

LILAMA Network 2010 Report



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1. LILAMA Network

LILAMA Network - Linguistic Policy for the Labour Market is a European funded project financed under the Key Activity 2 scheme of the Lifelong Learning Programme of the European Commission.

LILAMA is a network founded by the partnership of 7 organisations from Spain, UK, France, Italy and Sweden, whose goal is to enhance the international competitiveness of EU economies through the development of an EU workforce proficient in foreign language skills and with a high degree of mobility.

Although the world economy is changing rapidly and the competitiveness of the EU economies is in danger of lagging behind an increasingly competitive global marketplace, few EU regions or countries have developed a true linguistic policy oriented to both their economic strategies and the needs of their business communities or enhance employability and mobility.

Recent studies, such as the ELAN Report developed by the EC, show that a significant percentage of SMEs are losing export business

opportunities through lack of language skills and, to a lesser degree, lack of intercultural skills, closely related to the mobility of human resources needed for the development of a true knowledge-based economy.

Within this context, languages employability skills arise as a common priority shared by many EU Policies following the Lisbon Agenda: Education and Training 2010 Policy, European Employment Strategy, European Language Policy, etc. Hence, many EU regions increasingly prioritise the need for innovative linguistic policies which more closely reflect current economic and business need, but face a lack of access to updated and relevant experiences and policy recommendations that might guide their effort

Thus, the LILAMA Network is born with the mission of becoming a mutual learning platform for the exchange and dissemination of guidelines, good practices and policy recommendations contributing to the design and implementation of linguistic policies oriented to labour market needs.

2. LILAMA Network Partners

LILAMA Network founding partners are 7 regional and local entities from 5 different Member States involved in the development of Linguistic Policies oriented towards the Labour Market needs.

The partnership is formed both by public bodies involved in the development of policies addressing the needs of their regional economies' agents, and by research and educational organisations working in the language learning research field and involved in the design and evaluation of public policies.

Thus, the partnership provides the needed methodological expertise to the Network's more technical work packages, proposing a methodology for the identification, assessment, validation and transferability check of given Good Practices in the development of linguistic policies and will lead the research study on the transferability analysis of the European Framework of Reference for Languages for the development of a EU model on Linguistic Policies oriented to the Labour Market needs.

Servicio Navarro de Empleo (SNE) – Navarra, Spain

www.navarra.es/home_es/temas/empleo+y+economia/empleo



LILAMA's lead partner, the Employment Service of Navarre – SNE, is an autonomous entity of the Government of Navarre whose mission is to plan and implement the employment policies developed by the Government of Navarre in consensus with social stakeholders, aiming at better employability, employment promotion and creation, and matching supply and demand.

Within this framework, SNE develops different schemes ranging from employment intermediation, information and employment counselling, training, grants and subsidies and experimental programmes and analysis, addressed both to employed and unemployed, enterprises, employment professionals and the socio-economic actors.

SNE is a key actor in the language training field in Navarre, providing both employed and unemployed people with the opportunity to access new markets by supporting them in the acquisition of the language skills required in the global market. Currently, SNE is running the LINGUA EMPRESA, a four-year pilot programme supported by the Spanish National Employment Service (INEM) whose goal is to foster a new language teaching model in companies of

Navarre through the implementation of innovative language policies oriented towards employability and the further articulation of language learning providers.

SNE has a broad experience in leading and participating in EU funded projects and, as LILAMA Network's leader, it is responsible for assuring the correct development and implementation of the initiative.

Iniciativas Innovadoras – Navarra, Spain

www.iniciativas-innovadoras.es



Iniciativas Innovadoras is a consulting company focused in the promotion of innovation and cooperation as key factors in the development of entities and organisations, specially in the fields of European Projects, Innovation (R+D+i), Local Development, Public Management, Information Society.

With a wide experience in managing EU Programmes, Iniciativas Innovadoras is an expert in the creation and management of different Networks within the framework of the European Projects (CIBERA, ATLANTIS Bpnet, ForTransRIS, etc.) and, therefore, has broad expertise in the field of identification of Good Practices and in the development of European Public Policies.

Regional Language Network East (RLN – East) – East Of England (UK)

www.rln-east.com



RLN East is a not-for-profit organisation and joint initiative between UK Trade & Investment (UKTI) and the East of England Development Agency (EEDA) which provides support to government and business through the development, management and support of language & culture programmes in the East of England.

RLN East represents the language and culture needs of employers to government agencies and signposts companies to relevant government-supported programmes. To do this, it works in partnership with a wide range of

business support organisations. Main clients include development agencies, trade & investment agencies, skills development agencies & employers.

RLN-East has developed an impressive track record of managing successful & innovative projects which support businesses trading overseas and which seek to become more competitive through investing in language & culture skills.

Université Montesquieu – Bordeaux IV (UM-BIV) – Aquitaine, France

www.u-bordeaux4.fr



Specialized in Law, Economics, Management, Political sciences and Teachers' Training, the UMBIV, which hosts each year more than 2,000 foreign students out of a total of 14,000, has a broad experience in participating in multiple cooperation projects and is now a member of the University of Bordeaux, which brings

together all universities in Bordeaux, comprising all teaching fields and with a large big European involvement.

The Languages Department carries out diverse research tasks focusing the Common European Reference Framework for Languages (CERFL) and

the European Language Portfolio (eELP).

The UM-BIV will contribute to the methodological framework of the analysis

carried out by LILAMA and will provide feedback on good practices of linguistic training at the regional and national levels.

Istituto per la Ricerca Sociale (IRS) – Lombardia, Italy

www.irs-online.it



IRS is a research centre focused on the study and impact of public policies, specially those developed at EU level, being one of the leading institutes in Italy in the monitoring and evaluation of the effects of European Structural Funds at local and national levels, and in the application of Gender Impact Assessment methodologies for the evaluation of the European Operational Programmes.

IRS will participate in the project providing their expertise particularly in the activities related to the development of the identification, selection and study of good practices concerning the development of employment-oriented language training and the analysis and transferability of policies issues.

Regione Basilicata, Italy

www.basilicatanet.it



The Department of Education, Labour, Culture and Sport of the Basilicata Region defines and implements policies and projects in support of education and employability, working closely with public and private entities in the above

mentioned fields. It develops its activities within an annual and multi-annual programming scheme with regional, national and EU economic resources.

Basilicata Region has developed specific expertise and competencies in the fields of education, professional and vocational training and it's the Managing Authority of the European Social Fund for 2007-2013. As a partner of the National Employment Services, Basilicata Region designed the standards of the Regional Employment Centres in the past programming

period, being linguistics a horizontal priority, and it implemented several ESF Projects focused on the improvement of new employment services.

Basilicata Region, as a regional institution, provides insight in the mainstreaming and future design of regional policies for linguistic training in relevant labour fields.

The Adult Education Committee of Goteborg - Goteborg, Sweden

www.goteborg.se



The Adult Education Committee is a local public authority, funded by the City of Goteborg and the government, responsible for all municipal adult education in Goteborg. Its main responsibility is to plan and deliver adult education for the citizens of Goteborg through the development of policies regulating content and design of supplied adult education.

guidance to present and future students, providing help and advice on courses, helping students enter the labour market.

The Committee will contribute to the development of a common methodology for the identification of good practices regarding the development of linguistic training for the employment and exchange own experiences concerning the matter of the project.

The Adult Education Committee offers free

3. Language Policies for the Labour Market in the EU. 2010 Update.

The LILAMA Network stays alert and monitors any new policy or cultural initiative that might be carried out at EU level in the field of linguistic policy oriented towards the needs of the labour market, an area most commonly named as Languages and Business.

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 the destruction of employment and the contraction of many European economies.

Everybody is aware that the world economic crisis has affected emerging markets countries such as Brazil, Russia, India and China (BRIC countries) to a lesser extent. This group of countries shows positive growth rates in 2009 and 2010 compared to the negative or moderate growth rate of many European countries, and projections for the coming years indicate that these countries will represent the largest percentage of annual economic growth. The loss of economic competitiveness of the European

Union and its position in the new world order is becoming more evident.

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 resulting in a smarter and more environmental respectful economic system, on which our prosperity will rest on innovation and better use of resources, and whose main engine for growth will be knowledge:

- **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, in order

to ensure a smooth transition between jobs and occupations and avoid long-term unemployment that leads to loss of human capital.

Therefore, it is necessary 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 on a European Qualifications Framework, Competencies and Occupations, which would represent an evolution of the current European Qualifications Framework for lifelong learning¹ (EQF).

The future implementation of the European Qualifications Framework for Lifelong Learning requires that young people and workers are able to handle what has come to be known as key competences for Lifelong Learning², defined as the set of knowledge, skills and attitudes appropriate to context use.

Key competencies are essential in a knowledge-based society and ensure greater flexibility of labor, 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 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.

In this context, and faced to the unstoppable further internationalization of our economies, knowledge of foreign languages, becomes thus a key competence for Lifelong Learning, fundamental basis to further development of our economies to economies based on knowledge.

It is therefore clear that knowledge of foreign languages provide a competitive advantage to our companies and economic operators, as it is recognized in recent Communications from the European Commission³, pointing out the

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

² "Key competences for lifelong learning. Recommendation of the European Parliament and of the Council of 18 December 2006.

³ "Multilingualism: an asset for Europe and a shared commitment". EC COM (2008) 566.

obvious impact of Multilingualism Policy of the European Union over the renewed Lisbon Strategy and upcoming EU 2020 strategy.

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 benefits 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 languages⁴"

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 workers⁵.

Language and intercultural skills multiply the opportunities for better jobs. In particular, knowledge of several foreign languages provides a competitive advantage. People who can dominate more languages can choose from a wider range of jobs, including jobs abroad. On the other hand, the lack of language skills is

⁴ "Languages mean business. Companies work better with languages. Recommendations from the Business Forum for Multilingualism.

⁵ "New Skills for New Jobs. Anticipating and matching labour market and skills needs". EC COM (2008) 868.

considered the main obstacle to take 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. Therefore, the challenge is to implement multilingualism in all strategies aimed at developing human capital. However, the diagnosis of language skill levels by companies still anticipates a long way to go, as the ELAN report (Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise)⁶, published by the European Commission in February 2007, showed.

On this context, on 2010, the Business Platform for Multilingualism has become a reality. The Platform was launched by the DG Education and Culture with the scope of consulting representatives of the educational and business at EU level (European associations) on matters related to the ways of developing

⁶ Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise, CILT, 2007.

multilingualism in the business environment, as a mean to improve the competitiveness of EU companies and the know-how and qualifications of human resources. This Platform is the first concrete product of the recent strategy “Multilingualism: an asset for Europe and a shared commitment”, launched by the EU on September 2008.

The Platform is composed of 21 European associations, both the educational and business sector, based in different countries and having members in the whole EU. The first meeting was chaired by the Commissioner on languages, Mr. Leonard Orban, and was attended by the Director General of Education and Culture, Mrs. Odile Quintin.

The purpose of the Platform is to exchange ideas and suggestions among the members in order to deliver an advice to the Commission on how multilingualism should be improved in the coming years. This advice will be taken into consideration in the drafting of the Recommendation on multilingualism that the EU

will publish in 2011 and that will be addressed to the Member States.

From the Platform the EU project "CELAN - Network for the promotion of language strategies for competitiveness and employability", was born, aimed at documenting in detail the actual linguistic needs of companies and employees, and at assessing to what extent these needs are satisfied by current language provision across different sectors and Member States. The central project deliverable will be an on-line platform providing business users with a guided collection of linguistic support systems (self-assessment, successful practice, instructional modules, etc).

LILAMA Network will deliver on 2011 the policy recommendations arising from the research and policy study on the application of the CEFR on EU and from the lessons learnt by the corpus of Best Practices identified on the Network both to the Business Platform and to the CELAN Network. The organization of joint events with this Network might also be envisaged.

4. Activities 2010

The LILAMA Network is born with the mission of becoming a Mutual Learning Platform for the exchange and dissemination of guidelines, good practices and policy recommendations which contribute to the design and implementation of Linguistic Policies oriented to Labour Market needs. Its activities are developed following 3 main axis around which specific tasks are carried out:

- 1) Development of an Observatory of Best Practices on the Network's field topics;
- 2) Policy Research, for the delivery of policy recommendations on the design of such policies, and
- 3) Dissemination at the widest EU level of successful good practices, cases studies and policies identified.

In 2010, the LILAMA Network has focused its efforts on Axis 1 and 3. Policy research and the drawing of policy recommendations will take place in 2011, once the analysis of the Best Practices identified has been carried out. Lessons learned and the study of the Common European Framework of Reference (CEFR) for

Languages will enable partners to draw model guidelines and general linguistic policies for the labour market. This model shall guide in the design and implementation of national and regional linguistic policies oriented to the labour market.

Main milestones of the Network in 2010 have been the following:

- Report and dissemination of 21 new Best Practices.
- Field Visit to 5 Best Practices in France (Bordeaux region) and Italy (North of Italy).
- Network launch workshops held at Spain, France and Italy.
- Dissemination of LILAMA Network at 10 different EU events related to language field.
- Drawing of preliminary Network Sustainability model.

Main activities carried out in 2010 under Axis 1 and 3 are described on the following sections:

4.1. Axis 1. Observatory of Best Practices

LILAMA Network's Observatory of Good Practices, available online at the LILAMA website, is aimed at the following goals:


- Identification of Good Practices at the EU level regarding the design and implementation of linguistic training policies oriented to the labour market needs.
- Exchange of identified experiences.
- Development of a practical guide to help future regions with the identification and prioritisation of Good Practices.

To that end, a Benchmarking exercise based on a unified analysis process and ensuring a unique focus of gathering and collecting data was agreed and 2009. LILAMA Benchmarking Method is available at network website. All along 2010 LILAMA members have followed this method which has been refined, ensuring that all partners feel confident with its implementation.

4.1.1. Identification of Good Practices at the EU level regarding the design and implementation of linguistic training policies oriented to the labour market.

In 2009 17 Best Practices were reported by the Network. On 2010, 21 new Best Practices have been reported, available at LILAMA Observatory of Best Practices.

1	Vocational Standards upgrading and development and provision of in-service teacher training	Bulgaria	Language Policy
<p>English for Specific Purposes (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. Training designed with the participation of representatives and employers from the 5 sectors involved, respond to vocational training teachers English needs.</p>			

2	National Certificate of Language Proficiency. Validation of Prior Learning in Finland	Finland	Language Policy 
<p>On the framework of the Finnish competence based Qualification Framework, aligned to the European Qualification Framework, 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.</p>			

3	Language Audit Tools for Europe - European Association of Professional Language Auditors (EAPLA)	Europe	Language Policy
<p>Language Audit Tools for Europe (LATE) is a Leonardo da Vinci project co-funded by the Lifelong Learning Programme of the EU, which developed 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, as well as English as a Second Language teaching materials. LATE project also inspired the setting up in 2004 of the European Association of Professional Language Auditors (EAPLA), which has established an accreditation scheme to set quality standards for language auditing and to promote a wider knowledge of accredited language auditing institutions worldwide.</p>			


4	The Dutch National Action Programme for Modern Languages (NAP)	The Netherlands	Language Policy
<p>The NAP responded to the feeling, confirmed by several empirical studies on current language shortages, that foreign language training provision was no longer coping adequately with growing demand for foreign languages. NAP is a complete statement of the country's Foreign Language Training policy; it is all encompassing and addresses all possible actors in the field, with specific recommendations for a 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, a better coordination between the foreign language programmes of different sections of the educational system, and an over-arching framework of teaching objectives for the educational system as a whole.</p>			

5	Australia National Policy on Languages (NPL)	Australia	Language Policy
<p>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, as it involved a partnership between the States, Territories and Commonwealth of Australia which enabled a coordinated approach. The NPL was the first programme ever to, among other goals, to enable the nation to plan those aspects of its international, trade, economic and diplomatic relationships which relate to language in an objective and rational way. To that end it provided a comprehensive framework on 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 ESL.</p>			

6	Professional European Language Portfolio	Europe	Language Policy
<p>Prof-ELP is a Leonardo da Vinci project co-funded by the Lifelong Learning Programme of the EU, which developed a digital European Language Portfolio (ELP), providing services to three kind of users, which also represent one of the major innovations of the tool, as it becomes a tool addressing the three stakeholders on the language teaching with professional purposes process: Users (workers or future workers) who are the owners of the ELP and who complete and update the 3 Passport, Biography and Dossier; employers of potential employers, which might have access provided by the user to the Passport, and language teachers who might have access, provided by the user to the Dossier and the Biography. Various aspects of Prof-ELP model constitute strong points and incentives to enhance the motivation of users: 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 environment, and support for labour mobility</p>			

7	Zhejiang Language Support	China	Language Policy
<p>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 & German) and overseas staff, on</p>			


Mandarin Chinese. 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.

8	Manager Exchange & Training Programme	China	Language training
			

The METP training programme ran from 2006-10 and was a joint China-EU training programme in language, culture & 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 on language for business 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.


9	China Language Law	China	Language Policy
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The People’s Republic of China (PRC) government has implemented 3 main language policies, focusing on standardisation of Chinese, promotion of importance of English and development of minority languages. Language training in general is not given for specific employment-related contexts, as it is aimed primarily at those in education. However, it does promote 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.

10	Małopolska Language Support	Poland	Language Policy
			

Małopolska Regional Development Agency has implemented a series of initiatives to boost export promotion, inward investment and language & culture training in response to the Regional Economic Development Strategy which had highlighted that “real problems with communication skills for foreign markets and marketing overseas exist for small and large players alike.” A response to this by the region was the delivery of a language & culture survey to SMEs, a series of culture workshops, language training for SMEs, mobility across the EU (in particular England) and the development of its export promotion team.


11	Language Training for Employment of Offenders	UK	Language training
<p>The main focus of this programme is on ESOL (English for Speakers of Other Languages) strategy & provision. The East of England's prison population includes a large proportion of foreign nationals. Dealing with issues relating to English as a second or other language is therefore a high priority. 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. At the same time, they should be helped to achieve formal qualifications.</p>			

12	GRETA	France	<p>Language Policy</p> 
<p>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. 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). 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.</p>			

13	ASL Language Training	France	Language training
<p>Agence "ASL Formations Linguistiques", is a private agency, which organises language training abroad. 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 more and more programmes focusing on both improving linguistic and cultural skills and developing employability.</p>			

14	Bila-Learn	Europe	Language training
<p>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, co-financed by the Lifelong Learning Programme of the EC.</p> <ul style="list-style-type: none"> • Bila-Train Analysis, is a research carried out in six EU member states, which showed that there was a need for bi-lingual vocational training, but the number of existing programmes was very low. • Bila-Train in practice created and piloted bilingual learning modules for initial vocational training in selected professional fields. These fields were legal assistants in German and Greek, Insurance Broker in German and Turkish and Mechatronics in German, Italian and Romanian. • Bila-Learn created innovative materials helping bilingual adult learners to simultaneously improve their language skills in two languages. Main target groups are adult migrants, members of ethnic minorities and other bi- or multilingual groups in Europe. 			

15	eELP	France	Language policy
<p>Université Montesquieu-Bordeaux IV has a long history of ELP use. The eELP was introduced in 2003 and has led to progressively reorganise English teaching across the whole syllabus in Law and Economics. The originality of this eELP, compared to others, 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. 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.</p>			

16	Language Training for the Employees of the Municipality of Bologna	Italy	Language training
			
<p>The programme, funded by Municipality of Bologna, aimed at enhancing the English language skills of the employees of the Municipality of Bologna. The main target groups of the programme were the employees of the Municipality of Bologna assigned to front-office tasks and to tasks implying contacts with foreign visitors. The programme provided 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</p>			

17	Language courses for retail trade businesses employees	Italy	Language training
<p>The programme aims at improving the quality of the customer service offered by the retail trade / tourism /services SMEs of the province of Reggio Emilia to their foreign customers. The main target groups of the programme are the employees of the retail trade, tourism and services 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 persons per year. The targeted competence levels reach the B1 level of the CERFL.</p>			

18	Language Training for Primary School Teachers	Italy	Language training
<p>The programme aims at introducing theory and practice of primary school language teaching and train primary school teachers in the teaching of English as a Foreign Language, 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 persons 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).</p>			

19	Multilingual course for neighbourhood police: the district carabinieri Trento	Italy	Language training
<p>The Institute for Interpreters and Translators of Trento City carried out this innovative course addressed to selected staff of the Carabinieri of Trento belonging to the service called "District Policeman", aimed at creating a professional profile having special qualities and abilities, natural propensity to interpersonal relations, sensitivity and intelligence as well as language skills to make the policeman independent and more confident. The course provided participants a set of sentences, words, expressions in English, German and Arabic, to be used in carrying out the function of district policeman and to obtain basic language skills mainly relevant to police terminology, tourism and cultural mediation.</p>			

20	Language Training for Primary School Teachers	Italy	Language policy
<p>The "Language Training for Primary School Teachers" programme was started by the Italian Ministry of Education in order to enhance communicative and didactic-methodological competences of primary school teachers not having skills and requisites to teach English. The courses were arranged all over the Italian territory and managed regionally by each "Regional School Office with aim of achieving a B1 level, starting form the "0" level (absolute beginners). At the end of the language training, there was the beginning of didactic-methodological training which was developed over 40 hours. As a result of the programme the professional profile of the English language teacher in primary school was agreed.</p>			

21	SFI Practical Work Placement	Sweden	Language policy
<p>SFI (Swedish for immigrants) is a language training program for people who lack 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 culture life and the society in Sweden. SFI shall, as far as possible, be a way to find a job in order to support oneself. This form of SFI-studies in a work placement is a full-day activity that runs for at least 30 hours per week. The language must be developed in cooperation with the workplace.</p>			



By the end of 2010, the LILAMA Observatory of Best Practices purported 38 Best Practices, from which 32 has already been published were available at LILAMA website.

4.1.2. Exchange of identified experiences.

In order for partners of the LILAMA Network to be able to know first-hand some of the Best Practices identified, a series of Field Visits are carried out in the framework of Network Steering Group meetings to be held throughout the project implementation.

On 2010, two field visits took place in the region of Bordeaux, Aquitaine, France in March 2010, and in the region of Milan, Lombardy, Italy, in October 2010. Afterwards, all partners analysed and assessed the 5 Best Practices visited.

Bordeaux, France. March 23rd, 2010.

ASL	
Type: Language Training	Promoter: ASL
Gerald Soubeyran, Director of “ASL Formations Linguistiques” shared with Network partners this initiative. The main target audience 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. The trend over the past few years has been the development of more and more programmes focusing on both improving linguistic and cultural skills and developing employability.	
GRETA	
Type: Language Policy	Promoter: GRETA
Catherine Coussi from GRETA Aquitaine, described the network, composed by VET providers covering over 6,000 locations across France and which offer courses in a variety of subjects, including languages. 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.	

Milan, Italy. October 28TH, 2010.

Language Training for Primary School Teachers	
<p>Type: Language Training</p> <p>Glenn Michael Alessi, from Università di Modena e Reggio Emilia, provided a first time testimonial on the implementation of this programme, aiming at introducing theory and practice of primary school language teaching and train primary school teachers in the teaching of English as a Foreign Language, at the Primary Education Science Faculty of the University of Reggio Emilia and Modena. The programme provided 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.</p>	<p>Promoter: University of Modena</p> 
Multilingual course for neighbourhood police: the district carabinieri Trento	
<p>Type: Language Training</p> <p>Loredana Bettonte, from the Istituto Universitario per Mediatori Linguistici di Trento presented this innovative programme aimed at Carabinieri of Trento belonging to the service called "District Policeman", for the development of a professional profile having special qualities and abilities, natural propensity to interpersonal relations, sensitivity and intelligence as well as language skills to make the policeman independent and more confident. The course provided participants a set of sentences, words, expressions in English, German and Arabic, to be used in carrying out the function of district policeman and to obtain basic language skills mainly relevant to police terminology, tourism and cultural mediation.</p>	<p>Promoter: Municipality of Trento</p> 
Language Training for the Employees of the Municipality of Bologna	
<p>Type: Language training</p> <p>Rosanna Vallarelli from the Municipality of Bologna, described the method and results of this project, aimed at enhancing the English language skills of the employees of the Municipality of Bologna. The main target groups of the programme were the employees of the Municipality of Bologna assigned to front-office tasks and to tasks implying contacts with foreign visitors. The programme provided 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</p>	<p>Promoter: Municipality of Bologna</p> 

A document with main conclusions resulting from the meeting and discussion carried out all along the field visits is available in LILAMA's website.

4.1.3. Development of a practical guide to help future regions with the identification and prioritisation of good practice.

On 2010 the contents of the “Language and training policy: Best Practices for Employability and Competitiveness” were agreed by the Network.

This Best Practices Guide will represent 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 Best Practices observed internationally by LILAMA.

Aware that Policy Makers and Programme Managers do often lack the time of delving on depth on documents of their interest, the guide has been laid out following user friendliness criteria.

After a brief description of the Benchmarking Method used for the identification and agreement of reported Best Practices, information on available Best Practices is provided through different layers of information. This approach will allow 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 Best Practices described by key words allowing their selection according to the users’ interest.
- 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.

The Guide will be available on the second semester of 2011 and will be widely disseminated on the LIALAM Workshops to be held on Spain, France, Italy, UK and Sweden.

4.2. Axis 3. Network Promotion & Dissemination

The LILAMA Network aims at involving the widest level of key regional, national and EU stakeholders at policy level, in order to raise awareness and attract interest of target groups:

Primary Target Groups:

The following Target Groups are identified:

- Regional Policy-makers involved in the Language, Employability and Regional Development fields, with the power to design, promote and support policies, programmes or initiatives aimed at the promotion of foreign language training services for the work force, taking into consideration the regional economy's and companies needs.
- Public and private agencies and Stakeholders from the EU involved on the design, delivery and evaluation of Language and Business related activities and initiatives, following the linguistic policies and strategies designed by policy makers.
- Language Policy-makers at EU level: Council of Europe, Executive Agency, national Language Policy Division,... with the power to advance the promotion of the Business and Languages interlinks up on the EU

political agenda.

Generally, policy-makers involved in the promotion and development of foreign language training services and related linguistic policies, oriented towards the Employability of human resources and towards the linguistic needs of their geographical region's business sector.

Secondary Target Groups:

The following Target Groups are identified amongst public and private Stakeholders taking part as Providers and Demanders on the foreign language training services aimed at the Labour market needs:

- Providers of language training services: language institutes, universities, private academies, teachers associations) who should, according to policy makers guidelines, try to suit their offer to the Demanders.
- Demanders: business associations, trade unions, chambers of trade, companies looking for the most efficient delivery of foreign languages services following their needs.

A Communication Plan was agreed and approved by all partners in July 2009 displaying a dissemination and exploitation strategy based upon a group of interlinked activities designed to inform and influence the target groups. The communication strategy aims at successfully communicate the Network's goals and disseminate the results obtained, and to encourage them to contribute to the

4.2.1. LILAMA Network's Website

LILAMA Network's website (www.lilama.org) represents the first vehicle in raising awareness of the project and the Network.

Only available in English language, the website provides general information on the project, its partners, goals and results, also displaying information on conferences, workshops and other related events, and providing online access to all public deliverables of the Network.

LILAMA's website hosts the Observatory of Good

4.2.2. Network Launch Workshops

After the successful launch of LILAMA Network in East of England, UK, on 2009, LILAMA

development of Linguistic Policies and, ultimately, join the Network.

Communication Tools

In order to do so, the following communication tools and means have been designed in order to address the selected messages to the targeted objectives:

Practices, where identified Good Practices are available according to their nature and country of origin. News on the LILAMA Network's activities and related events are also regularly published on the website. On 2010 a total of 22 news were published on LILAMA website.

Website indicators (number of visitors, pages visited, country of origin of visitors...) are analysed on a monthly basis. Thus, during 2010, LILAMA's website received 2.128 visits, viewing a total of 7.874 pages.

events will also take place in South of Italy and

Sweden on the first semester of 2011.

LILAMA Launch Workshop in Pamplona (Spain), March 18th.

LILAMA Network was officially launched in Spain, on an event organised in the framework of LINGUA EMPRESA Programme. LINGUA EMPRESA Programme (www.linguaempresa.es) promoted by Servicio Navarro de Empleo, aims at promoting a change in the provision of language training services, in order to improve professional performance, reinforce competitiveness, and support the internationalisation of the companies of Navarre. LILAMA Network, also promoted by Servicio Navarro de Empleo is thus regionally embedded on this broader programme.

The event was attended by 39 stakeholders, both policy-makers from the regional government, and representatives of business associations, clusters, vocational and educational institutions and language training providers.

The presentation of LILAMA Network was conducted by Lola Urrutia from Servicio Navarro de Empleo, and by David Owen, from Regional Language Network-East. The good practices and language policy frameworks developed in UK and specifically on east of England were described by Mr. Owen, providing to the audience practical and easy to relate insights on how language policy can impact on competitiveness and employability and be embedded into regional policies.



LILAMA Network Launch Workshop held in Pamplona

LILAMA Launch Workshop in Bordeaux (France), March 22nd.

LILAMA Launch Workshop was held at Université Montesquieu Bordeaux IV, as an open debate

under the "How important are languages for employability in the European context?" title.

LILAMA Network Launch Workshop held in Bordeaux

Thus, the presentation of the Network was accompanied by a lively debate aiming at raising the awareness of the 20 representatives of regional policy-makers and vocational and educational organisations attending the workshop.



The open debate was moderated by LILAMA partners, Anne-Marie Barrault-Méthy and Marie-Christine Deyrich, and benefited from the participation from speakers representing language training providers, language training researchers, business associations, and “L’agence Europe-Education-Formation France”, public body managing decentralized programmed of the Lifelong Learning Programme in France.

LILAMA Launch Workshop in Milan (Italy), October 28th.

LILAMA Launch Workshop in North Italy was held at Milan, where the Network presentation was completed by a round table titled “Which language policies do we need to support competitiveness and employability?”. 20 regional stakeholders attended the event.



LILAMA Network Launch Workshop held in Milan

Hosted by Istituto di Ricerca Sociale, the round table was composed by representatives of educational organizations (University),

vocational training centers, regional and local policy-makers on the Employment and Training fields, and representatives of temporary employment services (Obiettivo Lavoro).

4.2.3. Participation in other events.

Participation of LILAMA partners in national and international conferences and seminars is deemed key for the promotion and dissemination of LILAMA Network. All along 2010, an active participation by LILAMA partners has led to the dissemination of the Network on 10 of such events:

KA2 Network Coordinators meeting. Brussels, Belgium. February 11th-12th, 2010.

LILAMA Network Coordinator attended the KA 2 Network Coordinators workshop organised by the EACEA on the framework of the 2010 Meeting of new projects Comenius, Key Activity 2 - Languages, Key Activity 3 – ICT. On this workshop Network coordinators agreed to disseminate among Network the different events and outputs of the different Networks, as well as the joint agreement of policy recommendations.

Round table mainly focused on the first hand experiences of speakers on the language training field with a professional aim, picturing a comprehensive overview of the current state of play at Italy on the language training field.



Comenius, KA2 and KA3 Projects Meeting, Brussels.

New Challenges for Multilingualism in Europe. Dubrovnik, Croatia. April 11th- 15th, 2010.

Hosted by Institute for Anthropological Research, Zagreb, representatives from LILAMA Network attended the Conference, where LILAMA Network was informally disseminated between attendants, through the direct contact and briefing of the LILAMA representative and through the hand out of LILAMA brochures. The goal of this top-level conference was spreading the outcomes of research conducted by the “LINEE Languages in a Network of Excellence” at

the European and national/regional levels of policy making. LINEE Network aims aimed to produce coherent, innovative research results by an interdisciplinary approach, integrate knowledge of partner universities, establish a durable, innovative scientific network, reassess traditional research, and raise the visibility of linguistic diversity in Europe as a key issue in European integration.



New Challenges for Multilingualism Conference, Dubrovnik

Multilingualism and Creativity: Theory and Practice of Language Education. Kaunas, Lithuania. May 21st and 22nd, 2010.

Representatives of LILAMA Network conducted a lecture on the official programme of the conference, focusing on one of the Best Practices identified on the framework of the Observatory of Best Practices: Multilingualism in Language Training in the East of England: Some Reflexions. The event was organized by the Lithuanian Association of Language Teachers; Kaunas University of Technology, Faculty of Humanities,

Centre of Foreign Languages; Vytautas Magnus University. The conference attracted more than 200 language professionals from 20 countries.



Multilingualism and Creativity, Kaunas

9th Conference on Languages and International Business Communication, Düsseldorf, Germany. May 3rd – 5th, 2010.

Representatives from 2 partners of LILAMA Network attended the 9th edition of this conference, where another of the Best Practices reported under the Observatory of Best Practices of LILAMA, the Professional European language Portfolio (Prof-ELP), promoted by Servicio Navarro de Empleo, was presented on the official programme. A total of 230 participants from 17 countries convened in Düsseldorf to discuss and debate the latest developments in the fields of foreign language training and intercultural communication.



Languages and Business 2010

EUROCALL 2010. Bordeaux, France. September 8th-11th, 2010.

The partners of LILAMA network attended the conference, organised by Université Bordeaux, which focused on Networked Structures and Virtual Communities in Computer Assisted Language Learning (CALL). The emphasis was specifically placed on relationships – structures and communities connected by languages and cultures and functioning on a cooperative basis.



EUROCALL 2010, Bordeaux

On the framework of the event, LILAMA also attended the workshop organised by EACEA on “Quality Indicators in Computer Assisted Language Learning (CALL) projects”. As a result of this workshop, LILAMA, jointly with the European Network of Language Teacher Associations (REAL) and the EACEA issued a

press release stating the main results of the workshop, where the emotional engagement by students and teachers was identified as the main success factor on CALL initiatives.

International Conference Employability & Entrepreneurship. Porto, Portugal. September 27th-28th, 2010.

Representatives of LILAMA Network conducted a lecture on the official programme of the conference, focusing on the LILAMA Network and its political and scientific context. Some of the language policies that have been selected as best practices in the framework of LILAMA were also presented as an illustration of how research and language planning inform each other.

Prof-ELP Final Seminar. Pamplona, Spain.

Pamplona, in Spain, hosted the Final Seminar of the Prof-ELP project, co-funded by the Leonardo da Vinci programme, where the first professional European Language Portfolio at the European level was presented. The project was led by Servicio Navarro de Empleo, promoter of LILAMA Network. The Prof-ELP, is also one of the Best Practices reported under the LILAMA Observatory of Best Practices. presented. The event, called "Professional portfolio: common objective for employability" focused on the

dissemination of the results of the Prof-ELP project aiming at regional, national and EU stakeholders. LILAMA representatives attended the seminar, with another 40 stakeholders.

Lifelong Learning Programme Info-Days 2011. November 12th, 2010.

LILAMA Network Coordinator attended the Info-Days 2010, where at the request of the EACEA gave a speech on how to submit successful projects to the Lifelong Learning Programme. At the event LILAMA Network was also disseminated. More than 200 stakeholders from all over Europe attended the Info-Days.



Info-Days 2011, Brussels

Europeanization and Globalization. Bordeaux, France. December 2nd-4th, 2010.

Representatives of LILAMA Network conducted a lecture on the official programme of the conference, on Europe's linguistic policy discourses put to the test by globalization: values and economic issues, where LILAMA

Network was addressed. The aim of the conference was to analyse the relationship between Europeanisation and globalisation, Europeanisation being defined as the convergence of approaches among European countries, within the framework of EU policies.

European Languages Council Forum. Brussels, Belgium. December 2nd-3rd, 2010.

LILAMA Network attended the The Conseil Européen pour les Langues / European Languages Council (CEL/ELC) Forum held in Brussels on December 2 and 3. The CEL/ELC is a not-for-profit organisation whose aim is to promote the study of languages and cultures in order to encourage the multilingual and multicultural development of Europe and internationally. It fosters cooperation between educational institutions, associations, private organisations and policy-makers. The forum gathered researchers representing CEL/ELC institutional membership, often members of European projects, policy-makers from the European Commission (EU), the ECML (Council of Europe) and members of the European Research Council. At this event, LILAMA had the chance to coordinate with another KA2 Network: CELAN, The Network for the Promotion of Language Strategies for Competitiveness and Employability (www.celan-platform.eu).

4. 2.4. Network Meetings.

Bordeaux (France), March 22nd – 24th.

LILAMA Network held a third Network Meeting in Bordeaux, France on March 2010. During the three days meeting, partners reviewed the benchmarking method for the identification of policy good practices, addressing the challenges and difficulties encountered on its implementation. As a result of the meeting a second version of the method was agreed, completed by simple guidelines for the benchmarking delivery.

Under the Observatory of Good Practices, Good Practices identified up until the meeting were reviewed by partners, on a workshop session, where participants got the chance to broaden the knowledge on good practices of their interest, to ask for clarifications on and to settle contested good practices. A first ranking of assessed good practices attending to their quality and transferability evaluation was also

shared by the Network.

The organization of LILAMA Launch Workshops in France, Spain, Italy and Sweden was also addressed on the meeting.

Finally, dissemination efforts of the Network at other events at the European level were shared and planned, as well as the mainstreaming and briefing of regional, national and EU stakeholders on the LILAMA Network goals and aims.



Network meeting held in Bordeaux, France

Milan (Italy), October 27th-29th.

Milan held the fourth Network meeting. As in previous meetings the Observatory of Good Practices reviewed the Good Practices identified

up until the meeting, agreeing on contested good practices.

At this stage all Network partners felt comfortable with the benchmarking method for the identification of good practices, reflected on the rapid increase of good practices identified and agreed by the Network.

This allowed to start planning on this Network meeting on the contents and delivery of LILAMA Network's Guide on Language Policy Good Practices for Employability and Competitiveness.



Network Meeting held in Milan, Italy

Milan was also the venue when the research work programmed under Axis 2 of the Network was planned. The final aim of this research is the delivery of a Report on the transferability of the

Common European Framework of Reference for Languages (CEFR) into Language Policies oriented to an increase of Competitiveness and Employability. Agreed research method combines desk research of identified good practices, as well as surveys to companies and recruiters on language skills needs, surveys to employment services, recruit agencies and employers on their knowledge of the CEFR, and the delivery of in-depth study cases on the benefits and challenges of applying the CEFR with on Vocational and Educational system. All Network partners will conduct such surveys and deliver study cases. With this input IRS will elaborate the Transferability Report to be agreed by all partners.

Discussions on the future management model of the Network was also addressed by partners, identifying both the different sustainability model alternatives as well as partners' internal positioning towards such alternatives. A final decision on the management model will be held on next network meeting on 2011.

5. Impact Indicators 2010

AXIS 1	
1	Benchmarking Method available
38	Good Practices on Language Policies for Labour Market Identified
32	Good Practices validated and published at website
14	Countries of origin of identified Good Practices
3	Good Practices Exchange Sessions held
11	Good Practices field visited carried out

AXIS 3	
13.438	Pages visited at LILAMA website
2.914	Visits to LILAMA website
1.795	Visitors to LILAMA website
33	News published at LILAMA website
1	LILAMA Network Brochure produced
150	LILAMA Network Brochure distributed
4	LILAMA Network Launch Workshops held in UK, Spain, France and Italy
134	Participants at LILAMA Launch Workshops in UK, Spain, France and Italy
17	Appearances on mass media
27	Stakeholders briefed on LILAMA Network
13	LIL Seminars/Conference attended by LILAMA Network

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