contest, (up 25 % on last year) and more than 1 600 schools applied to take part.

Translation resources and linguistic solutions available to the public

The European Commission is active in terminology work and, together with other European institutions, has created the terminology database *IATE* (*Interactive Terminology for Europe),* which is accessible on the Internet to the staff of the European institutions and to external users all over the world, including the public at large. Proof of its usefulness is obvious from consultation rates, which can be in excess of 300 000 queries per day.

http://iate.europa.eu

A number of language resources providing help with translating and drafting texts are available on DGT's dedicated website. A revamped ***Translation Resources*** site in all EU languages has been operational since 2010.

http://ec.europa.eu/translation/index_en.htm

Translation memories and machine translation

In November 2007, the European Commission's Directorate-General for Translation, in cooperation with the Joint Research Centre (JRC), made available a ***multilingual 'Translation Memory'*** comprising the ***Acquis Communautaire*** (body of EU law). This is a collection of parallel texts (texts and their translations, also referred to as bi-texts) in 22 languages and 432 possible language combinations.

Inter-institutional cooperation

Each enlargement bringing new official languages to the EU has had a big impact on the Commission's language services. Preparations are made internally, jointly with the other institutions and in cooperation with the candidate countries.

The Interinstitutional Committee for Translation and Interpretation (ICTI/CITI) acts as a forum for reflection. It coordinates and implements interinstitutional projects, including possible economies of scale, working methods and techniques. Each institution remains responsible for meeting its own legal, financial and political objectives, and in areas where no synergies have been identified the principle of subsidiarity prevails. Some examples of cooperation are the creation of the common terminology databank IATE , joint activities in areas such as human resources (awareness-raising campaigns and brochure on language professions), enlargement preparations, quality policy, operational workload balancing and financing of common projects.

International cooperation

The International Annual Meeting on Language Arrangements, Documentation and Publications (IAMLADP) is a forum and network of managers of international organisations employing conference and language service providers — mainly translators and interpreters. Among its members are the United Nations, other

organisations of the UN system and inter-governmental and supra-national organisations. Furthermore, the European Commission has concluded an agreement with the Translation Bureau, Public Works and Government Services of Canada to facilitate the exchange of information. In particular, the agreement defines access rights to the respective terminology databanks for a limited number of users. The European Commission has also signed a cooperation agreement with the Caribbean Research Institute for Translation and Interpretation (CRITI) and has assisted CRITI in recruiting translators. The Commission also cooperates on Russian terminology with translators in the EU delegations and has sent translators to the Herzen State Pedagogical University in St Petersburg and the Moscow Language University in the framework of its Visiting Translator Scheme (VTS).

3.12. Interpretation[24]

The interpreting services of the Commission and the European Parliament were instrumental in creating the **European Masters in Conference Interpreting (EMCI)**. This programme is designed for students with European and non-European languages. Its aim is to equip young graduates with the professional skills and knowledge required for conference interpreting. It seeks to meet the demand for highly-qualified conference interpreters, particularly in the area of the less-widely-used and less-taught languages, and in view of the expansion of the Union and of its increasing dialogue with its non-European partners. The curriculum was developed in consultation with the EU institutions and continuation of this cooperation is an integral part of the Commission's assistance programme.

http://www.emcinterpreting.org/

The European Commission awards **bursaries** to post-graduate students in interpretation. Since 1998 more than 1 300 young people have benefited from this scheme. A considerable number of them completed their studies successfully and work as interpreters for the EU institutions.

Bursaries are awarded to nationals of an EU Member State, or one of the candidate countries (Croatia, fYROM, Turkey and Iceland), who already hold a university degree or equivalent qualification, or are in the final year of a course leading to a university degree or equivalent qualification. To obtain a bursary, students must have applied or intend to apply for a full post-graduate course in conference interpreting at a recognised university or university-level institution.

http://scic.ec.europa.eu/europa/jcms/c_6344/bourse-d-etudes

The Commission and the European Parliament jointly provide **grants to co-finance activities** which bring an additional European dimension to a course, e.g. teaching unusual language combinations, funding cross-border cooperation projects and running post-graduate conference interpreting courses. The main objectives of these actions are:

---

[24] The more specific issues of interpretation in the context of the European institutions are not addressed in this section**.**

- promoting quality and linguistic diversity in the teaching of interpreting in the official languages of the EU, including the less-widely-used languages, the languages of the candidate countries (Croatia, fYROM, Turkey and Iceland) and the languages of non-EU countries, where justified by current or future needs;

- promoting the establishment of post-graduate centres of excellence;

- encouraging cooperation among universities from different countries;

- supporting innovative pilot projects.

Cooperation programmes have been established with **China, Vietnam** and **Macao**. Each year, groups of trainees come to Brussels to be trained by the interpreting service of the Commission. The aim is to teach trainees the basic techniques of conference interpreting — consecutive and simultaneous — as practised in the EU institutions. Trainees also learn about EU culture and institutions, through lectures and visits to Member States. As regards China, after completing their training, former trainees may be called upon to work at meetings (in China) between the EU and China.

Since 2007 **cooperation with Russia** has been reinforced. As a result, in 2008 a post-graduate course in conference interpreting, based on the model of the EMCI, was set up at the School of Interpretation and Translation at Herzen University in St. Petersburg. DG Interpretation supports this course by providing pedagogical and technical assistance. Contacts have also been established with Moscow State Linguistic University and with Astrakhan University to explore possible ways of cooperation.

The European Commission initiated contacts with the Conference Services Directorate (CSD) of the **African Union** in September 2007 in the framework of the Joint Africa-EU Strategy. From the start, discussions focused on the best way to assist the CSD in the field of interpretation and conference organisation.

In 2008, the Commission convened a group of 7 independent experts from several Member States and various backgrounds, called the Reflection Forum on Multilingualism and Interpreter Training. Building on previous initiatives in the fields of Justice and Home Affairs, the Forum examined the needs for training of **legal interpreters** and ways to improve it. The Report was officially presented in March 2009.

Subsequently, the report served as an incentive to create EULITA, the European Legal Interpreters and Translators Association in November 2009.

As a follow-up to the successful outcome of the Reflection Forum, the European Language Council has taken a similar initiative in the field of **public service/community interpreting**. A Special Interest Group on Translation and Interpretation for the Public Services (SIGTIPS) was set up in 2010.

The Commission has developed an e-learning tool to help improve the quality of conference interpreter training — the *Speech Repository*. One of its aims is to raise the success rate in tests and competitions to recruit qualified conference interpreters

for the European Institutions. A further aim is to help professional interpreters working for the European Institutions add languages to their language repertoire. The Speech Repository provides universities, interpretation schools and professional interpreters with a collection of real-life speeches in all languages of interest to the European Institutions.

http://www.europarl.ep.ec/inside/newshound/090512_218/090512_218_image/elearning_interpretes.jpg

Virtual Classes are special videoconferences where experienced interpreters from the European Parliament and the Commission observe and remotely assess interpreting students' performances at different European Universities.

In a distance teaching environment, EU staff interpreters assess students' live performances on screen via a multipoint video link with the universities participating in the project, giving them feedback and recommendations.

Virtual Classes offer additional assistance to universities, giving students a unique opportunity to be evaluated by their future assessors. There is yet another dimension to Virtual Classes. They are a source of inspiration to every interpretation student, who receives an insight into the professionalism of EU interpreters.

3.13. External relations

In 2008 the Council of Culture Ministers adopted conclusions on the promotion of cultural diversity and intercultural dialogue in the external relations of the European Union. The Ministers called on the Commission to strengthen multilingualism also, by taking advantage of the potential of all European languages to develop a cultural and economic dialogue with the rest of the world.

Languages play an important role in cooperation and more generally in external relations. In the education sector, for instance, the Erasmus Mundus programme seeks to promote intercultural understanding, in particular by providing funding for students and academics to come to Europe. The objective is to build the capacity of the partner countries' institutions to train and retain highly qualified young people and university staff. There are other EU-funded programmes which also contribute to this aim by promoting university cooperation in the countries concerned, such as Tempus, Alpha and Edulink. Students and academics have the opportunity to learn new languages and improve their language skills in at least one European country.

In external cooperation it is important to take cultural diversity into account in partner countries targeted by the support projects/programmes, while at the same time preserving common identities as a condition for dialogue, conflict prevention, and development.

3.14. Enlargement

Translations of documents (*acquis*, progress reports, brochures, press releases, etc.) into EU and local official languages contribute to promoting multilingualism. Most of these documents are available on the Commission's websites and in the EU Info Centres which have been opened in the enlargement countries.

During the negotiations, accession countries are requested to implement the *acquis* on Education and Culture (Chapter 26) that entails a number of provisions fostering multilingualism.

The Copenhagen Criteria (1993), known as the political criteria, encourage enlargement countries to provide people belonging to minority groups with facilities in their mother tongue (e.g. access to public documents, pre-university education). The Commission asks for compliance with this provision in order to enhance political stability and cultural diversity.

Multilingualism is also supported via assistance programmes in the fields of education and civil society fostering the mobility of civil servants, NGO activists and academics. These include scholarships, peer exchanges and curricula development in collaboration with the Council of Europe, but also EU programmes such as YiA, Erasmus Mundus, Tempus, Europe for Citizens, Programme for Culture, FP7 on research, and Media.

4. **STUDIES ON MULTINGUALISM , TRANSLATION AND THE TEACHING OF LANGUAGES**

4.1. **Intercultural Competences Developed in Compulsory Foreign Language Education in the European Union (LACE)**

This study identifies and assesses the nature, scope and extent of intercultural skills currently taught in compulsory foreign language education in the European Union.

The study concludes that foreign language classes provide appropriate settings for developing intercultural competence. While they already fulfil this purpose on a fairly wide scale, the range of intercultural competences that the curriculum prescribes for development is often limited. Research should continue at EU level. It should take in other levels of education and should raise awareness of the nature of intercultural competence development and the need for it. Support for intercultural competence development in foreign-language learning should be available within the European Commission's Lifelong Learning Programme. As a prerequisite to improving intercultural competence development at national level, the study recommends increased teacher mobility, teacher and school exchanges, partnerships and visits, and a greater understanding of intercultural competence development among teachers and administrators. According to the study, more funding and more time should be given to intercultural competence development in foreign language classes and in other classes. It recommends paying greater attention to intercultural competence in initial foreign-language teacher education and in professional development courses. Moreover, foreign language curricula should clearly specify the objectives for intercultural competence development, attainment levels and assessment. Finally, suitable approaches and methodologies, as well as teaching and learning resources, should be developed.

The study was carried out in 2007 by a team of 20 experts and researchers from 12 European countries (Belgium, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Poland, Slovenia, the United Kingdom and the Netherlands). The point of departure was a review of national curricula in the 12 countries to examine the development of intercultural competences, the main teaching methods they

recommend, and to what extent they are applied in the classroom. The study was confined to foreign language teaching at ISCED levels 1 and 2, i.e. primary and lower secondary education. Once the curricula had been examined, an online survey of 213 foreign-language teachers was held and telephone interviews conducted with 78 of them (34 teaching in primary and 54 in lower secondary education). These interviews provided detailed information about the practices they most commonly used in the classroom.

The full study and a summary can be downloaded from:

http://ec.europa.eu/education/policies/lang/key/studies_en.html

4.2. Report on the diversity of language teaching offered in the European Union

In order to evaluate developments in language teaching in the various Member States at primary, lower secondary and upper secondary level, the report (concluded in 2007) addressed a number of questions, including which languages are being taught in EU Member States, and at what stage and in which order they are introduced. It also looks at emerging trends.

At primary school level many countries pay little attention to the study of languages other than English, although some are making an effort to increase the number of languages taught. Similar findings emerge at lower and upper secondary school levels, but every Member State has its own priorities. One way of increasing the teaching of languages would be to introduce the learning of several languages in the same school year. Some countries which have several official languages (such as Belgium and Luxembourg) do this. Others prefer to offer language studies as a specialisation. In very few Member States do significant numbers of pupils learn languages other than those most commonly taught (English, French, German and Spanish), and these tend to be Member States which offer the languages of neighbouring states (Italian in Malta), national minorities (Hungarian in the Czech Republic) or former powers (Russian in Bulgaria or Danish in Iceland).

This report shows that there is support for linguistic diversity, but it also mentions competition for time in the curriculum between languages and between subjects as well as competition for pupils between schools. The main motivating factor behind expanding the study of languages is often prestige: the value of a language for social mobility. The most efficient way to teach languages is to introduce a greater number of compulsory languages, or to introduce languages at an earlier age. Policies should try to avoid placing languages in competition, perhaps by offering them successively so that gains in one language can be exploited for another. There must be a move away from teaching languages as autonomous subjects. The use of language in a social context emphasises the role of all subjects in language teaching, and the role of language in every subject.

The indicators referred to in the report are the proportion of pupils learning languages and the number of languages taught. The data used to establish whether or not a country has increased the number of languages taught or the number of pupils learning languages come from Eurostat sources. The report also contains a collection of examples of good practice and recommendations for further development. The full study and summary can be downloaded from:

4.3. **Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise (ELAN)**

The objective of the ELAN survey (conducted in 2007) was to provide the Commission and decision-makers in Member States with practical information and analysis of the use of language skills by small and medium-sized enterprises (SMEs) and their impact on business performance.

According to this study, 11 % of exporting European SMEs (945 000 companies) had lost business due to a lack of language skills. It also identified a clear link between languages and export success. The four central elements of language management associated with successful export performance are: taking a strategic approach to multilingual communication; appointing native speakers; recruiting staff with language skills; and using translators and interpreters. Very significant gains could be made across the whole EU economy if all exporting SMEs employed one or more of these techniques. The survey also confirmed the importance of English as the world business language. However, there is a need for a range of other languages if business relationships are to be built successfully. Those cited as being the most important include the main European languages, such as German, French and Spanish, but also, increasingly, other world languages such as Mandarin, Arabic and Russian. Moreover, according to the research, nearly half of the exporting SMEs surveyed were planning to expand into new foreign markets in the next three years and their demand for language skills would increase accordingly. However, instead of investing in language training themselves, they preferred to rely on the Member States' education and training systems to provide graduates with the right language skills or they simply searched on the labour market for geographically mobile people with the required language skills.

The report recommends identifying and disseminating models of successful collaboration between business and education, directed towards the promotion of language skills, as well as examining the potential of existing mobility programmes to accommodate periods of work experience in other countries for SME employees. Another suggestion was to develop and support programmes to raise awareness of the importance of language skills and of the availability of support systems. The researchers recommend supporting businesses to become more expert at managing language skills and applying the elements of language management which are associated with improved export performance. They also propose strengthening (foreign) language learning in education and training at all levels and improving the supply of interpreters and translators in less commonly taught languages. They would like to see a period spent in another European country become an expectation for every student in tertiary education. Existing language skills can be built on by promoting the languages spoken by children of migrant workers in addition to the national language of their host country.

The results come from a survey of nearly 2000 SMEs in 29 European states (EU, EEA and candidate countries). Data was collected on the use of language skills, intercultural competences, awareness of language strategies, loss of business owing to lack of language skills, future exporting intentions and, hence, projected requirements for further language skills.

This research was undertaken by CILT, the UK National Centre for Languages in collaboration with InterAct International and an international team of researchers.

The full study can be downloaded from: http://ec.europa.eu/education/policies/lang/doc/elan_en.pdf.

A summary is available at: http://ec.europa.eu/education/policies/lang/doc/elansum_en.pdf.

4.4. The main pedagogical principles underlying the teaching of languages to very young learners

The purpose of this study was to examine the main pedagogical principles underlying the teaching of languages to very young learners as evidenced in literature and current best practice, taking into account conceptual differences between Member States. It was launched in the context of the Action Plan 2004-2006, which furthers the principle of 'mother tongue plus two other languages' from an early age, and the numerous initiatives in Member States to introduce early language learning programmes. It was completed in 2007.

The authors analysed the literature and research published since 1998, when a report by Blondin *et al* reviewed the literature on early language learning, and extracted a number of pedagogical principles. The studies reviewed offer no conclusive evidence regarding the positive effects of early language learning (ELL). What they do show is that ELL is in no way damaging and certainly contributes to building language competence early, provided that it is not forced and that it is accompanied by good teaching methods and skills, a supportive environment and continuity. Success in teaching a modern language to young learners, if it is to extend beyond the individual school and the inspired individual teacher, is heavily dependent on a whole range of factors: sufficient amount and distribution of time and intensity, well trained teachers supported by suitable language pedagogy, teaching and learning strategies, evaluation and ICT tools, etc. National authorities and transnational bodies should support ELL through planned initiatives which include systematic research and development.

Practice in European countries considered by professionals to be 'good' was then discussed thoroughly with researchers and policy makers and compared with official documents prescribing early language learning at national level. On the basis of the analysis, a number of important principles were identified.

Principles clearly related to the personality of the child and his or her cognitive functioning include: frequent exposure to the foreign language; taking account of the full range of learner characteristics; encouraging tolerance towards others and providing familiarity with different sets of values.

General principles related to learning, didactical concepts and instruction include: taking account of the learning strategies and learning styles of children; providing meaningful contexts and relevant themes; and putting comprehension skills before production.

Principles related to language learning include: holistic language learning; a visual approach and multi-sensory learning; and age-related learning, taking full advantage of children's physical predispositions.

Among the principles defined as unique to early language learning are: more comprehension than production; positive motivation to learn; training of the ear and training in pronunciation, and extension and training of the relationship in a foreign language between phonetics and graphemes.

The full study and summary can be downloaded from

http://ec.europa.eu/education/languages/eu-language-policy/doc126_en.htm

4.5. European profile for language teacher education

The objective of this study was to draw up a common set of skills and values for language teachers in Europe. The curricula and structures for training teachers of a foreign language must adapt to the changing language skills that pupils and students need to acquire, but also to the new realities of the modern school and classroom. The 2004 European Profile was conceived as a frame of reference for policy makers and language teacher educators, providing an essential checklist for all who are involved in language teacher training and education.

Drawing on good practice across Europe and in consultation with a group of international teacher educators, the European Profile presents 40 key items which could be included in teacher education courses. It describes in detail how courses can best be structured and delivered to give trainee teachers access to essential learning opportunities during initial and in-service teacher education. In particular, it focuses on innovative teacher education practices and ways of promoting cooperation, exchange and mobility among the new generation of Europe's language teachers. The issues developed in the profile are in step with the Commission Communication on improving the quality of teacher education and the Council conclusions which followed in November 2007.

Building on this, the Commission also carried out a preliminary study in 2006 on detecting and removing obstacles to the mobility of foreign language teachers.

Full studies and a summary of the European Profile can be downloaded from:

http://ec.europa.eu/education/languages/eu-language-policy/doc126_en.htm

http://ec.europa.eu/education/policies/lang/doc/profile_en.pdf

Follow up by ELIN

ELIN — The European Language Inspectors Network set up in 2005 following the Commission Action Plan on Promoting Language Learning and Linguistic Diversity 2004-2006 — discussed the 40 recommendations in the European Profile with a view to extracting those considered most essential for language teacher education. Having studied the document in depth, ELIN highlighted the following core elements.

Dedicated training programme

In the first place, specific training for language teachers must be provided. The European Profile seemed to take this for granted. This training should include a curriculum that integrates academic study and practical experience of teaching. This teaching practice (the '*stage*' or '*practicum*') should follow an explicit framework which stipulates how teaching practice will be organised and who will be responsible for feedback on the school-based experience.

Foreign-language teacher education should be structured to include experience abroad: a period of work or study in a country or countries where the trainee's foreign language is spoken as a native language; participation in links with partners abroad, including visits, exchanges or ICT links; and the opportunity to observe and participate in teaching in more than one country. Obstacles to mobility such as those identified by the abovementioned study need to be addressed. The Commission might consider drafting a mobility strategy specifically for foreign language teachers. Working with a mentor and understanding the value of mentoring should be an integral part of the strategy. To this end, mentoring training for school-based mentors is essential. Flexible and modular delivery of initial and in-service education is more accessible and attractive to a diverse range of trainees.

During their careers, language teachers require regular paid access to in-service training and opportunities for lifelong learning to enable individual competence development and continuous improvement of teaching skills.

Knowledge, understanding and values

Proficiency in the language to be taught should be reached by the end of training, but a sufficient level of knowledge is required before starting training (level B2 is recommended as a minimum access level). Initial language teacher education should include a course in language proficiency and assess trainees' linguistic competence. The level of proficiency attained will depend on whether teachers are preparing for a career in primary or secondary education. Language teachers' continuing professional development should ensure that personal language competence is maintained and enhanced on an ongoing basis.

Teachers need to be conversant with different *pedagogical methods* and state-of-the-art techniques if they are to apply them to students' different learning abilities and levels. This requires: training in language teaching methodologies and in state-of-the-art classroom techniques and activities; training in information and communication technology (ICT) for pedagogical use in the classroom to enhance language learning; ICT for personal planning, organisation and accessing new resources and information; and awareness raising of the use of ICT to develop students' knowledge.

Assessment techniques are a crucial part of the job and require training in the application of various assessment procedures (formative, summative and peer assessment, self-assessment) and ways of recording and reporting learners' progress in the skills of language acquisition (listening, speaking, reading, writing), for example using the European Language Portfolio. Training must also be provided in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes.

Foreign language teachers have a vital role to play in promoting social and cultural values. Their training should include awareness and understanding of this role, of linguistic diversity in Europe, of the linguistic profile of the countries in which the languages they teach are spoken, and of how they themselves can create interest in cultures and languages.

It is important to strengthen the self-image of foreign language teachers. They should be identified with language teachers in general and not with teachers of a particular language only. To this end, teamwork, collaboration and networking with peers are relevant areas to be developed. Contacts and effective professional support networks linking language teachers at a regional, national and European level should be encouraged, to enable teachers to keep up with developments in their profession.

The Network considers that Content and Language Integrated Learning (CLIL) is an aspect of language teaching that merits development and wider application.

4.6. Study on Dubbing and Subtitling Needs and Practices in the European Audiovisual Industry

The purpose of the 'Study on Dubbing and Subtitling Needs and Practices in the European Audiovisual Industry' is to explore dubbing and subtitling practices in the 31 countries participating in the MEDIA 2007 programme. The study is also intended to recommend measures to be taken by the European Union in order to encourage linguistic diversity, whilst reducing obstacles to the movement of audiovisual works on the international market.

This assessment of current dubbing and subtitling practices was carried out to reflect the goals of the MEDIA programme: increase the circulation of European works; boost the competitiveness of the European audiovisual sector; and promote cultural and linguistic diversity.

The numerous results include some which concern multilingualism in particular. Firstly, the various language-teaching modalities, and the number of languages spoken from country to country, make for a European map quite different from that suggested by the dubbing/subtitling professions. Television plays a minor role in the learning of languages. In fact, the only situation in which television could be considered to play an effective role is that of intralinguistic subtitling (not common in Europe) combined with total immersion in the foreign country. Secondly, some academics suggest that subtitling can have a positive effect on reducing the level of illiteracy in a country. However, a comparative analysis of data did not lead to any empirical conclusions to this effect.

In the field of multilingualism, the study highlights the fact that the lack of dialogue between research carried out on digital technologies, notably under the Seventh Framework Programme, and financed research on multilingualism is harming prospects for technological innovation, when the two fields overlap as regards audiovisual broadcasting.

It also concludes that language transfer (dubbing/subtitling) is necessary but insufficient to enhance the circulation of European audiovisual works and that in

small countries the choice of distributors and broadcasters is determined by the language choices of the lead countries.

The study makes two recommendations in the area of multilingualism. Synergies and convergence should be promoted between European research programmes and developments in the digital sector. Research into potential co-relations between subtitling and the development of multilingualism (further research into the field of teaching and training, best practice) should be carried out.

More information is available at:

http://ec.europa.eu/information_society/media/overview/evaluation/studies/index_en.htm.

4.7.   Study on the Contribution of Multilingualism to Creativity

The purpose of this study was to investigate possible connexions between knowledge of languages and creativity. It was conducted in 2009 during the *European Year of Creativity and Innovation* that placed creativity, innovation and multilingualism under the spotlight. Starting from anecdotal evidence that the ability to use more than one language leads to creativity in individuals and thus benefits the societies in which they live, the authors summarise existing scientific evidence to answer the question: do people who know more than one language have certain advantages over monolinguals?

The authors tracked down primary research published in European countries and languages, and in international forums, to respond to the following five hypotheses:

• There is a link between multilingualism and creativity.

• Multilingualism broadens access to information.

• Multilingualism offers alternative ways of organising thoughts.

• Multilingualism offers alternative ways of perceiving the surrounding world.

• Learning a new language increases the potential for creative thought.

Scientific findings reveal that there is no definitive, single, causal link between multilingualism and creativity. However, in considering the five hypotheses set out at the start of the study, the authors identified clusters of evidence pointing to a greater potential for creativity amongst those who communicate through more than one language.
According to these 'evidence clusters', knowledge of more than one
language contributes to enhancing mental flexibility, problem solving capability, learning capacity and interpersonal communication, to expanding metalinguistic ability and to reducing age-related mental diminishment.

The team responsible for the study concludes that knowledge of more than one language points to the expansion of specific types of competence. Multilingualism appears to help people realise and expand their creative potential. In addition, thinking, learning, problem solving and communicating, all of which are transversal,

knowledge-steeped skills used in our daily lives, show signs of enhancement through multilingualism.

The full study and summary can be downloaded from

http://ec.europa.eu/education/languages/key_docs/doc3413_en.htm

4.8. Multilingual Lawmaking in the EU Environment

This study, which was conducted by a team of high-level Hungarian legal and linguistic experts, was concluded in 2010. It provides a comprehensive overview of the EU's lawmaking in 23 languages: European legislation is the result of collaboration between drafters, lawyer linguists, editors, terminologists and translators, producing autonomous EU legislation with equal effect in the 27 Member States. This collaboration takes the form of successive cycles of drafting, translating and legal revising in each of the 3 institutions. It could be described as the European version of co-drafting. The study looks into the impact on, and challenges for, national languages resulting from the EU's legal language and processes. It focuses on the domains of consumer and environmental law.

The study concludes that EU multilingual lawmaking meets the need to act swiftly and efficiently as well as the need to ensure legal certainty. It represents best practice, although it is not unique. Nations within and outside the EU and other regions in the world (Canada, Belgium, Malta and Switzerland are discussed) are organised as multilingual/bilingual systems. The quality of EU legislation is a complex matter requiring interaction between legal, linguistic and sectoral experts to be embedded in the policy cycle. The study recommends enhanced legal training and legislative drafting for officials in the policy DGs and further cooperation between the institutional players and the language communities (terminology work in particular).

The full study and summary can be downloaded from:

http://ec.europa.eu/dgs/translation/publications/studies/multilingual_lawmaking_en.pdf

4.9. Lingua Franca

This internal Commission study analyses English as a communicative tool and its evolution as a lingua franca influenced by non-native speakers. It calls upon the expertise of three eminent experts in the field. The spread of English has an impact on job profiles and the economy. In general, English is ceasing to be an asset. New skills are required to meet the challenges of multilingualism in today's society and economy. Acceptance of English as today's lingua franca should be exploited along with all the other linguistic resources and strategies which are available.

The full study and summary can be downloaded from:

http://www.cc.cec/DGT/multilingual/multilingualism/study/documents/linguafranca_web_000.pdf

4.10. The Size of the Language Industry in the EU

This study analyses the language industry, which in 2008 represented an estimated value of EUR 9 billion, all sectors included (translation, interpretation, software localisation, website globalisation, language technology, language teaching...), with a potential to grow by 10% annually over the next few years. It recommends systematic analysis of the impact of multilingual competence on economic productivity and notes that investment companies are showing an increasing interest and are buying stakes in language companies. The final report includes a searchable knowledge base with summaries by sector and by country as well as country fact sheets. It also concludes that by raising the profile and image of language experts quality output appropriate for successful foreign market penetration can be guaranteed.

The full study can be downloaded from:

http://ec.europa.eu/dgs/translation/publications/studies/size_of_language_industry_en.pdf

4.11. Study on Multilingual Business Practices in the EU

This study, which was concluded in 2010, shows that the digital age has changed the European business environment for good. Multilingualism can no longer be considered an asset but a fact of life. Multilingualism is a sensitive and strategic issue for companies and therefore hard to track. However, the study shows it has become global as well as transversal within organisations, as digital communication is erasing national and linguistic boundaries. This study is one of the few accounts which gives real life examples of how to tackle globalisation and multilingualism.

Although new working methods, such as social expert networks, increase the complexity of messages, this will not affect the future perspectives of the language industry (human translation, localisation, language tools, etc.). The study suggests that the EU should enhance multilingualism on the web through awareness-raising campaigns, for example, and further exchange between several Commission DGs (Enterprise, Education and Culture, and Translation) in order to disseminate and promote the related practices. Language skills and socio-cultural aptitudes must be taken into consideration at every level and function of a company

4.12. Study on the Contribution of Translation to Society

This external study was finalised in 2010. It presents the various effects of translation, showing that translations are omnipresent in our daily life: news, product labels, software interface, etc. However, most people are not aware of this, because a good translation is usually one that does not appear to be a translation at all. An ensuing risk is that translation may be regarded as a marginal or even superfluous activity. At the European level, awareness of translation is highest in the Benelux and around the Baltic Sea, and lowest in the British Isles. Citizens' opinions of translation are highest in the Benelux and in Germany.

A panel of 9 experts identified and classified 84 possible impacts of translation. Its impact is strongest in the areas of cultural interaction and the globalisation of the

economy. The 'non-translation scenario' depicts a world without translation in which a multilingual elite would control information and international exchange and contacts, leaving monolingual citizens cut off from foreign cultures, even through TV programmes, a world of isolation and monolingual nationalism. The EU could be no more than an intergovernmental organisation. The recommendations confirm the relevance of the Commission's objectives in this field: organising the profession through consensus-building on training; and proactive advice to Commission departments launching projects where multilingual communication will be needed.

The full study and summary can be downloaded from

http://ec.europa.eu/dgs/translation/publications/studies/multilingual_society_summary_en.pdf

http://ec.europa.eu/dgs/translation/publications/studies/index_en.htm

5. EXTERNAL REPORTS

5.1. Report of the High Level Group on Multilingualism

The High Level Group on Multilingualism (HLGM) was an external group set up in September 2006 to exchange ideas, experience and good practice, to develop ideas relevant to policies and practices on multilingualism across the European Union and to make recommendations to the Commission on action in this area. Its creation was announced in the Commission communication *A new framework strategy for multilingualism* in November 2005. The Group was given the general remit of providing support and advice on developing initiatives, together with fresh impetus for and ideas on a comprehensive approach to multilingualism in the European Union.

The HLGM's final report, delivered to the Commission on 26 September 2007, presents various aspects of multilingualism: strategies to promote language learning; raising awareness and enhancing motivation; languages and the media; languages for business; interpretation and translation; new trends and needs; regional or minority languages; and research into multilingualism. It recommends launching information campaigns targeting young people, parents and organisations related to education and culture in order to raise awareness of language learning. It also suggests including languages in extra-curricular activities for young students and in leisure activities, as well as providing 'edutainment' (combining education and entertainment) on television. These can increase motivation. The report also mentions using the potential of immigrants as a source of language knowledge and as an opportunity for companies to harness their cultural and linguistic abilities to gain access to markets in immigrants' countries of origin. Moreover, it recommends better training in important non-EU languages in order to increase competitiveness. Finally, it highlights the importance of developing Masters qualifications in translation and interpretation as well as higher-education programmes in the field of legal, court and community translation and interpretation.

The report is available at:

http://ec.europa.eu/education/policies/lang/doc/multishort_en.pdf.

5.2. Report of the 'Group of Intellectuals'

The objective of the Group of Intellectuals, set up by the European Commission to mark the 2008 European Year of Intercultural Dialogue, was to make recommendations on the role that multilingualism could play in intercultural dialogue and mutual comprehension among citizens of the European Union.

The report highlights how important it is for the European Union to preserve its linguistic heritage. It puts forward two central ideas. Firstly, the EU should promote the idea of a 'personal adoptive language', to be seen as a 'second mother tongue', with every European citizen being motivated to learn one. It would be part and parcel of everyone's education and professional life, linked to aspects of history, culture and literature. This adopted language would not be the one normally used for international communication. It should thus overcome any perceived rivalry between English and other languages. Secondly, bilateral relations between EU countries should hinge on the languages of the two countries involved rather than on a third language. Each country should have enough speakers of the other's language(s).

The group, composed of 10 personalities with a multicultural and/or literary background, chaired by the Lebanese author Amin Maalouf, also makes some interesting recommendations. Those Europeans whose mother tongue occupies a dominant position in the world should learn a personal adoptive language to avoid remaining isolated in monolingualism. An immigrant's personal adoptive language would normally be the language of the country in which he/she has chosen to live. However, non-EU immigrants' own languages should also be included among the languages which EU citizens would be invited to learn. To ensure that this linguistic diversity is maintained, countries should set up an organisation which promotes knowledge of each other's languages and culture.

The Group's findings fuelled the discussions at the first-ever Ministerial Conference on multilingualism, held on 15 February, and represent a valuable contribution to the Commission's work on multilingualism policy.

The report is available at:

http://ec.europa.eu/education/policies/lang/languages_en.html

5.3. Report of the Business Forum for Multilingualism

An important factor in examining the contribution of multilingualism to growth and jobs was the setting up in 2007 of an advisory group with distinguished representatives from large and small companies around Europe, chaired by Viscount Etienne Davignon, the well-known businessman and former politician. The group was called the Business Forum for Multilingualism and its aim was to identify how companies can make operational use of language management when seeking to maximise their economic performance. The Business Forum also focused on employability and worker mobility, and on raising awareness of the benefits of multilingualism. The Forum produced a set of recommendations for the European Commission's policies in this field.

Its report concluded that there is indeed a strong case for multilingualism in European companies, regardless of size or line of business. Europe is not making the best use of its multilingual resources and the Business Forum would like to see this change urgently. Otherwise, according to its report, *'Europe is running the risk of losing the war of competences, as emerging economies mainly in Asia and Latin America rapidly acquire language skills and other skills necessary for competing successfully on tomorrow's markets.'* Even SMEs operating at national level increasingly have to address integration issues because international mobility is leading to a more multilingual and multicultural workforce. However, most companies are looking at global markets and not only their sales but also their supply chains cross borders.

The report sees multilingualism as *'a hidden resource which needs to be unlocked'*. It wants to do away with the complacency which regards English as the only necessary language for international business. According to the Business Forum, it is time to classify English as a basic skill and look at other languages with the aim of acquiring a competitive edge. Many companies feel the need to strengthen their language resources in the main European languages such as German and French and in Russian. Large companies, especially, are increasingly looking for new opportunities outside Europe and so need Spanish and Portuguese for Latin America, for example, or Mandarin for China. A differentiated approach is recommended. While recruiting native speakers with proficiency in the languages of the main business partners can be a very good solution for certain tasks, it can be just as useful to acquire basic language skills, including cultural skills, for the purpose of building long-lasting and profitable relationships.

'The challenge is to integrate multilingualism firmly in all strategies aiming at developing human capital for the future.' This is one of the key statements in the report. Large companies need to redirect their strategies for recruitment and human resource development by taking language skills into account to a much larger extent than today.

However, SMEs will need support and assistance to become more multilingual. The Business Forum emphasises the crucial role of networks and strategic partnerships in this context and urges trade organisations and chambers of commerce to take more action.

Among the practical recommendations from the Business Forum are the following.

Companies can create a language-friendly multilingual environment in the workplace by acknowledging and valuing all the language skills possessed by members of staff and by looking at new and creative ways of using them. They can open up more exchanges with business partners or recruit trainees and temporary staff speaking different languages. They should look closely at European and regional funding possibilities for mobility programmes, language training and other means of enhancing companies' language resources. The business sector would benefit from close cooperation with local universities and business schools. Companies need to be explicit about languages being part of the skills needed for future employment.

It is worth while investigating the availability of internet-based tools to help with machine translation for information purposes, for instance when browsing public

procurement sites in different countries. Moreover, technology can help companies improve their language skills in many ways. It is possible to find flexible and time-saving internet courses that are adapted to individual companies' needs, resources and constraints. When it comes to external communication, companies need to develop proficiency in translating and localising messages for target audiences in different countries. Especially for small companies, good multilingual communication via the internet can make all the difference between success and failure.

The report of the Business Forum can be downloaded from:

http://ec.europa.eu/education/policies/lang/languages_en.html