



European Year of Languages 2001

Final Evaluation

Report

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Preface

The European Year of Languages 2001, organised by the Council of Europe and the European Union, saw the active involvement of 45 countries in a sustained effort to highlight the central importance of promoting linguistic diversity and increased language learning. This evaluation report, based on the results of a questionnaire completed by National Co-ordinators, shows that they consider the Year to have been extremely successful - indeed surpassing expectations.

The regular language-related activities in each country were enhanced by a surprising number and range of new activities organised to promote the aims of the Year. National co-ordination structures set up for the EYL have led to new dialogues and partnerships that can be built upon in the follow-up planned in many countries. The declaration by the Council of Europe of an annual European Day of Languages (26 September) will serve as an ongoing reminder of the importance of realising the potential of linguistic diversity and the need for all to have opportunities to develop and maintain language skills.

A number of countries are carrying out an evaluation at national level, and the European Commission is also undertaking its own evaluation. These different reviews will complement one another and help to provide a comprehensive description of the Year and its impact. It is difficult to establish a direct causal relationship between the EYL and some of its apparent results, and a number of these will only become clear in the longer term. Moreover, in an undertaking of this scale, data reporting can only be approximate in certain cases. In any event, experience has shown that the success or failure of a European Year depends essentially on the level of commitment at national and local level. This report conveys the positive impressions of those responsible for general co-ordination within member states and liaison with the Council of Europe. They and their partners are to be congratulated on the success of their efforts. The Council of Europe is pleased to have been able to play an effective role in providing the necessary co-ordination and practical support both in the preparatory period and during 2001, and is grateful to the member states who provided special contributions for this purpose.

The Council of Europe notes the suggestions made by National Co-ordinators for the follow-up to the Year. It is clear that it is important to continue to address the complex (and often competing) considerations around which language education policy has to be constructed and implemented. The EYL has helped to recall the central importance of language policy not only for economic success but equally for social inclusion, linguistic rights, stable democratic citizenship and intercultural understanding. Council of Europe programmes will continue to assist governments in coping with these policy concerns. In that context a policy activity is being launched in 2002 to facilitate member States who so wish in a 'self-evaluation' of their language education policy with the assistance of the Council of Europe.

National co-ordinators have expressed strong interest in the widespread implementation of the Common European Framework of Reference for Languages and the European Language Portfolio. In the follow-up to the Year these technical instruments for standard setting and quality will be complemented by a Guide for the promotion of linguistic diversity and plurilingualism. The Year witnessed an increase in the ratifications of the European Charter for Regional or Minority Languages and it is hoped that this will continue and that states will continue to provide the conditions that will enable these languages to prosper.

The Year 2001 has provided a unique opportunity to bring the question of languages closer to the immediate concerns of the citizen and to highlight the key significance of language policy in developing respect for the fundamental values of the Council of Europe. Language learning is an issue of human rights and democratic citizenship on a European scale. The challenge now is to build on the impetus created in 2001 to assist citizens in developing, in a life-long perspective, the language and intercultural skills needed for full participation in the creation of peaceful, democratic and prosperous societies.

Gabriele MAZZA
Director of School, Out-of-School and Higher Education

Executive Summary

1. This report summarises the information provided by 41 national co-ordinators at the end of the European Year of Languages 2001. The questionnaires focused on national structural and financial arrangements, the perceived impact of the Year, examples of good practice, and follow-up activities.
2. The overall assessment of the EYL by the national co-ordinators was extremely positive. One out of three co-ordinators said that the EYL achieved more than was expected. Almost two thirds said that it more or less achieved its aims.
3. More than 26 600 EYL activities were reported. Seminar and conference-type activities were most frequent, followed by festivals, fairs, competitions and games.
4. The average EYL budget per country was above € 500 000. It is estimated that the total for all 45 participating countries may have been well over € 20 million. On average, every euro from public budgets generated additional private sponsorship of just under € 0.20.
5. Language professionals, young people and adults were the main target group of EYL programmes.
6. The most frequently mentioned theme was the Council of Europe's "European Language Portfolio", followed by the promotion of more diversified language teaching and learning, and ways of improving the quality of language teaching and learning.
7. On average, the EYL was mentioned every third day by the media in each country.
8. More than four million copies of EYL information documents or promotional material were produced and distributed.
9. The co-ordinators reported that the EYL made the strongest impact among language teachers and students in schools, teachers and participants in adult education, administrators and policy-deciders. The impact was less significant among members of migrant communities. The Council of Europe's visibility was raised significantly among language professionals, but less so among the general public.
10. Almost all the co-ordinators reported "major developments in language teaching". New partnerships were created during the EYL in almost all the participating countries.
11. More than 120 different examples of good practice were provided by the co-ordinators.
12. Almost all the co-ordinators reported that national follow-up activities were planned, mainly in the form of seminars and conferences. The theme most frequently mentioned was the European Language Portfolio (in 49% of all countries).
13. The co-ordinators provided the Council of Europe with a wide variety of recommendations for follow-up action. Most frequently mentioned were projects on language education policy issues, followed by the promotion of the European Language Portfolio and the Common European Framework of Reference for Languages. Both of these Council of Europe initiatives were widely disseminated by the Language Policy Division in 2001.
14. More than 30 different themes were proposed for a future "European Day of Languages" (EDL). Three out of four co-ordinators regarded specific EDL activities in their country as feasible, mainly in the form of seminars and conferences, festivals and fairs.

Introduction

Well before the European Year of Languages (EYL) ended in December 2001 it became apparent that a large programme of activities had been successfully implemented in more than 40 European countries. In one way or another, millions of European citizens had been reached by the "messages" of the EYL. Many had participated in EYL events, or even contributed their own projects and ideas.

What exactly has been achieved by the EYL? What lessons can be learned from the EYL experience? What follow-up might be given to it?

To answer these and other questions, the Council of Europe Secretariat, with the assistance of an outside consultant, conducted an evaluation at the end of the EYL. The evaluation was made on three levels – national programmes, participating international non-governmental organisations¹, and the European level².

In order to evaluate the "national dimension" of the EYL, in January 2002 the Language Policy Division of the Council of Europe invited EYL national co-ordinators to complete an extensive questionnaire.

This report presents the main results of all the answers provided by the national co-ordinators.

Methods

All the EYL national co-ordinators received a questionnaire of some 20 pages covering a factual description of national EYL events, an assessment of the impact and the concept of the EYL, examples of good practice, and intended or already implemented follow-up activities³. It was sent out by the Language Policy Division at the beginning of January 2002 in English and French language versions and in two different technical formats⁴.

The questionnaire contained thirty questions, about half of them "open", the other half "closed" ("multiple choice" questions with the possibility of adding explanations and details).

The following report presents the main findings of the 41 questionnaires that reached the Secretariat by 31 March 2002.

These 41 completed questionnaires relate to the situation in 39 participating countries⁵. As 45 countries participated in the EYL, the return rate is 87%.

Unless otherwise indicated, all evaluation findings contained in this report, particularly the relative (percentage) values, relate to the total of 41 completed questionnaires.

¹ A separate report on the evaluation of participating international non-governmental organisations is available.

² This report concerns all the European countries that participated in the EYL. The European Commission is currently conducting an additional, separate evaluation for the 15 EU Member States and the 3 EEA Member States.

³ The questionnaire is appended (Appendix 1).

⁴ A "printout version" as a simple Word file, and an "online" version containing fields (allowing for completion electronically).

⁵ Two questionnaires each were received from Belgium (French-speaking and Flemish-speaking communities) and Germany (federal and "Land" level). In order to avoid difficult consolidation procedures, these questionnaires were treated as distinct answers.

Not all the information provided by the national co-ordinators through the questionnaires is presented here, since some questions relate to factual information on future contact addresses, website URLs, and so on. This information is available in separate documents and may be obtained on request.

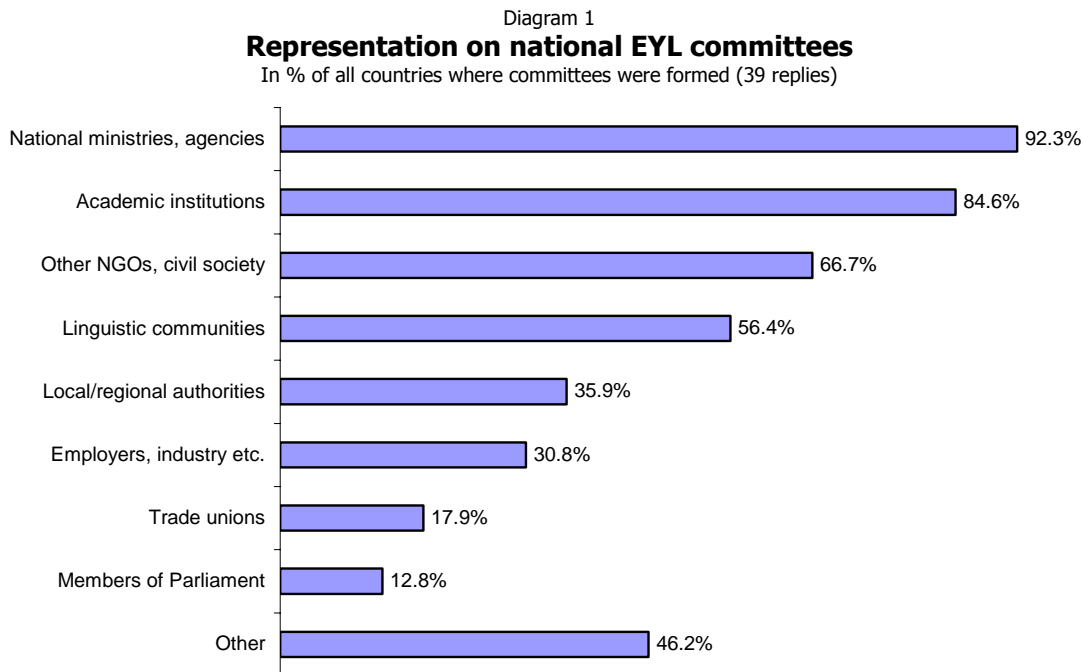
Part A: Factual description of the EYL

• National committees

In almost all countries, national committees were formed to plan and monitor the national EYL programme (37 out of 39 countries which replied).

The average size of national EYL committees was seventeen members. The smallest "committees" had two members each, the largest forty-four.

Their composition was generally marked by a strong representation from public administrations, academic institutions and, to a lesser degree, non-governmental organisations.



Among non-governmental organisations, youth organisations were most frequently mentioned (26%), followed by parents associations (13%). Among the "other" groups, journalists and media managers were mentioned in 22% of all countries.

• Programme volume

Co-ordinators were invited to indicate "how many activities" had been carried out in the framework of the EYL in their country⁶.

Thirty-seven of the forty-one answers provided contained a more or less precise indication of the total programme volume at national level. Four respondents said that they were not in a position to indicate a figure.

The total number reported amounts to 26 610 activities⁷. The average programme volume per country is 719 activities, the equivalent of almost two every day.

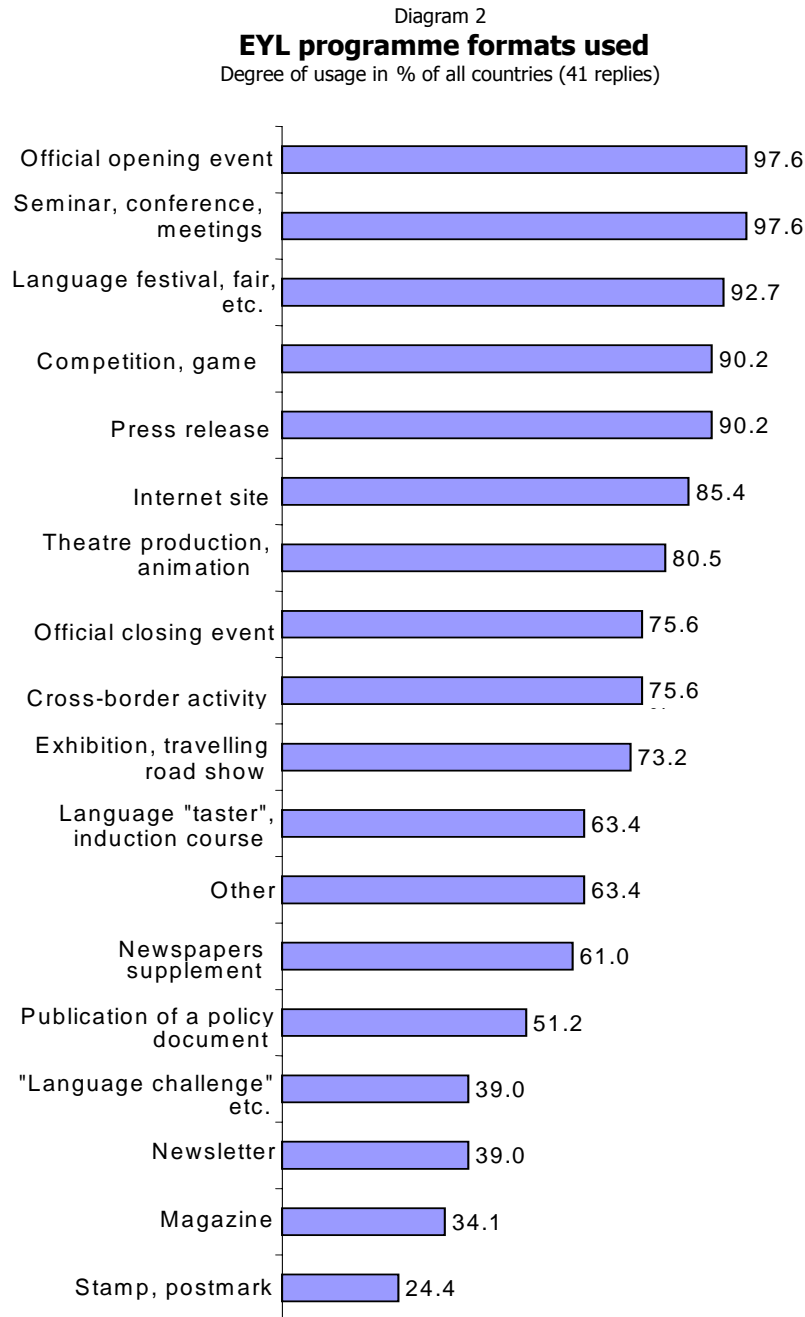
As expected, programme volumes vary significantly from one country to another. The lowest value reported is 10, the highest 9 500. The "median" value is 200 activities⁸.

⁶ The questionnaire contained a tentative definition of what constitutes an "activity" (see Appendix 1, question 2).

⁷ This figure is a conservative estimate. One answer was "several thousand", which was coded as 2000.

- **Programme formats used**

In order to clarify what the reported figures referred to, the co-ordinators were asked to indicate which programme "formats" had been used in their country.



Among the most frequently used formats (apart from opening events and press releases) were seminars and conferences, language festivals, games and contests (all reported in 90% or more of all countries).

⁸ Half of the co-ordinators indicating a figure said that the national programme comprised 200 activities or less, half indicated a figure of more than 200 activities.

EYL stamps or postmarks (24% of all countries), EYL-specific magazines or newsletters and “language challenges” were relatively rare.

- **EYL budgets**

Most of the co-ordinators were able to provide figures for the budgets available for the national EYL programme, from both public funds and private sources (sponsoring)⁹.

In the 35 countries where information is available, the funds from public budgets amounted to € 10 343 287, an average of just over € 295 000 per country.

As might be expected, the differences between the various countries are significant. The highest budget from public sources reported for any one country was higher than € 7 million, the lowest € 1 000.

In 40% of the countries, public funds were matched with funds from private sources. The total from private sources amounted to € 902 422, i.e. on average just over € 56 000 for each of the 16 countries concerned. In these cases, every euro from public sources generated an additional 19 € cents from private sources.

The total budget (from public and private sources) reported from 37 co-ordinators was € 19 045 709¹⁰.

National EYL budgets (public and private sources) varied between € 2 500 and € 7.8 million (a ratio of 1: 3120).

In order to put these budget figures into perspective, it is possible to generate figures for the “EYL expenditure per capita”. Table 1 shows the approximate values for every reporting country.

Table 1
National EYL budget per capita
37 questionnaires

EYL budget per capita	Countries
less than € 0.01	Albania, Armenia, Belarus, Bulgaria, Cyprus, Czech Republic, Germany, Italy, Latvia, Romania, Russian Federation, Slovak Republic, Switzerland, Turkey
between € 0.01 and € 0.05	Croatia, Finland, France, Greece, Hungary, Lithuania, Moldova, Norway, Slovenia, Sweden, United Kingdom
between € 0.05 and € 0.10	Denmark, Ireland, Malta, Portugal, Spain
between € 0.10 and € 0.50	Estonia, Iceland
more than € 0.50	Austria, Liechtenstein

As in the case of the overall budget figures, the figures for *per capita* budgets vary strongly from country to country. They are situated between € 0.0006 and € 0.98 per inhabitant (a ratio of 1:1632).

⁹ Transfer payments from the Council of Europe and the European Commission were not taken into account.

¹⁰ The average budget total is at € 514 749. This includes the figure from one country where no distinction between public and private funds could be made. It can be estimated based on the average figure that all 45 participating countries might have had a total budget of well over € 20m at their disposal.

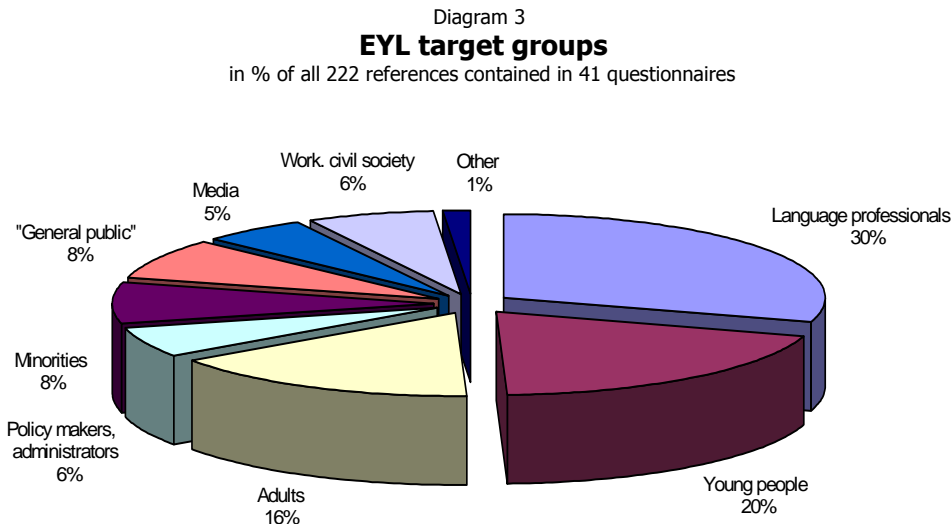
- **Target groups**

In an open question, the national co-ordinators were invited to name the main target groups that the national EYL programme had attempted to address.

The co-ordinators reported a total of 34 different target groups, with between five and six different target groups on average. The most focused programme aimed at 2 target groups, the widest programme tried to address 17 different target groups.

The most widely targeted groups were students and (language) teachers (each mentioned by 78% of all co-ordinators), followed by the "general public (42%) and adult language learners (39%). More than a quarter of all the co-ordinators also mentioned adults in general, universities, young people in general, and minorities.

Grouped into eight broad categories, language professionals of all types (language teachers, researchers, universities and researchers, publishers, etc.) were identified as the largest target group, accounting for more than a quarter of all references (30%). Young people ("in general", as pupils or at pre-school age) accounted for 20% of all references, followed by adults ("in general", as adult language learners or as parents, 16%) and policy deciders and administrators (6%)¹¹.



- **Themes**

Which themes were taken up during the EYL? Co-ordinators were offered a semi-open list with possible topics characterising the national programmes.

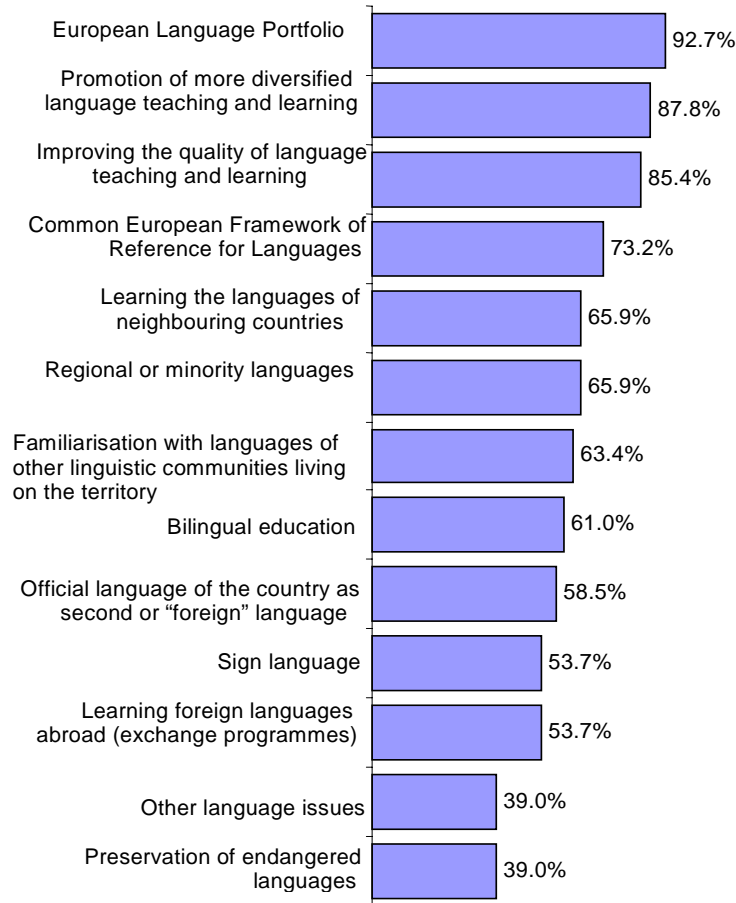
On average, more than 8 different themes were taken up during the Year, with a minimum of three different themes and a maximum of thirteen.

The most widespread theme was the European Language Portfolio, which was mentioned in 38 of the 41 questionnaires (93%), closely followed by the promotion of (more) diversified language teaching and learning (88%) and ways of improving the quality of language teaching and learning (85%).

¹¹ A different way of categorising target groups would be to focus on their position in the social system of language learning. From this perspective, the target groups could be grouped as follows: "learners" (current and potential) 35% of all references; "language professionals" (teachers, researchers, etc.) 30%; "learners' wider social environment" (parents, media, etc.) 22%; "minorities" (without reference to their position in the learning system) 7%; and policy deciders and administrators 6%.

Activities relating to the preservation of endangered languages (39%), language-related exchange programmes and sign language (54% each) were the most rarely mentioned topics.

Diagram 4
EYL themes
in % of all countries (41 replies)



Moreover, the "European Charter for Regional or Minority Languages" was a topic in 25 out of 41 countries (61%). The Charter has been signed by four countries and ratified by three countries. Most Charter-related activities consisted of conference and seminar-type events, often combined with more general aspects of minority and lesser-spoken languages.

The "Common European Framework of Reference for Languages" was promoted during the Year in almost all the countries (mentioned in 38 of the 41 replies, i.e. 93% in the reply to a separate question on promotional activities). It was translated in almost half of all countries (42%) and is used in curriculum development, teacher training and related areas in 27 countries (66%). More than half of all the co-ordinators also reported other activities on the Framework, very often in the form of promotional seminars and information activities.

- **Support and media coverage**

Was the EYL well supported by opinion leaders and public authorities in the participating countries?

With just one exception, Ministers of Education publicly supported all national EYL programmes. In three out of every four countries, this took the form of public statements from the Ministry responsible. In more than two thirds of the countries, the same Ministry used the EYL to start a new language-related initiative or programme at national level.

Support from outside the Ministries of Education was frequently forthcoming from municipalities and local authorities (three out of every four countries) and from well-known personalities (two thirds of all the countries).

Public support from Heads of State and Government was less frequently available (37% of all countries).

The EYL or its themes were the subject of a debate in one out of three national parliaments in 2001.

Approximate figures on the extent of media coverage were provided by 25 countries. The overall total of "appearances" of the EYL in one or other of the media was almost 2 700, in other words, an average of 107 times per country (once almost every third day).

The national co-ordinators described publications for language professionals as being most open to the EYL themes, closely followed by national newspapers and magazines and radio stations. The EYL seems to have been less frequently mentioned in regional and local press. References to the EYL on TV stations and Internet media were less frequent¹².

- **Policy documents**

According to 25 out of 41 co-ordinators (61%), the EYL was used as a political framework for developing and publishing policy documents in their countries.

In this context, the term "policy document", was taken to mean:

- ministerial decrees, statements, circular letters, etc., in fourteen countries (34%);
- declarations by other public authorities such as regional governments and assemblies, etc., in eight countries (20%);
- legislative acts, discussions and declarations by national parliaments in six countries (15%);
- declarations, manifestoes, etc., by third-sector bodies such as professional associations and foundations, or by influential personalities in five countries (12%);
- international documents (from international meetings, bi-national bodies, etc.) and contributions by research institutions in five countries (12%).

- **EYL publications and products**

In 2001, at least four million publications and other products were distributed by the national co-ordinators to support the messages of the EYL.

¹² Using a four-point scale, co-ordinators were invited to assess how frequently the EYL was mentioned in each of these media in their country. The average values were: Publications for language professionals 3,26 (i.e. significantly more often than just "occasionally"), national press 3,24, radio stations 3,15, regional and local press 3,03, TV stations 2,83 (i.e. on average less than "occasionally"), Internet magazines ("webzines") 2,71 and other media 3,36.

The following table lists the various types of EYL products and the average number of copies distributed in each case. The figures for the circulation of the various products are "conservative" in so far as they only take into account the information provided by around two thirds of the countries, whereas the other third (approximately) was not in a position to provide accurate figures¹³.

Table 2

EYL publications and products

41 questionnaires

Publication, product	Reported from % of all countries	Average number of copies distributed (per country)**	Total number (all countries)**
Posters	98%	4 600	141 950
General information leaflets	88%	21 800	653 320
Guide "How you can learn languages"	85%	7 000	203 350
Programme of activities etc.	83%	10 600	276 750
National EYL websites	78%	56 000*	840 493*
Give-away articles	75%	24 700	618 450
Portable exhibition	28%	250	2 026
Other publications/products	50%	103 500	1 242 050

* Visitors/hits

** Only countries which provided accurate figures

In addition, while exact figures are difficult to obtain, it is estimated that over 270 000 copies of the information pack (developed jointly by the Council of Europe and the European Union) were produced and distributed.

Promotional material was produced in over 30 languages depending on the document (joint information pack and language learning guide; Council of Europe brochures, posters and concept papers).

¹³ By extrapolating the figures in Table 2, one can estimate that over 4 million copies of the various forms of print media were distributed in the 39 countries (not counting website visitors).

Part B: Impact assessment

• Impact on target groups

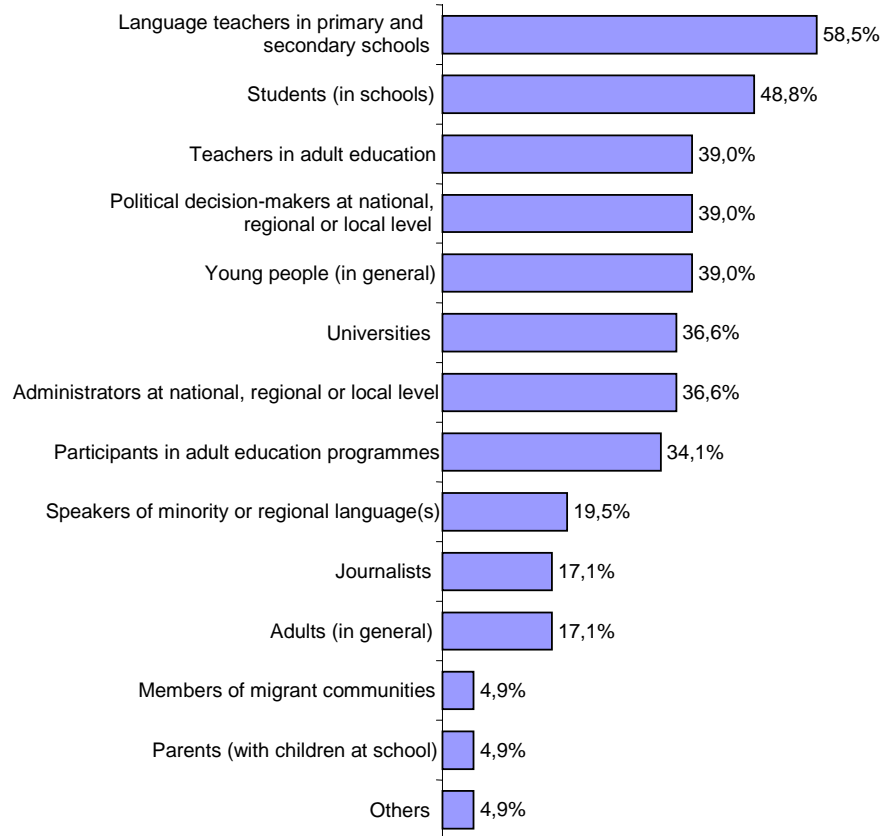
Did the EYL help “to raise awareness of the value of linguistic diversity and the importance of language learning among the various target groups”?

The co-ordinators were asked to assess the impact of the Year on a four-point scale (from “significantly” to “not at all”). The results (*diagram 5*) show clear differences for the various target groups. It seems that the EYL may have been most effective among language teachers in primary and secondary schools (average value 3.5, i.e. between “to a certain extent” and “significantly”), followed by school students (3.4) and teachers in adult education (3.4).

Diagram 5

Impact assessment for target groups

Share of national co-ordinators who stated that the EYL “significantly” helped to raise awareness
(41 questionnaires)



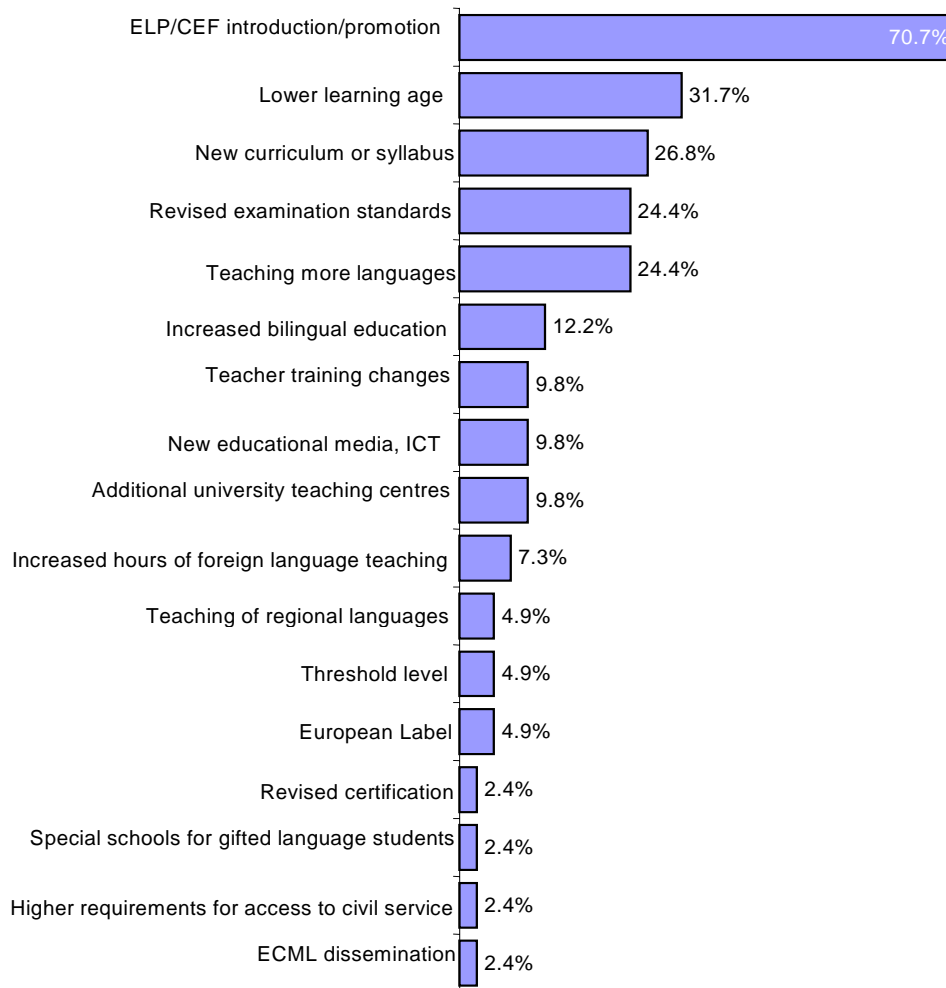
It would seem that the assumed *impact* on the various target groups corresponds, by and large, to the strategic *choice* of target groups. Language professionals, who were the most frequently targeted group, were also perceived as showing the strongest response to the EYL messages.

In this perspective, the single most “surprising” result would be the perceived high impact among policy deciders and administrators, who in fact were targeted by only a minority of EYL programmes.

- **Impact on language teaching**

Thirty-nine out of the forty-one co-ordinators surveyed (95%) confirmed that “major developments in language teaching” had been introduced during the EYL.

Diagram 6
Major developments in language teaching
Introduced during 2001. In % of all countries (41 replies)



The single most frequent “major development” was the promotion or implementation of the “European Language Portfolio” (ELP) and the Common European Framework of Reference (CEF), which were cited by almost three out of four co-ordinators as a significant highlight of the EYL.

In about every fourth country, measures were implemented during 2001 to:

- offer foreign languages at an earlier age in schools;
- introduce new or revised curricula and syllabi in the area of foreign language teaching;
- raise the standards of university examinations, increasing the required level of foreign language skills;
- increase the range of languages taught in the education system.

- **Creation of partnerships**

Eighty-one percent of all co-ordinators indicated that they had been able to forge new partnerships during the EYL.

The partners most frequently mentioned were:

- international partners (32% of all countries);
- universities, research centres and individual schools (24%)
- professional associations (22%);
- other branches of the national administration (20%);
- foreign cultural institutes and embassies in the country (17%).

Other partners mentioned included private businesses and employers' associations, adult education institutes and municipalities (all between 10 and 15%), intergovernmental structures, language communities within the country, media, the European Centre for Modern Languages, foundations and others.

- **Constraints**

What were the main constraints that co-ordinators perceived as limiting the impact of the EYL within each country?

An insufficient national EYL budget was cited by three out of four co-ordinators as a major constraint.

A disappointing response from the media and civil society, as well as insufficient staffing at central level, were cited as constraints by around 50% of the co-ordinators.

Lack of support from municipalities and local authorities was considered to be a limiting factor by 37% of the co-ordinators. The "competition" with world events made it difficult to get the EYL message across, according to every third co-ordinator¹⁴.

The level of response from schools (mentioned as a problem only by every eighth co-ordinator), general difficulties in organising European Years, low support from language teachers (mentioned by every tenth co-ordinator only) or generally low interest in language issues in that country, seem to have been less problematic.

Lack of clarity in the EYL concept was viewed as a factor limiting the Year's impact by only one co-ordinator.

¹⁴ The events of September 11 in New York and Washington, two weeks before the first "European Day of Languages" were most frequently mentioned in this context.

- **Assessment of the EYL concept and format**

A similar pattern emerged with regard to the general assessment of the EYL concept and format.

The co-ordinators were asked to assess a set of opinions on the general concept of the Year, using a four-point scale (between "fully agree" and "totally disagree").

Most statements were supported by the co-ordinators, albeit with marked differences:

Table 3
Assessment of the general EYL concept
 Average value on a four-point scale. 39 replies

Item	Value*
"The seminars for national EYL co-ordinators were important for the preparation of the EYL."	3.82
"The general aims of the EYL were formulated in a clear way."	3.80
"The EYL documents produced by the Council of Europe (leaflets, posters, 'Manual', concept papers, etc.) were helpful for the work of National Co-ordinators."	3.71
"The regular communication with the Secretariat of the Council of Europe helped the work at national level."	3.54
"The overall timetable of the EYL – from the preliminary preparations in 1999 to the closing conference in 2001 – was adequate."	3.43
"More European funding would have helped to better promote the EYL."	3.29
"The synergy offered by the co-operation between the Council of Europe and the European Union provided added value."	3.15
"There were sufficient possibilities for co-operation with other countries."	2.85

* Between value 4 ("Fully agree") and value 1 ("totally disagree").

The seminars for national EYL co-ordinators and the formulation of the aims of the EYL (values of around 3.8 each) were considered very satisfactory. A similarly positive view was expressed on the EYL-related documents produced by the Council of Europe (3.7) and communication with the Secretariat in Strasbourg (3.5).

The co-ordinators were also generally positive concerning the overall timetable (3.4) and the synergy between the Council of Europe and the European Union (3.2). In the view of a majority of co-ordinators (3.3), better funding at European level would have helped to improve promotion of the EYL.

Opportunities for international co-operation within the EYL were, on average, considered less than sufficient (value of 2.9).

The general format of a European Year was generally helpful, though not a guarantee of success (according to a majority of national co-ordinators (54%) in response to an additional question). A smaller percentage (42%) was more enthusiastic and classified the "Year" format as "an effective tool for getting other partners and the general public interested in a subject."

Two co-ordinators found that "there are too many European Years already", and that other partners and the general public "do not react positively to a European Year."

- **Visibility of the Council of Europe**

All the co-ordinators¹⁵ agreed that the "EYL contributed to making the work of the Council of Europe better known" among language professionals (average value of 3.5 on a four-point scale), divided evenly between a "significant" or a "certain degree" of improvement.

¹⁵ Based on 40 replies.

Some doubt was expressed concerning the EYL's effect on the visibility of the Council of Europe among the general public. Thirty-three percent of the co-ordinators noted only a marginal effect and one co-ordinator considered it had no effect at all. Sixty percent agreed that visibility had improved "to a certain extent", whereas two co-ordinators reported a significant improvement. The average value was 2.7.

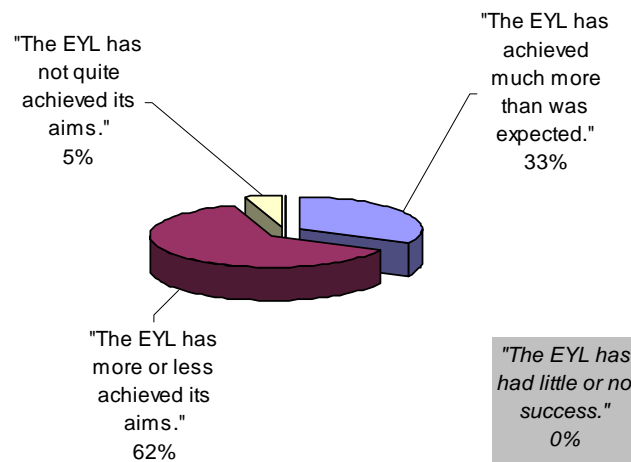
None of the co-ordinators thought that the EYL had improved the Council's visibility among the general public more than among language professionals.

- **Overall assessment of the EYL**

The general assessment of the EYL by the national co-ordinators ranged from positive to very positive.

Almost two thirds found that the "EYL has more or less achieved its aims", while one third believed that it had "achieved much more than was expected."

Diagram 7
General assessment of the EYL
 In % of all countries (41 replies)



None of the co-ordinators felt that the EYL had achieved "little or no success". Two co-ordinators expressed the view that the EYL had "not quite achieved its aims."

Part C: Examples of good practice

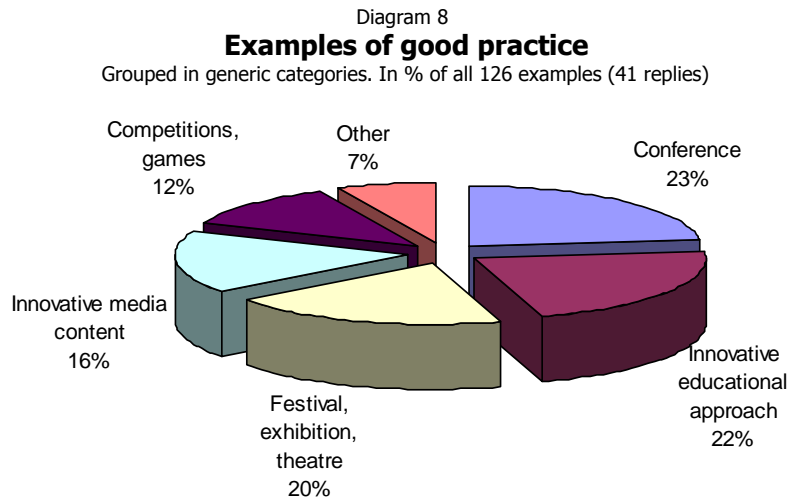
The co-ordinators were invited to name up to three of the “most innovative and inspiring examples of good practice” in their country, which they “would like to see in the definitive version of the EYL Campaign Book”.

A total of 126 examples were provided by the 41 co-ordinators surveyed¹⁶.

A first assessment of these examples suggests that they can be classified in more than 20 different categories. The most frequently cited examples were:

- seminars, conferences, round-tables and similar meetings, quoted by more than half of the co-ordinators at least once;
- language festivals and fairs, referred to by more than one third of the co-ordinators at least once;
- competitions and games, quoted by more than one fourth of the co-ordinators at least once;
- language induction courses and “language tasters”, as well as innovative school or university projects were mentioned by approximately one fifth of the co-ordinators at least once.

An overall analysis of the 126 examples shows that they can be divided into five major groups (formats).



The main groups of “examples of good practice” relate to the categories of :

- conferences, seminars and other forms of meetings (30 examples, 23% of the total number of examples provided);
- innovative educational projects (28 examples, 22%);
- all forms of public *animation* and cultural activities, such as festivals, exhibitions, theatre productions (25 examples, 20%).

¹⁶ In practice, several countries gave more than three examples. These additional projects were not evaluated in the context of this report. All 126 examples are described in a separate document; their titles are given in Appendix 4.

Others concerned innovative forms of media content (Internet, TV and radio programmes, publications, etc.), which make up 16% of the examples, and competitions and games (12% of examples).

Other examples cited were parliamentary activities (three cases), promotion schemes for the "European Language Portfolio" (two cases), the building of new co-operation networks (two cases), the publication of a policy document and a project on sign language.

Part D: Follow-up

• Follow-up at national level

In terms of EYL follow-up at national level, co-ordinators reported that

- slightly less than half of the EYL-related websites would definitely be maintained after the end of the Year (in four other cases the website had already been – or would soon be – closed, whereas in almost half of the countries the decision had not yet been taken)
- in more than half of the countries, a final EYL report had already been drafted or would be published in the near future (no report was planned in five countries, and in 10 other countries this decision had not yet been taken)
- in almost two thirds of the countries, no independent evaluation would be conducted (whereas in seven countries an independent evaluation would be made, and in seven other countries no decision had as yet been taken).

In response to a question on which follow-up activities were planned for 2002 and 2003 at national level, 31 out of the 41 co-ordinators were already in a position to describe existing plans. Almost one hundred projects were quoted, concerning some twenty different formats and thematic categories.

The most frequently mentioned *formats* (as opposed to themes and media) were:

- seminars, conferences and other types of meetings (mentioned by 37% of all national co-ordinators);
- competitions and games (mentioned by 15% of co-ordinators);
- innovative educational projects in schools (mentioned by 12%);
- language festivals, fairs, exhibitions, induction courses, cultural productions and the "Adult Language Learners' Week" (mentioned by co-ordinators, in less than 10% of the countries).

In other cases, the *technical platform (media)* was quoted. Publications were planned in every fourth country and Internet sites in 10% of the countries. One co-ordinator reported the planned publication of a language-related newsletter.

Some responses focused on specific *themes or activities*. The "European Language Portfolio" and the "Common European Framework" were mentioned by almost half of the co-ordinators. Three co-ordinators (also) mentioned "Threshold Level" (a description of everyday communication needs developed by the Council of Europe to assist in planning the teaching of individual national or regional languages).

Finally, some co-ordinators reported follow-up activities in the area of *institutional developments*. New institutions were mentioned by four countries (10%), the development of policy documents, changes in teacher training and cross-border co-operation projects were each mentioned (one or two references only).

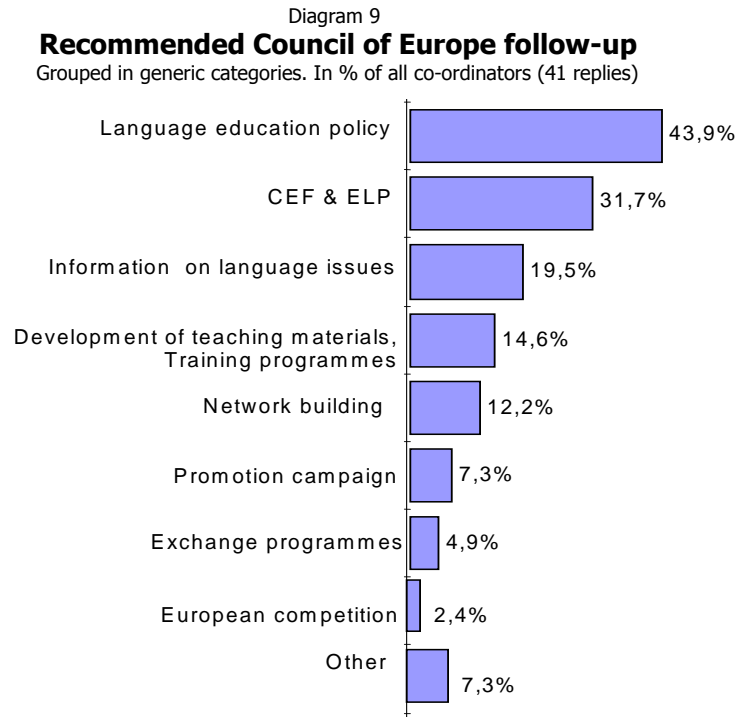
• Follow-up to be given by the Council of Europe

The co-ordinators were then asked to recommend follow-up activities to the EYL that could be conducted by the Council of Europe.

Most of the co-ordinators (85%) used this opportunity to propose more than 60 European projects (with varying degrees of detail).

A relative majority of the proposals (from almost half of the co-ordinators) concerned European projects in the area of language teaching and language policies. Follow-up action on the "Common European Framework" and the "European Language Portfolio" was recommended by every third co-ordinator.

Projects to provide information on linguistic issues (database projects, publications, etc., 20% of the co-ordinators), the development of teaching materials and approaches, and European network building were less frequently mentioned.



• European Day of Languages (EDL)

The national co-ordinators were asked to suggest *themes* for a future "European Day of Languages". Twenty-nine co-ordinators proposed themes and some suggested slogans.

More than 30 different proposals were made, with varying degrees of detail¹⁷.

The themes most frequently mentioned in the context of EDL were "life-long learning", "diversity" and "bilingualism"/"multilingualism"¹⁸ (each mentioned by six co-ordinators).

Other popular proposals related to "languages in professional life and the economy", "language in education and research", "innovative teaching and learning approaches" as well as the "European Language Portfolio" and the "Common European Framework" (each suggested by five co-ordinators). The theme of "lesser-used languages" was proposed by four co-ordinators.

¹⁷ See Appendix 2.

¹⁸ Four co-ordinators also mentioned "plurilingualism".

To summarise:

- half of the suggestions were proposals for general themes, such as “language and diversity” or “language as an intellectual stimulus”;
- one quarter of the suggestions focused on a specific educational context, such as “languages in education and research” or “early language learning”;
- one fifth focused on the social and political context, such as “languages and the economy”, or “languages in daily life”
- 3% related to media.

What kinds of “activities” did national co-ordinators consider it was feasible to organise on a future “European Day of Languages” in their own country?

The response was positive. Thirty-six out of the forty-one co-ordinators answered this question and put forward about 100 different project ideas and proposals, in some cases even firmly planned events¹⁹.

Seminars, conferences and other types of meetings (37% of all countries), followed by festivals and fairs (34%), contests and games (22%) were mentioned relatively frequently.

Several other forms, such as school-based projects, exhibitions, specific publications and media relations activities, “language tasters” and open-day events were each mentioned by co-ordinators from between 10% and 20% of the countries.

Additional activities regarded as feasible (by less than 10% of all co-ordinators) included video and Internet conferences/fora, concerts, meetings between different linguistic communities, “language buses” and “language streets”, cross-border projects, surveys, “language picnics”, adult education programmes and TV debates.

¹⁹ See Appendix 3.

Part E: Parameters of successful EYL programmes

The evaluation presented here enables a number of initial hypotheses to be formulated on possible parameters for successful EYL programmes. The statistical instrument for this analysis is the correlation between variables²⁰.

Four base variables have been selected for this preliminary analysis: the "real" EYL budget per capita (calculated on the basis of information given in reply to question 4), the "perceived" EYL budget (from item 1 in question 17), the "perceived" level of staff support at central level (from item 2 in question 17), and the overall evaluation of the EYL (in question 21).

● **EYL expenditure as a parameter**

To what extent did co-ordinators consider the level of the EYL budget a significant indicator of the "success" of the European Year of Languages?

Forty-four other variables were analysed on the basis of their statistical correlation with the "real" level of EYL per capita expenditure at national level.

It appears that the higher the real EYL budget (per capita) in the country concerned:

- the more co-ordinators were likely to perceive the response from civil society, language teachers and schools as insufficient²¹;
- the more co-ordinators were likely to perceive the response from local authorities and media as satisfactory²².

As regards the EYL themes, higher-budget countries were significantly less likely to use the EYL for initiatives to improve the quality of language teaching and learning, or in connection with regional or minority languages.

Higher-budget countries were also less likely to successfully seek the support of Heads of State and Government.

The most striking statistical relationship, however, is the one between the real budget and the overall assessment of the EYL. This relationship is significantly negative: the higher the real EYL expenditure per capita, the lower the overall assessment of the EYL (or, in other words: lower-budget countries were more likely to classify the EYL as more successful).

● **Perceived volume of the budget as a parameter**

The judgment on the volume of the budget is a separate indicator, which only weakly correlates with the real per capita expenditure²³.

Co-ordinators who considered their national EYL budget "too low" were also likely to regard their EYL staff resources as inadequate²⁴.

However, they considered it significantly less problematic than others to organise European Years in general, or to generate interest in language issues²⁵.

²⁰ The following sections only look at correlation values of 0.2 and higher (or -0.2 and lower). Values above 0.3 (and below -0.3) are usually regarded as significant on a medium level, above 0.5 (and below 0.5) as highly significant. Correlations are statistical values; they must be interpreted and do not automatically allow conclusions about causal relationships.

²¹ $r = 0.25$, $r = 0.28$ and $r = 0.23$

²² $r = -0.25$ and $r = -0.21$

²³ $r = -0.14$

²⁴ This is a significant correlation ($r = 0.49$)

There was *no* direct statistical correlation between an EYL budget perceived to be too low, and the overall assessment of the Year.

- **Staffing as a parameter**

Another hypothesis is that (perceived) insufficient staffing at national level could be a significant parameter influencing the implementation of the EYL.

Indeed, those co-ordinators who say that insufficient staffing was a bottleneck factor are also significantly more often of the opinion that their budget was too low²⁶. However, there was only a weak – but inverse – relationship with the “real” level of the EYL budget, in terms of expenditure per capita. These co-ordinators were also more likely to say that the EYL planning timetable was not adequate²⁷.

There was, however, *no* direct statistical correlation between perceived low staffing and the overall assessment of the Year.

- **Overall assessment of the EYL**

What might influence the overall judgment of national co-ordinators on the EYL as a whole?

The variable “overall assessment” correlates strongly with a surprisingly high number of other variables examined. The following factors coincide with a positive assessment of the Year as a whole: the number of activities implemented²⁸, the perception of the EYL aims as “clear”²⁹, and support by another national ministry and well-known personalities³⁰.

Positive overall assessments also correlate with:

- certain programme profiles, with specific subjects such as “sign language”, “learning the language of neighbours” and “preservation of endangered languages”³¹;
- the perception of the social environment: co-ordinators who regard the EYL as successful also consider, to a significantly greater extent than the others, that the response from schools, language teachers and media in their country was satisfactory³²;
- the perception of communication with the Council of Europe Secretariat as helpful³³.

There is *no* statistical correlation between the overall assessment of the EYL and the assessment of the available budget.

²⁵ $r=-0.27$ and $r=-0.24$. In addition, there are also strong correlations between (perceived) “too low budgets” and the choice of certain themes for the EYL, like the familiarisation of the languages of neighbouring countries and the preservation of endangered languages.

²⁶ $r=0.48$, a strong correlation

²⁷ $r=-0.35$. Additionally, co-ordinators who perceived their staffing level as insufficient were also working in countries where “familiarisation with neighbouring languages” was relative frequently chosen as an EYL topic.

²⁸ $r=0.36$

²⁹ $r=0.49$

³⁰ $r=0.41$ and 0.30

³¹ all between $r=0.24$ and $r=0.27$

³² all between $r=-0.23$ and $r=-0.33$

³³ $r=0.29$

Appendices

Appendix 1

Evaluation questionnaire

Appendix 2

Themes proposed for a future "European Day of Languages"

Appendix 3

Feasible EDL activities at national level

Appendix 4

Examples of good practice (titles)

Appendix 5

Some events organised and/or supported by the Council of Europe

Appendix 6

Promotional material produced by the Council of Europe

Appendix 7

Budget

Appendix 1: Evaluation questionnaire

Council of Europe
Evaluation
of the European Year of Languages 2001

Questionnaire for the attention of National Co-ordinators

Please send your answer as soon as possible by e-mail to philia.thalgott@coe.int,
or by fax to ++33 388 412788 / 412706
or by normal mail to: Council of Europe - DGIV
Language Policy Division
F – 67075 STRASBOURG CEDEX

This questionnaire was completed by

Name:

Current function:

Country:

Date:

We wish to thank you sincerely for all your successful work during 2000 and 2001. We hope that this is the last task and thank you in advance for your co-operation

In this questionnaire, the following symbols are used:

- O alternative choice: only one box per row or column to be ticked ("radio button")
- multiple answers possible ("checkbox")
- > see following explanation/question
- sentence to be completed
- follow-up question
- comment* comment, definition etc.

Please consult whenever possible your national committee and relevant partners. There are four main parts to the questionnaire:

- A. Factual description of the EYL (Questions 1-13)
- B. Impact and concept of the EYL (Questions 14-21)
- C. Examples of good practice (Question 22)
- D. Follow-up (Questions 23-28)

Question 29 offers an opportunity for further comments.

Question 30 refers to further contacts at national level in 2002 if the National Co-ordinator's functions change.

Part A
Factual description of the EYL

Question 1: National Committee

Has the EYL been co-ordinated by a "National Committee" or a similar structure?

Yes -->

The National Committee or similar structure was composed of members.

The National Committee or similar structure was composed of

- Member of Parliament

- representatives of national ministries, government agencies etc.
- representatives of linguistic communities
- representative of academic institutions, researchers etc.
- local and regional authorities
- parents association(s)
- youth organisation(s)
- employers association(s), industry representative(s) etc.
- trade union representative(s)
- representative(s) of other non-governmental organisations, civil society etc.
 - others:

No

Question 2: Volume of the programme of activities

Looking at the entire programme of activities related to the EYL in your country, organised during the year 2001, approximately how many different activities have taken place according to the information you possess now?

The aim of this question is to arrive at a rough indication of how many activities have been inspired by the EYL all over Europe. All levels of activities should be taken into account. "Activity" in the sense used here would be defined as any event organised by any institution or associations which a) used the EYL logo/slogan and promoted its messages; b) was distinct in time and place (therefore, as an example, "open-doors events" in 27 different schools around the country should be counted as 27 distinct activities); and c) directly addressed one of the target groups (therefore a meeting of the national committee would not qualify as an activity).

Approximately different activities

I/we do not possess that information --> *Is it possible to indicate when this information will become available?*

Question 3: Activity formats used

Which of the following activity formats have been used in the context of the EYL during 2001 in your country?

- Official opening event
- Official closing event
- Publication of a policy document
- Seminar, conference, meeting etc.
- Language festival, language fair etc.
- Language "taster", induction course in another language
- Exhibition, including travelling road show (language bus, pavilion etc.)
- Theatre production, performance, animation
- Competition, game
- "Language challenge" or similar activity
- Cross-border activity with partner(s) in one or several other countries
- Publication of a magazine
- Publication of a newspaper supplement
- Publication of a press release
- Official EYL postage stamp or postmark
- Official national EYL site on the Internet

- Publication of a national EYL newsletter
-

Question 4: EYL budget

In order to arrive at a rough estimate of the **funds** invested in EYL activities across Europe, could you provide us with approximate budget figures for the EYL programme in your country?

*Since it is practically impossible to arrive at exact figures for the overall cost of all EYL activities in any country, this question invites you to indicate a **rough estimate** for the public and "other" funds (private industry, donations etc.) invested in the EYL.*

*Only the **direct costs** (expenses for the organisation/co-ordination of the EYL including the cost of staff specifically hired for the EYL, expenses for own activities, production and distribution costs of own publications etc., grants to associations, consultancy etc) should be taken into account.*

*"Hidden costs" like overheads, pro-rata cost of permanent staff or the pro-rata cost of EYL publicity in standard ministry publications, usually financed from sources other than the EYL budget, should not be included. Also, **transfer funds** from the Council of Europe and/or the European Commission should not be indicated here.*

All figures should be expressed in Euros.

Public funds (ministries, administrations, agencies etc.): approximately EURO

Other funds: approximately EURO

Question 5: Target groups

Who were the main target groups of the EYL in your country?

Please indicate only the main target groups, although you may feel that all groups were important for the EYL programme. Such groups are usually defined as the end target of an activity. Typically, "journalists" are quite often more the communicators of the EYL message to the end users, than a target group by themselves.

Question 6: Themes

Which themes have been taken up during the EYL in your country in 2001?

- Improving the quality of language teaching and learning

Please specify any initiatives: Seminars for teachers, competitions for language learners ...

- Promotion of more diversified language teaching and learning

Please specify any initiatives: Taster classes, open lessons ...

- Common European Framework of Reference for Languages
- European Language Portfolio
- Learning foreign languages abroad (exchange programme etc.)
- Regional or minority languages
- Familiarisation with languages of other linguistic communities living in the country
- Official language of the country as "second" or foreign language
- Learning the languages of neighbouring countries
- Preservation of endangered languages
- Sign languages
- Bilingual education
- Other language issues or themes *Please specify: ...*

Question 7: European Charter for Regional or Minority Languages

Have there been activities to highlight the spirit of the "European Charter for Regional or Minority Languages", in the framework of the EYL in your country in 2001?

Yes --> *Which activities? ...*

No

Question 8: Common European Framework of Reference

Has the "Common European Framework" been promoted during the EYL in your country?

Yes, the "Common European Framework was promoted: -->

- It was translated
- It was used in curriculum development, teacher training etc.
- It was promoted in another way:

No, it was not promoted during the EYL

Question 9: Support for the EYL

To what extent was the EYL supported by the political institutions and well-known personalities in your country during the year 2001?

- The Head of State or Government expressed his/her support for the EYL or its themes
- The EYL or its themes were raised in parliament
- The Minister of Education expressed his/her support for the EYL in public
- The Ministry of Education issued one or several press releases on the EYL
- The Ministry of Education started a new language-related initiative or programme during the EYL at national level *Which initiative?*
- Another Minister or ministry promoted the EYL
- One or several regional governments and/or educational authorities promoted the EYL
- One or several municipalities and/or other local authorities promoted the EYL
- One or several well-known personalities supported the EYL
- The EYL was (also) supported by

Question 10: Policy documents

Have any language-related policy documents (declarations, recommendations, manifestoes, decrees, legislative texts etc.) been issued in the course of the EYL in 2001 in your country? Which documents and by whom?.....

Question 11: Frequency of media coverage

To what extent did the media cover the EYL in your country?

The term "coverage" here denotes all journalistic forms, including commentary and documentation, as well as competitions organised by the media themselves. The term "regularly" implies coverage at least of the main EYL events (opening, European Adult Language Learners' Week, European Day of Languages, closing, plus major national events) and of the main press releases issued by the National Co-ordinator. It is evident that the specific media in any one group differ widely in their interest in the EYL. Please indicate the case of the "best example" in each group.

The EYL and its themes were covered... regularly – occasionally – rarely - not at all

Television stations

Radio stations

National newspapers and magazines

Regional and local papers and magazines

Publications for language professionals

Internet magazines ("webzines")

Other media:

Question 12: Volume of press coverage

Taking all print media together (national and local newspapers, magazines, newsletters etc.), approximately how often has the EYL appeared in the written press of your country during 2001?

The EYL has appeared approximately times

It is currently not possible to indicate a figure for the volume of EYL press coverage in our country

Question 13: EYL publications and products

Which tangible products, publications etc. were developed and disseminated during the EYL in your country?

number of copies distributed:

- National EYL programme, calendar of activities etc.
- Guide "How you can learn languages" in your national (and regional) language(s)
- General EYL information leaflet
- EYL posters (European and national products) *How many different posters?*
- EYL give-away articles (pens, stickers etc.)
- Transportable exhibition on language
- National EYL website (*please indicate number of "visitors" or "hits"*)
- ...

Part B

Impact and concept of the EYL

Question 14: Impact of the EYL in specific target groups

In your opinion, to what extent did the EYL help to raise awareness of the value of linguistic diversity and the importance of language learning among the various target groups in your country?

Significantly - To a certain extent – Marginally - Not at all

- Parents (with children at school)
- Young people (in general)
- Adults (in general)
- Members of migrant communities
- Speakers of minority or regional language(s)
- Administrators at national, regional or local level
- Political decision-makers at national, regional or local level
- Participants in adult education programmes
- Universities
- Students (in schools)
- Language teachers in primary and secondary schools
- Teachers in adult education
- Journalists
- Others: ...

Question 15: Developments in language teaching

Could you please list any major developments in language teaching introduced during 2001 in your country, e.g. the introduction of additional languages, new starting age, new syllabus or examinations, European Language Portfolio, new projects, etc.

....

Question 16: Creation of partnerships

Was it possible to create new partnerships, networks of co-operation etc. in the context of the EYL? Which partners? Were these connected to specific projects? Which of these partnerships are likely to continue after the end of the EYL?

...

Question 17: Constraints

Which were the main constraints which the EYL encountered in your country?

- The EYL budget at national level was too low.
- The number of staff available for co-ordinating the EYL at national level was insufficient.
- The response from the media was insufficient.
- The response from civil society (employers, trade unions, associations, etc.) was insufficient.
- The response from language teachers was insufficient.
- The response from schools was insufficient.
- The response from local authorities, municipalities etc. was insufficient.
- The EYL concept was not clear enough.
- It is difficult to organise "European Years" in our country.
- It is difficult to generate interest in language issues in our country.
- Other events took attention away from the EYL.
- Other constraints: ...

Question 18: General EYL concept

Looking at the general concept of the EYL and its "architecture", to what extent do you agree with the following statements?

Fully agree (++) - More or less agree (+) - More or less disagree (-) - Totally disagree (--)

- "The general aims of the EYL were formulated in a clear way."
- "More European funding would have helped to better promote the EYL."
- "The EYL documents produced by the Council of Europe (leaflets, posters, 'Manual', concept papers, etc.) were helpful for the work of National Co-ordinators."
- "The regular communication with the Secretariat of the Council of Europe helped the work at national level."
- "The overall timetable of the EYL – from the preliminary preparations in 1999 to the closing conference in 2001 – was adequate."
- "The seminars for national EYL co-ordinators in 2000 were important for the preparation of the EYL."
- "There were sufficient possibilities for co-operation with other countries."
- "The synergy offered by the co-operation between the Council of Europe and the European Union provided added value."

Question 19: European Year format

Looking back at the EYL experience, how would you assess the "format" of a European Year in general? Which of the following statements best describes your view?

- "European Years are an effective tool for getting other partners and the general public interested in a subject."
- "European Years are to some extent helpful because they set an agenda and a framework, but other partners and the general public do not automatically show an interest in the subject."
- "There are too many European Years already. Other partners and the general public do not react positively to a European Year."

Question 20: Visibility of the Council of Europe

To what extent do you think that the EYL contributed to making the work of the Council of Europe better known ?

Significantly - To a certain extent – Marginally - Not at all

Among the general public in your country?

Among language professionals in your country?

Question 21: Overall assessment of the EYL

In your overall analysis has the EYL achieved its aims?

The EYL has achieved much more than was expected.

The EYL has more or less achieved its aims.

The EYL has not quite achieved its aims.

The EYL has had little or no success.

Part C

"Examples of good practice"

Question 22: Examples of good practice

In your opinion, which were the three most innovative and inspiring "examples of good EYL practice" in your country which you would like to see in the definitive version of the "EYL Campaign Book" due to be produced in 2002?

Nr.

Title

Brief description

Target group(s)

Organiser(s)

Approximate budget (in Euro)

Documentation available

Other comments

Please add information or comments if necessary.

Part D

Follow-up

Question 23: Continuation of national EYL website

Will the national EYL website continue to be accessible on the Internet after the official closing of the EYL?

Yes, at the following URL address:

No

Not yet decided

Question 24: Final EYL report at national level

Is it envisaged to produce a final report on the EYL in your country?

Yes --> *When is it due to be published?*

No

Not yet decided

Question 25: Independent evaluation

Will the EYL be evaluated by an independent expert (agency etc.) in your country?

Yes --> *When will the evaluation report probably be available?*

O No

O Not yet decided

Question 26: Follow-up activities

Which follow-up activities (public events, educational programmes, meetings, publications etc.) are planned for 2002 and 2003 in your country?

...

Question 27: Recommended Council of Europe follow-up

Which initiatives in the area of language policy would you recommend the Council of Europe to pursue as follow-up measures to the EYL?

The "European Day of Languages" is the subject of question 28.

...

Question 28: European Day of Languages

The Committee of Ministers of the Council of Europe has declared an annual European Day of Languages to be celebrated on 26 September each year. This is, of course, a voluntary activity.

Which themes would you suggest for future "European Days of Languages"?

...

What kind of activities would you regard as feasible to organise on future "European Days of Languages" in your country?

...

Question 29: Other comments

Would you like to comment further on any aspects of the EYL?

...

Question 30: Further contact

Who can be contacted for further questions on the EYL programme in your country after 31 December 2001?

Name

Institution

Function

Postal address

Tel., fax, e-mail

We thank you for your co-operation.

Please do not forget to fill in your name and country on page 1 of this questionnaire. Please add sheets with comments and supplementary information if necessary.

All questionnaires which reach the Secretariat before **8 February 2002** will be included in the EYL Evaluation Report to be prepared by the Council of Europe.

We wish you a successful year in 2002

Appendix 2: Themes proposed for future “European Day of Languages” (EDL)

- Armenia** Joint international Internet conference.
- Austria** Languages and profession; languages and media; languages in education and research; languages in daily life; lifelong learning.
- Belarus** Europe For All. We Are Together.
- Belgium (Comm. Française)** Les langues pour la mobilité et la mobilité pour les langues. Les langues contre l’obscurantisme.
- Belgium (Comm. Flamande)** To be decided by my successors.
- Bulgaria** I understand you, you understand me, we all understand one another; sign language; celebrating our neighbours’ languages; The Babylon of Joy.
- Croatia** ELP; Bilingualism; Language Diversities; less-spoken languages such as Hungarian, Czech, i.e. plurilinguism.
- Czech Republic** Adult language learning, life-long language learning.
- Estonia** Language policy. Challenges for language maintenance. New language order: multilingualism, multiculturalism, fragmentation and globalisation. Technological planning.
- Finland** Multicultural and multilingual Europe.
- France** Any theme connected with plurilingualism and, at education level, with diversifying the languages learned.
- Georgia** The role of languages in promoting tolerance and understanding.
- Germany (Länder)** Education for linguistic and cultural diversity, languages and economy, cross-border projects, lesser-taught languages, languages of neighbouring countries, minority languages, early language learning, life-long learning.
- Germany (Federal level)** Language acquisition by migrant children. Lifelong language learning: European Language Portfolio. Linguistic culture.
- Greece** Life-long learning and languages. European citizenship and language policies. Productive diversity in the new multilingual and multicultural workplaces.
- Iceland** Intercultural competence; intercultural communication; innovative language teaching and learning; good practices in language teaching and learning.
- Ireland** Languages as a basic skill. Languages for Business. Languages for all.
- Italy** C.L.I.L. (Content Language Integrated Learning). Early learning and teaching of MFLs.
- Latvia** Small or lesser known languages. The role of official languages in integrating societies. Language contacts and language conflicts.
- Liechtenstein** E-learning, use of the media.
- Lithuania** Learn one more language (multilingualism).
- Moldova** “Eliminating language frontiers and experiencing multilinguism”.
- Netherlands** I still want to discuss this topic with my partners in the field of education.
- Norway** [Innovative language teaching practices]
- Poland** Competitions. Fairs. « Open days ».
- Romania** Languages and cultures in Europe. Linguistic diversity – an invitation to culture.
- Russian Federation** To involve more universities where languages for specific purposes and languages of neighbours are taught.

- Slovak Republic** Less widely-spoken languages – their use.
- Slovenia** Promotion of plurilingualism and life long learning, early language learning, adults and languages, bilingual learning and teaching, quality in language education, minority languages, promotion of language portfolio and language and cultural awareness, independent learning, language and intercultural programmes.
- Switzerland** Any theme relating to the European Language Portfolio and the Common European Framework of Reference for Languages.
- Turkey** Life-long language learning.
- Ukraine** Learning-strategy awareness in teacher education. Promoting cultural awareness through language learning.
- United Kingdom** No theme necessary, apart from "Multilingualism" or "Plurilingualism"

Appendix 3: Feasible EDL activities at national level

- Albania** A publication with the best poetry and prose in different languages, written by the children and students of high schools. Cultural Activities. Perhaps a conference on language problems.
- Armenia** Festival of European languages, Internet Conference.
- Austria** Various activities like during the EYL - we have already informed all partners who are included in the Austrian Online event-calendar about the next EDL in 2002. Within the Ministry of Education a strategy has not yet been discussed (press-releases, theme, financing, etc.).
- Belarus** Performances: organization of concerts, competitions.
- Belgium (Comm. Française)** Inter-community (meetings between Belgian, Dutch, Flemish, French and German speaking students and pupils.
- Bulgaria** "Open day", travelling seminars; Internet and discussion fora on various themes. Language competitions. Language fairs. Exhibitions. Language Bus, T.V. debates.
- Croatia** Language fairs, roundtables, exhibitions, adults' day – co-operation between schools and institutions in the foreign countries on similar programmes; plurilinguism ; pilot projects with the minority languages problems.
- Czech Republic** Launching projects and publications, e.g. summary information on language learning, focus on neighbouring and lesser-used languages, courses, examinations, opportunities, competitions.
- Estonia** Equal partners, equal languages.
- Finland** Supporting teachers at school level to draw students' attention to language learning.
- France** Meeting, fora, exhibitions.
- Georgia** Meeting of young people of different nationalities living in Georgia (Georgians, Abkhasians, Ossetians, Russians, Azeris, Armenians, Kurds, etc.) to discuss the role of languages in their relations.
- Germany (Länder)** "Open day" events, language festivals, exhibitions, activities in schools, colloquies, discussions, Internet-chat corners.
- Germany (Federal level)** Use of the communication networks which were established in the EYL for the implementation of joint activities on the European Day of languages, e.g. conferences, press-releases, cooperation with the media, etc.
- Greece** In Greece, we regard it feasible to organise the future "European Days of Languages" in collaboration with a) primary and secondary schools, b) multcentres for Adult Education, c) institutes for Initial Vocational Training in order to encourage lifelong-learning attitude in languages combining multilingual and multicultural experiences in the family, society and the workplace.
- Iceland** Different activities in schools (songs, recitals, plays, games etc), language tasters, seminar on language policies. Promotion of language learning. Discussions on language policies.
- Ireland** It is difficult to say at this stage as it is not known who will follow up EYL activities. However, the consensus of the committee is that different level institutions should be encouraged to take on the organisation of these days and the programme for same.
- Italy** Regional network of schools. Videoconferences among different E U countries
- Latvia** Conferences, competitions, information campaigns. Activities in schools and higher education establishments. Demonstrations of languages and mini-lessons.

- Liechtenstein** Press campaign.
- Lithuania** Language streets, language conferences, debates, competitions, roundtables, open mini-lessons, concerts, surveys on languages, exhibitions, etc.
- Malta** In school activities are difficult because of the timing, so they may take the form of seminars or celebrations, cultural activities, poetry reading, etc.
- Moldova** Fêtes publiques; piques-niques de langues; festivals de langues.
- Netherlands** Topic to be discussed with partners in the field of education.
- Norway** Language fairs.
- Romania** Language festivals; workshops for specialists (teachers, assessors, translators, interpreters); book and multimedia exhibitions; theatrical events; multilingual competitions and games.
- Russian Federation** Adult Education Programme: foreign language lessons throughout Russia.
- Slovak Republic** Student activities: Essay writing on language use. Book fair – “Lengua”. Co-operation with European Language Programmes (Lingua, Socrates etc.).
- Slovenia** Language festivals, open hours of language lessons for the general public, youth and adult forums.
- Presentation of different language projects. Roundtable discussions, language exhibitions, radio and TV programmes specially prepared to promote plurilingualism and diversification.
- Sweden** Activities that would be organised according to local needs.
- Switzerland** Distribution de l'information sur la journée à des institutions/organisations potentiellement intéressées, avec des suggestions quant à des activités envisageables. Publication d'un communiqué de presse national.
- Turkey** Language fair, panel discussions.
- Ukraine** Seminars on language policies and language learning. Language festivals in schools.
- United Kingdom** Festivals, events, celebrations, challenges.

Appendix 4: Examples of good practice (titles)

Details are available on the Council of Europe website www.coe.int (Modern Languages)

- Albania**
 - The conference to launch the EYL in Albania
 - Foreign Language Day
 - The Italian Language as a Foreign Language in Albania
- Armenia**
 - Adoption by the Armenian parliament the Charter of Regional or Minorities Languages, as well as ECML Partial Enlarged Agreement
 - National programme of language policy in Armenia
 - Translation and publication of the main Council of Europe documents of on Language Policy and Linguistic Education
- Austria**
 - Sprachenpavillon
 - Sprachenmeile
 - Radiogym Hollabrunn
- Belarus**
 - Festive Inauguration of the EYL
 - Adult Language Learners' Week
 - Closing Event of the EYL: Scientific and practical Conference "Language Diversity as a Factor of Cross-Cultural Mutual Understanding and Establishing of Democratic Stability"
- Belgium (Comm. Française)**
 - Language Day at the Federal Parliament (28 septembre)
 - Mons Babelle
 - European Language Portfolio
- Belgium (Comm. Flamande)**
 - Lingua Snacks
 - The Lesson
 - New Mer
- Bulgaria**
 - SEE*JOY summer school within the framework of the "Classrooms across Borders" Stability Pact project
 - "Open day" week for language learning
 - Language Bus
- Croatia**
 - Bilingual education in Croatian secondary schools
 - Croatian Language Souvenir; Language and employment
 - Hallo aus Berlin
- Cyprus**
 - Establishment of Language Rooms
 - Language Competition
- Czech Republic**
 - Roundtables on language teaching and learning policy
 - Adult Language Learning Conference
 - EYL Calendar

- Denmark**
- Language open days
 - Europe - The Workplace of Languages
 - Well-known Danes talk about Europe
- Estonia**
- Opening Conference: Estonian in Europe
 - European Languages Day
 - International symposium on the Estonian language and language policy
- Finland**
- Language open days
 - TV-campaign: Multilingual and multicultural Finland in Europe
- France**
- Ten words for the world's languages
 - The pleasure of words – the love of languages
 - "The green meadow"
- Georgia**
- Open day lessons in English, German and French language
 - Conference on Communicative Demands of Language
- Germany (Länder)**
- Sprachenkonferenz der Länder in der Bundesrepublik Deutschland (11. und 12. Juni 2001)
 - Regional Language Council "Mittleres Ruhrgebiet"
 - Blinde und Sehbehinderte lernen die russische Sprache
- Germany (Federal level)**
- Bilingual Education in Kindergarten
 - Mehr Sprachen oder Mehrheitssprache? (More languages or a majority's language?)
 - Transnational training groups in the commercial service-oriented area, Deutsche Bahn AG
- Greece**
- A Lesson in Town
 - E-PEDIA
 - Alektor Kai Papagalos (Rooster and Parrot)
- Hungary**
- Language learning week of the Visegrad countries
 - Minority language festival
 - Language Parade
- Iceland**
- Conference and exhibition: Alternative Approaches to Language Learning and Teaching
 - Language courses for young children living outside the capital
 - The European Day of Languages at the Hamrahlíð Grammar School
- Ireland**
- Language Challenge
 - Culture: Mine, Yours, Whose?
 - Celebration of EYL day in Colaiste an Phiarsaigh, Glanmire, Cork

- Italy**
- Progetto ALI - Anno Lingue Infanzia - Imparare le lingue straniere non è mai troppo presto (it's never too late to learn foreign languages)
 - Help Desk - Home Farm Oriented Educational Linguistic Products for Developing European Society Knowledge
 - La LIS in Italia e in Europa: formazione e informazione
- Latvia**
- International conference "Small languages in the 21st century Europe" (April 20-21)
 - European Day of Languages – multimedia journey (Sept. 26)
 - Closing event "The Latvian language and integration of the society" (Dec. 1)
- Liechtenstein**
- Languages through communication, communication through languages
 - Film Fest Vaduz
- Malta**
- French Immersion Project
 - Ilsna (Tongues)
 - Film Festivals
- Moldova**
- National competition on the theme of "Language – the most beautiful poem of humanity"
 - Day of debate on "Globalisation, "Francophonie" and "Roumanité" : the challenges, problems and strategies.
 - "Poems in the world's languages" (Language festival)
- Netherlands**
- European Conference "Languages: promoting good practice"
 - Language festival (national closing event)
 - Working visit to the country of languages
- Norway**
- Summer language school
- Poland**
- EYL competition on the information poster (Warsaw)
 - Language workshops for parents (Cracovie)
 - The green school of languages and ecology in Slovakia (Opole)
- Portugal**
- Language Festival
 - Project Fair
 - "Thousand and one places to learn languages"
- Romania**
- EYL Opening conference in Brasov (Romania), 3rd March 2001
 - Language diversity – an invitation to culture
 - Poster competition: "The more languages I speak, the more European I am"
- Russian Federation**
- CIS – languages
 - ICT - (Goete - Graz)
 - The international conference "Second foreign language in the 21st century"

- Slovak Republic**
 - Promotion of ELP
 - Language "Olympiads" – competitions
 - Learning Slovak – Getting New Experience

- Slovenia**
 - Language festivals and exhibitions
 - Language summer camps
 - Promotion of minority languages in the framework of national education

- Spain**
 - Cultural Heritage of European Language
 - Inter-scholastic Football Tournament Organized by the Institute Cervantes
 - Oratory Contest in a foreign language

- Sweden**
 - A competition between the municipalities
 - The language year at Stockholm University
 - Meetings, conferences

- Switzerland**
 - Official launch of the European Language Portfolio
 - Untie your tongues !
 - DECLIC

- Turkey**
 - International symposium
 - Activities in schools
 - computer-pal day / European Language Day

- Ukraine**
 - Competition for better written work "The best way to learn foreign language"
 - Art festival "Be a Penguin Actor"
 - Competition in different languages among pupils of secondary schools

- United Kingdom**
 - Languages Challenge
 - Face to face: developing a language policy for a multilingual society
 - EYL partners

Appendix 5: Some events organised and/or supported by the Council of Europe during the EYL

Two preparatory seminars were organised for 45 EYL national co-coordinators in 2000:

(i) Prague, March 2000 with the support of the Ministry of Education, Youth and Sports;

(ii) Manchester, October 2000, with the assistance of the Centre for Information on Language Teaching (CILT) and the support of the European Commission.

<i>Country</i>	<i>Place and Date</i>	<i>Title and nature of the event</i>	<i>Organisation</i>
Sweden European Launch event	Lund, 18-20 February	<i>"The challenge of linguistic diversity in Europe"</i>	Ministry of Education and Science and University of Lund with the Council of Europe and European Commission
Czech Republic	Prague, 23-24 February	Seminar: European Language Portfolio	Ministry of Education, Youth and Sport with the Language Policy Division (Council of Europe)
Croatia	Rovinj, 22-24 March	Conference: <i>"Linguistic diversity: Role and challenges for European cities and regions"</i>	Council of Europe: Congress of Local and Regional Authorities, Language Policy Division (Council of Europe), Ministry for European Integration and Ministry of Education and Sport
Lithuania	Vilnius, 23-24 March	Conference: <i>"Language Education Policies in the Baltic Countries – Challenges and opportunities"</i>	Ministry of Education and Science with the Language Policy Division (Council of Europe)
Latvia	Riga, 19-21 April	Conference: <i>"Small languages in the 21st century"</i>	Ministry of Foreign Affairs and University of Latvia, in the framework of the Latvian Presidency of the Council of Europe
Russian Federation	Moscow, 14-15 May	Regional seminar: <i>The European Language Portfolio in the Russian Federation and neighbouring countries</i>	Linguistic University of Moscow with the Language Policy Division (Council of Europe)
Portugal	Coimbra, 27-30 June	European seminar: European Language Portfolio	Ministry of Education with the Language Policy Division (Council of Europe)
Poland	Pultusk 5 – 8 July	Regional seminar: <i>"Languages of our neighbours"</i>	Ministry of National Education, the Pultusk School of Humanities – the Centre for Baltic Studies in Frombork, Council of Europe
Bulgaria	Smoljan 7-14 July	<i>Summer camp:</i> <i>SEE*JOY (South-East Europe: "The Jubilee of Our Yestermorrow")</i>	Ministry of Education in the context of the Stability Pact for South East Europe with the Language Policy Division (Council of Europe)
Turkey	Istanbul 25-26 October	International symposium: <i>"Teaching Turkish as a foreign language in Europe"</i>	Ministry of Education; TÖMER
The Netherlands	Noordwijkerhout 29 November – 1 December	International conference: <i>"From theory to practice - The Charter for regional and minority languages"</i>	Council of Europe (European Charter for Regional and Minority Languages) and Ministry of the Interior
The Netherlands	Rotterdam 15-17 November	International conference: <i>"Languages: promoting good practice"</i>	Ministry of Education, Council of Europe and the European Commission
Belgium European Closing event	Brussels 7-8 December	<i>"Together in diversity"</i>	Ministry of Education, Culture and Science with the Council of Europe and European Commission

Appendix 6: Promotional material produced by the Council of Europe

<ul style="list-style-type: none"> • Documents translated and adapted in many languages and widely disseminated: <ul style="list-style-type: none"> - "European Year of Languages" (leaflet) - "The celebration of linguistic diversity" (brochure)
<ul style="list-style-type: none"> • Booklet "How you can learn languages" produced jointly with the European Commission and translated / disseminated in most of the 45 participating countries
<ul style="list-style-type: none"> • Council of Europe material included in the joint Council of Europe/European Commission Information pack and website
<ul style="list-style-type: none"> • Website set up in June 2000: http://culture.coe.int/AEL2001EYL/
<ul style="list-style-type: none"> • EYL Poster - produced in 2000 and adapted / produced in a number of countries in the national languages • Poster illustrating "Hello" in the official languages of the 45 participating countries
<ul style="list-style-type: none"> • Video/audio aids: <ul style="list-style-type: none"> - video kit EYL 2001 for the use of national TV stations - CD-ROM and /audio cassette with Hello in 40 languages
<ul style="list-style-type: none"> • Others: <ul style="list-style-type: none"> - stickers - portable publicity boards

The following items were produced in member States with a financial contribution from the Council of Europe

<ul style="list-style-type: none"> • Leaflet "European Year of Languages"
<ul style="list-style-type: none"> • Flexible Information pack folders
<ul style="list-style-type: none"> • EYL Posters
<ul style="list-style-type: none"> • Booklet "How to learn languages"
<ul style="list-style-type: none"> • Note-pads
<ul style="list-style-type: none"> • Plastic and cotton bags
<ul style="list-style-type: none"> • Bookmarks
<ul style="list-style-type: none"> • Calendars
<ul style="list-style-type: none"> • Stickers
<ul style="list-style-type: none"> • Postcards
<ul style="list-style-type: none"> • Pens

Financial assistance was provided to fourteen countries.

A number of promotional items developed by the European Commission were also distributed in non-EU member States.

Appendix 7: Budget

The Council of Europe budget for the European Year of Languages 2001 was:

- Cultural Fund	€ 183,400
- Voluntary contributions	€ 98,360
<u>TOTAL:</u>	<u>€ 281,760</u>

Voluntary contributions were received from:

Austria
Cyprus
Finland
Hungary
Ireland
Malta
Norway
Russian Federation
Spain
United Kingdom

In addition a number of countries financed seminars/conferences in the context of the EYL.
(See Appendix 5)

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