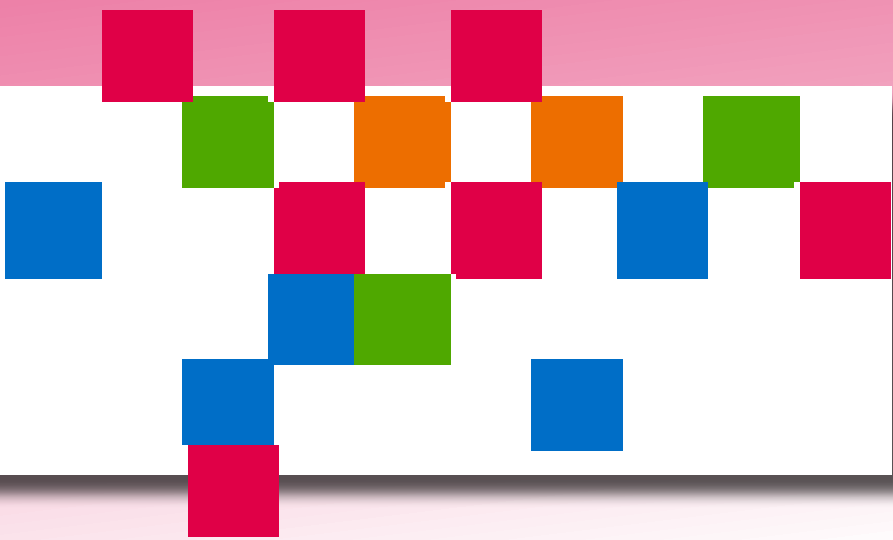




LANGUAGE AND TRAINING POLICY: BEST PRACTICES FOR EMPLOYABILITY AND COMPETITIVENESS

A European Perspective





This publication was produced as part of the project LILAMA Network 'Linguistic Policies for the Labour Market', co-financed by the European Commission under the Life Long Learning Programme, Key Activity 2 – Languages (Contract number 143523-LLP-1-2008-1-ES-KA2-KA2NW).

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**This publication can be accessed on the Internet: www.lilama.org
Pamplona, September 2011**





ÍNDICE:

1.	FOREWORD	4
2.	INTRODUCTION	6
3.	BENCHMARKING METHODOLOGY	12
4.	BEST PRACTICES SUMMARY TABLE	18
5.	BEST PRACTICES OVERVIEW	28



FOREWORD

1. FOREWORD

The world economy is changing rapidly, and the competitiveness of the EU economies is in danger of lagging behind in an increasingly competitive global marketplace.

The newly agreed "EU2020" Strategy considers that the end of the 2008-2010 economic and financial crisis should lead Europe into a new sustainable and social market economy, an economy within which our prosperity will rest on innovation and better use of resources, and whose main engine for growth will be knowledge. To that end, it is agreed that Lifelong Learning is to become an essential element of the new strategy, in order to ensure a smooth transition between jobs and occupations and avoid long-term unemployment that leads to the loss of human capital.

The European Framework of Key Competences for Lifelong Learning recognizes communication in foreign languages as a key competence, which implies, as well as the same basic skills than in mother language communication, mediation and intercultural understanding.

Multilingual companies are an example of how language diversity and investing in languages and intercultural skills can become true engines of prosperity and a source of benefit for all. This is, in essence, the message of the report carried out by the Business Forum for Multilingualism established by the European Commission in 2007, and reflected in the report "Companies work better with languages"

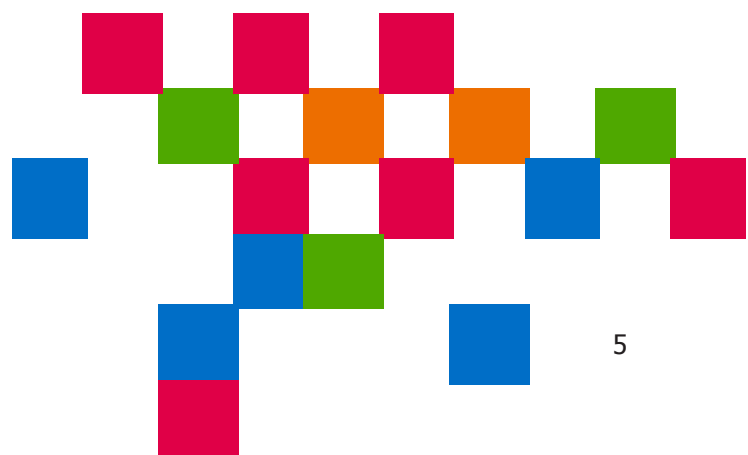
Similarly, and taking into account the perspective of creating quality jobs in this

global context, we can anticipate that the cross-cutting knowledge of foreign languages will be key to the future employability of workers.

However, few EU regions or countries have developed a true Language Policy oriented to their economic strategies and businesses needs, and to the enhancement of human resource employability and mobility. Moreover, existing policies in this field are mainly related to the educational field, rather than embracing a true lifelong learning approach.

In this context, the LILAMA Network was established in 2009 with the mission of becoming a mutual learning platform for the exchange and dissemination of guidelines, best practice and policy recommendations contributing to the design and implementation of language policies oriented to labour market needs.

This Best Practices Guide represents the result of the work carried out on the framework of the Observatory of Best Practices of LILAMA Network, and aims at providing practical guidelines that can help EU, national and regional policy-makers to design effective language training programmes and policies, transferring the best elements of the 50 Best Practices observed internationally by LILAMA.





2

INTRODUCTION

2. INTRODUCTION

2.1. Background

The world economy is changing rapidly, and the competitiveness of the EU economies is in danger of lagging behind in an increasingly competitive global marketplace. The recent global financial and economic crisis has heavily affected the European Union, leading to serious threats to employment and the contraction of many European economies.

Conversely, it is widely recognised that the world economic crisis has affected to a lesser extent emerging markets countries such as Brazil, Russia, India and China (BRIC countries). The loss of economic competitiveness of the European Union and its position in the new world order is becoming more evident, so Brazilian, Russian and especially Chinese should be therefore be represented in vocational training, as they are becoming increasingly important for trade.

The new “EU 2020” strategy will supersede the current Lisbon Strategy, which has been the European Union’s strategy for the past decade. The new strategy considers that the end of the crisis should be the point of entry into a new sustainable and social market economy whose main engine for growth will be knowledge-based:

- Smart growth: developing an economy based on knowledge and innovation.
- Sustainable growth: promoting a more resource efficient, greener and more competitive economy.
- Inclusive growth: fostering a high-employment economy delivering social and territorial cohesion.

In this context and with these new challenges, it is agreed that a smart, sustainable and inclusive growth requires Lifelong Learning to become an essential element of the new strategy. This in turn should ensure a smooth transition between jobs and occupations and avoid long-term unemployment that leads to the loss of human capital.

Therefore, it is vital to ensure that the necessary skills to participate in Lifelong Learning opportunities are acquired and recognized at all levels of education and training, as well as to develop a common language and operating instrument for education, training and work. This would be achieved through a European Qualifications Framework for Competencies and Occupations, which would represent an evolution of the current European Qualifications Framework for lifelong learning¹ (EQF).

Key competencies are essential in a knowledge-based society, and we need to ensure a greater flexibility of labour, allowing a swifter adaptation to the constantly changing world characterized by a growing interconnectedness. These capabilities are also an essential factor of innovation, productivity and competitiveness and contribute to the motivation and employee satisfaction and the quality of work.

The European Framework of Key Competences for Lifelong Learning defines

¹ “European Qualifications Framework”. Recommendation of the European Parliament and of the Council of 23 April 2008.

INTRODUCTION

8 key competences and describes the essential knowledge, skills and attitudes that are linked to each of them. Among them, communication in foreign languages is recognized as a key competence, which implies, as well as the same basic skills than in mother language communication, mediation and intercultural understanding.

It is therefore clear that knowledge of foreign languages provides a competitive advantage to our companies and economic operators, as it is recognized in recent Communications from the European Commission², pointing out the obvious impact of the Multilingualism Policy of the European Union over the renewed Lisbon Strategy and the upcoming EU 2020 strategy.

Language and intercultural skills multiply the opportunities for better jobs. In particular, knowledge of several foreign languages provides a competitive advantage. People who can master more languages can choose from a wider range of jobs, including jobs abroad. On the other hand, the lack of language skills is considered the main obstacle to taking up employment abroad, limiting the impact of mobility policy.

The Business Forum on Multilingualism has made several recommendations to enhance competitiveness and improve employability through a better management of linguistic diversity. The Forum notes that emerging markets are of an increasing importance for EU business, and that language and intercultural skills are needed to compete in those countries.

² "Multilingualism: an asset for Europe and a shared commitment". EC COM (2008) 566.

These are the results of ELAN report (Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise³), published by the European Commission in February 2007. It was the first European-wide study on the loss of business opportunities due to lack of language skills in enterprises.

The report is based on a sample of nearly two thousand SMEs established in EU27 and candidate countries. 11% of surveyed SMEs reported they had lost contracts as a direct result of their lack of language and intercultural skills; only 48% of participating SMEs implemented formal language strategies to support their international operations.

The study concludes that there is a strong correlation between investment in language strategies, the proportion of export sales and business productivity. However, language skills are not only needed to boost export-oriented sales. Supply and value chains are becoming more and more global, as virtual networks of companies are created, operating from different locations and implementing differentiated production innovation and marketing processes.

Today, irrespective of their geographical location, SMEs can collaborate and become partners and suppliers of Original Equipment Manufacturers (OEM), all over the world, participating and benefitting from Open and Collaborative Innovation Networks. These new dynamics entail the globalization of labor markets in which language skills enable

³ Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise, CILT, 2007.

these new open and collaborative working systems among companies, as well as a progressive and free movement of talent and knowledge.

In this context, the challenge is to firmly integrate multilingualism in all strategies aimed at developing human capital for the future.

2.2. LILAMA Network

However, few EU regions or countries have developed a true Language Policy oriented to their economic strategies and businesses needs, and to the enhancement of employability and mobility. Moreover, existing policies in this field are mainly related to the educational field, rather than embracing a **true lifelong learning approach**.

Current main efforts rather respond to the general provision of language training services, dominated by a focus on English and forgetting the pre-eminence of other languages. Moreover, the translation of the European Framework of Reference for Languages (ERFL, Council of Europe, 2002) to such Labour Market oriented linguistic policies remains a challenge.

Member States and Regions that are increasingly prioritizing the need of language policies closer to their economic and business needs face a lack of access to updated and relevant experience and policy recommendations that might guide their efforts.

Within this context, the LILAMA Network was

established with the mission of becoming a mutual learning platform for the exchange and dissemination of guidelines, best practice and policy recommendations contributing to the design and implementation of language policies oriented to labour market needs.

The LILAMA Network was created in 2009 with the support of the Lifelong Learning Program of the European Commission. The partnership is composed by 7 entities from 5 different EU countries:

- Servicio Navarro de Empleo – Spain
- Iniciativas Innovadoras – Spain
- RLN East – United Kingdom
- Université Montesquieu – Bordeaux – France
- Istituto per la Ricerca Sociale – Italy
- Regione Basilicata –Italy
- The Adult Education Committee of Göteborg – Sweden

LILAMA's activities revolve around three main areas:

- Observatory of Best Practices relating to language policies oriented to labour market needs and Employability. At the present time the Observatory of Best Practices purports more than 50 Best Practices covering different fields and coming from 16 different countries.
- Research on the application and usage of the Common European Framework for Languages for the delivery of policy recommendations in the design of such policies, taking into consideration the principles of the Framework. Results of this research will be available by the end of 2011.

- Dissemination at the widest EU level of successful best practices, cases studies and policy recommendations. The LILAMA Network consistently takes part in language training and policy events across Europe.

2.3. LILAMA Best Practices Guide

This publication is a result of the work carried out on the framework of the first axis and aims at creating a practical guide that can help policy-makers to design effective language training programmes and policies, transferring the best elements of the best practices observed at regional, national or European level by LILAMA.

The LILAMA Observatory of Best Practices, available on the Network's website (www.lilama.org), provides thorough information on the identified and agreed best practices. New best practices are periodically added to the Observatory.

Best practices have been identified and agreed following a thorough method described in section 2 of this guide, resulting in complete dossier files for each of assessed best practices which provide the key information on their quality and transferability.

It should be noted that the scope of the language policy best practices under the LILAMA network do embrace the approach of communication in a foreign language as a key skill for Lifelong Learning. Thus, LILAMA best practices focus mainly on language training policies and initiatives, and are not aimed primarily at the educational field, but more so to education and training initiatives

targeting the adult population with a professional or labour oriented purpose.

Target Groups of the Guide

The guide is addressed to EU, national and regional Policy-Makers and Programme managers involved in the design and implementation of policies and programmes which promote competitiveness and employability. It takes into consideration the training of human resources in language and intercultural skills as a key driver to enhance performance in both fields.

Thus, if you belong to any of the following organisations and are actively involved in or interested in the impact of language skills of competitiveness and employability, you can find within the Guide an insight into how other countries and regions have addressed this issue. The Guide also provides hints and tips on how to transfer them to your regional context.

- Ministries or Departments of Education and Training.
- Ministries of Department of Labour and Employment.
- Regional Economic Development Agencies.
- Chambers of Trade and Commerce.
- Trade Unions active in the field of training.
- Business associations active in the field of training.

The Guide can also be useful to other European bodies and organisations already aware of the impact of language skills

shortages on European strategy, and these will be able to access examples of best practices ready to be used in research and dissemination actions, further leading to the promotion of language policy on the EU agenda.

- Council of Europe. Language Policy Division.
- European Commission. DG Education and Culture. EU Language Policy division.
- Business Forum on Multilingualism.
- Business Platform for Multilingualism.
- Education Audiovisual and Culture Executive Agency (EACEA).
- National Leonardo da Vinci Agencies.

- Overview of the Best Practice: succinct description of best practice following a set of descriptive pre-arranged fields, including executive summary and recommendations for transfer.
- Complete Best Practice reports, the last and most comprehensive layer of information will be accessible through links to the downloadable document on the LILAMA website.

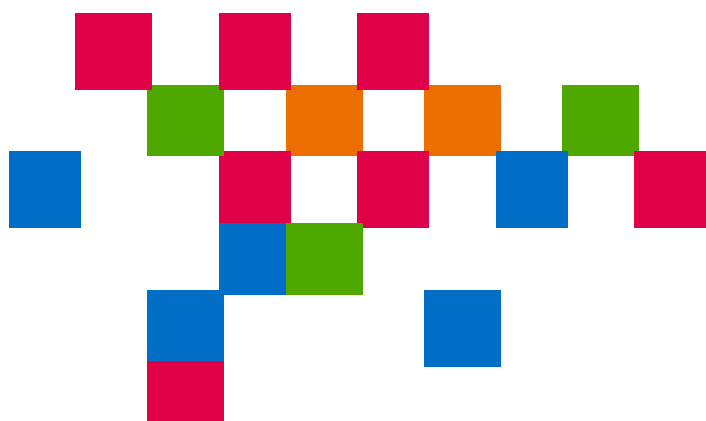
Further information on www.lilama.org.

How to use the Guide

Aware that policy makers and programme managers often lack the time to delve in-depth into documents which may potentially interest them, the Guide has been laid out with the end user in mind.

After a brief description of the benchmarking methodology used for the identification and agreement of reported best practices, information on available practices is provided through different layers of information. This approach allows users to select the best practices of their interest and to assess them more in-depth depending on their interest and time. The agreed 3 layers of information are the following:

- Summary Table of reported 50 Best Practices described by key words, allowing their selection according to the user interest.





3

BENCHMARKING METHODOLOGY

3. BENCHMARKING METHODOLOGY

The benchmarking methodology followed by the LILAMA's Observatory of Best Practices has been designed by the LILAMA partnership in order to ensure a consistent approach to the identification, assessment and agreement on language policies, programmes and training initiatives. This includes an assessment as to what makes them 'best' practices, taking into consideration their overall quality and transferability.

The following information represents a brief summary of the main characteristics of this methodology. Comprehensive information on the LILAMA Observatory of Best Practices' Benchmarking Method is available at www.lilama.org

3.1. Benchmarking scope

The LILAMA'S Observatory of Best Practices focuses on 3 kinds of initiatives:

- General Policies and Programmes.
- Language Training Policies which specifically focus on competitiveness and employability goals.
- Training initiatives.

The common denominator of the 3 potential categories of study is that they must target the achievement of employability and competitiveness related goals, to which end the acquisition of language skills is deemed as a key driver.

The Observatory of Best Practices thus includes general policies and programmes

that partially address the language business training topic as part of their approach usually linked to regional or local economic development strategies, as well as with language training policies which specifically focus on competitiveness and employability goals, and with language training initiatives for professional or work-based purposes.

3.2. Benchmarking criteria

Potential best practices under the 3 categories are assessed from 2 perspectives:

- **Quality:** Strategy, contents and performance are assessed following a set of quality criteria mainly related to its respect to EU policies.
- **Transferability:** Context dependency, a priori transfer efforts and the innovative character of the initiative can inform the transferability of a given Best Practice.

The resulting assessment and evaluation of potential best practices allows to characterise the best practice as such, according to agreed criteria, as well as its potential transferability.

The 'Best Practice' label will be dependent on the quality assessment. Additionally, the transferability criteria will provide valuable information as to its chances of being successfully transferred or mainstreamed.

Quality assessment

Two sets of quality criteria have been used for assessing potential best practices,

depending on their characterization as policies or training initiatives.

Quality Assessment Criteria for Policy

Considering the European scope of LILAMA, best practice in language policy-making should be grounded in overall EU policy making as set since the advent of the Lisbon strategy (the aim of which is "making [European] education and training systems a world quality reference by 2010"7).

Thus, what may seem best practice in a given country may not be considered as such by LILAMA if the objectives of the policy work against one or several EU strategic objectives, for example by cutting public expenditure at the expense of lifelong learning.

The definition of a best practice in the field of policy will be related to its performance vis-à-vis the following 7 quality criteria:

1. Reflects current EU and regional policy on multilingualism.
2. Includes incentives to enhance & sustain language learner motivation & employment.
3. Reflects regional strategy for employability and intercultural benefits.
4. Addresses local language minority and migrant community language resources.
5. Provides for international networking and/or mobility.
6. Incorporates the European Qualifications Framework (EQF) with transparent validation/ credits.
7. Can be readily and usefully implemented.

Quality Assessment Criteria for Training initiatives

Good implementation of training encompasses a complete analysis based on scientific criteria, competent delivery of training, and the use of retroaction to improve training. This is delivered by trainers with a sufficient degree of expertise in a realistic managerial framework. The latter should incorporate sustainability. If unrealistic resources in training time or trainer's expertise are allocated, or if training is based on wrong didactic assumptions, then training cannot be deemed good.

Definition of Best Practice on the language training field will be related to its performance vis-à-vis the following 6 quality criteria:

1. It is based upon a complete and up-to-date needs analysis.
2. It is focused on the acquisition of competencies identified on needs analysis.
3. Its objectives are realistic.
4. It is based on an updated didactic framework
5. It incorporates some element of retroaction
6. It takes into account a maximal number of constraints: absence, diversity, time and place

Transferability assessment

Good quality best practices in a given field may be difficult to transfer due, for instance, to their dependency on regional context.

In addition to the quality of an initiative, its transferable character is deemed necessary if good practices are to support the strategic thinking of other policy-makers and language programme designers interested in the delivery of new or updated policies in the field of language training.

Transferability assessment is related to 5 distinct criteria:

1. Evidence of prior transfer other locations or policy areas.
2. Innovation on the design or implementation of the initiative.
3. Dependence on political context and framework conditions.
4. Flexibility to adapt to other contexts or to respond to differing needs analysis.
5. Multi-regional transferability chances.

3.3. Benchmarking process

The benchmarking process consists on a number of stages aimed at the identification, analysis, evaluation and agreement on Best Practices.

All LILAMA Network partners are involved in this process, playing different roles depending on which stage is being addressed. The different roles can be separated into:

- **OBSERVER:** All partners act as such, identifying potential best practices, completing the best practice reports and submitting them to Analysts for assessment.

- **ANALYSTS:** All partners act as such, following the evaluation grids and dossier information submitted by the Observer, as part of a peer review process. Although Observers are required to ensure that sufficient and detailed information has been included in the best practice reports, they are allowed to request further information of the Observer if needed.
- **MEDIATOR:** Role played by Network Coordinator, to be required only in the event of a conflict or disagreement between the Observer and the Analysts' assessment outcomes on a particular best practice, mediating until an agreeable solution is reached.
- **VALIDATOR:** Role played by Network Leader and Promoter, it carries out random checks to ensure that the methodology has been correctly applied, and ultimately consolidates the evaluation scores provided by Observer and Analysts for a given best practice in order to assess if it can be agreed as a good practice. In this case, the best practice report is published at the Observatory of Best Practices.

All best practices published in the Observatory have been analysed by an Observer and at least 3 different Analysts, and have achieved evaluation scores ensuring that they can be considered as such.

BENCHMARKING METHODOLOGY

Table 1. Stages, steps and agents involved on LILAMA Benchmarking Method.

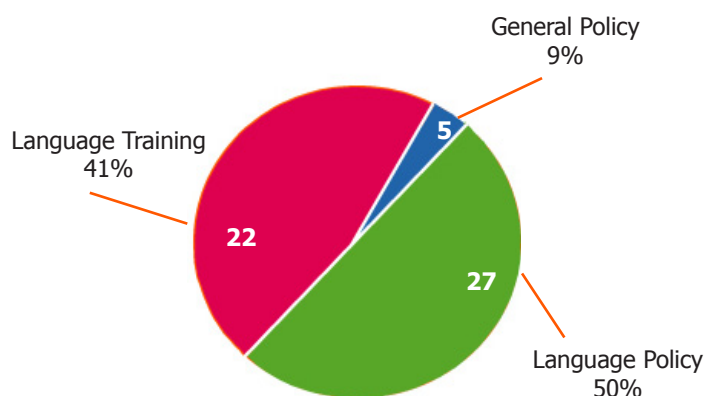
Stages	Steps	Role
Identification of Best Practices	Search and identification of best practices	Observer
	Best practice study	
Evaluation of Best Practices	Assessment of best practice	Analysts
	Evaluation of best practice	
Validation of Best Practices	Agreement on evaluation	Observer / Analysts / Mediator
	Method check of the process	
	Best practice publishing	Validator

3.4. Best Practices characterization

The LILAMA Observatory of Best Practices includes 50 Best Practices, available at www.lilama.org.

According to categories, language policy represents the area where more best practices have been identified. Language training initiatives come second and, finally, it is the general policy field linked to employability were the lowest percentage of best practices has been identified by LILAMA Observers.

Chart 2. Distribution of reported Best Practices by Categories.



Regarding geographical origin, the Observatory collects best practices coming from 16 different countries. 82% of Best Practices come from EU Members States, and 18% come from non-EU countries.

Chart 3. EU Best Practice Geographical Distribution.

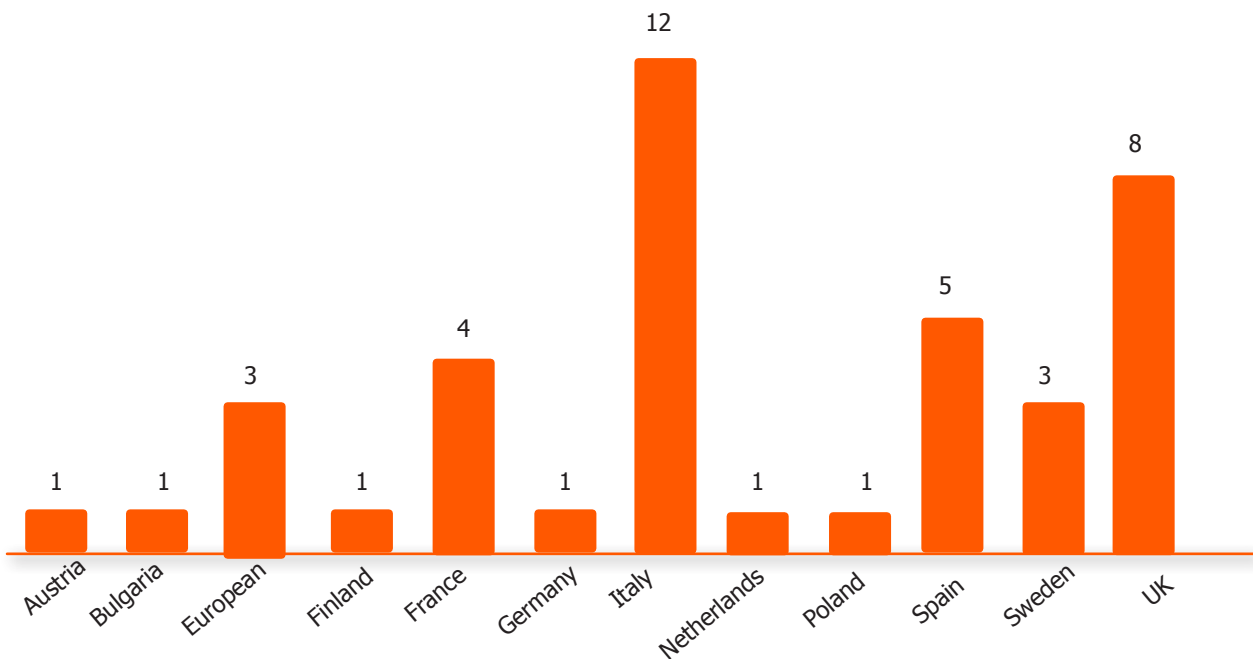
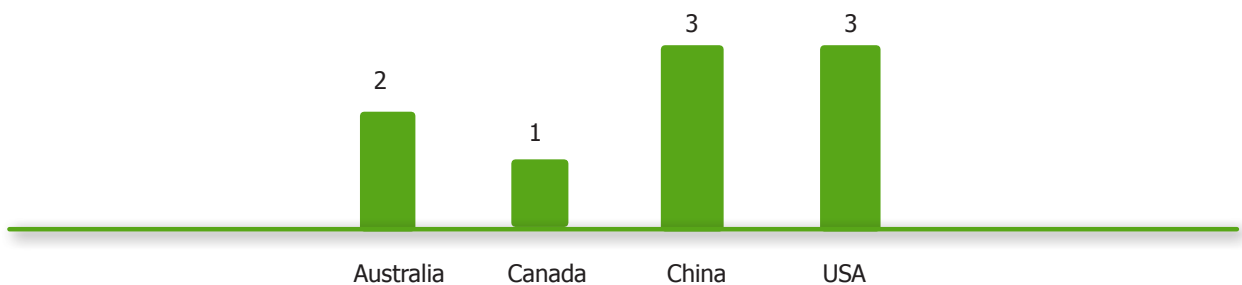


Chart 4. Non EU Best Practice Geographical Distribution.





4

BEST PRACTICES SUMMARY TABLE

4. BEST PRACTICES SUMMARY TABLE

N°	Best Practice	Origin	Policy/ Training Best Practice	Keywords				
				Policy area addressed	Policy level addressed	Target groups	Education & training level addressed	Outcome
1	ACLE Language Camps	Italy	Training	Intercultural considerations	National	Youth organizations, education and training institutions, languages associations	Secondary and higher education	Training methods and tools
2	Apofil Language Learning Programme	Italy	Training	Multilingualism, lifelong learning, migrant integration, employment policy, European Qualification Framework - EQF	Local and regional	Young adults, unemployed people, teachers	Vocational training, continuing education	Qualification framework method, language policy model, training methods and tools
3	ASL Language Training Agency	France	Training	Mobility, lifelong learning, employment policy	Local and regional	Young adults, businesses, adults	Secondary and higher education, vocational training, continuing education	Needs assessment method, training methods and tools
4	Australia Government's National Policy on Languages	Australia	Policy	Regional economic strategies, migrant integration	National	Teachers, young adults, adults, education and training institutions	Higher education, continuing education	Language policy model
5	Bila-Train / Bila-Learn Bilingual training in vocational education	Germany	Training	Multilingualism, migrant integration, employment policy	National, local and regional	Education and training institutions, young adults	Vocational training	Needs assessment method, training methods and tools

BEST PRACTICES SUMMARY TABLE

N°	Best Practice	Origin	Policy/ Training Best Practice	Keywords				
				Policy area addressed	Policy level addressed	Target groups	Education & training level addressed	Outcome
6	BioCulture	Europe	Training	Regional economic strategy, international networking, intercultural considerations	Regional	Businesses, education and training institutions	Continuing education	Needs assessment method, training methods and tools
7	Business Language Champions Plus	United Kingdom	Policy	Employment policy, multilingualism	Regional	Businesses, young adults, education and training institutions	Secondary education	Language model, employment policy
8	CampusOne Language learning actions	Italy	Training	Lifelong learning	Local and regional	Young adults, education and training institutions	Higher education	Needs assessment method, training methods and tools
9	China Language Law	China	Policy	Employment policy, migrant integration, mobility	National, regional and local	Education and training institutions	Secondary education	Training methods and tools
10	CITIES Creating information and language tools to improve enterprises' safety awareness	Italy	Training	Lifelong learning, migrant' integration, mobility, social inclusion	Local and regional	Businesses, adults	Non-formal education	Training methods and tools

BEST PRACTICES SUMMARY TABLE

N°	Best Practice	Origin	Policy/ Training Best Practice	Keywords				
				Policy area addressed	Policy level addressed	Target groups	Education & training level addressed	Outcome
11	Cross-Cultural Multimedia Language Learning	Australia / China	Training	Interculturality	National	Teachers	Non-formal education	Training methods and tools
12	Dutch National Action Programme for Modern Languages	The Netherlands	Policy	Regional economic strategies	National, regional and local	Young adults, adults, education and training institutions	Secondary education	Language policy model
13	East of England Language Framework	United Kingdom	Policy	Regional economic strategies, migrant integration	Regional	Businesses, teachers, language associations	Continuing education	Language policy model
14	eELP eEuropean Language Portfolio	France	Policy	Multilingualism, employment policy, regional economic strategies, mobility, EQF, European Language Portfolio -ELP	National, local and regional	Education and training institutions	Higher education, non- formal education	Communication tool, training methods and tools
15	EUROVOLT Vocationally oriented language teaching via Virtual Learning Environment	Austria	Policy	Multilingualism, employment policy	National, local and regional	Education and training institutions	Secondary and higher education, continuing education	Training methods and tools

BEST PRACTICES SUMMARY TABLE

N°	Best Practice	Origin	Policy/ Training Best Practice	Keywords				
				Policy area addressed	Policy level addressed	Target groups	Education & training level addressed	Outcome
16	ECR Export Communication Report	United Kingdom	Policy	Multilingualism, employment policy	Regional	Business, business support organizations	Continuing education	Needs assessment method
17	GRETA (GRoupements d'ETablissements) French network of public and adult education centres	France	Policy	Lifelong learning, employment policy	National, local and regional	Education and training institutions	Continuing education	Training methods and tools
18	IDECOLI Method Identification and analysis of Professional Linguistic Competences (PLCs)	Spain	Policy	Employment policy, regional economic strategy	Regional	Business, teachers, trainers	Continuing education	Needs assessment method, training methods and tools
19	IDECOLI Survey Identification of Professional Linguistic Profiles (PLPs)	Spain	Policy	Employment policy, regional economic strategy	Regional	Business, teachers, trainers	Continuing education	Needs assessment method, training methods and tools
20	Italian Language & Culture Courses for Foreigners	Italy	Training	Multilingualism, interculturality, migrant integration, EQF, social inclusion	Regional	Adults, unemployed people, adult learners with little formal education, education and training institutions	Vocational training	Training methods and tools

BEST PRACTICES SUMMARY TABLE

N°	Best Practice	Origin	Policy/ Training Best Practice	Keywords				
				Policy area addressed	Policy level addressed	Target groups	Education & training level addressed	Outcome
21	Language & Culture for Business (LCB)	United Kingdom	Training	Employment policy, multilingualism	Regional	Businesses, teachers, language associations	Continuing education	Needs assessment method, training methods and tools
22	Language & Culture for International Trade (LCIT)	United Kingdom	Policy	Employment policy, multilingualism	Regional	Businesses, teachers, language associations	Continuing education	Needs assessment method, training methods and tools
23	Language Audit Tools for Europe (LATE)	Europe	Training	Lifelong Learning, international networking	EU	Education and training institutions	Continuing education	Training methods and tools
24	Language courses for retail trade businesses employees	Italy	Training	Lifelong learning	Local and regional	Businesses, adults	Non-formal education, continuing Education	Needs assessment method, training methods and tools
25	Language training & support for offenders & staff in East of England Prisons	United Kingdom	Policy	Migrant integration, employment policy	Regional	Unemployed people, teachers, education and training institutions	Vocational training	Language model, training methods and tools
26	Language training for primary school teachers, Basilicata Region	Italy	Training	Lifelong learning	National	Teachers	Continuing education	Needs assessment method, training methods and tools

BEST PRACTICES SUMMARY TABLE

N°	Best Practice	Origin	Policy/ Training Best Practice	Keywords				
				Policy area addressed	Policy level addressed	Target groups	Education & training level addressed	Outcome
27	Language training for primary school teachers, University of Modena and Reggio Emilia	Italy	Training	Lifelong learning	National	Teachers	Higher education	Training methods and tools
28	Language training for the employees of the Municipality of Bologna	Italy	Training	Lifelong learning	Local and regional	Adults	Non-formal education, continuing Education	Needs assessment method, training methods and tools
29	Lingua Empresa Method & Tools for an innovative and competence based approach of language training in companies or with professional purposes	Spain	Policy	Lifelong Learning, employment policy, regional economic strategy	Regional	Public administration, businesses, business support organizations, education and training institutions	Continuing education	Needs assessment method, training methods and tools
30	Lingua Empresa Programme New model of language training in companies with professional purposes	Spain	Policy	Lifelong Learning, employment policy, regional economic strategy	Regional	Public administration, businesses, business support organizations, education and training institutions	Continuing education	Needs assessment method, training methods and tools
31	Małopolska Language Support	Poland	Policy	Regional economic strategies, mobility	Regional	Businesses, education and training institutions	Continuing education	Needs assessment method, training methods and tools

BEST PRACTICES SUMMARY TABLE

N°	Best Practice	Origin	Policy/ Training Best Practice	Keywords				
				Policy area addressed	Policy level addressed	Target groups	Education & training level addressed	Outcome
32	METP Manager Exchange & Training Programme	China	Policy	Regional economic strategies, mobility	National	Businesses, education and training institutions	Higher education, vocational training	Training methods and tools
33	MELIA Adaptable, computer-based language assessment model	France	Training	Lifelong learning, interculturality, multilingualism	National, local and regional	Adults, education and training institutions	Secondary and higher education, vocational training, continuing education	Training methods and tools
34	Multilingual Course for neighborhood police: the district carabinieri	Italy	Training	Multilingualism, interculturality, lifelong learning, migrant integration, social inclusion	Local and regional	Adults, education and training institutions	Vocational training, continuing education	Training methods and tools, communication tool
35	Occupational Language Analysis OLAs	Canada	Policy	Regional economic strategies, employment policy, migrant integration	National and regional	Adults, unemployed people, teachers	Vocational training, non-formal education, continuing education	Qualification framework method
36	Ohio Roadmap	USA	Policy	Regional economic strategies, methods and tools, international networking, mobility	Regional	Businesses, education and training institutions	Higher education, continuing education	Language policy model
37	Prof – ELP The European Language Portfolio for professional purposes	Europe	Policy	EQF, ELP	EU	Adults, businesses, education and training institutions	Continuing education	Needs assessment and training methods and tools

BEST PRACTICES SUMMARY TABLE

Nº	Best Practice	Origin	Policy/ Training Best Practice	Keywords				
				Policy area addressed	Policy level addressed	Target groups	Education & training level addressed	Outcome
38	PDP Professional Development Programme for the foreign language training sector	Spain	Policy	Lifelong learning, employment policy	Regional	Teachers, trainers, language organizations	Continuing education	Training methods and tools
39	RLNs Regional Language Networks	United Kingdom	Policy	Regional economic strategies	National and regional	Businesses, education and training institutions	Continuing education	Language policy model
40	Second Language Learning into the Auto Industry	Sweden	Training	Migrant integration, social inclusion	Regional	Adult learners with little formal education, education and training institutions	Vocational training	Method
41	SOLVIT Solving the challenges of International Communication	United Kingdom	Policy	Regional economic strategies, interculturality	National	Businesses	Continuing education	Needs assessment method, communication tool
42	Swedish for Immigrants SFI/SAS G Business- programme	Sweden	Training	Lifelong learning, migrant integration, social inclusion	Local and regional	Adults	Non-formal education, continuing education	Needs assessment method, training methods and tools
43	Swedish for Immigrants SFI Practical Work Placement	Sweden	Policy	Lifelong learning, migrant integration, social inclusion	Local and regional	Adults	Non-formal education, continuing education, vocational training	Needs assessment method, training methods and tools

BEST PRACTICES SUMMARY TABLE

N°	Best Practice	Origin	Policy/ Training Best Practice	Keywords				
				Policy area addressed	Policy level addressed	Target groups	Education & training level addressed	Outcome
44	Training Endowment Language Trainig Coures for Taxi Drivers	Italy	Policy	Multilingualism, interculturality, lifelong learning, employment policy, regional economic strategies	Regional and local	Vocational training, continuing education	Businesses, adults, adult learners with little formal education, education and training institutions, language organizations	Method, training methods and tools
45	Training Plans "Fondimpresa"	Italy	Policy	Lifelong learning, employment policy	Local and regional	Businesses, adults	Continuing education	Needs assessment method, training methods and tools
46	USA Federal Language Framework	USA	Policy	Regional economic strategies, migrant integration, justice and security	National	Education and training institutions, language organizations	Secondary and higher education, continuing education	Needs assessment method, training methods and tools
47	Validation of Prior Learning National Certificate of Language Proficiency	Finland	Policy	EQF, migrant integration, employment policy	National, regional and local	Adults, education and training institutions	Non-formal education, continuing education	Qualification framework method
48	Vocational standards upgrading and development and provision of in-service teacher training	Bulgaria	Policy	Lifelong learning	National	Teachers	Vocational training	Needs assessment method, training methods and tools
49	World Language Stories	USA	Training	Interculturality, language acquisition	National	Teachers	Non-formal education	Training methods and tools
50	Zhejiang Policy Language Support	China	Policy	Regional economic strategies, social inclusion, migrant integration	Regional	Businesses, education and training institutions	Continuing education	Needs assessment method, training methods and tools



5

BEST PRACTICES OVERVIEW

5. BEST PRACTICES OVERVIEW

BEST PRACTICE 1

TITLE: ACLE Languages Camps

COUNTRY OF ORIGIN: Italy

CATEGORY: Training

OWNER/PROMOTER: Associazione Culturale Linguistic Educational, ACLE

CONTACT: Dr Arrigo Spezial. ACLE. E-mail: citycamps@acle.it

EXECUTIVE SUMMARY:

The Dossier is about the language activities provided by the ACLE - Associazione Culturale Linguistica Educational (Educational Language and Cultural Association) in its camps. ACLE is a non-profit organisation endorsed by the Italian Ministry of Education which promotes a student-based teaching method and is the first association in Italy to teach English to children through T.I.E. (Theatre in Education), and to organise drama courses for teachers. ACLE has been operating successfully for over 25 years. The company was founded by Arrigo Speciali and is managed by a team of collaborators located in Sanremo, Milan, Naples, Rome, Roccafranca and the Veneto area.

Furthermore, ACLE arranges training courses for teachers and cooperates with some Italian publishers in preparing teaching materials for English language learning.

The dossier will be focused on the Language Camps arranged by ACLE. The system is organized in order to provide young Italian students with fun, enriching, hands-on opportunities to learn the English language at summer-time and city camps. The Camps are located all over Italy and in the past have included locations in Rome, Milan, Sicily, Bologna, the Dolomites, Pisa, Siena, and Naples.

Each summer ACLE sends close to 400 native English-speaking tutors to around 290 camps in Italy. Camps are either city-based (City Camps or High School) or residential (Summer Camps), taking one, two or three weeks, and providing Italian participants with a complete English-speaking environment. Both types of Camps are overseen by an English-speaking Italian camp director. Directors are usually English teachers and, in the case of City Camps, usually work at the host school.

In general, ACLE Camps aim to: provide a full-immersion experience in English for Italian students

who are unable to spend the summer in an English-speaking country; create enthusiasm and motivation for new multicultural experiences; demonstrate that the traditional Italian teacher-centred scholastic system of "chalk and talk" fails to stimulate the emotions and energy that an entertaining atmosphere can provide.

For the last several decades, ACLE educational programmes engage students physically, emotionally, and rationally. The slogan ACLE uses to recruit tutors all over the world is "motivate and inspire".

The applicant tutors need to: be native English speakers without speech impediments or strong regional accents that would impede from being understood by Italian learners of English (ACLE phones to the applicants in order to state the real accent); be preferably between the ages of 20 and 30 or have completed a minimum of one year at university, college or experienced a gap year;; be energetic, positive, flexible and know how to smile. The practice is not specifically directed to workers, but the methodology used and the background didactic framework are innovative and could be usefully transferred in other fields and contexts, especially those where oral competencies are needed.

Every year there are almost 150.000 people attending ACLE activities in Italy; more than 25.000 of them participate to the various kinds of Camps.

In the end, ACLE is also engaged in proposing projects against school abandonment in Italy.

IMPACT:

- Involvement of about 400 native English-speaking tutors.
- Participation of almost 25.000 students.
- Creation of a full-immersion experience in English

for Italian students who are unable to spend the summer in an English-speaking country.

RECOMMENDATIONS FOR TRANSFER:

The policy has been transferred all over Italy for the last 28 years and the camps have been arranged almost everywhere in the country: both in small towns and in cities ¹.

The policy is highly innovative with no barriers to a potential transfer, since it is an example of how motivation and direct involvement can have positive results in language learning. Innovation can be also identified in the major purpose of the project: start spreading the "culture of language learning", in terms of communicative competences to be owned by the speaker of a foreign language, expressed in the "can-do" statements of the CEFR level descriptors.

The ACLE philosophy strictly disrupts the general teaching methodology adopted in Italy for language learning, since it is mainly learner rather than teacher centred. The participants take an active part into the learning/acquisition process and are responsible for their choices.

Furthermore, the camps offer the possibility to everyone to be in a real English speaking environment not really going abroad. The general results are very good because the language awareness of each participant is always higher at the end of each camp. This policy appears to have some degree of flexibility. The same programme could be applied to other languages, while the overall methods and system would remain the same. Moreover, the goals described above were mainly linked to the European strategy outlined in Lisbon in 2000 and, for this reason, could be widely recognized all over Europe. Anyway, it could be necessary to define transversal plans of adaptation in order to make it fully flexible, especially in the work fields.

The programme allows for multi-regional transfer, in principle, to any global region, to any region within and outside the EU and to an unlimited number of EU regions and extra-UE Countries. The target sector (students) does not limit multi-region transfer. However, adjustments might be made in order to better adapt the programme to a wider extent of flexibility.

¹ Examples of transfer can be found on the ACLE website or obtained by the key contact.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/ACLE%20Language%20Camps%20-%20ITALY.pdf>

BEST PRACTICE 2

■	TITLE: Apofil Language Learning Programme
■	COUNTRY OF ORIGIN: Italy
■	CATEGORY: Training
■	OWNER/PROMOTER: Provincia di Potenza
■	CONTACT: Giuseppina Groia. Provincia di Potenza. E-mail: giuseppina.groia@apofil.it

EXECUTIVE SUMMARY:

Apofil Language Learning Programme has been carried out since 2004 as part of a wider VET programme of the Potenza Province.

The programme originated to support the local labour market policy and respond to the growing demand from young people on the regional territory, willing to ameliorate their skills in a foreign language through a system of formal and internationally recognized certification.

In addition to that, a strong presence of immigrants in the local territory and their language-related needs fostered the implementation of the programme.

The language learning actions also aim at the presentation and enhancement of innovative methodology based on practice and personalization of items through an integrated and systematic approach to languages and skills.

As regards the external language certification of applicants, Apofil signed an agreement with some international examination boards and precisely with Trinity Certification Board for the English language

and, for the last two years, with CILS Certification Board for the Italian language test as a second language. The relevant actions were carried out by Apofil head branch and then transferred to all Apofil territorial branches on the provincial territory. Since the programme started (2004) an overall amount of 1.723 applicants has taken a Trinity certification and about 130 immigrants have taken a CILS certification according to the CEFR for languages. Applicants are asked to undergo a placement test prior to the beginning of the courses which have an average length of 150 hours and a maximum of 15 participants per class.

IMPACT:

Since the programme started in 2004, the following figures show its successfully working:

- Out of 1.853 trainees involved in Apofil initiative, an overall amount of 1.723 applicants has taken a Trinity certification in English and about 130 immigrants have participated in CILS official exams for Italian.
- 90 courses have been holding as well as placement tests prior to the beginning of the courses.
- Involvement of 7 mother tongue teaches and 50 teaches an tutors.

RECOMMENDATIONS FOR TRANSFER:

As far as the English language, the project model has been transferred to all Apofil branches all over the territory of the Province of Potenza and to some local schools: primary schools and high schools. As regards the Italian language courses and CILS exams, the model has only been repeated and transferred to Apofil branches.

Procedures regarding initial selection of the students, language contents, learning activities schedules, objectives, final assessment and recognition of all international external certification have become the standard of reference for the Agency, for the local school system of training credits, and local employers. Furthermore, considering that the programme refers to international recognised standards, it can be easily transferred and applied to the whole Italian territory. Our programme has involved so far 1.853 trainees, 90 courses, 7 mother tongue teachers and 50 teachers and tutors.

Apofil Language Learning programme can be considered an example of capacity building action as regards language learning process.

The innovation of the policy can be identified in the attempt to standardize the acquisition of language skill for a wide range of users: university students, school students, workers, adults, children from primary schools, immigrants; all willing to acquire skills in a foreign language, or to be supported in the process of language learning and certify their skills regardless whether acquired within or outside formal education. Innovation can be also identified in the major purpose of the project to start spreading the "culture of language learning", in terms of communicative competences to be owned by the speaker of a second language, expressed in the "can-do" statements of the CEFR level descriptors.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Apofil%20Language%20Learning%20Programme%20-%20ITALY.pdf>

BEST PRACTICE 3

■	TITLE: ASL. Language Training Agency.
■	COUNTRY OF ORIGIN: France
■	CATEGORY: Training
■	OWNER/PROMOTER: ASL Formations Linguistiques
■	CONTACT: Anne-Marie Barrault-Méthy. Université Montesquieu-Bordeaux IV. E-mail: anne-marie.methy@u-bordeaux4.fr

EXECUTIVE SUMMARY:

The file is about “ASL Formations Linguistiques”, a private agency, member of UNOSEL (Union National des Organisations de Séjours Linguistiques), which organises language training abroad. ASL was founded in 1978, which means that it has now 32 years of expertise in the field of language travel. The main target population is university students, young adults and more and more executives who are looking for an up-skilling as well as re-training for professional purposes. ASL also has programmes based on requests from Human Resources Departments willing to re-train their employees; ASL is therefore really aware of the expectations of the companies they work with. Interestingly, the trend over the past few years has been the development of an important quantity of programmes focusing on both improving linguistic and cultural skills and developing employability. Their programmes for students improve language skills and thus complement and enhance what students have

learnt at university, and help them achieve fluency. Moreover, the training and the work experience abroad offers the man an interesting multicultural experience, developing abilities such as adaptability, curiosity, tolerance and international contacts that students may make effective use of, whether in the course of their studies, or to enter the job market. The company promotes employability in relation with foreign language mastery, more specifically by developing skills during work experience. For this purpose, the company has developed a network of partnerships with prestigious schools in many countries, mainly English speaking, but also Germany and Spain.

IMPACT:

- Courses combining language training and work experience
- Training lines incorporating job market needs
- Specific courses for lawyers, politicians and public administrators for the development of their language skills according to labour market requirements
- Mutual course assessment with the contributions from employers, students, academic advisors and work experience coordinators.
- Developing of a local network

RECOMMENDATIONS FOR TRANSFER:

This programme has been repeated for more than 30 years progressively incorporating needs identified in the labour market and developing a final way of providing language training combining with work experience abroad. In this domain, integration in the local company means that students are not only improving their linguistic competence but they get at the same time an insight into a different culture discovering countries and experiencing mobility. Pedagogical innovations can also be highlighted, both in the use of information and communication technologies and in the flexibility of the courses. This training programme has been developed on a wide scale showing that it is flexible to adapt according to needs, language learnt and taught, regions and job prospects. the experience has shown

that it was flexible to be adapted:

- It can be done throughout the year, as start dates are totally flexible.
- Lessons and contents are adapted to each student's needs according to the initial language level test done before starting the course.
- Work placements are flexible and can always be adapted to the students' requests an field of studies.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/ASL%20-%20France.pdf>

BEST PRACTICE 4

■ **TITLE:** Australia Government's National Policy on Languages

■ **COUNTRY OF ORIGIN:** Australia

■ **CATEGORY:** Language Policy

■ **OWNER/PROMOTER:** Australian Government

■ **CONTACT:** Lola Urrutia. Servicio Navarro de Empleo (SNE).
E-mail: lola.urrutia.heredia@cfnavarra.es

EXECUTIVE SUMMARY:

Australia is a nation with a unique, complex and rich linguistic situation as a result of its history and geography, made up of 3 internally complex groupings: the indigenous category, the settler group with the transplanted forms of British English, and the immigration group of the 2nd half of the 20th century. Most individuals and groups are multilingual.

The National Policy on Languages (NPL), approved in 1987, regards this as a resource which requires cultivation and development. The fundamental objective of language planning in Australia becomes, therefore, to ensure that Australia derives maximum benefit from its rich linguistic resources.

The NPL was fully funded and produced the first programme ever in the following areas: deafness and sign language, indigenous languages, community and Asian languages, cross-cultural and intercultural training in professions, extensions to translating and interpreting services, multilingual resources in public libraries, media, support for adult literacy and English as a second language.

NPL purported the following goals:

- enabled the nation to plan those aspects of its international, trade, economic and diplomatic relationships which related to language in an objective and rational way;
- initiated action to alleviate and overcome problems, disabilities, inequality and discrimination which may be encountered because of language;
- enriched Australia's cultural, artistic and intellectual life;
- provided the component groups of Australia's population for whom language is a defining characteristic, or for whom a language other than English is an instrument of communication, or a highly valued cultural possession, with recognition and support;

- encouraged and guided attempts to integrate technological changes with language use and learning.

The NPL considered 4 kinds of languages to be promoted through policy:

- Literate English: the aim of universal acquisition of standard Australian English supported by an array of programmes for identified problem areas.
- Second languages: the aim of all Australians knowing languages other than English, with opportunities and encouragement for speakers of other languages to retain those languages and transmit them to their children and these English speakers would acquire a second language through formal education.
- Indigenous languages: the endangered state of Australian languages was signaled as a priority for maintenance and support, but also that all Australians would at least learn about the unique Australian languages.
- Language services: the need for widespread an equitable language service, such as interpreting and translating and multilingual media, was identified.

The policy involved a partnership between the States, Territories and Commonwealth of Australia which enabled a coordinated approach. This approach recognized the respective roles of the various governments and other bodies involved in the national policy on languages, as well as their coordination efforts. Thus, national, regional and local Committees have been established throughout the years to oversee and implement the NPL.

The Languages Policy is a major political initiative, which at the time was unprecedented in scope and ambition. Significantly it was based on widespread consultation and involved a non-partisan political

approach.

Under the NLP, it is considered in Australia's interest to develop high levels of competence in languages of geo-political significance. Many such languages overlap with languages from recent immigrants (community languages) and therefore there are many young Australians whose potential bilingualism ought to be fostered in their interest and in the nation's interest. The NPL identified nine 'languages of wider teaching': Arabic, Chinese, French, German, Modern Greek, Indonesian, Italian, Japanese and Spanish.

IMPACT:

- First comprehensive national language policy (1987).
 - Superseded by new policies: National Statement and National Plan for Languages Education 2005-2008.
 - Creation of the National Languages and Literacy Institute of Australia.
 - 67 policy-related reports, investigations and substantial inquiries produced since 1970.
 - Priority of 9 'languages of wider teaching'.
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RECOMMENDATIONS FOR TRANSFER:

The Australian policy was ground-breaking and it has had significant influence. The "Australian" approach based on reports, reviews, surveys, investigations and description of language situation was therefore reflected in developments in the UK from 1998-2010. It also influenced the Dutch language plan and more generally became a key point of reference for language planning internationally. For instance, the Council of Europe has often made use of this work. The key innovation of this policy was about planning language provision. In part because of Australia's geographical position and economic priorities, as well as the unique linguistic composition of its population, it has been at the forefront of proposing and implementing a much broader approach to multilingualism than the one prevalent in Europe at that time. The main innovative aspects of the policy are the following:

- Language policy was more than an educational policy but impacted also on society and the economy.
- An effective strategy required an evidence base.
- A broad consensus was a pre requisite for change.

Although the original NPL has been superseded since then, it has resulted in significant investment at national and state level and the development of new policies in language and literacy, such as the more recent National Statement and Nation Plan for Languages Education 2005-2008.

From the outset, the Australian Policy included both indigenous languages and also community languages as part of the languages landscape and argued that they were a potential resource to be supported. The Policy also greatly increased resources for the acquisition of non European, in particular Asian languages, at a time when this was a minority interest in Europe. It also sought to professionalize language services, such as community interpreting. The policy depends on public support and consensus, built up over time, political will and appropriate funding. To that extent it does depend significantly on the political context, but it has nonetheless specific elements which have developed our understanding of languages in society and in education which are by themselves transferable to similar contexts. The Australian policy gives us a tool to develop policy in other, perhaps different, contexts. It also enables others to see the relationship between policy and implementation.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/National%20Policy%20on%20Languages%20-%20Australia.pdf>

BEST PRACTICE 5

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- **TITLE:** Bila-Train / Bila-Learn. Bilingual training in vocational education.

 - **COUNTRY OF ORIGIN:** Germany

 - **CATEGORY:** Training

 - **OWNER/PROMOTER:** IEI, International Education Information Exchange e.V.

 - **CONTACT:** : Anne-Marie Barrault-Méthy. Université Montesquieu-Bordeaux IV.
E-mail: anne-marie.methy@u-bordeaux4.fr
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EXECUTIVE SUMMARY:

Bila-Train Analysis, Bila-Train and Bila-Learn is a series of three language learning programmes for bilingual learners engaged in VET and for migrants and multilingual groups.

Bila-Train Analysis, a Leonardo Da Vinci programme, extended between 2003 and 2005. Over 1.000 experts, owners of enterprises and trainees in Europe were interviewed on bilingual programmes for initial vocational training. Research carried out in six EU member states showed that there was a need for bi-lingual vocational training, but the number of existing programmes was very low. This research was used to establish the other two programmes, Bila-Train in Practice and Bila-Learn.

Bila-Train in Practice, developed between autumn 2006 and September 2008, was also a Leonardo Da Vinci programme within a partnership of institutions located in Austria, Germany, Greece, Romania and Turkey. Bila-Train in Practice created and piloted bilingual learning modules for initial vocational training in selected professional fields. These fields were legal assistants (working in lawyers' offices) in German and Greek, Insurance Broker in German and Turkish and Mechatronics (automotive mechanics and electronics) in German, Italian and Romanian. All modules are based on the needs of trainees and trainers identified through the Bila-Train Analysis and were piloted in selected companies. The modules accompany existing mono-lingual vocational training courses with specific bilingual elements in learning fields of special importance towards selected professional profiles.

Bila-Learn is a project that was co-funded in the framework of the Grundtvig programme. Main target groups included adult migrants, members of ethnic minorities and other bi- or multilingual groups in Europe. It aimed at creating innovative materials helping bilingual adult learners to simultaneously improve their language skills in two languages. Project products included bilingual classroom modules, bilingual modules for mobile phones and a bilingual self-learning cdrom.

Council of Europe literature suggests that there is a need for language learning methods that rely on and that seek to increase multilingual competence. Educational systems in most EU member states do not actively support bi- or multilingual skills. Primary and secondary school education and vocational training mostly consist of courses where a country's national language is used for teaching. Learners of bilingual background lose their linguistic skills due to educational concentration on one language only. Language learning material for adults also needs to take this into account.

Bila-Train in Practice and Bila-Learn are based on an up-to-date didactic framework. Retroaction was taken into account through extensive testing of Bila-Train in Practice material and associating Bila-Learn target group of learners to the development of the material. Outputs are available on the web (www.bila-train.de), but some modules have also been published by a commercial publisher and can be found at libraries and bookshops in Germany and Austria.

The learning material takes into account diversity and learning styles. In principle, the grounding principles of Bila-Train Analysis, Bila Train in Practice and Bila-Learn can be unrestrictedly transferred to create new

material in new languages or to suit the needs of learners within and outside VET.

IMPACT:

- A large-scale needs analysis was carried out: more than 1.000 trainees, trainers, owners of companies, educational experts and political decision makers were interviewed by project partners in Austria, Germany, Greece and Italy and over 50.000 relevant elements of data were integrated into the final analysis.
- Training is focused on the acquisition of the

needed competencies identified through the needs analysis.

- Training incorporates some elements of retroaction.
 - Training takes into account a maximal number of constraints: absence, diversity, time and place.
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RECOMMENDATIONS FOR TRANSFER:

Bila-Train / Bila-Learn is a training initiative that can be transferred on a pan-regional level:

- Training material can be used with other languages.
- The method is transferable across sectors.
- Transferability is not limited to regional or to national boundaries.

Nevertheless, it would be important to develop this initiative under a partnership as it would contribute to lower delivery costs and also allows the effective exchange of expertise and resource and encourage international collaboration.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Bila%20Train%20Bila%20Learn%20-%20GERMANY.pdf>

BEST PRACTICE 6

■	TITLE: BioCulture
■	COUNTRY OF ORIGIN: Europe (Denmark, Sweden and UK)
■	CATEGORY: Training
■	OWNER/PROMOTER: Medicon Valley Alliance
■	CONTACT: Martin Andersson. E-mail: DavidOwen.ukti@eeda.org.uk (David Owen, RLN-East)

EXECUTIVE SUMMARY:

The BioCulture training programme supported the international growth of the European life science sector through the development of intercultural skills of companies in life science clusters in Europe. It responded to the issues surrounding culture and language skills for mobility & international collaboration & trade raised by the Council for European Biotechnology Regions (CEBR) in 2007. Activity was spread across 4 main European clusters, with the largest proportion taking place in the Medicon Valley area of Denmark & Sweden, which covered København and Skåne. Activity also took place in the East of England (mainly in an area nicknamed the 'Silicon Fen'), the BioAlpine Cluster (Torino-Grenoble) and scattered clusters in Finland. The programme was funded by the European Union Lifelong Learning Programme, Leonardo Transfer of Innovation, and took place from Nov 2007 to Oct 2009. A second phase is currently being developed for Germany, Switzerland, northern Italy and South East England. The programme recognised that there is a healthy transfer of scientists across European states, particularly in the field of bench-to-bench collaboration, yet insufficient culture resource to support those SMEs and other organisations which support them. Equally, these SMEs are striving to export their expertise, which in itself requires language & culture skills in relation to key markets, in particular Japan, USA, China and other leading European clusters. The project concept was based on the premise that SMEs from across the main European partner life science regions would face similar issues when confronted by language and culture barriers. The project operated on the business model survey-develop-test, where businesses were surveyed on their language and culture needs, culture and

language resources with a life science focus were developed, and these resources were used in a series of business culture and language workshops across the partner clusters. A total of 6 culture reports were developed, focussed on Japan, China, USA, UK, Germany and India. These were adapted from previous report data gathered in-market over a period of 2 years, and adapted to partner region cultures. These materials then underwent a series of further adaptations to reflect the specific culture of the life science community.

In Sweden and Denmark it was deemed by the programme managers that the excellent command of English by those interviewed would not constitute any barrier to trade, however cultural and behavioural differences (such as the Japanese approach to risk management) would. Equally, Italian scientists with a good command of English in a scientific context would not necessarily be experienced in a business English environment, therefore training was given on 'elevator pitch' and presentation skills.

Two short videos were made of the programme in Denmark/Sweden by MVA and held on the Medicon Valley TV site. They can be found via www.youtube.com by searching for 'MVA Leonardo' and 'MVA USA culture workshop.'

The selection of appropriate trainers was not easy, as there were 3 areas of expertise required: (1) knowledge of the culture of the target country, (2) understanding of the business environment, and (3) understanding of the scientific environment. There were few trainers who could meet all three criteria. However, the methodology of using joint presenters was an effective solution, and this was used as the model for the majority of the workshops.

The use of the culture reports as training material

brought with it the wider knowledge of those who had participated in their development from around the globe (such as business and business support contacts in Japan). This 'combined wisdom' was essential in setting the scene and enabling the learner to step outside their pre-conceptions of the target

culture based on their own experience. This was reinforced through the group discussion sessions during the training.

IMPACT:

- A total of 175 employees from 97 companies attended the total of 17 culture workshops. The key target group were scientists and business managers (most with a science background) of biotechnology and medical technology companies.
- The training provided learners with the knowledge and experience required to interact more effectively with overseas contacts and customers within a variety of settings, both scientific and business-related. 81% of SME staff deemed the culture materials to be appropriate to their business need and 67% to their sector (leading to further revisions), 95% felt that they were readily understood, 94% that the amount of material presented was sufficient, 78% that the sessions were interactive.
- Post-training evaluation of impact: Companies and their cluster management groups (as independent observers) provided evidence of improved performance or a 'filled' knowledge gap as a result of the training.

RECOMMENDATIONS FOR TRANSFER:

This programme has already been transferred.

- Develop culture resources to reflect the specific environment of the life science sector.
- Source a mix of culture trainers who, in combination, understand the target export life science clusters and the generic business culture of the target market.
- Utilise an international approach whereby clusters from several countries combine knowledge and experience of the target culture and language.
- Provide a clear definition of the target sector, whether life sciences or its sub-sectors (healthcare, biotech, medtech...), as these may have different linguistic needs.
- Update information from sources in-market.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/BioCulture%20-%20UK.pdf>

BEST PRACTICE 7

■	TITLE: Business Language Champion Plus
■	COUNTRY OF ORIGIN: United Kingdom
■	CATEGORY: Policy
■	OWNER/PROMOTER: RLN East (nationally CILT, the National Centre for Languages)
■	CONTACT: Michelle Brassel. CILT. E-mail: DavidOwen.ukti@eeda.org.uk (David Owen, RLN-East)

EXECUTIVE SUMMARY:

The programme was an initiative which ran across all 9 English regions and was managed by CILT, the National Centre for Languages, and funded in England by the Department of Children Schools & Families (DCSF). It was supplemented in the East of England by match funding from Norfolk County Council, hence the addition of 'Plus' in the programme title in that region.

Its specific objectives were:

- To bring young people and employers together to demonstrate the relevance of language learning for success in the global economy.
- To engage a wide range of employers to work with schools to increase take up in KS4 and motivate young people in their language learning.
- To use business/education links to raise the ambition and horizons of learners and to improve mutual understanding between schools and employers in relation to languages and the economy.
- To set languages alongside other key subjects within mainstream business/education programmes.

There were organised awards to recognise investment in language and culture, such as the European Award for Languages, the LAFTAs (Language & Film Talent Awards) and the Business Language Champions Awards. These were promoted by the BLC national

launch in Nov 2009 and other regional launches. Activities were planned at an initial meeting between partners and varied depending on the resource of the employers and the languages taught in the schools. They ranged from translating pages from a competitor's or customer's website, through design of packaging with language content and development of presentations about the use of languages, to telephone conference calls, design of presentations, small-scale internet research projects and participation in meetings with overseas visitors. A key fact of the project was the talks given by businesses to students about their own experience of using their language skills and the benefits these had brought to their company. On occasion, partnerships opted to award prizes to students succeeding in project competitions. A pilot teacher CPD workshop was developed by RLN East jointly with Links East University of Cambridge and delivered in Norfolk in July 2010. These workshops ran under the brand name LEEP. A case study e-booklet was developed by RLN East as part of the BLC+ programme. Geared to school students and young adults, it highlighted 10 companies from differing industry sectors, who outlined the benefits of investing in language and culture skills as well as the work they had done with local schools.

IMPACT:

- From 2004-09 over 150 businesses took part in the BLC project across England. The 2009-11 phase targeted 500 champions. In the East of England, the match funding from Norfolk County Council was used to invest in the language capability of the participating businesses, whether this be a contribution to language training, website localisation of literature/packaging translation.
- The programme built partnerships between businesses and schools to demonstrate the value of languages and intercultural skills for the world of work. Both education and trade drove this programme. Rather than focus solely on the

training of the existing workforce, the programme targeted the development of a pipeline of language capability from KS4 (14-16 yr olds) into AS/A-level (16-19 yr olds) and from here into employment or higher education. Partnerships were formed between business and schools to present the practical ways in which languages are used in the world of work. School students were set practical activities to try out their language skills, and these activities were 'scored' by local employers. Some activity was high-profile, with the major motor companies (Honda, Ford) working with school children.

- Nearly all teachers approached were positive about the prospect of working with local

businesses. Many teachers stated that their schools had targets or programmes which encouraged them to form business-school partnerships. Businesses saw the scheme as doing something innovative and unusual, were often keen to "give something back" to the community, and often felt a moral obligation to help youngsters and pass on their experience and knowledge

RECOMMENDATIONS FOR TRANSFER:

- Allow significant amounts of time for recruitment of businesses & schools and coordination of activity.
- Include practical benefits to business which helps them invest in their own language & culture skills and resources.
- Provide for a range of activities which are appropriate for a wide age-range, whilst targeting timelines which are outside company & school busy periods.
- Ensure the scheme is as flexible as possible in order to allow partnerships to use their imagination to come up with exciting projects to work on together.
- Encourage cross-over between school subject areas in order to demonstrate the value of languages in different industry sectors.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/BLC+%20-%20UK.pdf>

BEST PRACTICE 8

TITLE: CampusOne Language Learning Actions

COUNTRY OF ORIGIN: Italy

CATEGORY: Training

OWNER/PROMOTER: University of Basilicata

CONTACT: Marco Albanese. Basilicata Region.
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EXECUTIVE SUMMARY:

The "Campus One" programme took place in Italy from 2001 to 2004. The programme involved the Ministry of Education, the Ministry of Economic Development, the Conference of Italian University Rectors and all universities.

The main objective was to support the application of university reform over the national territory, as specifically stated by the Decree n. 509/99, and enhance the experimentation of system and training activities at university level, presenting innovative approaches to issues such as: attention to the labour market and new economy needs, network services, evaluation and accreditation methodologies, personalization, information and communication technologies, and language learning.

As regards the certification of the students' language skills, the Conference of Italian University Rectors drew up a partnership agreement with some international language examinations boards, such as Cambridge UCLES, Trinity College, London, Alliance Française, Goethe-Institut, Ministerio de Educación, Cultura y Deporte, in order to provide Italian university students with internationally recognized certification according to the competence level descriptors of the Common European Framework of Reference for Languages (CEFR), set out by the Council of Europe. It was then left to each university the decision about which board to choose in order to deliver the certification exams.

In the Basilicata region, the programme was carried out by the Language Learning Centre of the University of Basilicata in Spring 2003, in cooperation with the Faculty of Agricultural and Food Sciences, the Faculty of Arts and Humanities, the Faculty of Engineering, and the Faculty of Sciences. Not all degree courses were involved, but just one per Faculty: Agricultural Technologies (AT); Communication Science (CS);

Computer Science (CoS); Environmental and Territory Engineering (ETE).

The target language chosen was English. After an entry test, students were allowed to attend three language courses which lasted 50 hours each and were arranged in the multimedia laboratories of the Language Learning Centre. The overall amount of selected students was 77 (2 for AT, 16 for CS, 41 for CoS, 18 for ETE).

The programme is characterized by the following elements:

1. It is based upon a complete and up-to-date needs analysis.
2. It is focused on the acquisition of competencies identified on needs analysis.
3. Its objectives resulted to be realistic if compared with the final results in terms of, for instance, project indicators, language competence acquisition, number of trainees.
4. It is based on an updated didactic framework.
5. It incorporates some element of retroaction.
6. It takes into account a maximal number of constraints: absence, diversity, time and place.
7. The programme allows for multi-regional transfer, in principle, to any region within the EU, because of the planning in coherence with the European Lisbon strategy

Phases of the Basilicata CampusOne Project

Phase 1	Initial promotion of the language activity	Actor: All the involved Faculties
Phase 2	Definition of the entry level and the assessment tools	Actor: Mother tongue university Teachers and Professors
Phase 3	Selection of the participants	Actor: Language learning centre
Phase 4	Language training courses	Actor: Language learning centre
Phase 5	Individual language empowerment	Actor: Mother tongue university teachers and professors
Phase 6	Final assessment for the language skill acquisition	Actor: mother tongue university teachers and professors
Phase 7	International language certification (not compulsory)	Actor: Trinity College London

The project has not been repeated since the objectives and the procedures of the CampusOne Programme were finally adopted by the Italian universities as a whole in their legal training courses. These objectives and procedures regarding initial selection of the students, language contents and timetable of the language training activities, final

assessment, and the recognition of all international certification become the standard for the University of Basilicata language approach.

IMPACT:

- 77 higher education students trained in English, leading to the acquisition of language certificate.
- Programme method and objectives mainstreamed into the University of Basilicata policies.

RECOMMENDATIONS FOR TRANSFER:

The programme was mainly linked to the Italian political and educational context, since it was directed to better prepare the students to the innovation of the university reform. On the other hand the didactic strategy of the Italian university system aimed at making Italian students more prepared to become better European citizens. In order to achieve the same objective, some factors have to be treated

carefully: vocational training for lifelong learning, certified exit language levels multi-disciplinary contents, attention paid to competences, especially in foreign language learning.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/CampusOne%20-%20Italy.pdf>

BEST PRACTICE 9

	TITLE: China Language Law
	COUNTRY OF ORIGIN: China
	CATEGORY: Policy
	OWNER/PROMOTER: Ministry of Education, People's Republic of China
	CONTACT: David Owen. RLN-East. Regional Language Network East. E-mail: DavidOwen.ukti@eeda.org.uk

EXECUTIVE SUMMARY:

The China Language Law focuses on the policy of managing the standardisation of Putonghua (Mandarin) Chinese as the official national language and the retention of the remaining Chinese languages. The Law was passed on 1 January 2001 and applies to the whole of the territory of the People's Republic of China. It is to be implemented at provincial and local level, although ultimate authority lies with the Ministry of Education at national level. The Law is accompanied by a manual, which in turn is supported by a handbook, and both of these publications inform local government offices of how to implement and manage the policy.

The People's Republic of China (PRC) government has implemented 3 main language policies, revised in 2001:

1. Standardisation of Chinese.
2. Promotion of importance of English.
3. Preservation of minority languages.

The policy promotes lifelong learning and mobility, as it aims to develop a society of citizens for whom language does not present a barrier to employment in other territories, thus enabling the free movement of employed and unemployed alike. This is particularly of interest to those moving from rural locations to cities where their own language or dialect is not spoken. Job recruitment in government, business or education, however, is conditional on having a level 2 or 3 qualification in Putonghua, depending on the job role. To facilitate the standardisation of Chinese, a standard pronunciation based on a phonetic alphabet was introduced in 1958 called 'hanyu pinyin'.

The written language is to be the simplified character system, where these have been approved. The existence of a simplified character system promotes a much greater degree of literacy amongst the lesser

educated population groups. It is to be implemented at provincial and local level, although ultimate authority lies with the Ministry of Education at national level. The Law is accompanied by a 305-page manual (study book), which in turn is supported by a 347-page handbook, and both of these publications inform local government offices of how to implement and manage the policy. These 2 publications differ in content.

The manual contains detailed definitions, terms of reference and practical examples of the individual law articles to be implemented. Chapter 1 focuses on general provisions, chapter 2 on the usage of Putonghua, and chapter 3 on management and oversight. The driving messages behind chapter 1 are the need to protect all Chinese languages (as part of China's cultural heritage) whilst developing and implementing a platform of common communication, both spoken (Putonghua) and written (simplified characters). The handbook focuses more on the simplification of written Chinese, and contains a list of characters ordered by pronunciation and stroke count, and focuses in particular on the more complex characters.

The Law recognises that traditional characters still need to be used in certain circumstances, including in cultural relics and historic sites, in works of art such as calligraphy and seal cutting, handwritten inscriptions and signboards, and where their use is required in publishing, teaching and research. The government has undertaken codification of some minority languages in order to retain them.

IMPACT:

The key documentation to support the ongoing evaluation of the impact of the Language Law is the annual publication 'Report on the Language Situation in China', for which the latest version is from 2008. This 1084-report (for the year 2008) is based on extensive research across the country into the development of the impact of the Language Law. The research is carried out across the country, and it takes approximately one year to collect and analyse the data. The research not only covers the use of Putonghua but also that of foreign languages (especially English) and local languages and dialects. Feedback from those engaged in employment comes from interviews with a wide range of citizens, and specific examples of

each target group are included in the report. These include foreign-owned companies, Chinese companies in economic trade zones, as well as a focus on social cohesion, issues of dialect, and issues of language standardisation. The research also captures data on the growing number of Chinese citizens acquiring foreign languages skills (in particular English).

RECOMMENDATIONS FOR TRANSFER:

- A way of raising levels of literacy at national level through the simplification of complex language structures or characters.
- A balance between the systematic implementation of usage of a national language with retention of local languages and cultures.
- A way of unifying diverse ethnic groups through a common language and writing system.
- A systematic monitoring process supported through appropriate resource.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/China%20Language%20Law%20-%20China.pdf>

BEST PRACTICE 10

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- **TITLE:** CITIES, creating information & language tools to improve enterprises' safety awareness

 - **COUNTRY OF ORIGIN:** Italy

 - **CATEGORY:** Training

 - **OWNER/PROMOTER:** COFIMP

 - **CONTACT:** Francesca di Concetto. IRS, Istituto per la Ricerca Sociale.
E-mail: fdiconcetto@irsonline.it
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EXECUTIVE SUMMARY:

The CITIES project was designed to respond to the noticeable influx of workers originating from the Balkan area, often finding employment in SMEs in the mechanical engineering and construction sector, both in Italy and in Germany. Specific language learning tools were designed, aimed at these people, in order to ensure their professional re-qualification, as well as to contribute to their integration in the company's organisational systems.

The focus of the course contents is concentrated on the theme of Safety in the Workplace. The CITIES project addressed a particular category of workers coming from Central and Eastern European countries (Bulgaria, Poland and Romania) who often meet with discrimination in the workplace. The idea of combining awareness of the theme of work safety and linguistic knowledge could make a significant contribution to helping workers:

- find and/or keep jobs,
- improving their skills,
- be more competitive in the labour market.

Thus:

- enabling the learning and development of technical language skills;
- supporting the learning of everyday language in order to actively participate in the socio-economic and cultural life of the destination country and overcome problems of communication and integration.

The products developed were two language courses (Italian and German) based on didactic and information materials to be implemented in Polish, Romanian and Bulgarian. The course was produced in both paper and multimedia format. An English

edition was developed as well, in order for the course to reach a higher number of learners from countries other than the target ones.

The project beneficiaries are workers having an A1-A2 CERFL level in Italian. Nonetheless, the course was designed to also reach absolute beginners, and for this reason all the texts except for the tests/drills are bilingual.

It was not possible to define a length of time for completion of the training since self-teaching/self-learning for working learners is impossible to plan in terms of duration. The learning objective of the course was not connected to an efficiency assessment in terms of time to reach the objective, but rather concentrated on the quality of learning.

The CITIES project was funded by the European Commission and this aspect undoubtedly made it easier to carry out the products (Italian course on paper, CD-ROM and on-line) and sustain the expenses for the language expert and the ICT expert in charge of the design of the learning platform. After the CDs and the hard copies of the course have been distributed, new copies of the course may be printed at the employers' expenses. No agreement was made among the partner concerning commercialization of the product.

IMPACT:

- Two language courses (Italian and German) based on didactic and information materials to be implemented in Polish, Romanian and Bulgarian.
 - An English edition to reach a higher number of learners from countries other than Bulgaria, Poland and Romania.
-

RECOMMENDATIONS FOR TRANSFER:

The practice can be transferred to any other language, and the subject under consideration (in the case of cities, the theme of safety in the workplace)

can be adapted to different sectors.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/CITIES%20-%20Italy.pdf>

BEST PRACTICE 11

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- **TITLE:** Cross-Cultural Multimedia Language Learning

 - **COUNTRY OF ORIGIN:** Australia / China

 - **CATEGORY:** Training

 - **OWNER/PROMOTER:** Shangai Jiao Tong University Distance Education College and Faculty of Arts at Monash University.

 - **CONTACT:** Carsten Ullrich.
E-mail: DavidOwen.ukti@eeda.org.uk (David Owen, RLN-East)
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EXECUTIVE SUMMARY:

Cross-cultural multimedia language learning is the new frontier to increase the skills of students. It is based on the use of the Internet and new forms of interaction made possible by Web 2.0 tools. This file describes how these technologies were used in a blended classroom in order to promote language learning, especially spoken language, together with intercultural exchange through synchronous and asynchronous tools for collaborative tasks. The reference case study involved, together, 82 Chinese adult learners (aged 20-30), enrolled in a college that offers distance education via the Internet, in Shanghai, and 31 students (aged 18-22), enrolled in the graduate group, "Chinese media studies" (CMS), in Australia. The former were the participants of the online "Newspaper discussion" unit, focusing on current news; while the latter were interested in Chinese domestic and international news and current affairs. The laboratory was developed on reading and commenting current issues and news, both in Australian and in Chinese, in a virtual classroom created thanks to the Web 2.0 tools for interaction.

The laboratories lasted from 13 to 15 weeks, with an average of 3 hours per week, in which students worked on multimedia texts and focused on skills-based media on the Internet. The classes met in a Skype video conference, along with their instructors, for an informal initial presentation. Then, a group chat was created in order to allow students to communicate simultaneously. The teachers had produced the first multimedia files and recorded videos in which they had explained the basics of the tools used and the collaboration purposes of the classes. The video was included in the "FAQ" section, so that it could be watched several times. The classes learnt about how to use the tools began to upload documents and edited them on a platform shared asynchronously. Teachers were also encouraged to stimulate the class comments, to upload documents and continue the work done in class during the other sessions.

IMPACT:

- Involvement of a total of 113 students coming from two different countries Australia and China.
- Development of training initiative based on web 2.0 tools.
- Production o multimedia files and recorded video as methodology.

RECOMMENDATIONS FOR TRANSFER:

The cross-cultural learning model is effective and versatile and could be easily transferred in any context of language learning. As a matter of fact, even though the students were somehow forced to communicate in the target language, the advantage was that they did not feel stressed, because they could communicate, informally above all, with their peers.

Some recommendations about the delivery and transferability of online activities, regarding this specific policy, are the following:

- teachers should preload materials before the live lessons or activities and previously record documents (importance of well planning the outline of the various meetings);
- access to statistics regarding the online activities by the participants is also important in order to better provide learning stimuli;
- teachers should make documents as public as possible in order to increase participants'

motivation and interest in providing high-quality stuff;

- teachers should also be careful in monitoring online activities and stimulate students to participate.

There is no evidence that this specific policy has been transferred anywhere else, but there are hundreds of similar studies published on specialized journals describing experimental actions using Web 2.0 tools in language learning. Thus, what is important is not the tool and its functionalities, rather than the pedagogical patterns lying backwards the training activity.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Cross%20Cultural%20Language%20Learning%20-%20AUSTRALIA%20&%20CHINA.pdf>

BEST PRACTICE 12

TITLE: Dutch National Action Programme for Modern Languages

COUNTRY OF ORIGIN: The Netherlands

CATEGORY: Policy

OWNER/PROMOTER: Dutch Government

CONTACT: Lola Urrutia. Servicio Navarro de Empleo (SNE).
E-mail: lola.urrutia.heredia@cfnavarra.es

EXECUTIVE SUMMARY:

The drawing up of a National Action Programme (NAP) on Modern Languages was a commission from the Dutch Government in 1989, in anticipation of the new demands of the European Single Market after 1992. A series of empirical studies confirmed an increasing demand for foreign languages, including 'minor' languages such as Russian, Japanese and particularly Spanish, and that language training provision and diversification was also increasing, although not as quickly. The NAP also responded to the feeling which had been building for some time that foreign language training provision was no longer coping adequately with growing demand for foreign languages. The fact that such worries were expressed by organizations from business and commerce significantly contributed to their urgency.

The NAP is a complete and full statement of the country's Foreign Language Training policy and includes 34 specific recommendations endorsed by Government:

- Stricter control of foreign language provision, including a limit on the number of languages available to students in order to promote more advanced levels of competence in a smaller number of languages.
- Better coordination between the different foreign language programmes in the educational system.
- An over-arching framework of teaching objectives for the educational system as a whole.

The NAP is mostly targeted toward secondary and vocational education where it is reported that there has been success in increasing the possibilities for the learning of modern languages, input to teacher training and support from vocational education institutions, organization and stakeholders. NAP also has implications for public and private language teaching provision and brings with it significant implications for teacher training as well.

NAP was implemented from 1992 to 1996 by the National Bureau for Languages. The mandate of the

National Bureau for Languages was further extended, and was subsequently taken over by the National Institute for Curriculum Development (SLO), which has significant responsibilities in curriculum design and publications in the area of foreign language teaching and learning until the present day.

The policy practice clearly reflects new demands of the EU common market and Europe competitiveness and the reality of increasing labor and educational mobility within the EU. An important aspect of the NAP was the aim of boosting the learning and teaching of foreign languages with a special focus on the neighboring languages which, in the case of The Netherlands, are French and German.

This initiative supports European strategies on multilingualism as it also supported and developed teaching materials in newly taught languages such as Spanish, Italian, Arabic, Turkish and Russian. Some of these are minority and migrant languages. Brochures are published, targeted at several specific groups of pupils, among them groups of migrants, to inform them of the possibilities in this field that are offered at schools for secondary education. There are teacher training colleges for teachers of Spanish, Arabic, Turkish and Russian.

NAP presented recommendations to government. Some of these included incentives to enhance and sustain language learner motivation and employment benefits: internationalization of the curriculum, employment of native speakers as language assistants etc. NAP also promoted the mobilization of students and teachers through different network initiatives such as the following:

- European Platform, which arranges international exchanges for secondary education centers, in such a way that exchanges can help to improve language skills, especially of the neighboring languages.
- Network for Internationalization in Secondary Education (NIVO), which brings schools in

secondary education together and offers advice and guidance on the development of their internationalization policies.

- Centre for Internationalization of Teacher Education (CILO), which brings together teacher education programmes that include internationalization and focuses attention on a policy plan for internationalization with a compulsory course in the curriculum and a compulsory work placement abroad.
- Platform for Early Foreign Language Education (Platform VVTO), which aims to promote early

foreign language education in the Netherlands in the broadest possible sense.

The NAP and its follow up Action Plans and strategic documents reflect important geographical and political facts related to foreign language learning in the Netherlands where internationalization of language education has been a major priority.

IMPACT:

- Measurable impact on increasing the possibilities for learning modern languages in secondary and vocational education through both a concentration and diversification of language training supply.
- Every year more than 20.000 pupils go abroad as part of national, bilateral or European programmes for internationalization.
- Research data related to language learning at all stages of the educational system. Data collected have been a useful resource for European discussions.
- Good basis for evidence-based policy decisions.

RECOMMENDATIONS FOR TRANSFER:

There is no evidence of transfer, but the NAP could be transferred, being first adapted to each regional and national context. The political context is of a particular importance for the adoption of the Language Policy. If such a plan or policy does not meet current political priorities or concerns (which may go beyond strictly language or education issues) it is unlikely to succeed. It may, for example, be a relevant factor in relation to the Dutch National Plan that the Netherlands's traditional linguistic strengths which had been so important given its geopolitical situation were perceived to be under threat, and that this could have a negative economic and political effect for the country.

Since its development and implementation procedures have met expectations, other countries (and regions) can optimistically consider working along the same

lines. In case of future transfers, the key success elements are considered to be:

- A period of initial research and expert testimony.
- Evidence based analysis of priorities.
- Involvement of key stakeholders.
- Long term perspective on change.

Since the core to the NAP's strengths is its evidence-based approach, it is extremely flexible and applicable to a range of contexts. It would not be a question of applying the particular priorities identified by the NAP to a new national or regional context, but rather one of adapting the methodology to carry out a new analysis leading to a specific plan for a specific place, involving in the process key stakeholders and policy makers.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Dutch%20National%20Action%20Programme%20-%20The%20Netherlands.pdf>

BEST PRACTICE 13

■ **TITLE:** East of England Language Framework

■ **COUNTRY OF ORIGIN:** United Kingdom

■ **CATEGORY:** Policy

■ **OWNER/PROMOTER:** RLN-East

■ **CONTACT:** David Owen. RLN-East. E-mail: DavidOwen.ukti@eeda.org.uk

EXECUTIVE SUMMARY:

The East of England Language Framework is a document which provides the key priorities for the language and culture skills development for employment in the 6 counties of the East of England. It is supported by 2 more detailed documents, namely the March 2008 'International Communications Scoping Report' and the May 2008 Train to Gain 'Language & Culture for International Trade: Evaluation Report'. The Framework is designed as a guide for regional stakeholders in terms of the themes to be addressed and employers to be supported. It was first developed in Oct 2005 and updated in Aug 2009.

Several areas in combination are addressed by the Framework. These include the capacity-building of the region's exporters in relation to their international management skills, the language capability which can provide an added attraction to inward investment, the strengthening of employer-education partnerships to provide the region with a pipeline of young workers

with language capability combined with other specialities, the maximisation of the language and culture skills possessed by the region's multinational communities & migrant workers, support for the region's priority economic sectors, and support for public sector organisations faced with language and culture barriers.

Surveys forming part of Framework-based projects questioned businesses about their business aims, learning aims, language and level, current ability, logistical needs (time, place), situations on which the training should focus, and any specific dialogues needed by the company staff. An important route to promote the benefit of investment in language and culture is the recognition of the importance of language and culture skills by skills brokers and business advisors. These are staff who have full-time interaction with businesses.

IMPACT:

The East of England Languages Framework has enabled the development of a coordinated approach to public support for investment in language and culture to improve the region's economy. This covers language training, cultural awareness, translation and interpreting, resource development (including the website www.rln-east.com), network and project development. It has developed effective awareness raising activities within the business support, public sector and educational communities. The East of England has an enviable track record of public support for language and culture skills development. RLN East was established in 2005 to drive the business language and culture agenda in the region, which has become increasingly coordinated in an efficient manner to benefit all stakeholders, in particular

government and the business community.

- The Framework's approach ensures that over time the importance of language skills is recognised by a wide range of organisations and not just those dedicated to the languages agenda. This will also alleviate the need to constantly have recourse to public funds to develop stand-alone projects. The Framework addresses lifelong learning relating to contextualised employment needs. A wide range of areas are addressed by the Framework and its 2 supporting documents. First, it promotes a wider knowledge and use of a range of languages, as the languages currently supported include a mix of 'traditional' languages taught at school (French, Spanish, German), those which are mother tongues of migrant workers (Polish,

Portuguese, Russian), and those which represent other key international trade markets (Chinese, Arabic, Japanese). The Framework is informed through regular discussions with and visits to employers, both SMEs and larger multinationals.

Approximately 100-120 employer visits are made each year.

RECOMMENDATIONS FOR TRANSFER:

- Training should respond to identified company language training needs, and there is logic in applying a sectoral approach to project development.
- Maximum use should be made of migrant worker language skills through making the link to business growth in international markets and use of these languages in the community.
- Establish a pipeline of language capability into the employment market from the education sector through the development of business-education links. A balance of traditional languages taught in schools and languages new to education but relevant to international trade should be sought.
- To ensure that our communities remain safe and our citizens protected we need to provide prison and police officers with the intercultural and language skills required to diffuse tense situations, provide guidance and manage communications with communities.
- A balance of stand-alone language and culture programmes and embedding of language & culture content in standard programmes should be developed.
- Dialogue between fund managers and employer representatives should be continued to provide a clearer picture of how qualifications (both short and long) can dovetail with employer demand and the requirements of the funding streams.
- We should recognize the differing needs of employers for task-based training, where some employees do not need to attain a high level of language proficiency yet would benefit from a basic knowledge of the language.
- Where employees do need a higher level of attainment, we should balance this with provision of a pipeline of staff with existing language skills.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/EoE%20Language%20Framework%20-%20UK.pdf>

BEST PRACTICE 14

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- TITLE:** eELP, eEuropean Language Portfolio

 - COUNTRY OF ORIGIN:** France

 - CATEGORY:** Policy

 - OWNER/PROMOTER:** Université Montesquieu – Bordeaux IV

 - CONTACT:** Anne-Marie Barrault-Méthy. Université Montesquieu-Bordeaux IV.
E-mail: anne-marie.methy@u-bordeaux4.fr
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EXECUTIVE SUMMARY:

The eEuropean Language Portfolio was developed in its 1.0 version in the framework of an informal consortium of European higher education institutions. The development of the 2.0 version, which has been accredited by the Council of Europe, was financed by a single university, Université Montesquieu-Bordeaux IV.

Université Montesquieu-Bordeaux IV has a long history of ELP use. The ELP was introduced in 2003 and has led to progressively reorganise English teaching across the whole syllabus in Law and Economics. This is why it can be considered more as a language policy initiative than a training initiative. Such a reorganisation is still in process. The financing of the redevelopment of the eELP was obtained considering the potential of the previous version for the purpose of promoting multilingualism in the context of the international university landscape and helping students find employment by enhancing their multilingual skills and their qualifications expressed along the EQF.

The originality of this ELP is that it contains a database which can be open to companies interested in students' language skills for short or long-term missions. At the same time, technically, the eELP is a policy statement in favour of open-source software and user control of who has access to eELPs. The choice of open-source software also ensures that once the eELP released and distributed to higher education institutions, it will create a community of developers

which will improve its usability by, for instance, allow for integration in the universities' Content Management Systems. These are the systems used by webmasters and teachers thanks to which they can put information online, on a website, on Dokeos, on Moodle or on other systems.

This eELP being very much employability-orientated, it is completely in line with the most recent EU and regional policy statements on the importance of mobility to foster social inclusion.

Students from migrant communities are among the primary targets of the eELP, as this is the place their plurilingual competence can be displayed. However, the eELP is a much broader language policy tool. Not only has it led to reorganising English teaching in the university in which it has been implemented, but it is also currently changing the positioning of Université Montesquieu-Bordeaux IV as a whole as a language policy research institution, as language-related technical and pedagogic engineering innovations are receiving international attention in research, associations and projects.

The eELP is to be distributed free of charge to higher education institutions, directly or through RAssemblement National des Centres de Langues de l'Enseignement Supérieur, the French chapter of the European association of university language centres (CERCLES). This will ensure it is transferred to other local, national, European and global contexts.

IMPACT:

- Sustains the use of CERFL levels across the university curriculum.
 - Sustains multilingualism.
 - Includes incentives to enhance and sustain language learner motivation and employment benefits.
 - Reflects regional strategy for employability and intercultural benefits.
 - Addresses local language minority and migrant community language resources.
 - Provides for international networking and/or mobility.
 - Incorporates the European Qualifications Framework (EQF) with transparent validation/credits.
-

RECOMMENDATIONS FOR TRANSFER:

There does not seem to be any obstacle for multi-regional transfer, in the framework of a global or European partnership. It can be

transferred to partnerships of teachers, HEI, regions and states. It can be readily and usefully implemented.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/eEuropean%20Language%20Portfolio%20-%20FRANCE.pdf>

BEST PRACTICE 15

■ **TITLE:** EUROVOLT, vocationally oriented language teaching via Virtual Learning Environment

■ **COUNTRY OF ORIGIN:** Austria

■ **CATEGORY:** Training

■ **OWNER/PROMOTER:**

■ **CONTACT:** Inge-Anna Koleff. E-mail: inge-anna.koleff @vhs.at

EXECUTIVE SUMMARY:

The use of ICT in vocationally oriented (VOLL) and professional language teaching and learning can contribute to the efficiency of learning. The EUROVOLT course illustrates how to use VLE, providing activities to practice all four language skills. Trainees create their own professionally and/or vocationally oriented language learning units (as a model) on any platform/VLE (e.g. Moodle, or any other VLE).

The EUROVOLT via VLE project was shortlisted for the European Regional Champion Award 2007, Category Employment. The European Employment Champion is awarded to the regional initiative that has done most to create jobs or stimulate employment. This can be achieved through attracting inward investment, developing training programmes or coordinating employment policy with other regions or cities. The course for teachers provides for online collaboration with peers engaged in the course, with colleagues and with tutors. The exchange with trainees is essential, and going online several times a week and participating in the online discussions are very much required.

The project co-operates and collaborates with other (EU) projects and partner institutions in this field throughout Europe.

The CEFRL level of the teacher training course for Language Teachers and Trainers is B 2 or higher. It is accredited by ICC/The European Language Network within the Euroalta Teacher Training Scheme, WeiterBildungsAkademie Austria (4 ECTS for didactic competence) and Donau Universität Krems/Austria (3 ECTS). ECTS stands for credits within the frameworks of the European Credit Transfer and Accumulation System.

In addition, the materials produced and applied and the templates for establishing quality criteria contribute to the increasing pool of documentation of good practice throughout the Union, which can be emulated by training and educational establishments throughout Europe.

Registrations are open and can be made online. No transferability is necessary. Any language teacher involved in vocational education and language trainer can register.

IMPACT:

- Reflects current EU and regional policy on multilingualism.
- Includes incentives to enhance and sustain language learner motivation and employment.
- Reflects regional strategy for employability and intercultural benefits.
- Provides for international networking and/or mobility.
- Can be readily and usefully implemented.

RECOMMENDATIONS FOR TRANSFER:

This initiative is ready for transfer, without any obstacle.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Eurovolt%20-%20Austria.pdf>

BEST PRACTICE 16

■	TITLE: ECR, Export Communication Report
■	COUNTRY OF ORIGIN: United Kingdom
■	CATEGORY: Policy
■	OWNER/PROMOTER: RLN-East. At national level UKTI
■	CONTACT: David Owen. RLN-East. E-mail: DavidOwen.ukti@eeda.org.uk

EXECUTIVE SUMMARY:

The ECR is a national programme developed by UK Trade & Investment and delivered in England and Wales by the British Chambers of Commerce. Its role is to help companies develop their international communications strategy by first conducting a review of both their language and culture strengths and weaknesses and the linguistic resources which they already possess. During 2010 two versions of the ECR became available, the 'traditional' ECR covering all areas, and an alternative version focussing on the company website internationalisation.

Across England and Wales the review has 2 stages. In the East of England there are 3 stages. Stage 1 is an initial telephone dialogue between the ECR consultant and the company to gain an overview of their export strategy and the overall linguistic ability of the company staff. This is accompanied by desk research, such as a study of their website. The second phase is a half-day visit to the company to view literature, product packaging, manuals and instruction leaflets and to review staff language competence. This is accompanied by a detailed report. Stage 3 is an aftercare service provided by RLN East, whose role is to work with the company on the recommendations arising from the report and to support on a practical level the implementation of these, including upskilling in language and culture competence.

The ECR is directly linked to employment context, as it analyses and makes recommendations via specific actions based on the company's actual circumstance and export market plans. The review includes a report which outlines these areas:

- A table of strengths and weaknesses of their current communications against international best practice
- Practical recommendations, tailored to the company and summarised in an action plan
- Information about possible suppliers and costs to

- implement the recommendations
 - How-to guides, with more detailed general advice on how to implement recommendations
- Each year the East of England UKTI export awards includes a category for 'International Communications'. Winners of the award (one per year) at regional level need to demonstrate the difference that investing in language and culture capability has made to their business export performance. Case studies are produced regularly by BCC and are placed on the website:

http://www.britishchambers.org.uk/zones/export/export-communications-review/an-export-communications-review-really-works_1.html.

These can be filtered by UK region, industry sector, ECR consultant or continent of focus. During discussion of the staff language skills, the company is provided with an A4 horizontal format table outlining the CEFRL competences. The consultants and the company representatives then review staff skills based on these descriptors.

IMPACT:

- The total target for 2010-11 is 265 companies undertaking an ECR. This has been over-achieved, with 363 company ECRs to end Feb 2011. The scheme is driven entirely by company representation, as companies cover 50% of the cost of the review and sign up for the scheme. It is a long-term scheme as actions are supported through the 2-year Passport to Export (P2E) and 1-year Gateway to Global Growth (G3) programmes, which together last 3 years.
 - The impact of the programme is based on increased export sales through reduced barriers to trade. This information is captured via the national PIMS (Performance Impact & Monitoring Survey) feedback system. The 2010-11 figures rate Quality of service at 77% and Satisfaction with service at 75%. In the East of England this was complemented by a separate independent evaluation in 2009 commissioned through UKTI of the aftercare support for ECR.
 - The benefits of the scheme are highlighted to companies as follows:
 - They help increase export business
 - It helps make the business more competitive
 - It provides a practical action plan for improving communications
 - It improves relationships with overseas distributors, partners and customers
 - It builds confidence to trade with new and challenging markets
-

RECOMMENDATIONS FOR TRANSFER:

- Generate the buy-in from business support intermediaries to raise awareness of the importance of language & culture capability.
 - Leverage buy-in from companies through a partial grant system (ideal is 70% grant 30% company investment).
 - Offer a choice of types of ECR depending on the linguistic focus of the company.
-

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Export%20Communication%20Report%20-%20UK.pdf>

BEST PRACTICES OVERVIEW

BEST PRACTICE 17

■	TITLE: GRETA (GRoupements d'ETAbissements)
■	COUNTRY OF ORIGIN: France
■	CATEGORY: Policy
■	OWNER/PROMOTER: National Education Ministry
■	CONTACT: Catherine Coussi. E-mail: catherine.coussi@ac-bordeaux.fr

EXECUTIVE SUMMARY:

GRETA is a network of VET providers covering over 6.000 locations across France and which offer courses in a variety of subjects, including languages. Overall, training at the GRETA is funded mostly by the State (for half of the trainees) but also by businesses (in one third of the cases). GRETA reflects current EU and regional policy on multilingualism in the sense that training can be provided on demand, in an almost unlimited number of languages, at all levels and to suit a variety of restraints: in groups, on a one-to-one basis, over the telephone, using a multimedia platform, in a language centre, while having lunch with the trainer, on the internet, etc..

Training in an unlimited number of languages can potentially be covered, from the most to the least demanded. The focus of the training may be one or several target level(s) or one or several target competency (ies). Training is carried out by state-accredited teachers or by experienced trainers. Language certificates are systematically offered at the end of the course whenever available.

The tax scheme under which GRETA operates allows

to offer courses starting at very low fees. These vary depending on job status and income levels.

In France, everybody in employment is eligible to language training through the Droit Individuel à la formation (which can be translated Individual Right to Training), or D.I.F., which is a training bonds system. The DIF provides yearly with 20 hours of free training for everybody in employment and can be used to take language courses. This makes language training fully accessible across the country.

Training targets people in employment but also outside employment, such as job seekers, including people in retraining, and migrants. Employed may take a language course as part of the DIF but also as part of a corporate training scheme. The course may then deal with language for general or for specific purposes, for instance for a particular business sector or a particular type of needs, as determined through a needs analysis prior to the training. All combinations of languages, sectors and purposes can be considered.

IMPACT:

- Sustains multilingualism.
- Includes incentives to enhance and sustain language learner motivation and employment benefits.
- Reflects regional strategy for employability and intercultural benefits.
- Provides for international networking and/or mobility.

RECOMMENDATIONS FOR TRANSFER:

This Policy can be transferred on the basis of a regional or transregional partnership of language training institutions.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/GRETA%20-%20France.pdf>

BEST PRACTICE 18

■	TITLE: IDECOLI Method: identification and analysis of Professional Linguistic Competences (PLCs)
■	COUNTRY OF ORIGIN: Spain
■	CATEGORY: Policy
■	OWNER/PROMOTER: Servicio Navarro de Empleo – Employment Service of Navarra
■	CONTACT: Lola Urrutia. Servicio Navarro de Empleo (SNE). E-mail: lola.urrutia.heredia@cfnavarra.es

EXECUTIVE SUMMARY:

IDECOLI Methodology aims at the identification of Professional Linguistic Competences (PLCs) in working environments and proposes this element as the basic concept on which structuring and carrying out all language training processes with professional goals. The concept of PLC is at the core of the LINGUA EMPRESA Programme, promoted by the Employment Service of Navarra, as a practical translation of the CEFR to the language learning with professional purposes fields.

PLCs concept allows to focus such training on the real needs of employers and employees and can be applied all along the language training process: from the identification of the language needs, to the design of training programmes focusing on priority PLCs, to the development of tailored training contents to such PLCs, and to the monitoring and evaluation of the training taking into consideration the acquisition of target skills for selected PLCs.

According to IDECOLI Methodology, PLCs represent the behavior that can be observed in workers performing jobs involving the use of a foreign language. This applies regardless of the skill, be it listening comprehension, reading comprehension, oral expression, oral interaction or written expression. PLCs are expressed in terms of observable behaviors rather than skill or knowledge already possessed, and refers to what an employee should be able to do when performing a task at work using a foreign language. Following a first study on the existing reports on task based language learning and on the current tasks carried out by companies at the regional level using foreign languages, a set of generic 25 PLCs has been identified, applicable on a general basis to any kind of job. E.g: attend and guide company visits, understand documents and complex technical reports,

direct business meetings, deliver professional oral presentations...

Each PLC is deployed into the so called IDECOLI Table, which describe PLCs in terms of language skills, that is, what a person knows or does not know about a language, as well as setting up the optimal language level to master such PLC (A2, C1...). Such deployment is conducted through the use of a corpus of 150 descriptors, "can-do statements": what a person can do at each level and all the foreign language skills. IDECOLI tables contain the descriptors that correspond to each of the linguistic skills for each PLC at every CEFR levels until the level that is considered ideal for the development of each PLC. Thus, each worker can begin properly working with the PLC at their level to finally reach the ideal one. The list containing the 25 PLCs identified in the framework of Lingua Empresa and complete examples of IDECOLI tables are available at the official programme website www.linguaempresa.es.

Following a second survey conducted with more than 1.000 companies on the use and relevance of identified PLCs, 8 Professional Linguistic Profiles has been identified (See 'IDECOLI Survey' Best Practice), allowing to overcome, if necessary, a thorough assessment of language needs of workers, and designing training programmes tailored to such professional language profiles.

Regarding its innovative aspects, the following features can be outlined:

- It is a method not constricted to a specific language, as PLCs are generic and can be used on the language training of any language.
- Adapts the training process to the real use of languages that workers do in the company.
- Provides guidance to the company's training

- strategy in the field of foreign languages.
- PLCs can guide the setting of training goals and descriptors can be used as needs assessment criteria.
- Enables companies and workers to measure the return on investment of the training process (in terms of financing, time dedication, satisfaction...) with a higher level of transparency.
- Provides an innovative tool to language trainers who can provide services with more added value to their clients.

On the framework of LINGUA EMPRESA programme, the language needs of more than 25 workers have been identified using PLCs, 100 workers have been trained following training programmes designed on the basis of PLCs, 50 language teachers have been trained on the PLCs use, and more than 500 training modules and activities linked to PLCs have been identified and created.

IMPACT:

- Identification of 25 generic Professional Linguistic Competences (PLCs).
- Deployment of 25 PLCs through descriptors.
- Identification of the language needs of 27 workers based upon the PLC concepts.
- Identification of more than 500 training resources and development of 25 new training contents linked to specific PLCs.
- Pilot implementation of 14 teaching programmes

- involving the participation of 12 companies and 27 workers, and of 12 pilot language courses following IDECOLI Method in 4 Training Centers for Employment involving the participation of more than 100 employees.
- Design of 5 training modules addressed to languages teachers to transfer IDECOLI Methodology (190 teaching hours).

RECOMMENDATIONS FOR TRANSFER:

Identified 25 PLC are quite generic and allow the development of both:

- Specific language needs assessment, identifying the PLCs applicable to a specific work post or assignment,
- Generic language profiles, which can be designed based upon the results of surveys conducted with workers of the same or similar professional profile. Within the framework of the LINGUA EMPRESA programme 8 such profiles have been designed, but more might be developed, following need assessments conducted on geographical or sector based approaches.

Thus, the method is transferable right away both as a policy tool and as a training tool:

- As public language policy, IDECOLI methodology is ready to be implemented in all the training processes with professional purposes carried out by any stakeholder willing to promote a

- new approach to language training, taking into consideration a task based language learning approach. Moreover, the IDECOLI method for identifying PLCs allows, if necessary, the identification and deployment of further PLCs.
- As a training tool, the use of PLCs by language trainers is eased by the IDECOLI Tables, deploying and describing the PLCs, as well as by the tools put in place by LINGUA EMPRESA programme for its implementation: online tool for the identification of language needs based upon PLCs (Gestor FORLINGUE), guidelines for the design of training programmes based upon PLCs (MELISSA), available training modules and activities linked to PLCs, to name but a few.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/IDECOLI%20Method%20-%20SPAIN.pdf>

BEST PRACTICE 19

■	TITLE: IDECOLI Survey for the identification of Professional Linguistic Profiles (PLPs)
■	COUNTRY OF ORIGIN: Spain
■	CATEGORY: Policy
■	OWNER/PROMOTER: Servicio Navarro de Empleo – Employment Service of Navarra
■	CONTACT: Lola Urrutia. Servicio Navarro de Empleo (SNE). E-mail: lola.urrutia.heredia@cfnavarra.es

EXECUTIVE SUMMARY:

The Employment Service of Navarra, in the Framework of LINGUA EMPRESA programme, carried out in 2009 a survey aimed at the identification of the Professional Linguistic Competences (PLCs) that workers use on their day to day work. The gathered information allowed the identification of different Professional Linguistic Profiles (PLPs).

PLCs represent the behavior that can be observed in workers performing jobs involving the use of a foreign language, and was previously developed by IDECOLI Methodology, another LINGUA EMPRESA project, also reported as a Best Practice, from which this survey takes its name (IDECOLI Survey).

A set of generic 25 PLCs was identified by the IDECOLI methodology, applicable on a general basis to any kind of job, such as attending and guiding company visits, understanding documents and complex technical reports, directing business meetings or delivering professional oral presentations.

These PLCs were included in a questionnaire addressed to a sample of 2,000 workers from different companies located in Navarra involved on internationalization or export activities, to generate feed-back related to 2 areas:

- the frequency with which they put such 25 PLCs in practice; and
- the importance they attach to their use in the implementation of their day-to-day tasks.

The results of the survey were outlined in a report which allowed drawing different generic Professional Linguistic Profiles (PLPs). taking into consideration the set of PLCs mostly used and valued by different professional profiles. Two different sets of profiles were drawn:

PLPs based on context, determined through the identification of sets of PLCs that are associated with the implementation of a serious of related tasks and PLCs, applicable to different job positions.

Under this definition 4 PLPs were identified:

1. PLP for searching, writing and/or reading of documents: composed of 5 PLCs.
2. PLP for conducting professional meetings: composed of 4 PLCs.
3. PLP for direction, presentation and management of professional meetings in English: composed of 6 PLCs.
4. PLP for customer service and sales management: composed of 5 PLCs.

PLPs on job position, bringing together PLCs associated with different jobs positions/job profiles, characterized by the use of PLCs. This definition resulted in the identification of the following PLPs:

1. PLP for technical staff: composed of 14 PLCs.
2. PLP for administrative staff: composed of 5 PLCs.
3. PLP for managers or executives: composed of 13 PLCs.
4. PLP for sales management: composed of 14 PLCs

Resulting PLPs have been designed irrespective of the foreign language used by respondents. PLPs can ease the definition and organization of training programmes with professional purposes, as they:

- Allow the adaptation of the training process to the real use of languages that workers do in the company, as the training is tailored to such professional language profiles.
- Provides guidance to the company's training strategy in the field of foreign languages without developing a thorough assessment of language needs of workers.

The survey also provided information about the specific foreign languages required by workers and the links between languages and economic activities. In the case of Navarra, English, French and German were found to be the languages most in demand; French was widely used in agri-food sector companies and German in the automotive sector. Such results are evidently context based, responding to the dynamics and characterization of the economic sectors and industries of the Navarra region.

IMPACT:

- Identification of 8 generic Professional Linguistic Profiles (PLPs).
- Identification of language needs with professional purposes on a relevant sample of workers (916

respondents) of a specific region (Navarra, Spain).

RECOMMENDATIONS FOR TRANSFER:

The survey can be used by any policy-makers or stakeholders, interested on surveying the actual use and relevance of PLCs as provided by workers, on a given context. Such an exercise can provide very valuable information on the diagnosis or need assessment phase of any kind of language training with professional purposed intervention, allowing:

- To identify the languages most used and demanded.
- To identify the PLCs most used and valued by staff responding to different profiles.
- To draw new and specific language profiles based upon the survey results.

The survey can be tailored to respond to broad context needs (regional scope), to sector based needs (sector approach) or even company specific needs.

PLPs can be applied both in language training initiatives driven both by the supply side (driven by training and employment centers) and the demand side (driven by companies). In the latter, PLPs are an alternative for companies which do not have enough

funds to carry out specific diagnosis on training needs. Thus, for companies which categorize their employees for language training according to their level, PLPs enable the teacher to develop a teaching programme referring to one or more PLPs.

It should be noted that the survey and its results were drawn taking into consideration the perception on the use and relevance of PLCs as issued by staff or workers, not by the managers of training or human resources of sample companies. A consultation to the former on the relevance of PLCs on the tasks conducted by different profiles might allow identifying some discrepancies between the perception of staff and managers, but it is deemed that such differences might be minimal in the majority of cases.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/IDECOLI%20Survey%20-%20SPAIN.pdf>

BEST PRACTICE 20

■	TITLE: Italian Language & Culture Courses for Foreigners
■	COUNTRY OF ORIGIN: Italy
■	CATEGORY: Training
■	OWNER/PROMOTER: University for Foreigners of Perugia
■	CONTACT: Patrizia Manili. University for Foreigners of Perugia. E-mail: manili.patrizia@virgilio.it

EXECUTIVE SUMMARY:

The University for Foreigners of Perugia Faculty of Italian Language and Culture offers Italian Language and Culture Courses for Foreigners. The courses refer to the Common European Framework of Reference for Languages (CEFR) and are divided into: Beginners Course (A1/A2); Intermediate Course (B1/B2); Advanced Course (C1 / C1+C2).

The University of Perugia adopted the CELI (Certification of -- knowledge of the -- Italian Language): CELI Absolute Beginners (A1) – CELI 1 (A2) – CELI 2 (B1) – CELI 3 (B2) – CELI 4 (C1) – CELI 5 (C2).

The CELI certifies general knowledge of Italian and attests the level of competence and fluency of the language demonstrated by the student and it is usable on professional and academic requirements. Three exam sessions are held during the course of the year: in March, June and November.

Different requisites and admission procedures are required according to the different levels, stemming from a simple interview to be admitted to the first beginners level course (A1) and arriving to the most binding requisites in terms of language skills and certifications to be admitted to the 2nd level advanced course.

Learning methodology and materials are often borrowed from everyday life: the train ticket rather than the electricity bill or the job offers on the

internet, etc... The objective is to guarantee to the foreigners the basic Italian language skills necessary for the day by day life. Grammar is taught inductively and is often taught at a later time.

Duration of the courses and number of students involved in each class (maximum 20 per each class) ensure realistic and reachable training objectives. The learning materials adopted for all the different courses are decided centrally by the Faculty of Italian Language and Culture. For more advanced courses existing text books are used. For the beginners and intermediate levels courses ad hoc learning materials are prepared. "Learning materials" borrowed by day by day life are often used: train tickets, bills, job offers, etc.

Teachers have many years of experience in teaching Italian to foreigners and are often involved in refresher courses – organised by the University for Foreigners of Perugia -- aimed at qualified teachers and future teachers of Italian as a second language (L2), both Italian nationals and non-Italians.

Tutors support foreign students in order to verify if particular needs or specific difficulties arise. The courses require a mandatory frequency (equal to 70% of the total hours) and students are fully informed about this obligation because the certification is completely paid by Umbria Region (public funds).

IMPACT:

- A total of 3.000 staff from 1.600 companies was supported by the programme. Of these, 2.675 were engaged in direct classroom learning and the remainder on the distance learning component.
- The majority of learners were employed by SMEs in the East of England.
- 95% of participating companies were SMEs, and these represented a wide range of sectors.
- Areas of impact which were evaluated included awareness of business culture, improvement in language skills, performance at work, protection of employment, impact on career prospects and response to the delivery of the courses.
- Over the period of the programme a range of sectors were represented.
- In terms of company size, 95% were SMEs and 5% non-SMEs.

RECOMMENDATIONS FOR TRANSFER:

The programme was innovative from a number of perspectives. These innovative features can be transferred to other programmes where the 'importing' programme permits.

- The use of in-house staff to develop training materials based on business needs identified by in-house business recruitment staff ensured that companies received tailored language training.
- The use of video-conferencing ensured that SMEs in rural communities could be reached.
- The allocation of some training to larger multinationals meant that their value chains could be accessed, thus providing a better sector approach.
- A combination of distance learning by internet and monthly in-company training for those with larger

numbers of staff undertaking training ensured the widespread impact of the programme.

- The combination of a business-student mix in the classroom brings a range of benefits to both types of learner.

Although it was expected that learners would reinforce their classroom training with distance learning or other form of self-study, in reality this could not be assumed, and material for the classroom needed to include an element of retrospection and revision. In the middle of the programme period online resource in German and Spanish were made available as remote learning material.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Italian%20for%20foreigners%20-%20ITALY.pdf>

BEST PRACTICE 21

■	TITLE: Language & Culture for Business (LCB)
■	COUNTRY OF ORIGIN: United Kingdom
■	CATEGORY: Training
■	OWNER/PROMOTER: University of Bedfordshire (formerly University of Luton)
■	CONTACT: David Owen. RLN-East, Regional Language Network East. E-mail: DavidOwen.ukti@eeda.org.uk

EXECUTIVE SUMMARY:

The LCB, Language & Culture for Business Programme, consisted of a series of projects from 1998-2009 focussed on language training for SMEs. The project was managed by the University of Bedfordshire (previously Luton) in partnership with other vocational and higher educational institutions and using a range of funds, including European Social Fund (ESF), Higher Education Funding Council for England (HEFCE) and Leonardo.

Several approaches were taken to the delivery of the programme, most of which involved a consortium arrangement with universities and colleges. During a 2-year period in the middle of the programme the project became national in scope and ran in 4 other English regions. In one project, training was delivered by video-conference to 3 learning resource centres. On average, progression was based on the OCR Oxford Cambridge RSA series of CBLC Certificate in Business Language Competence scales, where learners took 192 hours to progress from one level to the next. This was based on 2 sets of 24 weeks of 4hrs training.

The programme developed its own business language materials based on the identified needs of participating SMEs. These were focussed on the languages taught by the programme, which were French, German, Spanish, Italian and Chinese. It

developed a mix of classroom, distance learning, video and online learning materials.

LCB constituted one of the largest publicly-funded SME language training programmes in Europe. At its busiest period it employed over 40 staff. It was also 3-times UKTI award winner for contribution to international communications for business. The programme consisted of a series of projects run from 1998 to 2009. Most of the projects had a life of 12-24 months. All projects were subject to tender protocols from the managing funding agencies, notably EEDA, GO-East, LSC and the EU Commission. In its final stages, the programme was based on the delivery of language training to businesses and students undertaking joint training in 2 locations in Bedfordshire (Luton & Bedford).

Various methods of assessment were used. In the early stages of the programme internal assessments were developed and delivered by project tutors. In 2002 the OCR CBLC qualifications, was adopted. This not only provided an external benchmark but also ensured that extra commitment of learners to the training (as they needed to pay for the cost of the examination). In 2004 the university developed its own internally-accredited CBLC.

IMPACT:

- A total of 3.000 staff from 1.600 companies were supported by the programme. Of these, 2.675 were engaged in direct classroom learning and the remainder on the distance learning component.
 - The majority of learners were employed by SMEs in the East of England.
 - 95% of participating companies were SMEs, and these represented a wide range of sectors.
 - Areas of impact which were evaluated included
- awareness of business culture, improvement in language skills, performance at work, protection of employment, impact on career prospects and response to the delivery of the courses.
 - Over the period of the programme a range of sectors were represented.
 - In terms of company size, 95% were SMEs and 5% non-SMEs.

RECOMMENDATIONS FOR TRANSFER:

The programme was innovative from a number of perspectives. These innovative features can be transferred to other programmes where the 'importing' programme permits.

- The use of in-house staff to develop training materials based on business needs identified by in-house business recruitment staff ensured that companies received tailored language training.
- The use of video-conferencing ensured that SMEs in rural communities could be reached.
- The allocation of some training to larger multinationals meant that their value chains could be accessed, thus providing a better sector approach.
- A combination of distance learning by internet and monthly in-company training for those with larger

numbers of staff undertaking training ensured the widespread impact of the programme.

- The combination of a business-student mix in the classroom brings a range of benefits to both types of learner.

Although it was expected that learners would reinforce their classroom training with distance learning or other form of self-study, in reality this could not be assumed, and material for the classroom needed to include an element of retrospection and revision. In the middle of the programme period online resource in German and Spanish were made available as remote learning material.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/LCB%20-%20UK.pdf>

BEST PRACTICE 22

■	TITLE: Language & Culture for International Trade (LCIT)
■	COUNTRY OF ORIGIN: United Kingdom
■	CATEGORY: Policy
■	OWNER/PROMOTER: ACER, Association of Colleges of the Eastern Region
■	CONTACT: Keith Middleton. ACER. E-mail: DavidOwen.ukti@eeda.org.uk (David Owen, RLN-East)

EXECUTIVE SUMMARY:

The Language & Culture for International Trade (LCIT) Programme was a pilot to try new and innovative solutions to programme delivery and to generate a series of recommendations in terms of 'what works best'. The programme operated in an environment where companies expected some level of financial support from government, and where government in turn was keen to demonstrate its support for small and medium-sized businesses through the commitment of funds to the rate of 50% of the cost of training.

The programme was built around two components – promotion of language and culture to local business and delivery of training courses. The specifications for the programme were developed by RLN-East in partnership with the East of England Learning & Skills Council (LSC) Train to Gain offer. It was delivered by ACER. The target of the second component was to train up to 160 staff from 80 companies.

Funding was made available from the Learning and

Skills Council (LSC). All potential training providers were instructed to devise individual courses to meet the specific requirements of the company within the time limitations and to identify the relevant vocabulary and structures pertinent to the sector in which the company traded. Employers were able to choose where and when the language training would take place. The timing of all training was arranged to conform to the work patterns of the learners, thus it took place at all times during the day, in the evening and even at weekends. The subsidy offered (up to 50% of the hourly training rate and up to a maximum subsidy of £30 per hour) was sufficient to encourage companies to engage in language training. The referral process worked well, and the RLN-East i.hub database proved to be very effective in recording employer referrals. The diagnostic tool was equally effective in determining employers' needs.

IMPACT:

The project significantly over-achieved against all the key targets such that:

- 226 learners on courses exceeded the target of 160 by 41%.
- 108 companies engaged exceeded the target of 70 by 54%.
- 39 courses run which exceeded the target of 36 by 15%.
- 12 different languages were delivered.

In total 11, providers were used to deliver 39 courses. The project was not designed to give large tranches of funding to training providers, which they could not access directly, but had the intention of being customer-driven rather than provider-led. In the process the project established that there is a significant demand for a wide range of foreign

language training from businesses, and that if this training is offered flexibly to meet the needs of the business and the individuals then employers are willing to contribute towards the cost of this training. The project unearthed a wealth of language providers who, judging by their ability to respond rapidly and flexibly, cost effectively and to the overwhelming satisfaction of the businesses receiving the training, are a resource to be utilised in any future language training. Most importantly, the project delivered varying models of support and delivery to ascertain which levels of public intervention should be applied, and the way in which larger numbers of geographically widespread companies with differing language needs can be met.

RECOMMENDATIONS FOR TRANSFER:

- If there is to be continuation funding for language training, there needs to be a way of engaging the language schools and single tutor organisations as providers.
 - If larger providers are to continue to be in the market to meet this demand they will need to develop their own links with individuals able to offer these languages.
 - Project activity should continue to support smaller groups, which by nature would lend themselves to the tailoring of training to the specific needs (especially vocabulary) of the employers engaged. Links should also be made to any sector-specific materials developed by external projects.
 - Projects should seek to identify the detail of providers' needs re: delivery at an early stage.
- This identification should also give an indication of the readiness/interest level of the employer to enable prioritisation.
- An early thorough explanation/induction to potential language providers into the project approach, procedures and reporting requirements will enable the providers to engage at an early stage with making the arrangements with employers.
 - Projects should include an assumed contribution to fees from employers. As well as varying the level of subsidy according to group size, consideration should be given to varying the subsidy level according to employer size.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/LCIT%20-%20UK.pdf>

BEST PRACTICE 23

■	TITLE: Language Audit Tools for Europe (LATE)
■	COUNTRY OF ORIGIN: Europe
■	CATEGORY: Policy
■	OWNER/PROMOTER: Helsinki Polytechnic (Finland)
■	CONTACT: Lola Urrutia. Servicio Navarro de Empleo (SNE). E-mail: lola.urrutia.heredia@cfnavarra.es.

EXECUTIVE SUMMARY:

Language Audit Tools for Europe (LATE) is a Leonardo da Vinci project co-funded by the Lifelong Learning Programme of the EU, carried out by a partnership composed by 16 different organizations from 7 countries, and the following goals:

- develop diagnostic tools for language audits, enabling enterprises, particularly SMEs and public authorities, to identify their communication needs and plan the necessary language training courses for their employees;
- develop English as a Second Language teaching materials, on the basis of actual audits made within the framework of the project. The language materials are aimed at public authorities, especially in local government institutions, but also at SMEs involved in or interested in expanding business across borders.

Language auditing offers methods for the systematic analysis by managers, training officers or language experts of the foreign language communication needs of organizations (large or small in the private or public sectors). It enables organizations to identify strengths in the language competence of current staff and any weaknesses in the organizations entire system for communicating with foreign markets at the strategic level.

LATE produced 2 main outputs:

- "Handbook on Language Auditing", which sets the scene for language auditing making it possible to create courses or workshops. This handbook was tested by the delivery of 4 training courses to language auditors in Hungary, Greece, Bulgaria and Poland.
- "European English: Texts and Exercises" is a course book with a series of texts on EU affairs accompanied by exercises. It is aimed at all

those who want to better understand the kind of rather formal English that is used in European documents and issues. The book also has a CD and additional texts and it can be used as additional material for homework or for self-study.

LATE project also inspired the setting up in 2004 of the European Association of Professional Language Auditors (EAPLA), whose aims are the following:

- To undertake and disseminate research on language consulting, including language auditing.
- To advise on the formulation of policy and development of best practice.
- To accredit individuals and organisations in the field of language consulting, including language auditing.
- To bring together people involved in language consulting in Europe and elsewhere and promote interaction between experts from different disciplines.

EAPLA has established an accreditation scheme to:

- Set quality standards for language auditing.
- Provide all individuals and organizations interested in foreign language learning with a choice of institutions committed to professional excellence.
- Encourage language auditing and teaching institutions to aspire to the highest levels of quality and efficiency.
- Promote a wider knowledge of accredited language auditing institutions worldwide.
- The status of an accredited member brings a set of benefits to the accredited institution:
- Accredited institutions become recognized as reliable institutions whose services meet high international standards
- Status as a member allows joining a premium

community of language service providers that deserve the recognition of achievement.

- Provides credibility, positive image and expertise among other organizations operating in the language sector.

Related to the providing of networking or mobility, language auditors carry out an investigation of the language needs of a particular organization, resulting

in a report outlining what action the organization can undertake to increase the language competence of its staff members, thereby improving contacts with foreign stakeholders.

IMPACT:

- Establishment in 2004 of the European Association of Professional Language Auditors (EAPLA).
- Courses on language auditing held during 2002

and 2003 in Hungary, Greece, Bulgaria and Poland.

RECOMMENDATIONS FOR TRANSFER:

- The Language Auditing training as set up by the LATE and its outcome, EAPLA, is not country or language specific and is thus transferable. For the transfer it would be necessary to establish a multi-cultural working group which brings in employers and their representative organizations, as well as training organizations.
- There is no evidence of transfer apart from the workshops that were held during 2002 and 2003 in Hungary, Greece, Bulgaria and Poland, but the training has obvious transferability value, if re-designed to reflect new learning platforms, specifically online ones.
- EAPLA is open to new members, institutions engaged in any or all of the EAPLA's objectives

or who assist those activities in any way. Any organization that wishes to receive EAPLA Corporate Accreditation is requested to make an initial application to the EAPLA Office. The applicant will be sent the EAPLA Corporate Accreditation form, which must be completed and sent back to us together with additionally required documents. Provided that EAPLA is satisfied with the findings, the applying organization is granted accreditation for a period of five years, with the option of further extension.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Language%20Audits%20Tools%20for%20Europe%20-%20Europe.pdf>

BEST PRACTICE 24

■	TITLE: Language courses for retail trade business employees
■	COUNTRY OF ORIGIN: Italy
■	CATEGORY: Training
■	OWNER/PROMOTER: CESCOT-Confesercenti
■	CONTACT: Ms Sara Vecchi . Confesercenti E-mail: :sara.vecchi@confesercenti.org

EXECUTIVE SUMMARY:

The programme aims at improving the quality of customer service offered by the retail trade / tourism / service SMEs of the province of Reggio Emilia to their foreign customers.

The programme's objectives can be positioned to cover two EU policies since it:

- promotes lifelong learning and learner mobility;
- it aims at ensuring the provision of the necessary skills and qualifications for the world of work.

The main target groups of the programme are the employees of the retail trade, tourism and service businesses in the province of Reggio Emilia (a city in Emilia-Romagna). The programme provided English and Spanish language training to an average number of 80 learners per year.

The targeted competence levels reach level B1 of the CEFR. This implies the provision of courses whose target groups may be:

- absolute beginners (to enable them to reach level A1);

- elementary learners (to enable them to pass from levels A1-A2 to B1);

The average length of each training course is 36 hours in face-to-face modality.

The quality assurance procedures for the programme are quite simple, and consist of a customer satisfaction questionnaire administered at the end of the course.

The programme is carried out thanks to the funding of EBTER (Ente Bilaterale Territoriale dell'Emilia-Romagna), a joint fund constituted by representatives of the three workers' trade unions – CGIL, CISL and UIL – and by CONFESERCENTI in their capacity as employers' association in the trade, tourism and services sector.

IMPACT:

- 80 trainees in one year.

RECOMMENDATIONS FOR TRANSFER:

The programme is fully transferrable since it does not imply strict obligations connected to regional and/

or national and/or European rules, regulations, and qualification frameworks.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Language%20Courses%20for%20Retail%20Trade%20Businesses%20Employees%20-%20Italy.pdf>

BEST PRACTICES OVERVIEW

BEST PRACTICE 25

■ **TITLE:** Language training & support for offenders & staff in East of England Prisons

■ **COUNTRY OF ORIGIN:** United Kingdom

■ **CATEGORY:** Policy

■ **OWNER/PROMOTER:** NOMS and RLN-East

■ **CONTACT:** David Owen. RLN-East, Regional Language Network East. E-mail: DavidOwen.ukti@eeda.org.uk

EXECUTIVE SUMMARY:

The main focus of this programme is on ESOL (English for Speakers of Other Languages) strategy and provision, which is delivered across England. However, the inclusion as best practice is due to a combination of ESOL provision and foreign language and culture support focussed on the development of prison-specific foreign language training resource, unique to the East of England. There is a huge diversity of languages among offenders and widely varying levels of English language skills, with the majority at a basic level (pre-Entry to Entry 2). The primary aim of ESOL provision is to equip learners with the English they need to operate effectively within the prison, including the securement of employment both within the prison and once released. This in turn leads to reduced re-offending. Each prison on average runs 1-2 classes per morning or afternoon, with group sizes of 6-12 (9 being the most common).

A further resource developed during 2010 is the

storage facility for ESOL materials at www.rln-east.com/lace/resources. These contain ESOL materials placed into 4 categories, most of which were developed using UK or EU funding. The ESOL materials described above were originally designed for migrant workers engaged in employment in the UK. These teaching and learning materials were developed under the UK Skills for Life programme as a result of a project commissioned by LSIS in March 2008. NOMS and individual prisons also provide a range of written material (such as welcome packs) in different languages. The programme has developed a Virtual Campus, which is designed for self-study for offenders accessing dedicated secure PCs within the prison. The content on the VC includes course materials (including English), learning resources and a job application facility.

IMPACT:

ESOL training is delivered under OLASS, the Offending Learning and Skills programme, and includes the following components:

- Devising a prison-related syllabus, based on the Adult ESOL curriculum but using language, topics, functions and grammar relevant to the prison environment in order to enable integration, including access to prison services, work areas and other classes in education.
- Providing additional language support to enable ESOL learners to access vocational training through embedded learning.
- Use of telephone interpretation facilities, translation of prison induction booklets and, in

some prisons, development of digital induction training material or information pods.

In addition, in the East of England, the language & culture support to offenders forms part of the 2009-12 ESF Technical Assistance activity by RLN East for NOMS. This has achieved the following results:

- Development of a portal of English language materials, some for specific purposes, to act as support material for those delivering English language training.
- Development of a series of prison phrase books (commonly known as the 'blue books') in the languages of foreign national groups who

- experience most difficulty with communication.
- Provision to staff with cultural information or training related to their priority foreign national groups.

Many of the ESOL learners improved their communication skills significantly, especially their spoken skills, and they were able to integrate more effectively into the prison community. Those offenders using the sector-specific ESOL materials could access internal jobs more easily, such as in catering, where

a basic knowledge of health and safety vocabulary is required. Feedback from both staff and prisoners to the 'blue books' used to support ESOL provision has been very positive. The booklets have enabled staff to make the experience less stressful by helping with communication, and have also enabled some prisoners with poor English language skills to feel less isolated.

RECOMMENDATIONS FOR TRANSFER:

- Create a balance of language support for offenders and foreign language support for staff and suppliers.
- Develop language interventions across a spectrum of need, from language training and cultural awareness to translation and interpreting.
- Adaptation of the 'blue books' to the target establishment's regime and population mix.
- Development of job-specific training materials for a custodial context.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Language%20Training%20on%20East%20of%20England%20Prisons%20-%20UK.pdf>

BEST PRACTICE 26

■ **TITLE:** Language training for primary school teachers, Basilicata Region

■ **COUNTRY OF ORIGIN:** Italy

■ **CATEGORY:** Training

■ **OWNER/PROMOTER:** Italian Ministry of Education

■ **CONTACT:** Marco Albanese. Basilicata Region.
E-mail: marco.albanese@regione.basilicata.it

EXECUTIVE SUMMARY:

Language teaching, and especially English, at a primary school level is a relatively new profession in Italy. The first experimentations in this field date back to the school year 1975/1976 (ILSSE Project "Foreign Language Teaching in the Primary School"). On a scientific point of view, Italian teachers were the first to apply the Threshold Level indications, published by the Council of Europe in the mid-70's.

The "Language Training for Primary School Teachers" programme was started by the Italian Ministry of Education in 2005 with an official circular letter (1446/05) containing the guidelines for the implementation of a huge training programme in order to enhance communicative and didactic-methodological competences of primary school teachers not having skills and requisites to teach English.

The scientific framework was outlined by the University of Bergamo, while the general support to the various project steps was provided by the former INDIRE, now "National Agency for the Development of School Autonomy".

The training project is based upon criteria and principles expressed in the "Common European Framework of Reference for Languages" (CEFRL) document, which was used as the framework for the preliminary placement test of the teachers enrolled. The courses were arranged all over the Italian territory and managed regionally by each "Regional School Office": enrolments, tests, trainer recruitment, courses, administrative issues, certificates, monitoring activities, and so on. After a pilot phase in the school year 2004-2005, the programme lasted three years (2006-2009) for an overall comprehensive amount of 380 hours, for each course, to achieve the CEFRL - B1 level in reading, speaking, listening, writing, language awareness, culture and civilization, starting from the

"0" level (absolute beginners).

The final test was arranged in cooperation with the "Italian Association of University Language Learning Centres" (AICLU). Every "Regional School Office" set a series of agreements with the nearest university, in order to manage all procedures.

At the end of the language training, there was the beginning of didactic-methodological training which was developed over 40 hours divided into two integrated steps: 20 hours of face-to-face lessons and 20 hours of online activities. In both phases (language and methodological) teachers and trainers were supported by a dedicated e-learning platform managed by INDIRE. The tool was implemented in order to be used for course administration (attendance, timetable), cooperative learning (forums, chats), repository of materials to be used during the classroom sessions and for self-learning, online synchronous laboratories for language improvement. The programme was provided with a constant monitoring action (managed by each "Regional School Offices") in order to verify the efficacy of the comprehensive system and the training actions arranged, through the use of initial, mid-term and final online questionnaires to be filled in by all actors involved in the programme.

During the project and thanks the huge amount of data collected a report was published in order to define the professional profile of the English language teacher in the Italian primary school to be used as reference for future training actions and also to identify the competences needed as regards the recruitment of the teachers.

IMPACT:

- Enhance English communicative and didactic-methodological competences of primary school teachers not having skills and requisites to teach English.
- Implementation of a programme aimed at improving English language skills in a labour sector.
- Involvement of 5 different entities
- 4 courses focused on English language training (380 teaching hours each) addressed to primary teachers to acquired English language competences.
- 4 courses focused on methodological guidelines in the framework of English teaching (40 teaching hours each) addressed to primary teachers to acquire didactical knowledge to teach English.
- Introduction of an e-learning platform used for the development of cooperative learning initiatives, repository of materials, laboratory of language improvement...

RECOMMENDATIONS FOR TRANSFER:

The “Language Training for Primary School Teachers” programme was characterized by two kinds of training: initial (because it was addressed to primary teachers not teaching English) and in-service (because it was addressed to primary teachers already teaching other subjects). Moreover, the elaboration of a complete and updated professional profile (language and methodological) for English primary school teachers is a core starting point for future design of similar training programmes and actions. For this reason, it could be inferred that the

programme can be considered as an example of best practice in the design of a continuous training system for teachers. It is also an example of capacity building action as regards language training for professional needs and aims. The only problem regarding this issue would be the political decisions of governors to whether provide with incentives in the promotion of programmes targeted to teachers.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Language%20Training%20on%20East%20of%20England%20Prisons%20-%20UK.pdf>

BEST PRACTICES OVERVIEW

BEST PRACTICE 27

■ **TITLE:** Language training for primary school teachers, University of Modena & Reggio Emilia

■ **COUNTRY OF ORIGIN:** Italy

■ **CATEGORY:** Training

■ **OWNER/PROMOTER:** University of Modena and Reggio Emilia

■ **CONTACT:** Dr Glenn Alessi. University of Modena and Reggio Emilia.
E-mail: glenn.alessi@unimore.it

EXECUTIVE SUMMARY:

The programme aims at introducing theory and practice of primary school language teaching and train primary school teachers in the teaching of EFL. The programme's objectives can be positioned to cover two EU policies:

- improvement of the quality and efficiency of provisions and outcomes.
- provision of the necessary skills and qualifications for the world of work (in this case, this is represented by public and private nursery and primary schools).

The main target groups of the programme are teacher-students studying at the Primary Education Science Faculty of the University of Reggio Emilia and Modena. The programme provides training to an

average number of 80 to 110 students per year. The targeted competence level is high B1 of the CERFL and the requested minimum entry level is A2. The average length of each training course is 120 hours (60 hours language laboratory + 60 hours theory).

The quality assurance procedures for the programme are quite simple and consist of an online confidential evaluation questionnaire administered to the students. The programme is carried out within the National Education framework and as such it is not subject to sustainability issues.

IMPACT:

- 80-110 trainees per year.
- Blended courses with a length of 120 hours: 60 hours language laboratory + 60 hours theory

RECOMMENDATIONS FOR TRANSFER:

The programme in the way it was conceived is fully transferrable in other language contexts

in the framework of primary school language teaching.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Language%20training%20teachers%20modena%20-%20ITALY.pdf>

BEST PRACTICE 28

TITLE: Language training for the employees of the Municipality of Bologna

COUNTRY OF ORIGIN: Italy

CATEGORY: Training

OWNER/PROMOTER: Municipality of Bologna

CONTACT: Rosanna Vallarelli. Municipality of Bologna.
E-mail: rosanna.vallarelli@comune.bologna.it

EXECUTIVE SUMMARY:

The programme aims at creating/enhancing the English language skills of the employees of the Municipality of Bologna. The programme's objectives can be positioned to cover three EU policies since it:

- it promotes lifelong learning and learners' mobility – though it is not the main objective of the programme.
- it is oriented to the improvement of the quality and efficiency of provisions and outcomes of the promoting organization (the Municipality of Bologna).
- it aims at ensuring the provision of the necessary skills and qualifications for the world of work.

The main target groups of the programme are the employees of the Municipality of Bologna assigned to front-office tasks and to tasks implying contacts with foreign visitors. The programme provides English language training to an average number of 60 persons per year out of a target of 456 potential trainees.

The targeted competence levels reach the C2 level of the CERFL. This implies the provision of courses whose target groups may be:

- absolute beginners (to enable them to reach the A1 level)
- elementary learners (to enable them to pass from A1-A2 to B1 level)

- lower intermediate learners (to enable pass from B1 to B2 level)
- upper intermediate learners (to enable pass from B1 to B2 level)
- proficient learners (to consolidate and update C1 and C2 level skills)

The average length of each training course is 40 hours in face-to-face modality.

The quality assurance procedures for the programme are quite simple and consist of a customer satisfaction questionnaire and an assessment of the learners' competences at the end of the course.

The programme is carried out thanks to funds of the Municipality of Bologna for the training of staff; it does not benefit from any public financing on a regional or national level. Therefore its sustainability depends on the yearly availability of resources for the personnel sector.

IMPACT:

- 60 trainees per year out of a potential of 456 requests for training.
- Training courses of 40 hours in face to face modality focused on language needs in the framework of tasks implying contacts with foreign visitors.

RECOMMENDATIONS FOR TRANSFER:

The programme in the way it was conceived is fully transferrable since it does not imply strict obligations connected to regional and/or national and/or European rules, regulations, and qualification frameworks.

The only aspect for which the programme could be improved from the point of view of transferability is the connection to the CEFRL – actually the providing

institution CILTA applies competence levels that are the same applied by the University of Bologna and which are not completely consistent with the CEFRL.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Bologna%20-%20Italy.pdf>

BEST PRACTICE 29

■ **TITLE:** LINGUA EMPRESA Method & Tools for an innovative and competence based approach of language learning in companies or with professional purposes.

■ **COUNTRY OF ORIGIN:** Spain

■ **CATEGORY:** Policy

■ **OWNER/PROMOTER:** Servicio Navarro de Empleo – Employment Service of Navarre

■ **CONTACT:** Lola Urrutia. Servicio Navarro de Empleo.
E-mail: lola.urrutia.heredia@cfnavarra.es

EXECUTIVE SUMMARY:

LINGUA EMPRESA programme is the long term language teaching policy of Navarra Government, in the field of the active training policies carried out by the Employment Service of Navarra, which aims to promote a new training model in the field of language training with professional purposes.

LINGUA EMPRESA approach is based upon the concept of Professional Linguistic Competences (PLCs) in working environments and proposes this element as the basic concept on which structuring and carrying out all language training processes with professional goals (See 'IDECOLI Method' Best Practice).

LINGUA EMPRESA Method intends to provide a theoretical framework and practical tools to all the stages identified on the language training process from a company perspective:

- Phase 1: Design of a linguistic strategy based on the company's business strategy.
- Phase 2: Diagnosis of the language training needs of workers aligned to the company strategy.
- Phase 3: Design of the language training plan based on the results obtained in the two previous phases.
- Phase 4: Development and monitoring of teaching programmes based on the language training plan.
- Phase 5: Self-assessment of the skills of workers participating in the training plan and return on investment made by the company.

Each of these stages, as well as the initial PLC concept is backed up by a corpus of desk research studies on task based language learning, the practical application of the CEFR, need assessment on languages requirements and training teacher needs...

Moreover, the programme has also designed and put in place simple and friendly on line tools, which allow the practical implementation of the method by companies, teachers and students, as well as the delivery of standardized outputs.

- **GESTOR FORLINGÜE:** On line application to help companies and training providers to plan, manage, monitor and assess the training progress among their employees, based upon the PLC concept. Companies have access to this tool together with language trainers acting as advisors and consultants first, and as teachers later. This tool is composed by different menus and provides standardized deliverables for the first three phases of the process.
- **PRACTICA LINGUA:** On line platform (Moodle based) to support on line and blended learning teaching addressed to workers and trainers in order to encourage the introduction of ICTs as tool for learning languages.
- **MELISSA:** On line application which supports language teachers on the design of training programmes based upon PLCs, as well as to access training materials already linked to specific PLCs.
- **LINGUA EMPRESA ELP:** On line Professional European Language Portfolio (adaptation of the Prof-ELP, see 'Prof-ELP' Best Practice) showing all the functionalities of an ELP, tailored to a set of descriptors linked to the generic set of 25 PLCs and which allow companies managers, teachers and students (workers) to take part on the identification of language needs, the design of training programmes and the agreement of training objectives.

Once the theoretical background and practical tools of LINGUA EMPRESA were available, the programme proceeded to the training of language teachers on its use (See 'PDP' Best Practice) and to the pilot implementation of the method on both companies (12 companies) and training centers (3 different ones) of the region. Results from these pilot testing cases allowed confirming a very warm welcome by its users,

mainly language teachers, as well as to update and hone down the methods and tools. LINGUA EMPRESA which started its implementation on 2008, is facing at present time its transfer and mainstreaming stage among companies, providers and training centers. To that end, the Employment Service of Navarra launched in April 2011 a public call for funding to finance the design of Language Training

Plans in companies using Lingua Empresa Method. The Call will allow such companies, supported by training consultants to design a language strategy, to identify staff language needs, as well as to agree on a language training programme.

IMPACT:

- First ever policy initiative from a regional public administration (Navarra), tackling the language training challenge from a professional perspective, incepted as a practical application of the CEFR, which provides an integrated proposal.
 - Development of a sound integrated method composed by a corpus of inter-related research studies, methods, training materials and guidelines, leading to the design and implementation of language training efforts with professional purposes based upon the concept of Professional Language Competencies (PLCs).
- Method is generally named as LINGUA EMPRESA.
 - Development of 4 on line tools aimed at the practical implementation of LINGUA EMPRESA.
 - 62 language teachers from Navarra region trained on LINGUA EMPRESA method and tools.
 - Pilot implementation of the method in 12 companies involving the participation of 27 workers; pilot implementation in 4 Centers for Employment involving the participation of more than 100 workers.

RECOMMENDATIONS FOR TRANSFER:

LINGUA EMPRESA represents a real shift on how language training is approached in Navarra. The whole theoretical framework is sound and has been contrasted through surveys and needs assessment studies. Practical tools have also been tested on real settings and updated following the evaluation of such tests. Nonetheless, the implementation of the new method demands a specific briefing and training of potential users, mainly language training providers and teachers. Thus, for any transfer effort, training initiatives should be considered.

In order to support the transfer of the new model, the programme has also created LINGUA EMPRESA Service, which provides advice and support services to all the actors involved in the teaching-learning process with professional purposes (companies, workers, centers for the employment, teachers and trainers). Methods and tools might be made available to other interested stakeholders, demanding just a translation of method and guidelines documents, as well as a

translation of the application and platform skins. If a public stakeholder is interested on transferring the whole Method all the needed documents and tools are in place to do so, if the political willingness can be ensured. Nonetheless 2 remarks should be made:

- The deployment and transfer of the programme demands a culture change on the provision of language training services and demands a medium-long term commitment by the public agencies promoting such change.
- The implementation of LINGUA EMPRESA method by language training providers allows them to provide new services with much more added value, but which also demand a higher dedication and skills by professionals. The translation of such new approaches, services and economic fees is an aspect of the approach not to be neglected.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Lingua%20Empresa%20Method%20and%20>

BEST PRACTICE 30

	TITLE: Lingua Empresa Programme: new model of language training with professional purposes
	COUNTRY OF ORIGIN: Spain
	CATEGORY: Policy
	OWNER/PROMOTER: Servicio Navarro de Empleo – Employment Service of Navarra
	CONTACT: Lola Urrutia. Servicio Navarro de Empleo. E-mail: lola.urrutia.heredia@cfnavarra.es

EXECUTIVE SUMMARY:

The Lingua Empresa programme is the long term language teaching policy of the Navarra Government, in the field of the active training policies carried out by the Employment Service of Navarra, which in turn aims to promote foreign language skills acquisition of Navarra's human capital in order to enhance their work performance, reinforce regional competitiveness and promote the internationalization of Navarra companies. To do so, LINGUA EMPRESA proposes to implement an innovative and new training model in the field of language training in companies and for professional purposes, providing a new theoretical framework, flexible and friendly practical tools and relevant services and resources (See 'LINGUA EMPRESA Method & Tools' Best Practice).

The cornerstone of the programme is the concept of Professional Linguistic Competences (PLCs) in working environments and proposes this element as the basic concept on which to structure and carry out all language training processes with professional goals. The PLC concept is the practical translation of the CEFRL to language learning for professional purposes and allows focusing language training on the real needs of employers and employees (See 'IDECOLI Method' Best Practice).

Another key feature of LINGUA EMPRESA is to provide a holistic approach of intervention across the language training process from a company perspective, identifying a process covering several stages:

1. Design of a linguistic strategy.
2. Identification of training needs.
3. Definition of language training plans according to the two previous points.
4. Development and monitoring of teaching programmes based on the defined language training plans.
5. Skills assessment of employees involved in the training, and return on investment.

The programme may be applied to the teaching-learning process of any language, and aims to

upgrade the professional language competences of employees regardless of sector.

The new model proposed by LINGUA EMPRESA integrates and meets the needs of all profiles involved in the training-learning process for professional purposes:

- **Companies:** LINGUA EMPRESA promotes foreign learning according to their real needs and provides them access to comprehensive online tools that allows them to diagnose the language training needs of their employees, to plan a training offer together with their language suppliers and to obtain the best return on their investment.
- **Teachers:** LINGUA EMPRESA enhances the quality and efficiency of language training services in companies and promotes the development and inclusion of innovative products, thus resulting in higher levels of competitiveness. The new model also strengthens their role, not only as tutors, but also as advisors and consultants able to design linguistic plans according to the companies' interests. Finally, the programme supports their in-company language training, specializing in the design and implementation of the first ever training programme in Spain specifically aimed at the needs of language teachers for professional purposes (See 'PDP' Best Practice).
- **Workers:** LINGUA EMPRESA focuses language training on the needs of the workplace and promotes their mobility and employability through the upgrading of their language skills, providing them access to new labour markets and better jobs opportunities. Furthermore, the tools designed by the programme help them work autonomously in order to better manage their learning (See 'Prof-ELP' Best Practice).

Pilot implementation was carried out in 2010 and 2011 on both companies (12 companies) and training centers (4 different ones) in the region. In 2010, the

programme also started to introduce the new model to language teachers and to train this sector on the use of the practical LINGUA EMPRESA tools. LINGUA EMPRESA, which started its way in 2008, is facing at present time its transfer and mainstreaming stage, among companies, providers and training centers. In order to boost the implementation of this policy, the Government of Navarra recently approved public funding to finance the design of language training plans for companies based in Navarra using LINGUA EMPRESA model.

At national level, LINGUA EMPRESA involved the participation of the National Public Employment Service as it is the national authority in training for professional purposes, and serves as the framework for a pioneering initiative in Spain in the field of Certificates of Professional Proficiency.

IMPACT:

- First ever policy from a regional administration (Navarra), tackling the language training challenge from a professional perspective.
- Development of an integrated proposal composed by a corpus of inter-related research studies, methods, online tools, training material, and guidelines to implement a language training model with professional purposes based on the concept of Professional Language Competencies (PLCs).
- 8 language trainers specifically trained in the methodology.
- Design and implementation of the first ever training programme in Spain, sponsored by the public administration, specifically aimed at the needs of language teachers with professional purposes.
- 62 language teachers from Navarra region trained on LINGUA EMPRESA methods and tools
- Pilot implementation of the method in 12 companies involving the participation of 27 workers; pilot implementation in 4 Centers for Employment involving the participation of more than 100 workers.

RECOMMENDATIONS FOR TRANSFER:

LINGUA EMPRESA represents a real shift on how language training is approached in Navarra. The programme is ready to be implemented in all the training processes with professional purposes carried out by any stakeholder willing to promote a new approach to language training:

- The theoretical framework is sound and has been contrasted through surveys and needs assessment studies.
- Method and practical tools have also been tested on real settings and updated following the evaluation of such tests. Just a translation of the method, guidelines documents and applications may be required.
- Nonetheless, the following barriers to transferability should be remarked:
- The transfer of the new model demands a specific briefing and training of potential users, mainly language training providers and teachers.
- The new model assumes a deep change on the provision of language training services, so its implementation is subject to a change in the training sector and to raise awareness in companies of the importance of thorough diagnosis on language needs. In that sense, a medium-long term commitment by public agencies promoting such change should be considered.
- In order to support the transfer of the new model, the programme provides support through the so called LINGUA EMPRESA Service which, as well as carrying out the administrative control of the tools, advises the potential users on how to use the online applications. This service is addressed therefore to language training providers, teachers and trainers, workers involved in learning processes, companies and training centers for employment.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Lingua%20Empresa%20Programme%20-%20>

BEST PRACTICE 31

TITLE: Malopolska Language Support

COUNTRY OF ORIGIN: United Kingdom

CATEGORY: Policy

OWNER/PROMOTER: MARR, Małopolska Regional Development Agency

CONTACT: Ewa Obara. MARR.

E-mail: DavidOwen.ukti@eeda.org.uk (David Owen, RLN-East)

EXECUTIVE SUMMARY:

The best practice focuses on the southern Polish region of Małopolska, where the Regional Development Agency MARR implemented a series of initiatives to boost export promotion, inward investment and language and culture training in response to the Regional Economic Development Strategy. The region also recognised the importance played by Polish citizens moving overseas to gain work experience and improve their English skills, job prospects and income levels. These citizens, in returning to Małopolska, were able to provide valuable language skills to local businesses. With the rapid increase in inbound tourists, one of the weaknesses yet to be addressed was the low level of language skills, particularly in the smaller towns and rural communities and in relation to agro-tourism. The language training was promoted through business support organisations, in particular those associated with agriculture and agro-tourism.

Nothing of this nature had previously been implemented in Małopolska and that the focus on language and culture skills for business was an innovative activity in which the region engaged. The training materials were planned in the form of task oriented scenes in which a company had to implement business dealings in English. The dialogues were accompanied by audio CDs, which were recorded at a

slower and normal speech version. The third part of the materials was a vocabulary section, divided into a general part and a part connected with the agri-food sector.

Learners were tested before training to gauge their level according to the CEFR and place them accordingly. The programme managers decided to write a task-based self-study survival English manual containing: 1. Short phrases typical of most frequent contexts related to business communication completed with a pale-print Polish translation underneath; 2. A set of boxed gap fill to enable the business person to prepare for their own type of conversation; 3. A glossary of business English-Polish.

The lead partner in implementing language support in the region was the Agency itself, with support from a range of regional and local organisations. These included International House in Krakow, which was responsible for the development of training materials and delivery of the English language workshops. Other organisations included the Association of Rural Business Advisors and the Labour Office of Małopolska, which was running the MINEM project at the same time.

IMPACT:

- The main awareness raising targeted at SMEs was through a range of promotional activities, including initial employer needs survey (95 SMEs participated) and then a series of workshops for SMEs from Oct-Dec 2006. Results of the company language audits were also distributed via 20 reports to the Labour Offices across the region. Oct-Nov 2007 saw a further concentrated promotional campaign, as this coincided with the recruitment of SMEs to the language training workshops. Results of the feedback were collected

in summer 2008: 94% found the content of the training relevant to their business, with 70% confirming a marked improvement in their topic-based vocabulary; 88% of learners found that the training was delivered in an attractive or very attractive manner. Most popular were the tailored exercises, which all learners found useful. The language materials were made available on the MARR website (www.marr.pl) under "training" (szkolenia), which was popular with entrepreneurs.

- These were supplemented by a series of English culture workshops run in partnership with UK business support counterparts, who were also involved in mutual exchanges. The target groups were local companies and stakeholders from the Krakow area, agricultural business advisors and other business stakeholders. Learners mentioned as benefits: understanding in context instead of word by word, appreciating the value of trying to communicate even if not perfectly, and overcoming the fear of using English.
- The jointly-implemented 2006-08 MINEM project developed a DVD and pre-arrival information packs in Polish and English (and

4 other EU languages) for migrant workers, East of England businesses, and stakeholders in Małopolska and the East of England. As the programme progressed, a large proportion of Polish citizens began to return to Małopolska to find employment, with improved English skills and overseas business and social experience. Whilst in the East of England, Polish staff in many companies continued to receive English language training through the Learning & Skills Councils and East of England Development Agency basic skills funds.

RECOMMENDATIONS FOR TRANSFER:

- Focus on the needs of a specific sector or sub-sector, in this case agri-food and agro-tourism
- Build a strong network of stakeholders such as agriculture advisory groups, employer clusters, labour office and mobility groups and training institutions
- Link language training to specific commercial benefits such as international trade or a mobile economy
- Develop tailored training materials which lend themselves to the monitoring of progression
- Create audio recordings which can be played at more than one speed
- Recognise the importance of working with overseas partners for delivery of culture training.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Malopolska%20Language%20Support%20-%20>

BEST PRACTICE 32

■	TITLE: METP, Manager Exchange & Training Programme
■	COUNTRY OF ORIGIN: China
■	CATEGORY: Policy
■	OWNER/PROMOTER: China Council for the Promotion of International Trade
■	CONTACT: Fumin Wang. E-mail: DavidOwen.ukti@eeda.org.uk (David Owen, RLN-East)

EXECUTIVE SUMMARY:

The METP training programme ran from 2006 to 2010 and was a joint China-EU training programme in language, culture and work experience for managers of SMEs and NGOs. This provided Chinese companies with both short-term language ability through the employment of EU managers and the longer-term language skills through training of their own staff, who were sent to Europe for language training. The programme aimed also to enhance the capacity of EU managers to act with confidence in the Chinese business environment, improving their capacity to conduct business in Chinese.

METP was implemented by the China Council for the Promotion of International Trade (CCPIT) in close consultation with the Ministry of Commerce on the Chinese side and the European Commission Delegation in China on the European side. The total funding to the programme across the five years was 23 million Euros, of which the contribution of the EU was 17 million Euros.

The European managers were trained in Chinese language and business culture and gained work experience in China, while the Chinese managers took part in management training at European business schools and then gained work experience in a European company or organization. Altogether five groups of managers from both sides were expected to participate, one group per year. The development of learning materials needed to reflect the differences in work practices and economic environment of the different participating EU member states.

The content of the training for Chinese managers for the fifth intake (2010 intake) was as follows: intercultural training, accounting, marketing management and international trade, and finance and investment in the target language. Block 5 was the

work placement in an EU company or NGO. Block 7 was the second work placement in an EU company or NGO. Participants took formal training in 3 of the four partner institutions in Europe, rotating from one to the other. The content of the training for EU managers was as follows: intercultural training, language training and a 3-month work placement.

Entry criteria to the programme excluded many SME managers, therefore it must be borne in mind that METP was primarily a programme which supported junior managers in SMEs/NGOs, or private consultants who were not tied to a particular business. The entry criteria for each participant was that they needed to be of Chinese or EU nationality, 26-45 years of age (26-40 for EU staff), possess a minimum of 5 years' work experience (including 2 in a managerial role), have a strong academic background in a business, economic or technical subject related to their field of work (EU staff), support from their company in the form of a business plan for the EU/China and financial contribution, previous contact with the EU/China, excellent English and no or basic Chinese language skills (for EU staff), and current employment by a company/NGO with EU/Chinese ownership. Possession of a second EU language was considered an asset. Although English IELTS level 6 was a guide for study in the UK component of the METP, English language testing was conducted by MMU staff and local project staff in Beijing prior to selection.

IMPACT:

- The programme provides support for exchange and training support to 450 Chinese and European managers (according to the website), revised down to 200 in practice. To help participants have a better understanding of modern day China, METP also provides participants with culture and business visits around the country in addition to prime business and technology parks in Beijing. The objective for Chinese managers on the METP programme was to improve the business English (or French or Italian) and not acquire low-level language skills. They acquired the vocabulary and confidence to operate at a higher level of English. On the contrary, EU managers acquired Chinese language skills from a beginner or low intermediate level.
- A total of 200 SME learners were at the time of writing (2010) supported by the programme, the larger proportion of which came from China. Under METP4, European participants convened in Beijing in Feb 2010 to exchange information about their work placements. METP had financially supported three months of work placements as an integral part of each training intake. These work placements allowed the participants to put their newly acquired language skills to the test in a Chinese working environment and to learn more about Chinese business culture and practice. The workshop in early February brought everyone together in Beijing roughly half way through the work placements, in order to discuss experiences, successes, problems and strategies.

RECOMMENDATIONS FOR TRANSFER:

- Reconsider the restrictive age limits, and focus more on business and language skills ability and potential.
- Restructure the programme so that it fits better the commercial environment of European SMEs with regard to temporary release of key personnel.
- An excellent mix of locally-based learning and immersion overseas in a work-study environment.
- Reconsider the value-for-money of the project and the genuine cost of mobility and training, as the programme cost large amounts of public funds to deliver.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/EU-China%20Managers%20Exchange%20and%20Training%20Programme%20-%20EU-China.pdf>

BEST PRACTICE 33

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- **TITLE:** MELIA: adaptable computer-based language assessment model

 - **COUNTRY OF ORIGIN:** France

 - **CATEGORY:** Training

 - **OWNER/PROMOTER:** Catice Bordeaux

 - **CONTACT:** Anne-Marie Barrault-Méthy. Université Montesquieu-Bordeaux IV.
E-mail: anne-marie.methy@u-bordeaux4.fr
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EXECUTIVE SUMMARY:

Melia stands for *Modèle d'Évaluation Linguistique Informatisée Adaptable* (adaptable, computer-based language assessment model). It can be accessed at <http://priam.ac-bordeaux.fr/melia>. Partner institutions have a number and trainees and tutors have a login and a password. Once logged in, they have access to their data. The server is that of the Aquitaine region division of the French Ministry of Education. Melia is grounded in the Common European Framework of Reference for Languages. It builds on the European Language Portfolio. As such, it clearly reflects current EU and regional policy on multilingualism. The aim of Melia is to help learners keep track of their progress and make a direct relationship between objectives, which are often implicit, and their learning and competencies. Learners' levels in all competencies are displayed with the list of partial competencies which remain to be validated in order to complete their competency and to attain the next level of competence. They may then choose some items and request their tutor to confirm that they have actually achieved the partial competency in question. Tutors then decide to accept or reject the request, with

or without justification. Melia includes incentives to enhance and sustain language learner motivation and employment by offering learners a tool to have their progress and newly-acquired partial competencies validated by their tutor. The obtained validation can then be mentioned to employers, in a Europass language passport for instance. As such, it reflects the EU strategy for employability and intercultural benefits.

Melia addressed all languages and migrant community language. Its interface is in French but the items can be used in the learning of any language. As an interactive development of the Annexes section of the European Language Portfolio, it provides for international networking and/or mobility. The concept behind Melia can be readily and usefully implemented. The only adaptation needed concerns the rewriting of items to fit the learning context (teaching language and target language). Partial competencies require adapting, for instance, to the language of a given professional environment.

IMPACT:

- Design of a model to allow teacher/trainer to make easier the task based-approach of the CEFRL.
- Raise awareness of teachers and trainers of the work of the Council of Europe in the framework of the CEFRL.
- Encourage the use of the European Language Portfolio.
- Design of a model to allow teacher/trainer to make easier the task based-approach of the CEFRL. It does not claim to replace any existing teaching method but to be combined or added by teachers to their own approach.
- Development of an internet-based model easy to use and attractive.
- The generated data are available and can be exploited by teachers and researchers.

RECOMMENDATIONS FOR TRANSFER:

The only needed adaptation concerns the rewriting of items to fit the learning context (teaching language and target language). Partial competencies require

adapting to the language of a given professional environment.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Melia%20-%20France.pdf>

BEST PRACTICE 34

■	TITLE: Multilingual course for neighborhood police: the district carabinieri
■	COUNTRY OF ORIGIN: Italy
■	CATEGORY: Training
■	OWNER/PROMOTER: Istituto Universitario per Interpreti e Traduttori di Trento (I.S.I.T.)
■	CONTACT: Professor Loredana Bettonte. I.S.I.T. E-mail: info@isit.tn.it

EXECUTIVE SUMMARY:

The project, created and managed by I.S.I.T., in partnership with "Comando dei Carabinieri di Trento" (Trento Carabinieri Headquarter), was co-funded by the European Social Fund, by the Ministry of Labour and Social Policy and by the Autonomous Province of Trento.

The Course was specifically designed for personnel selected by the "Arma dei Carabinieri of Trento", members of the Service called "Carabinieri di Quartiere"- Neighborhood Carabinieri). It was developed into 80 hours of lectures for all participants. A number of additional individualised hours were provided by the teachers on a voluntary basis to those participants who met with greater difficulty in the learning process and needed additional tuition according to their needs.

The Carabinieri studied English and German as well as Arabic language and culture in order to: i) awaken a correct approach to extra-local relationships; ii) positively approach problems; iii) become an active and aware part of a communicative inter-linguistic process and to encourage a change of society in terms of multilingualism and multiculturalism; iv) be able to manage different incidents of danger; v) arrange a list of sentences, words, expressions used to fulfill the role of "Carabiniere di Quartiere", in such situations

when English or German is the referent language; vi) be familiar in managing relationships with people who come from Arabic or Muslim territories.

In particular, the course aimed at providing the participants with a list of sentences, words and expressions used to fulfill the role of "Carabinieri di Quartiere" (Tourist vademecum) and obtain a basic linguistic competence, including the knowledge of the main grammatical structures, necessary to start any type of communication (S.O.S. Languages) The Tourist Vademecum was created to allow an independent improvement of knowledge and to have a long lasting didactic material. A similar glossary for the Arabic Language was created apart, together with exercises for Computer Laboratory.

Hence, on top of language competencies, transversal and computer skills were acquired by participants too. The course aimed to promote the meaning of cohabitation among different cultures, exploiting the cultural differences as enrichment in the building of a common objective, learning how many and what are the Arab countries, and the influence of religion on civil life, family and customs.

IMPACT:

- No headline data and impact indicators are available.
- In 2005, the project received "The European Label

for innovative projects in language teaching and learning".

RECOMMENDATIONS FOR TRANSFER:

The project, combining multiculturalism and multilingualism, is highly innovative. Thanks to the teaching methods and tools adopted, the project is also highly transferable, although the course must be adapted to national/regional/local context.

Stemming from the fact that "local policemen are everywhere" and that the transferability of the Course does not depend on the political context, the project can be easily transferred in EU. In fact, it requires an ESF call for tender and the support of the police headquarter at national/regional/local levels. But one of the most relevant prerequisites to the transferability of this Course is to find -- in the interested territorial

area -- an education and/or training provider ready to realise the project with a very cohesive team of teachers. Otherwise the risk is to create an incomplete and repetitive training. Due to its multiculturalism and multilingualism, the project can be also be transferred outside the EU, in those countries/territorial areas in which with there is a "melting pot" of different cultures and languages.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Multilingual%20Course%20Carabiniere%20-%20ITALY.pdf>

BEST PRACTICE 35

■	TITLE: Occupational Language Analysis (OLAs)
■	COUNTRY OF ORIGIN: Canada
■	CATEGORY: Policy
■	OWNER/PROMOTER: Federal Government of Canada
■	CONTACT: Lola Urrutia. Servicio Navarro de Empleo. E-mail: lola.urrutia.heredia@cfnavarra.es

EXECUTIVE SUMMARY:

Occupational Language Analysis (OLAs) are a tool designed by the Federal Government of Canada trying to bridge 3 different national skills qualifications in order to ease the planning, evaluation and recognition of acquisition of English and French skills from a professional perspective. The three national qualifications are:

- Canadian Language Benchmark (CLB), that describes the second language proficiency of people and their ability to communicate in the workplace and community.
- Essential Skills Profiles (ESP) for the workplace, developed by the Department of Human Resources and Skills Development of Canada's Federal Government.
- National Occupational Standards (NOS) for the assessed occupation.

An Occupational Language Analysis (OLA) thus defines the standard English and French language requirements of an occupation based on the tasks identified in occupation-specific ESPs. An OLA defines the CLB - NCLC levels required to perform tasks related to specific jobs as defined in the NOS and ESPs. Each OLA is developed following a set methodology developed by the CCLB in partnership with the Canadian Tourism Human Resource Council. Currently there are 14 OLAs available for tourism-sector occupations, and another 20 OLAs for trade related occupations are being developed at present time. These OLAs are related to "Red Seals" Trades are being developed, such as Automotive Service Technician, Hairstylist and Machinist amongst them. OLAs show the following content:

- Job definition.
- Additional Occupational information.
- Overview and guidelines on OLA use.
- Chart comparing typical and most complex essential skills (speaking, listening, writing ,

reading) ratings for the OLA, based on the ESPs, to the corresponding range of CLB ratings, as suggested in the Canadian Language Benchmarks and Essential Skills Comparative Framework.

- Common performance indicators for the OLA in terms of language skills.
- Task descriptions (linked to National Occupational Standard Codes) related to ESP and CLB competencies

The main characteristics of OLA are the following:

- Respond to the high demand of English and French skills acquisition by immigrants or newcomers and the fulfillment of the bilingualism policy of the state.
- Are focused on a generic description of a broad occupational category demanding high mobility amongst the different territories of Canada.
- Are promoted by a public non-profit institution (Centre for Canadian Language Benchmarks) but heavily dependent on the involvement of the employers of assessed occupations. The development of the OLAs is heavily influenced by sector or trade based councils.
- Are based upon a free and available methodology transferable from the Tourism sector, where it was originated, to other sectors and occupations, and are accompanied by resource materials.
- Are a tool aimed at all stakeholders involved on the language training process: workers, language providers, employers, human resources managers.....
- OLAs are directly linked to the National Occupational Standards.

Even if the use of OLAs is not widespread due to the lack of compulsory or voluntary incentives, language providers using this tool purport the following benefits:

- Workers are motivated as they know the training

- is directly linked to their job definition needs.
- Employers acknowledge that the skills and competences included on the OLAs do reflect their current needs motivating them in the need of investments on language training.
- OLAs allow both workers and employers to get

a clear perspective of the evolution of skills acquisition and the remaining training path.

IMPACT:

- More than 70% of current Canadian labor force growth is due to immigration.
- Promote a wider knowledge and use of both official languages in Canada.
- Ensure the provision of the necessary skills and qualifications for the world of work.
- OLAs development influenced by sector based councils.

RECOMMENDATIONS FOR TRANSFER:

There is an evidence of transfer from the Tourism Sector to the Red Seal Programme which provides greater mobility across Canada for skilled workers. There is also a potential transfer of the initiative in the domain of the use of foreign languages in occupational standards. To that end, OLAs might help as an innovative example on how to bridge different national skills standards and existing foreign language ones, by the use of the European Common Framework of Reference for Languages, for instance.

In order to transfer this initiative, certain steps should be followed:

- To build a talented, trained and multidisciplinary

team for the development of specific occupational OLA.

- To consult with the industry identified skills and to test with language providers resulting OLAs.
- To build the OLAs upon the existing National Occupational Standards: the more thorough such standards are in terms of needed communicative skills, the easier will be to develop a useful OLA.
- OLA must include the language skills competences and tasks in an easy way and on simple documents.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/OLAs%20-%20Canada.pdf>

BEST PRACTICE 36

■	TITLE: Ohio Roadmap
■	COUNTRY OF ORIGIN: USA
■	CATEGORY: Policy
■	OWNER/PROMOTER: Ohio Department of Education
■	CONTACT: Debbie Robinson. E-mail: DavidOwen.ukti@eeda.org.uk (David Owen, RLN-East)

EXECUTIVE SUMMARY:

The Ohio Language Roadmap for the 21st Century was published in 2007 to respond to the growing recognition of the importance of language and culture for national security and international trade. The strategy aims to achieve for every citizen a functional level of proficiency in at least one other language than English and more advanced language skills tied to specific career fields for an increasing number of Ohioans.

The Roadmap has both the support of and direct involvement of the Ohioan business community, mostly represented by growing medium-sized companies. They concluded that greater foreign language capacity was critical to increased business and better understanding of communities of foreign language speakers resident in Ohio. The languages targetted are Chinese, Spanish, Arabic, French, German, Russian & Japanese. The strategy aims to provide a continuous learning pathway from elementary school to employment and avoid the practice of repeat instruction when passing from one level of education to another (such as elementary to K-8).

The approach taken by Ohio State is that to achieve a level of proficiency required to conduct effective communications in another language requires instruction of that language across the education-employment range. The availability in the medium-to-long term of a pool of foreign language speakers emerging from the mainstream education system will relieve the need for business to engage in ongoing language training for key target markets. Efforts are therefore made to ensure that the languages taught

reflect those needed by the employer. A second feature of the strategy is that its primary funding source is the Department of Defence and the NSA. The languages targetted are therefore also those required for national security interests. Ohio State has balanced this against the instruction of traditional languages, and has therefore a combination of the two.

Proficiency is measured through the ILR and ACTFL scales, which have been matched to the CEFR scale. It encourages building on the skills of the heritage communities, which are defined as those resident communities without English as the first language. The recommendations are: (1) to provide access to a continuous learning pathway from PreK-16 to build capacity in languages at an early age, (2) to retain a capacity in the commonly taught languages whilst building capacity in those critical for economic and strategic importance, (3) to link to programmes with a track record, (4) to use multiple means to deliver language instruction, (5) to grant credits based on proficiency, (6) to increase numbers of and develop capacity of language instructors.

The actions are: (1) establish a Language & Culture Service Center, (2) establish Language Partnering for Life, (3) develop extended sequences of study, (4) train, license and employ more teachers, (5) create performance-based tools for assessment.

IMPACT:

- The impact of the roadmap is measured by skills outputs (numbers of learners at identified levels of proficiency) and routes into employment. A survey of Ohio citizens found that 84% of those surveyed considered the ability to speak another language would make a person more employable. Ohio businesses recognise that foreign markets are their best opportunities for growth because most of the world's economic growth is happening outside US borders. There is recognition also that it is no longer realistic to expect those outside the USA to speak English and accept goods and services developed for US tastes.
- More than 60 businesses, government and education leaders met in Columbus on 28 June 2007 to outline the state's foreign language needs. The majority of businesses supporting the strategy are medium-sized growing businesses. These were members of 2 Roadmap Design Teams, one with a domestic and one with a global focus, which had a direct input to the development and implementation of the strategy.
- A public relations campaign addressed issues surrounding the promotion of language learning in early years of education, the maintenance of heritage languages, the importance of languages to the economy and the recruitment of business professionals to engage in teaching.
- Through the STARTALK programme middle high school students have acquired basic skills in critical languages (such as Chinese, Spanish and Arabic) during the summer period. The programme has also provided technical support and training to teachers. The Ohio section of the Flagship programme has developed online profiles of those students about to graduate so that business need and available skills are matched appropriately and in a timely fashion. Employers have access to the Advanced Language Reference Portfolio System (ALRPS) which contains learner profiles.

RECOMMENDATIONS FOR TRANSFER:

- Create a bridge between the national security and state business interests.
- Target a range of groups, including business, secondary education, higher education and heritage communities.
- Reduce financial risk by sourcing from several funds, including private, federal and state.
- Include online learner profiles and performance records/evidence.
- Include a period of training in the target market using a 'sandwich' approach, i.e. time in the USA followed by time overseas, followed again by time in the USA.
- Alternate learning in an academic setting with one in a work-based setting.
- Make links to national resources and programmes.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Ohio%20Roadmap%20-%20US.pdf>

BEST PRACTICE 37

	TITLE: Prof-ELP: the European Language Portfolio for professional purposes
	COUNTRY OF ORIGIN: Europe
	CATEGORY: Policy
	OWNER/PROMOTER: Public and private organizations from Spain, Sweden, the United Kingdom, Poland and Greece.
	CONTACT: Lola Urrutia. Servicio Navarro de Empleo (SNE). E-mail: lola.urrutia.heredia@cfnavarra.es.

EXECUTIVE SUMMARY:

The Prof ELP model has two main goals: first, improvement of language skills for employability, and second, support for labour mobility. It is a transparent and easily accessible document with a clear European application to provide information on language skills and competences related to the work environment irrespective of the ways of their acquisition (formal or informal).

The Prof-ELP aims to respond to the needs of workers (or future workers) who wish to improve their competence in other languages, and hence their employability. The Prof-ELP goes beyond the scope of other ELPs in the sense that it has been designed to adapt easily to the world of work, so that users can gain the maximum benefit from it.

Various aspects of Prof-ELP model constitute strong points and incentives to enhance the motivation of users:

- Employment benefits in the application of the Language Passport and the Europass.
- Motivation enhancement by developing autonomy in setting learning objectives and understanding of language skills and the learning process.
- Reliable self-assessment against relevant descriptors for employment and work-oriented purposes.
- Better intercultural understanding and, in particular, working in multicultural teams and environments.
- Support for labour mobility.

Resulting Prof-ELP is an online and easy-to-use tool, accessible by 3 types of users, which also represent one of the major innovations of the tool, as it becomes a tool addressing the three stakeholder groups in the field of language teaching for

professional purposes process:

- Users (workers or future workers) who are the owners of the ELP and who complete and update the 3 files.
- Employers, who might have access provided by the user to the Passport.
- Language teachers, who might have access provided by the user to the Dossier and the Biography.

The Prof ELP as an ELP model is linked to the Common European Framework of Reference for Languages (CEFR). Thus, Prof-ELP is built around specific work related descriptors, following the recommendations of the Council of Europe. Consequently, Prof-ELP meets all the requirements for validation by the Council of Europe.

Although there is not a straightforward link of the CEFR levels to the EQF, the action approach applied in the CEFR and the task-oriented presentation of the language competence descriptions correlates to the qualifications framework and the specific type of activities in work related situations.

The Dossier and the Language Passport provide opportunities for inclusion and summary of the qualifications, diplomas or certificates awarded to the user. This also is an opportunity for linking the languages skills to the qualifications framework. Additionally, evidence and examples of application of language skills can be presented and included in paper, electronic and digital format. The Prof ELP also has a clear link to the Europass and its Language Passport, which is an integral part of the set of documents to support vocational education and training and mobility within Europe.

IMPACT:

- Tool tested in 5 countries with different stakeholders.
- It is digital (online), with an attractive, user-friendly, self-explanatory, easy-to-update design.
- Tool available at English, Spanish, Greek and Polish.

RECOMMENDATIONS FOR TRANSFER:

The process of validation of the European Language Portfolios has proven that the tool is readily adaptable to various priorities in the area of language learning, highlighting specific aspects of language learning and usefully implemented to attain identified objectives and goals. The number of validated ELP models is a proof of its transfer potential.

Concerning Prof-ELP dependence on political context, it can be considered as a tool within the context of national educational priorities. While thematic priorities will naturally vary from country to country, some of them recur: the need to help education respond better to the needs of the labour market, the need to empower students to achieve better performance and the wish to promote participation at all levels.

The ELP concept has already worked in various national and cultural contexts and has proven its flexibility to address specific priorities common to the European situation related to education, labour qualifications and in particular mobility.

The following features and approaches of the Prof-ELP ensure the transfer and implementation of the ELP concept in various political, educational and occupational contexts:

- Flexibility of use.
- Easy mechanisms for updating and the ability to modify information at any stage.

- Exemplification of 'can do' statements so learners can contextualize.
- Links to relevant information, e.g. on learning activities, qualifications etc.
- A clear interface and guidance for learners, teachers and employers.
- Coherence between sections and a clear 'learning pathway'.
- Attractive appearance.
- A realistic approach to learners' capacity and motivation for extensive, largely unguided reflection.
- The ability to print off professional-looking copies of relevant parts (mainly the Passport) as hard copies will still be needed in certain contexts.
- Help for users in identifying different techniques for learning languages.
- Scope for the user living or working in a multicultural environment to record these skills/experiences.
- The ability to record partial achievement or 'can do' statements, with the option of 'I can do this with help'.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Prof-ELP%20-%20Europe.pdf>

BEST PRACTICE 38

■	TITLE: PDP: Professional Development Programme for the foreign language training sector
■	COUNTRY OF ORIGIN: Spain
■	CATEGORY: Training
■	OWNER/PROMOTER: Servicio Navarro de Empleo – Employment Service of Navarre.
■	CONTACT: Lola Urrutia. Servicio Navarro de Empleo (SNE). E-mail: lola.urrutia.heredia@cfnavarra.es.

EXECUTIVE SUMMARY:

The Professional Development Programme (PDP) for professionals working in the foreign language training sector is part of the LINGUA EMPRESA programme, led by the Employment Service of Navarre, and whose aim is to support the improvement of the skills of the foreign language teachers performing courses in companies or for professional purposes.

The programme stems from the conclusions reached in a Training Needs Assessment within this sector in Navarre, conducted in 2009 by the Employment Service of Navarre, which showed a sector with the following characteristics:

- Low levels of specialization of linguistic services offered to companies.
- Multitasking profiles of language teachers, who perform multiple functions simultaneously (manager, coordinator, teaching, administrative).
- Low levels of modernization and innovation, including the use of ICT.
- Broad room for the improvement of professionalisation standards, as no specific training tailored to their needs is available.
- Significant interest and motivation, unfulfilled by current offer, of language teachers in participating in training courses.

The Training Needs Assessment included the development of a survey of 92 language teachers in Navarre region, which led to the identification of 6 priority training areas:

- Language didactic.
- Using of foreign languages in the work place.
- Use of ICT for learning.
- Training management.
- Proficiency and knowledge of the language to be taught.

- Proficiency and knowledge of Spanish.

Following such priorities, the Employment Service of Navarre decided to design and hold the first ever training programme at the Spanish level, promoted from the Labour Administration, specifically aimed at this target group, the so called Programa de Desarrollo Profesional – Professional Development Programme (PDP).

The PDP's main goal is to train language teachers in the concepts and tools provided by LINGUA EMPRESA method, aiming at the organization and programming of language learning for professional purposes based upon the Professional Language Competencies – PLCs concept (see 'IDECOLI Method' Best Practice). Additionally, as a training initiative aimed at this target group, the PDP also aims:

- To promote the professional qualifications of language trainers.
- To raise linguistic suppliers' awareness of the need for the professional specialization of their trainers.
- To promote the development and inclusion of innovative products and services for a language training offer, resulting therefore in higher levels of competitiveness.

The PDP is configured as a modular training program based on the training priorities identified in the previous study. In total, 7 training modules of different length have been designed and lectured, combining a blended learning approach (20% of the training on classroom and 80% on line):

- **Module 1** (30 teaching hours): 'LINGUA EMPRESA Methodology – Language Training for Professional Purposes'.
- **Module 2** (18 teaching hours): 'Selection and creation of contents for language learning

based on the concept of Professional Linguistic Competences (PLCs)'.
- **Module 3** (18 teaching hours): 'Management of language training with professional purposes'.
- **Module 4** (27 teaching hours): 'Management and creation of content for virtual classrooms in Practica Lingua'.
- **Module 5** (17 teaching hours): 'Administration and management of online campus in Practica Lingua'.
- **Module 6** (15 teaching hours): 'European Language Portfolios'.
- **Module 7** (10 teaching hours): 'Interculturality'.

All the training modules and contents have been developed from scratch by the LINGUA EMPRESA team, and combine a theoretical approach with a practical one, focusing on the use of the LINGUA EMPRESA tools: Gestor FORLINGUE for the identification of language needs, the design of a language strategy by companies, and the design of training itineraries and objectives, MELISSA for the design of training programmes and access to teaching materials linked to Professional Language

Competencies, and PRACTICA LINGUA for the online training of students. Training modules are lectured by staff from the programme and by external and independent language teachers heavily involved on the programme.

The PDP is addressed to linguistic teachers of any language involved in the teaching-learning processes in companies of any sector and, as it is sponsored by the public administration, it is completely free for participants, who can decide in which modules they wish to enroll.

The PDP is being implemented since 2010 through the provision of different editions of the first 3 training modules, the most important ones, reaching 62 language teachers based in the Navarra region. By the end of the training process language teachers should be able to design, plan, teach and assess processes of language training put in place in a company, following the LINGUA EMPRESA method. Further editions of the PDP are envisaged by the Employment Service of Navarre.

IMPACT:

- Identification of training needs of more than 90 foreign language trainers.
- Design and implementation of the first ever training programme in Spain, sponsored by the public administration, specifically aimed at the needs of language teachers for professional purposes.
- Specific Training Programme composed by 7

training modules addressed to foreign language teachers, representing a total of 132 teaching hours.

- 62 foreign language teachers trained through the Professional Development Programme in Navarra in a sector of about 200 professionals

RECOMMENDATIONS FOR TRANSFER:

The PDP training contents have evolved since its original inception by the end of 2009. Feedback and evaluation from the first editions of the first modules have led to a periodic review and update of training content and to the overall design of the PDP, which at the present time is composed of 3 core modules, the first three ones directly linked to the implementation of the LINGUA EMPRESA method, and 4 non core and additional modules.

Available training contents are closely linked to the LINGUA EMPRESA programme and to the use of the

proposed tools. Nonetheless, there are also many training contents of a general nature, related to the European Common Framework for Languages or to the Language Didactics fields, which can be easily transferable, irrespective of the adoption of the LINGUA EMPRESA method and tools.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Prof-ELP%20-%20Europe.pdf>

BEST PRACTICE 39

	TITLE: RLNs, Regional Language Networks
	COUNTRY OF ORIGIN: United Kingdom
	CATEGORY: Policy
	OWNER/PROMOTER: Created by CILT (the National Centre for Languages), now dependent on Regional Development Agencies (RDAs)
	CONTACT: David Owen. RLN-East. E-mail: Davidowen.uktradeinvest@eeda.org.uk.

EXECUTIVE SUMMARY:

The Regional Language Network (RLN) was created by CILT, national organization in UK responsible for language promotion, and supported by the RDAs in the 9 regions and the 3 national states territories (Wales, Scotland and Northern Ireland) in UK. The RLNs mission is "to promote the value of communicating with customers and contacts overseas in their first language to improve businesses competitiveness". This joint initiative was financed by the central government (50%) and regional entities (50%). The regional entities were allowed to set the priorities to which RLNs would develop their activities related to the promotion of the language and cultural competences in the regions, aiming at increasing business competitiveness.

RLNs develop activities aimed at the following areas:

- To be the central point of contact in the region for information and support on all things language and culture related.
- To show businesses how they can increase exports and improve their performance in international markets.
- To raise skills levels in workplace by showing businesses and individuals the benefits of using foreign languages and being culturally aware.
- To raise awareness of the importance of foreign languages and intercultural skills in schools, businesses and regional organizations.

- To help language service providers to get the most out of their profession.

RLNs define themselves as non-profit organizations collaborating with RDAs and both public and private partners. Each RLN is responsible for raising awareness in their influence area and offers diverse resources to prepare and maintain an international communication strategy providing not only information on language and intercultural skills but also services provided by language professionals to business. Their beneficiaries are regional development agencies, partners, businessmen, SMEs...

RLNs actions contribute to:

- Bring language and culture into businesses commercial strategy.
- Planification of intercultural communications.
- Provide advisory services on language training.
- Recruiting staff with specific language, translation, interpreting skills and other services.
- Adapting materials and websites to the international market.

Since 2007, when RLNs depended on RDAs, they have become very different between them in terms of performance, internal organization, financing, etc. While some Networks might be very active, others might be merely informative or have already disappeared.

IMPACT:

RLNs improve businesses through language skills and cultural development through a varied range of activities:

- Delivery of on line and interactive support and resources for companies to reflect on their language and culture needs such as "Interactive Road Maps" for companies to design languages and business strategies, or the "Planner: Talking Solutions" web based platform for business support.
- Language and culture training to businesses through the organization of short courses before UK Trade Investment (UKTI) trade missions to foreign countries.
- Promotion of career opportunities for language providers through regional databases of language services providers which provide information of the professional specific training courses delivered by CILT, and advise on the contracting by private providers of professional indemnity insurances.

RECOMMENDATIONS FOR TRANSFER:

RLNs initiative can be transferred being first adapted to each regional and national context. The strong points in this initiative are the following:

- The service offered is unique.
- They fill a gap existing in the market by integrating linguistic and cultural capacities into the business dimension in UK regions.
- They have developed tools that help enterprises to their international communication strategies.
- They provide strategic intelligence to the regional market by focusing in the linguistic needs of the region, facilitating international investments.

There are weak points too, connected to the current economic crisis:

- The staff in the RLNs is reduced considering the amount of work to develop and subcontracting is widely used.
- Funding, depending on each region, conditions the work that each network is able to carry out. Besides, businesses are also reluctant to invest in language training for their workers, when this is the moment when this specially offers added value.

The initiative is innovative as it has not been carried out before. The differences between each RLN are great and within each network initiatives should be carefully studied. The range of activities carried out is so varied that they can be adapted according to the national/regional context where transferability might be considered.

In order to transfer this Best Practice, certain steps might be followed:

- Contact organisms involved in the decision making at the different levels, taking into consideration the interests of all beneficiaries and stakeholders so they support the initiative.
- Encourage enterprises to consider and integrate linguistic and cultural capacities in their strategic plans.
- Actions have to be accessible and businesses should get the feeling that it will be benefiting for them right from the beginning.
- Dissemination and promotion of the organization should be extensive through websites, newsletters, etc.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Regional%20Language%20Networks%20-%20UK.pdf>

BEST PRACTICE 40

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- **TITLE:** Second Language Learning in the Auto Industry

 - **COUNTRY OF ORIGIN:** Sweden

 - **CATEGORY:** Training

 - **OWNER/PROMOTER:** Adult Education Authority of Gothenburg

 - **CONTACT:** Richard Reström. Adult Education Authority of Göteborg.
E-mail: richard.renstrom@vux.goteborg.se
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EXECUTIVE SUMMARY:

Shortly after arrival in Sweden migrants are screened for suitability to work in the auto industry and other industries in the technical field. Candidates are at an A1 level of Swedish. After screening by Volvo, the Adult Education Authorities and the two subcontractors who deliver the training, suitable candidates are then included in the programme which serves three purposes; second language training, vocational training and inclusion in society. The programme leads to permanent work after approximately 12-18 months of training. Candidates are trained at the Volvo Cars factory in Gothenburg. Candidates are beginners of Swedish. All candidates receive a mentor from their own country in the factory

to enable a smooth transition. The course covers training in technical subjects surrounding car manufacturing as well as other industrial fields and subjects such as quality management and team work. Candidates receive upper-secondary qualifications in Swedish as a second Language, English, Civics and Mathematics in addition to the vocational training. More than 92% have been employed after finishing the programme.

IMPACT:

- Migrants are relatively quickly integrated in society.
- Migrants acquire both a profession and a language.
- Migrants become self-dependant after 12-18 months (as of 2010).
- Candidates are provided with upper-secondary training in core subjects.

RECOMMENDATIONS FOR TRANSFER:

Can be implemented worldwide as means of inclusion of migrants into society so that they become self-supporting and empowered. Can also be adapted to

serve different vocational areas of training skills for the labour market.

BEST PRACTICE REPORT:

http://www.lilama.org/uploads/documents/GPD_0071103_VOLVO_Cars.pdf

BEST PRACTICE 41

■ **TITLE:** SOLVIT: solving the challenges of Internal Communication

■ **COUNTRY OF ORIGIN:** United Kingdom

■ **CATEGORY:** Policy

■ **OWNER/PROMOTER:** SOLVIT

■ **CONTACT:** Susana Matas. Iniciativas Innovadoras.
E-mail: smatas@iniciativas-innovadoras.es

EXECUTIVE SUMMARY:

SOLVIT is a webpage that serves as a tool for companies to plan their language training needs. Mainly oriented towards SMEs, SOLVIT's objective is to help companies in their internationalization process, guiding them so they ask themselves relevant questions that might help them to acquire linguistic and cultural capacities fostering an increasing internationalization.

SOLVIT is a tool to advice and orient enterprises when developing an International Communication strategy facilitating information on language skills in the workforce, translation of websites, adaptation of products to the overseas markets... and being a source of specialist linguists, always according to the needs of the enterprise which, by answering to the questions set by SOLVIT, is lead to the pertinent information displayed on the website.

SOLVIT aims at helping enterprises to boost exports and reach success. Thus, SOLVIT helps them to:

- Improve workers' language capacities.
- Search for specialized language training providers.
- Translation of webpages.
- Adapt products to the country of export culture.

Information regarding these issues is organized around 4 main axis completely interlinked (each section redirects the user to the other sections,

making sure any relevant information is missed). The 4 axis are the following:

- International Communication Planning.
- Spoken Communication.
- Written and Oral Communication.
- Cultural Communication.

International Communication is therefore approached from all perspectives involved in the export/import exercise: from human resources and product adaptation and marketing to linguistic and cultural issues that might arose during the process.

The United Kingdom Trade and Investment Agency (UKTI) collaborated with the National Centre for Languages (CILT) in SOLVIT's development, as the Agency, although it certainly covered all the relevant areas related to businesses' internationalisation, lacked information and/or initiatives on linguistic and cultural capacities development. Special attention was paid not to duplicate the work made by other agencies, being SOLVIT complementary to, for example, UKTI's International Communication Planning tool.

IMPACT:

- Improving SMEs opportunities in the international market.
- Raise awareness on the need to promote within the business sector language and culture training

as part of a coherent international communicating plan.

RECOMMENDATIONS FOR TRANSFER:

SOLVIT has been already transferred or at least adapted within the UK, but there is no evidence of international transfer.

In other countries/regions there might exist initiatives covering some parts of all the information collected in SOLVIT. To this regard, it might be considered as innovative SOLVIT's horizontal approach to businesses' language and culture needs, as part of an International Communication Plan, as it does not only target these needs but also, and right from the beginning, raises awareness among enterprises and helps businesses to identify them.

SOLVIT is an initiative financed by public entities.

As internationalization has been identified as a priority in all EU economies and, considering the lack of initiatives approaching foreign language and culture illiteracy, an initiative as SOLVIT should be regarded as not only beneficial but also necessary. Unfortunately, the current economic crisis and the difficulties enterprises are going through might have a negative impact in initiatives such as SOLVIT, whose effects are only visible in a long term basis. Thus, this kind of initiative might not only suffer from funds shortages coming from public entities, but also from

lack of interest of the business" sector as the needs it covers might not be regarded as a priority.

As a tool providing general information and referring to other existing resources, information contained must be extensive but not too specific, giving "directions" to where further information on certain topics is available. This makes this initiative highly flexible, although certain steps should be observed:

- All the information contained in the webpage should be thoroughly analyzed, observing possible parallelisms between SOLVIT and the context and needs of the region to which the initiative is going to be transferred.
- Measure the impact, sustainability and scope of the website to be created.
- Collaborate thoroughly with all the entities and agencies involved in the various policies to be tackled to make sure all the fields of information are covered but also avoiding duplication

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/SOLVIT%20-%20UK.pdf>

BEST PRACTICE 42

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- **TITLE:** Swedish for Immigrants: SFI/SAS G Business-programme

 - **COUNTRY OF ORIGIN:** Sweden

 - **CATEGORY:** Training

 - **OWNER/PROMOTER:** Adult Education Authority of Göteborg

 - **CONTACT:** Richard Reström. Adult Education Authority of Göteborg.
E-mail: richard.renstrom@vux.goteborg.se
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EXECUTIVE SUMMARY:

ABF-VUX is one of "Vuxenutbildningsförvaltningen in Gothenburg" 's suppliers of education for adults. ABF-VUX 's main activity is to accomplish education for those who lack a full upper secondary education. Those persons who are immigrants in Sweden country have their legal right to study in SFI (Swedish tuition for immigrants), until they reached a certain level of language skills in understanding, speaking and writing. The SFI-studies is grouping in 4 levels. The lower levels are also indicating a lower school-background from their home-countries. This SFI/SAS G (Swedish as Second Ground level) Business-programme is supporting those migrants and immigrants that are living in the municipality of Gothenburg. The programme is targeting at reducing the Swedish second-language students way in learning Swedish. The SFI/SAS G Business-programme started in January 2007 with students who were approved from the authorities. The goal of this programme is to encourage a good development and progression of the language. Further goals are to strengthen the students' professional skills in trade, commerce and entrepreneurship plus good knowledge in how the Swedish business-culture works. The programme runs entirely on governmental

economic support since it is possible to have this language tuition for everyone that will enter the SFI-studies. The training respond to general employer needs and the material used in the training is supervised by the authorities. There is definitely a political context to accept to this programme. There must be a political will to promote integration and fasten up the way to get a proper job and reduce the feeling of alienation.

The following programme's innovative aspects are relevant:

- The method base on studying courses that are specific to a profession, what finally means that the language-learning becomes possible on a level on which a student does not have the satisfactory language skills.
- The participants realise the added bonus of combining language-training with learning a specific subject.
- The collaboration between the trainers beyond their subjects reduces the students learning period. The teaching is integrated between the subjects.
- The schedule or time-table should also be made so there is a possibility to focus on the "red thread" in the language and subject training.

IMPACT:

- 4 language level programme.
- 122 people since 2007 passed the examination in

Swedish language. 70% of them passed also the exams in trade and economic subjects.

RECOMMENDATIONS FOR TRANSFER:

This programme can be transfer to the whole of Sweden, Scandinavia and perhaps to part of Europe. The critical part is that it is based on a public

education system that will finance parts of the costs of the second language learning.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/SFI%20SAS%20Business%20-%20Sweden.pdf>

BEST PRACTICE 43

TITLE: Swedish for Immigrants: SFI Practical Workplacement

COUNTRY OF ORIGIN: Sweden

CATEGORY: Policy

OWNER/PROMOTER: Adult Education Authority of Goteborg

CONTACT: Richard Reström. Adult Education Authority of Göteborg.

E-mail: richard.renstrom@vux.goteborg.se

EXECUTIVE SUMMARY:

SFI (Swedish tuition for immigrants) is a language training program for people who lack a basic knowledge of Swedish. This language education is based on 'what influences you will get from the surrounding society', which means that while you learn the Swedish language you also study the cultural aspects and society in Sweden. SFI shall, as far as possible, be a way to find a job in order to support oneself.

Göteborg's Vuxenutbildning (VUX) is responsible for the municipality's overall adult education. In 2006 VUX wrote a contract with 3 different training providers, to start what today is called "Practical work placement, SFI". The reason for starting this was to find new ways to increase integration of the foreign-born immigrants into Swedish society.

This program began as an experiment between 2006, and 2007 and in 2007 had approx 300 adult being educated and receiving a vocational training place. In 2009, 2,500 people were engaged the program.

The make-up of SFI-studies includes a work placement and is a full-day activity that runs for a minimum of 30 hours per week. The language must be developed in cooperation with the workplace. This means that language learning should be informed by input from the profession and the workplace. At least 15 hours' teaching a week is compulsory, and the main part of the language training takes place at the school.

Practical work placement, SFI aims to achieve two objectives:

- The SFI-student shall as soon as possible enter the labor market in order to earn a living and become a regular tax payer.
- The students must achieve their goals in the Swedish language training, following goals from the Swedish School Board. These goals follow the scale for the assessment of EQF as per the Council of Europe guidelines.

The uniqueness of this program and some of the reasons for the success of this program is based on:

- The "Match": both the participant and the workplace have carefully stated their wishes and preferences through interviews and meetings.
- The "Method": to build a personal network and obtain a higher number of contacts in the labour market for the benefit of personal development but also language development.
- VUX has developed guidelines to be used for accepting a job.

IMPACT:

- 2.500 people engaged in 2009.
- Studies combined with work practice in a selected workplace.
- Effective interaction based on a holistic approach.
- Individual solutions to meet personal preferences.

RECOMMENDATIONS FOR TRANSFER:

Transferability is totally dependent on political will and political decisions. The authorities in Sweden and Gothenburg are willing to financially support the practical work placement -program, because they are convinced that this leads to inclusion, employment and self-sufficiency without dependence on subsidies from society.

If the corresponding political will exists in other countries, the prerequisites in all European countries to implement the concept should be of no problem.

This method works for immigrants, regardless of educational background. Low-skilled immigrants can have a good start in the new country, while high-skilled immigrants can have a good chance to get a qualifying work in companies with contacts in the old country. Mother tongue is a competitive factor in relation to other actors who do not have an equivalent qualification.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/SFIPRA~1.PDF>

BEST PRACTICE 44

	TITLE: Training Endowment - Language Training Courses for Taxi Drivers.
	COUNTRY OF ORIGIN: Italy
	CATEGORY: Policy
	OWNER/PROMOTER: Lombardy Region, DG Education, Training and Employment
	CONTACT: Nicola Orlando. IRS, Istituto per la Ricerca Sociale. E-mail: norlando@irsonline.it

EXECUTIVE SUMMARY:

The Lombardy Region – DG Education, Training and Employment provides citizens with a contribution (endowment) that accompanies them in the decisive moments, throughout life, to support them in their growth, to help in job search and to promote employment and continuing education.

The endowment is a collection of resources and services directly targeted to the citizens, to promote their possibility to choose, within a network of accredited (at regional level) operators, the best services to meet their needs. Through an ICT platform, the beneficiaries may proceed with the request of the endowment according to their needs. There are many different kinds of endowment (Training endowment, Job endowment, School endowment...) devoted to different groups of beneficiaries (unemployed, disadvantaged, taxi drivers, young...).

Lombardy Region promotes language training courses for taxi drivers by using the "training endowment", co-financed through the ESF -Regional Operational Programme (Axis IV – Human Capital, Specific object i). In particular, Lombardy Region is committed to encourage, in view of Milan Expo 2015, the enhancement of language skills for those exercising the profession of taxi driver, and thus to create the conditions to achieve the annual quality targets and in particular the one related to the knowledge of a foreign language agreed by Lombardy Region, local authorities and taxi drivers trade associations. In particular, by 2014, at least 66% of licensed taxi drivers will have to certify the knowledge of a foreign language - at least level A2 of the Common European Framework of Reference for Languages.

Lombardy Region has issued a call/notice to participate to the language training courses for taxi license holders (Regional Operational Programme,

ob.2, ESF 2007-2013 - Axis IV- Human Capital - Specific object i) through the access to the "training endowment".

To apply for the endowment, the beneficiaries should contact an accredited training provider (which has presented a language training proposal), identified by consulting the training offer catalogue on the (regional) web site. The selected operator will take the beneficiary in charge and will support him/her in all phases of the provided services.

The "training endowment – language training courses for taxi drivers" is directed to taxi drivers with licenses issued by municipalities that are part of the airport system area of Lombardy Region, that are not in possession of a bachelor's degree with at least one foreign language examination or a high secondary school diploma in foreign languages. The objective is to improve the level of service within the taxi transportation, specifically with regard to language skills.

There is no clear reference on if and how traditional classroom-based language training is supported by periods of learning in a country of the target language and through elements of distance learning.

The training program is specifically designed to provide language knowledge and skills equal to level A2 of the Common European Framework of Reference for Languages.

IMPACT:

- To implement the commitments assumed by Lombardy Region in the agreement signed (September 17th 2008) with Local Authorities of the (nearby) airports area and the representatives of Taxi Drivers Associations.
- To encourage, in view of Milan Expo 2015, the enhancement of language skills for those exercising the profession of taxi driver.
- To reach, by 2014, the target of at least 66% of licensed taxi drivers certifying a foreign language skills equal -at least- to level A2 of the Common European Framework of Reference for Languages.

RECOMMENDATIONS FOR TRANSFER:

The “training endowment – language training courses for taxi drivers” can be readily and usefully implemented in other countries and/or sectors to improve the language skills of the same or different target of beneficiaries.

The “training endowment – language training courses for taxi drivers” has not been transferred to other places yet. Nevertheless, in Lombardy Region the endowment is used in many sectors (Education, Training, Employment...) and with different purposes (to increase employment and employability, to promote continuing education and life-long learning...) and it is aimed to many different target groups (unemployed, disadvantaged...)

The endowment (and the endowment aiming to increase the language skills of the taxi drivers) is an innovative policy tool because it is a collection of resources and services directly targeted to the person, to promote the possibility of the citizens to freely choose – through an ICT platform and within a network of accredited operators - the best services to meet their needs for what concerns education, training, job searching...

The endowment has been recently adopted by Lombardy Region (in the last 2/3 years) and this is one the reasons why it has not been transferred yet and why there is still lack of evidence of existing transfer.

Transferability depends on specific assumptions relating to political context: the training endowment

to improve the language skills of taxi drivers is co-financed by the European Social Fund. Hence, it can be easily transferred in other EU countries. In general, the endowment tool adopted by Lombardy Region is a high flexible tool allowing for transferability. Lombardy Region adopted the endowment in different sectors, for different purposes and for different target groups (although the most disadvantaged ones in terms of income, vulnerability, education, training and employment are the most relevant ones). The “training endowment for taxi drivers” devoted to promote language training courses for taxi drivers is just an example of how much flexible is the endowment, which can be also easily adapted to other sectors as well as to other target groups due to the nature of this tool originally conceived by Lombardy Region to incentive the free of choice of the citizens among accredited (at regional level) services providers.

Being co-financed by the ESF, the “training endowment for taxi drivers” may be transferred to any region within the EU. But if there are the necessary funds, it can be easily transferred at world-wide level.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Training%20Endowment%20-%20ITALY.pdf>

BEST PRACTICES OVERVIEW

BEST PRACTICE 45

■	TITLE: Training Plans 'Fondimpresa'
■	COUNTRY OF ORIGIN: Italy
■	CATEGORY: Policy
■	OWNER/PROMOTER: Centro Servizi.
■	CONTACT: Marco Albanese. Basilicata Region. E-mail: marco.albanese@regione.basilicata.it

EXECUTIVE SUMMARY:

This initiative is about annual policies to support training plans promoted on the basis of agreements among the stakeholders, which involve networks and enterprise systems, districts, and local productive systems linked together by provision networks, logistics systems and so on.

This policy regards a national call for proposals (01/2006), having resources spread on a regional level. As a consequence, we observed the project which carries out the policy for the Basilicata region. All the following information refer to the organizations implementing the project, subdivided into temporary partnership.

The observed project is "CREA - Growing in company (2006)", which was characterized by an overall amount of 1.764 training hours split into 32 training actions, involving 200 workers of companies from all over the regional territory of Basilicata.

Fondimpresa is a joint inter-professional fund for continuous vocational training (CVT) constituted by Confindustria (the main organisation representing Italian manufacturing and services companies) and

GCIL, CISL and UIL (the Italian trade unions) for workers' training. Fondimpresa is the most important fund for CVT, available for all kinds of companies, whose system is characterized by efficiency, quality and promptness.

In the Basilicata region, there are about 680 companies adhering to Fondimpresa for about 20.000 workers. During the last years, the training actions have had the following topics as subjects: health and safety, languages, personal skills, production techniques and ICTs.

The following table outlines the training actions dedicated to language learning and points out how language learning has become an always more meaningful issue to the annual programme.

Year	Ref. Call for Proposal	N. Training Actions	N. Trainees	Training Hours
2006	1/2006	6	44	240
2007	1/2007	5	28	200
	1/2007	2	16	80
	1/2007	7	67	510
Totals	5	21	163	1.070

IMPACT:

See table above.

RECOMMENDATIONS FOR TRANSFER:

The model can be transferred if the following characteristics are present: strong rootedness of the organizations on the territory, meaningful representativeness of the trade unions and habit to harmonize the training policies.

The risk of this kind of programme is a trade off

between competence development policies and company productive policies. Sometimes, it may happen that the training actions crash against the production planning.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Fondimpresa%20-%20IT.pdf>

BEST PRACTICES OVERVIEW

BEST PRACTICE 46

■	TITLE: USA Federal Language Framework
■	COUNTRY OF ORIGIN: USA
■	CATEGORY: Policy
■	OWNER/PROMOTER: NFLC, National Foreign Language Center
■	CONTACT: David Owen. RLN-East. E-mail: DavidOwen.ukti@eeda.org.uk

EXECUTIVE SUMMARY:

The United States of America is taking a strategic approach to the development of its language and culture capacity through the creation of a pipeline throughout the education-employment spectrum to produce linguistically capable and culturally aware citizens. It requires universal or near-universal learning of a language other than English from the primary levels of education, so as to develop widespread language and cultural fluency, with advanced language ability and learning of less commonly taught languages being developed primarily at college levels of education. The availability in the medium-to-long term of a pool of foreign language speakers emerging from the mainstream education system will relieve the need for business to engage in ongoing extended language training for key target markets. Efforts are therefore made to ensure that the languages taught include those needed by prospective employers, both government and private.

A second feature of the strategy is that a primary funding source of efforts to introduce languages needed by commerce and government and to teach them to very advanced levels are the national and federal security agencies. The languages targeted are therefore also those required for national security interests. This has been balanced against the instruction of traditional languages, and there is therefore a healthy combination of the two. Frequent mention is therefore made of 'critical' languages, i.e. those which are critical to the nation's national interests. The strategy encourages building on the skills of the heritage communities, which are defined as those resident communities consisting of immigrants from non-English-speaking nations and their children. This is a feature of society which is particularly strong in the USA.

Proficiency is measured through the government's ILR (and the academic ACTFL) scales, which have been matched in this file to the CEFR scale. To acquire a level 1 ILR approx 150hrs of traditional Western

European languages, 250hrs of such languages as Russian, Persian, Hungarian, or Hindi, or 350hrs of study of Arabic, Chinese, Japanese or Korean language is required for native English speakers. To reach level 2 ILR it would be 400hrs/600hrs/1100hrs. to achieve a level 3 would require 650/1100/2200hrs. A number of organisations are targeted for implementation of the framework, including the National Foreign Language Center, the Center for Advanced Study of Language (CASL), the Center for Applied Linguistics (CAL) and the Departments of Defense, Education, State and Commerce. Supportive input of the implementation rests with the Language Flagship Group and its National Language Policy Roundtable (NLPR), which brings the business alliance support, and the Interagency Languages Roundtable (ILR) which provides, amongst other items of support, standard setting input. The ILR consists of mid-level implementers, which report back to decision-makers at the NLPR.

The Framework reflects federal policy to be implemented at local level by the individual State Departments of Education, potentially with support from the Departments of Commerce or Development. The Framework targets the strengthening of 15 national Language Resource Centers which, amongst other offerings, provide a consultancy and advisory service to state businesses. It will also develop a database of individuals with certified language proficiency, a bank of language & culture resources and an interpreting service.

Heritage groups are also encouraged at Higher Education level to combine a knowledge of their language with a specialist field (such as biotechnology in Chinese or engineering in French). The level of language proficiency (measured on the ILR & ACTFL scales) is balanced with a tutor & mentor assessment of the ability to perform their specialist role in the target country. This is a model which is gradually being rolled out across the USA through the Language

Flagships programme. This programme is designed to produce a bank of specialists in specific fields with knowledge of a second language at a high level of proficiency. Periods of time spent overseas are a key component of the Flagship programme delivered by Ohio State University. As the programme is funded as part of the National Security Education Programme, the target countries are those which align to America's national security & trade interests. The programme is a Federal

in nature and is therefore also delivered in several US states. The US institutions specialise in one or two languages. For their induction prior to course start, learners first undertake a rigorous 9-week intensive training programme in a country of the target language designed to get them to level B1. This is followed by one year of study in the USA and one year in the target country.

IMPACT:

- Many of the recommendations of the US Framework and Policy may seem familiar to a European audience, however for a nation such as the United States it is an innovative and effective solution to a broad need. The impact of the strategy is measured by the breadth of basic language competence across the population (percentage of learners who study a language for several years), skills outputs (numbers of learners at identified levels of proficiency) and routes into employment. It aims particularly to produce high-calibre specialists in specific fields - medical technology, international sales, engineering etc - who also possess high levels (C1, C2) of language capability. At federal level a salient feature is the development of a series of 'roundtables' which bring together decision-makers at strategic and operational level across the range of stakeholder agencies to ensure that the Framework and Policy recommendations are coordinated and implemented.
- Some initiatives have been delivered which target younger learners. These include the STARTALK programme aimed at summer school intensive study of critical languages by students across the education spectrum and support for the capacity building of teachers of these languages, in addition to providing incentives and awards for language learning in the teaching work force. Target languages include Chinese, Arabic, Korean, Farsi, Hindi, Urdu, Turkish & Swahili. 116 (in 2009) programmes were run, with some at both beginner and intermediate level. Chinese, Arabic, Farsi and Urdu proved to be the most popular languages.
- The policy encourages the development of State Roadmaps, intended to engage with the local business community in determining specific need. Given the size of the United States, it is the responsibility of each State to gauge local commercial requirements which can be mapped against their dominant economic sectors and ethnic mix of heritage speakers. A series of 4 Metro Language meetings with businesses was held throughout 2008 in Seattle, New York, Washington DC and San Francisco to further elicit the language needs of the business community. This included business people from research and product development, marketing and branding, international business development and sales, domestic workforce management and human resources.

RECOMMENDATIONS FOR TRANSFER:

- Collaboration between key government departments such as commerce, education and defence.
- A national model which is sufficiently flexible to allow for regional (or state) features.
- A co-ordinated approach through the development of 'round tables' with specific remits.
- A combination of robust public finance from various sources to implement delivery.
- Engagement of institutions across the educational spectrum.
- Use of immersion in a country of the target language combined with training in the USA.

BEST PRACTICE REPORT:

<http://www.ilima.org/uploads/documents/USA%20Language%20Framework%20-%20US.pdf>

BEST PRACTICE 47

■ **TITLE:** Validation of Prior Learning National Certificate of Language Proficiency

■ **COUNTRY OF ORIGIN:** Finland

■ **CATEGORY:** Policy

■ **OWNER/PROMOTER:** Finnish National Board of Education

■ **CONTACT:** Lola Urrutia. Servicio Navarro de Empleo (SNE).
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EXECUTIVE SUMMARY:

Finland is one of the few European countries that have permanent systems and comprehensive national policies in place for validating informal and non-formal learning. The public and voluntary sectors in Finland have had a number of validation initiatives for over a decade and the private sector, as well as social partners, is integrated into the planning and development work of these initiatives.

The competence-based qualification system is the most established form of validation in Finland. Qualifications can be awarded regardless of how and where the skills and knowledge have been acquired and can be demonstrated in officially approved tests. The qualifications are now included in the Act of Vocational Adult Education 1998. It is a comprehensive qualifications system with no focus on a specific sector, aligned to the European Qualification Framework (EQF). Nearly 400 qualification titles are in place and all stages of vocational training and education are targeted, aimed predominantly at the adult sector.

The National Certificate of Language Proficiency is a test aimed at measuring the practical language skills of adults in practical situations in which could be required to speak, listen, write or read a foreign language. The nature of the examinations promotes various contexts of learning – formal, informal, non-formal, related to the community, etc. and encourages learners to take advantage of informal learning environments.

The examinations provide a possibility for individuals to get a valid certificate of their proficiency, e.g. for work purposes. The process of making visible the full range of knowledge, skills and competences held by the individual is carried out in a way that remains voluntary and the results of validation remain the property of the individual. Whether the context of the validation is work, social communities or higher

education, whatever the purpose, the individual is always at the centre.

Individuals who engage with validation as a candidate benefit from personal outcomes such as improved confidence and self-esteem. Although these are soft outcomes, they may help an individual to gain access to formal education and/or employment or simply to take on more variety or responsibilities within their current role in society.

The good practice reflects the strategies for regional employability and development. Validation activities are, to a great extent, decentralised in Finland and those activities reinforce regional strategies for employability and development as well as the integration of immigrant force. Local curricula, which are usually decided by municipalities, are developed on the basis of the national framework curriculum, which envisages and includes validation within the national comprehensive validation system.

Many industries and individual companies have also successfully exploited the opportunities of the competence-based education system and have established procedures to recognise skills and competences that employees acquire at work (in a formal, informal or non-formal manner). Companies particularly from the traditional manufacturing sectors have been keen on validating skills of their workforce in order to broaden their employees' skills base. Employers are also particularly active through their national and local associations. They are integrated into the planning and development work of validation initiatives.

The National Certificate of Language Proficiency has also been related to the policy of applying for Finnish citizenship, foreigners must present an official certificate of satisfactory oral and written skills in the Finnish or Swedish language. Therefore, it is recommended that immigrants take the National

Certificate of Language Proficiency because it tests their skills in standard language. It also addresses issues related to local language minority and migrant community languages and resources: Swedish and Sami are minority languages and people speaking

Russian are the largest and fastest-growing group of immigrants in Finland.

IMPACT:

- Between 1994 and 2003, 22.000 people had been granted a National Certificate of Language Proficiency.
- In 2008 about 4.900 people were awarded the National Certificate of Language Proficiency.
- Examinations on 9 languages: English, Finnish, French, German, Italian, Russian, Sami, Spanish and Swedish.
- Over 100 educational institutions arrange National Certificate of Language Proficiency tests all over the country.

RECOMMENDATIONS FOR TRANSFER:

The best practice has substantial potential in the current European context of increased interest in validation of non-formal and informal learning. Finland has been a pioneer before the existence of the European Qualification Framework (EQF). The best practice can be regarded as one of the first examples for validating prior learning at European level and its transferability has very high potential. Furthermore, it can be concluded that real measures for its transfer are being undertaken.

The initiative has a recognized innovative component both nationally, regionally and on European level. It has been included as model example in the European inventory of validation of non-formal learning. Other European countries are making substantial progress on validation prior learning, but developments are strongly differentiated between countries.

The implementation of the best practice requires political will and incorporation in the legislative system of the country concerning vocational training and education, immigration policy and certification of

qualifications procedures.

Items to identify for transferring, include the following:

- Whether political drivers are specifically region-focused and do not reflect the general political environment of potential transfer markets.
- Whether it is based on EU structural funds or other EU funds.
- Whether there are limits to the type of beneficiary.
- Whether the business support context it is based upon is not restricted in such a way that a transfer country could support the policy or program.
- The degree of flexibility in the employer-government arrangement of support (financial or otherwise) which would not restrict its transfer to other regions.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Validation%20of%20Prior%20Learning%20-%20Finland.pdf>

BEST PRACTICE 48

■ **TITLE:** Vocational standards upgrading and development and provision of in-service teacher training

■ **COUNTRY OF ORIGIN:** Bulgaria

■ **CATEGORY:** Policy

■ **OWNER/PROMOTER:** Bulgaria Ministry of Education

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EXECUTIVE SUMMARY:

One of the aims of the Bulgarian National Strategy for Lifelong Learning (2008-2013) related to training of teachers is the study of European languages and the use of specialized terminology in the vocational education. The 4-years Programme for the Development of Education, Science and Youth policies in Bulgaria mentions some measures related to the improvement of teachers' qualification including language knowledge and skills.

This training course in English for teachers from vocational schools could be seen as English for Specific Purposes (ESP) and it focuses on specialized and technical areas, general topics related to industry and the creation of partnerships between VET schools across Europe and the mobility of professionals within the European Union.

The objectives of the training are the following:

- Enhancing the knowledge, competences and skills in oral and written English for specific jobs and purposes.
- Combining the learning of vocational English with the acquisition of various other skills such as the use of ICT skills, European project management skills, etc.
- Acquiring information in English about vocational qualifications, jobs and their specific area across Europe and the world.
- Encouraging the participants to develop regional centres of excellence which could contribute to the quality of English in VET schools.

The training content is based on the survey of the teachers' language level and needs, which also involved representatives of employers and heads of the schools. In the context of this initiative teachers were encouraged to apply for Study visits, financed by the Lifelong Learning Programme's Leonardo da Vinci and Grundtvig strands.

The training course in English for teachers from the vocational schools consists of 2 levels (pre-intermediate and advanced) – each of them with a duration of 15 working days (6 training hours per day) – whereby the teachers are directed towards the specific course according to the results, shown at the preliminary English tests.

The training course has contributed on the one hand to networking between the teachers involved in the course and on the other hand to networking towards other teachers across Bulgaria and in other European countries. The creation of transnational partnerships between schools contributes largely to such networking.

The project didn't attempt to link training with European Qualification Framework. The EU policies related to development of the tools for the transparency of VET systems are included as training topics only.

IMPACT:

- ESP language training course (180 hours) tailored to the needs of vocational training teachers on 5 subjects/modules: architecture and town planning, building and civil engineering, electricity

and energy, hotel, restaurant and catering, and travel, tourism and leisure. The training course was designed with the participation of representatives and employers from the 5 sectors

- involved, responding to vocational training teachers' English needs:
- Skills for searching and using information, related to the specifics of the vocations;
 - Information about the opportunities (as well as requirements), popularization and encouragement of the trainees to participate in different mobility forms (for trainees and people on the labor market) within the framework of the EU;
 - Familiarization with the initiatives and measures, which training institutions in whole Europe apply for quality assurance of the training;
- Familiarization with best practices for successful collaboration between the training institutions and the business, contributing to a greater extent to the preparation of the trainees, regarding the market needs;
 - Adapting the training content to the utmost extent to the employers' necessities.
 - Finding partners and development, followed later on by management or expert participation in international projects in different programmes.
-

RECOMMENDATIONS FOR TRANSFER:

This training course in English has not been currently transferred.

The trial to match the real needs of teachers and training objectives can be assumed as an element of innovation. The course was designed for teachers who teach in five economical sectors (architecture and town planning, building and civil engineering, electricity and energy, hotel, restaurant and catering and travel, tourism and leisure) but it can be easily transferred to other sectors because the specifications related to the sectors are affected only in some modules.

The course also can be easily adapted for other languages because it focuses on learning the language for specific purposes. The reason to choose

English was that it is a widespread language in Bulgaria and the teachers could find many different Internet sources mainly in English.

The experience from this project can be transferred to Bulgaria in another context, in other sectors, by using funds from the Operational Programme Human Resources Development (funded by the European Social Fund and state budget), as a subject of special measures related to the qualification of teachers. The training might also be linked to the credit systems in transferring countries even though it has not been done in Bulgaria yet.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/Vocational%20Standard%20Upgrading%20-%20Bulgaria.pdf>

BEST PRACTICES OVERVIEW

BEST PRACTICE 49

TITLE: World Language Stories

COUNTRY OF ORIGIN: USA

CATEGORY: Training

OWNER/PROMOTER: Hennepin County Library

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EXECUTIVE SUMMARY:

The families who speak languages different from English have little chance to access the formal Storytimes, resulting in fewer opportunities to learn for children. In order to give greater opportunities to these families, the Hennepin County Library (HCL) has designed the "World Language Storytimes", a method that increases the benefits of literacy and early language development for children that are already engaged in the study of English. The main objective of World Language Storytimes is to provide essential information to help parents and caregivers

to support children in their learning at home. Through a selection of books in English, and thanks to a teaching method that places the parent at the centre of education, it can be shown to children that learning English is simple and fun. This activity helps children in early learning and school success.

Anyway, even if it doesn't really address to workers, the methodology adopted could be interesting to apply and experiment in language learning in the labour market.

IMPACT:

No headline data and impact indicators are available.

RECOMMENDATIONS FOR TRANSFER:

The policy has been transferred in many situations and contexts in the United States.

The policy is highly innovative with no barriers to a potential transfer, since it is an example of how motivation and direct involvement can have positive results in language learning.

The policy does not depend on the political context and, for this reason, can be transferred everywhere. This policy appears to have some degree of flexibility. The methodology outlined by the programme could be applied to all languages. Moreover, the goals described above could be easily in Europe since they

seem to be in connection with all European acts about multilingualism. Anyway, it could be necessary to define transversal plans of adaptation in order to make it fully flexible, especially in the work fields. The policy allows for multi-regional transfer, in principle, to any global region, to any region within and outside the EU and to an unlimited number of EU regions and extra-UE Countries. The target sector (families and their children) does not limit multi-region transfer. However, adjustments might be made in order to better adapt the programme to a wider extent of flexibility.

BEST PRACTICE REPORT:

<http://www.lilama.org/uploads/documents/World%20Language%20Stories%20-%20USA.pdf>

BEST PRACTICE 50

■	TITLE: Zhejiang Language Support
■	COUNTRY OF ORIGIN: China
■	CATEGORY: Policy
■	OWNER/PROMOTER: Zhejiang Foreign Service Corporation & Zhejiang Business Human Resource Exchange Service
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EXECUTIVE SUMMARY:

Zhejiang is one of the most marketed provinces in China measured by its quantity of private enterprises, large scale manufacturing industry, the best deep water port (Ningbo Port), and the world famous commodity manufacturing center at Yiwu Small-Commodity Market. National policy and guidance has driven local implementation. Although there is no province-wide policy for language training for employment within the business community's existing staff, there is support for this training by two government departments, namely Foreign Affairs and Commerce. These offer subsidised short-term training, both regular and intensive, for both Chinese companies involved in international trade and collaboration and for overseas companies employing Chinese staff.

Of particular interest is a combination of this subsidised scheme with the training voucher system introduced by the Ministry of Education both at city level which makes a financial contribution towards the cost of training of both company staff and individual adults. This can be used for supplementary English language training once a certificate of attainment or completion has been gained. Uptake of the voucher system, however, could be improved, although it is a facility for learners from poorer regions of the province to undertake vocational training.

The Zhejiang Foreign Service Corporation (ZFSC), part of the Department of Foreign Affairs People's Government of Zhejiang Province, has the state-run task of training both Chinese company staff and adult learners in foreign languages (in particular demand are English and German) and overseas staff Mandarin Chinese. This service, established in 2008, links to other services related to relations with overseas business, and includes as part of its services cultural

skills training and awareness of local Zhejiang culture (for the overseas learners).

Larger-scale classes are run for Chinese managers, and smaller groups for overseas learners. This reflects the different learning cultures of China & some overseas markets, as in China learning usually takes place in rote fashion, with a recent trend towards more interactive exercises. For the overseas workers. Mandarin training for overseas nationals is delivered at four levels, with the higher levels leading to the nationally-recognised qualification Hanyu Shuiping Kaoshi (HSK). Of the companies undertaking training, 70% are SMEs.

A second subsidised programme is run along similar lines by the Zhejiang Business Human Resource Exchange Service, part of the Zhejiang International Investment Promotion Centre of the People's Government of Zhejiang Province, which in turn is part of the Department of Commerce. This focuses on support to Chinese companies collaborating with overseas businesses & overseas companies employing Chinese staff, and includes a specific programme of English language training. Two types of language training course are run. First, sector-specific language training is also provided for those going to work temporarily overseas. Secondly, general business language training is offered.

A training voucher system has been introduced to encourage company staff to take additional training. The voucher, worth 500RMB, covers the cost of the first 14hrs of training, and is cashed in on completion of the training. This voucher system is promoted via the Ministry of Education website and in local newspapers. For Hangzhou residents with a low education (defined as under senior school level), adult residents with skill certificates given by the Hangzhou

Labour and Security Bureau receive a larger grant of 1200RMB. Learners from poorer backgrounds and communities (especially rural) receive a larger grant of 1500RMB towards the cost of tuition fees, including language training within the traditional university system.

The system for release of vouchers, together with the total budget allocated to each category of learner is as follows:

- Standard residents and company staff: Hangzhou Labor and Security Bureau and Hangzhou Education Bureau.
- Low educated: Hangzhou Education Bureau, and universities in Hangzhou; total budget RMB 50 million.
- Graduates: Hangzhou Education Bureau, and Education Departments in different districts; total budget RMB 6 million.

- Full-time students: Hangzhou Civil Affairs Bureau; total budget RMB 900,000.
- Employees of low profit enterprises: Hangzhou Labor and Security Bureau.

There is some argument in favour of increasing the voucher value to encourage greater uptake by company staff, who are also not always clear of where they may collect the vouchers. Equally, as the voucher is only payable on receipt of certificate of attainment, some company staff less confident in their ability opt not to take up the offer in the event that they fail the exam at the end of the course. This would not apply to training where certificates are for completion and not attainment.

IMPACT:

- The training courses are seen as a value-added benefit to companies engaging in international trade, and the cost of training to companies makes the scheme a not-for-profit activity. The training vouchers will cover the cost of approx 40% of the intensive course fees. The remainder of the course fees are paid by individual company staff from their own personal budgets, although in many cases these are reimbursed by their companies on completion of the programme. Some companies operate an Education Fund which amounts to 1.5%-2% of company turnover, and trade unions also make a contribution to training costs.
- Since its conception in 2003, the scheme has trained 3500 company staff & graduates. Due

to its success it is being rolled out to the 11 administrative centres outside Hangzhou. The impact of the programme is measured by feedback from the companies. The Zhejiang provincial economic strategy strongly promotes economic growth & wealth generation through investment in skills, including languages. English is the dominant language, however Japanese, German & Korean are also offered where needed. These messages are promoted by a range of government departments, whose messages are closely aligned.

RECOMMENDATIONS FOR TRANSFER:

- Include a system of incremental financial support for learners from poorer rural communities
- Implement a systematic promotional campaign to raise awareness of the voucher system
- The practice of delivering public support for language training via 2 government-backed institutions creates healthy competition
- A balanced focus on local SMEs requiring foreign language skills plus overseas nationals requiring Chinese language training
- Develop a broader approach through the inclusion of work placements for learners & students
- Link vocational training funds to the key economic drivers to ensure return on investment

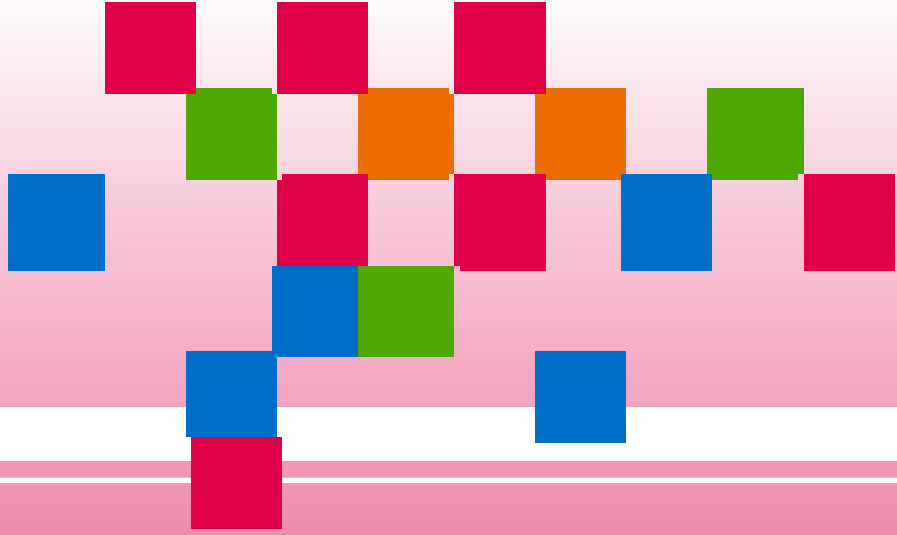
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