

**Action Plan "Promoting language learning and
linguistic diversity" -**

Information on actions concerning Directorate B

I. State of art of the Arion - contribution to the Action Plan

Action I.O.1 - Arion Study Visits – Response to the questions

1. Since the start of the Socrates programme (I and II), the Arion study visits on language teaching – as is also the case for the other themes – address to education specialists and decision makers. This target group includes the language inspectors.
2. In the period 2004 – 2006, the programme offered some 36 study visits on language teaching, thus addressing to nearly 400 participants. An important part of these participants were quite naturally language inspectors.
3. The action was implemented in an appropriate way, given the high number of programmes offered (45) and the good degree of implementation (36), which implies an important response to the offer: nearly 400 participants.
4. The Arion study visits already existed before the action plan was adopted. So the Arion study visits could contribute smoothly to the new needs.
5. The action will continue under the LLP programme, while giving particular attention to fostering links with the sectoral programmes

II. State of art of the Comenius and Grundtvig - contribution to the Action Plan

1. Action I.O.1

1.1. The following measures were taken to implement this action:

Operational Handbooks 2005 and 2006 (2-A-2.3) stated that :

"The NA may award support for linguistic preparation for all types of individual mobility under Comenius 2, except in the case of attendance at language courses or in-service training courses for language teachers. Where it is considered an eligible expenditure the NA can determine the level of support to offset costs of linguistic preparation. The grant contribution cannot, however, exceed the real cost of the linguistic preparation, and grantholders have to be able to produce receipts if requested.

One of the linguistic preparation options available to Language Assistants is participation in Erasmus Intensive Language Courses. NAs should inform selected LAs of this possibility and encourage them to consult the course details listed on the Commission website:

http://europa.eu.int/comm/education/programmes/socrates/erasmus/eilc/index_en.html

LAs should apply directly to course organisers using the application form available at the address above, respecting the deadlines specified in the form, e.g. probably 31 July for courses starting in 2006 and 31 October for courses starting 2007. Erasmus students will continue to have priority for course places, but LAs will also be considered eligible. Whether a course is suitable will depend on the timing of the Assistantship; the LA grant is not intended to cover 2 return travel tickets, so the course would have to take place close enough to the Assistantship start date to allow participation. The LA grant made by the NA would in such a case include additional subsistence funding for the period of language preparation, using the same rates as apply to the Assistantship period itself. These courses do not charge any tuition fee."

The Call for 2006 also stated that:

"Applicants for all Comenius 2.2 individual mobility grants may request support for linguistic preparation in the language of the host country before travelling abroad, except in the case of in-service training in the field of foreign languages. Such preparation might include, for example, purchase of self-study materials, or participation in language classes. Successful applicants for Comenius Language Assistantships are eligible to apply to take part in Erasmus Intensive Language Courses if a course session is organised close enough to the Assistantship start date to make participation possible".

The mention of the possibility of support for linguistic preparation for Comenius Language Assistant was also added in the 2006 Application form.

NAs were also invited to take concrete measures to make this possibility available to applicants.

1.2. The outcomes were:

The statistics of 2006 results (see Selection notes 2006) show a great increase in linguistic preparation for Language Assistants reported by the NAs. The number of NAs contributing to linguistic preparation has almost doubled compared to 2005 (17 vs 9) and the average contribution rose up to an average of 156€ instead of 52€ in 2005.

1.3. The implementation's extent:

The measure of a greater possibility of linguistic preparation was fully implemented but the option of making linguistic preparation compulsory was rejected as not feasible. It was discussed during the February 2004 NAs meeting, but was rejected because in some situations / countries it won't be relevant and would actually discourage some applicants.

1.4. The actions were started in 2004.

1.5. The possibility of funding for linguistic or CLIL (Content and Language Integrated Learning) preparation will continue in the LLP.

2. Action IV.1.6

a) How many million a year have been invested in actions with a specific language-learning objective in 2004-2005-2006?

In 2004-2006, around €26 million¹ a year have been invested in decentralised Comenius and Grundtvig actions with a specific language-learning objective.

b) How many joint language projects 2004-2006? How many pupils and teachers they involved?

2951 joint language projects involving 53.118 pupils and 8.853 staff having participated in class exchanges.

c) How many language assistantships in 2004-2006?

3957 language assistantships were granted.

d) How many in-service training grants for teachers of a foreign language in 2004-2006?

Based on selection notes, 15.445 Comenius in-service training grants for language related course and 765 Grundtvig ones were given.

e) How many projects developing training tools and courses for language teachers in 2004-2006?

¹ Methods of calculation: Comenius: Language Assistants + Language projects + 70% of in-service training grants; Grundtvig: 20% of in-service training grants (based on Budget absorption tables presented to the autumn NA meetings)

For the training of language teachers, 14 projects and 2 networks have been funded (5 projects and 1 Network in 2004, 3 projects in 2005, 6 projects and 1 Network in 2006).

g) How many learning partnerships and how many cooperation projects to promote languages in adult education in 2004-2006?

Based on the compendia, around 300 learning partnerships (which represent 33% of the total number of partnerships) and 14 cooperation projects promoted languages in adult education in 2004-2006.

3. Action I.1.5 – Comenius 2

3.1. The following measures were taken to implement this action:

The Commission invited the NAs which were not consuming 100% of their budget for this action to undertake an increased promotion.

3.2. The outcomes were:

Based on the selection notes, the results show an increase of the Language Assistantship action:

Total number of applications					
2004		2005		2006	
Language Assistants	Host schools	Language Assistants	Host schools	Language Assistants	Host schools
3348	2148	4153	2397	4044	3646

Total number of applications approved after inter-agency consultation					
2004		2005		2006	
Language Assistants	Host schools	Language Assistants	Host schools	Language Assistants	Host schools
1232	1191	1308	1282	1417	1459

3.3. The implementation's extent:

On European level we can notice a high increase in demand of language assistants in 2005. This is mainly the results of good and targeted information campaigns. In 2006, there was a small decrease in demand of language assistants and a continuing rise in demand of host schools. However the number of approved applications after the matching procedure rose for both

language assistants and host schools.

While early language learning is more and more widespread in Member States, primary schools hosting a language assistant are in some countries under represented. The Commission invited NAs to take into account primary schools in the promotion of this action.

The participation of pre-primary and primary schools in this action has increased but the distribution is still slightly unbalanced (in favour of secondary schools).

3.4. This action started in 2004.

3.5. This action in LLP:

The Language Assistantships becomes the Comenius Assistantships in LLP and are not limited anymore to languages but are open to all subjects (important notion of "Content and Language Integrated Learning").

3.6. More figures can be found in section 2, point c.

4. Action I.2.1 – School language projects – Comenius 1

4.1. The following measures were taken :

In 2004, 8% of the approved Comenius 1 projects were Language Projects. The budget allocated to them at selection stage represented around 18% of the overall amount allocated to Comenius 1 projects.

In line with the Language Action Plan, the Comenius Operational Handbook for National Agencies was modified in 2005 as to try to allocate 25% of the Comenius 1 funds to Language Projects. National Agencies were encouraged to carry out targeted information activities in order to reach this target.

The 2006 Socrates Call for Proposals indicated that 25% of the Comenius 1 budget should be used for Language Projects. In the 2006 selection round:

4.2. The outcomes were:

In 2005:

- At European level, demand for Language Projects rose by 8%
- 3 National Agencies allocated 25% or more of their Comenius 1 budget to LPs and another 11 Agencies reached a percentage above 20%
- At European level, the share of Language Projects out of all approved Comenius projects stayed at the same level of 8% and the corresponding budget allocation remained at the

level of 2004 (i.e. 18%).

In 2006:

- Demand for Language Projects rose slightly (by 4%)
- 6 National Agencies allocated over 25% of the Comenius 1 budget to LPs and another
- Agencies reached a percentage of a minimum of 20%

At European level, the budget allocated to Language Projects represented 19% of the overall amount allocated for Comenius 1 projects

4.3. The implementation's extent:

As it can be noted above, individual countries have made efforts to increase the budget allocation for Language Projects, but the overall increase at European level has been very limited. Many National Agencies are faced with a high and good quality demand for all types of Partnerships and it can be difficult for them to significantly increase the share of Language Projects, especially as these are the most expensive project type (about 2,5 times more expensive than other projects). The fact that Language Projects are bilateral also includes a higher risk of rejection, as a project is rejected even if only one of the two National Agencies concerned rejects it. From the applicant point of view, some schools find it extremely difficult to fit 2 exchanges of 14 days into one school year and even the possibility of applying for a 2-year duration does not necessarily solve the problem (e.g. in the case of pupils in the last year of lower secondary who change schools when starting the upper secondary level). In the LLP, it has been decided to shorten the minimum duration of exchanges to 10 days, in order to make it easier for schools to fit the exchanges into their school programme.

4.4. The measures were started in 2004.

4.5. The action in LLP:

This action will continue in LLP. One of the priority of the Call 2007 for School Partnerships is: *"Promote early language learning, multilingual comprehension and/or Content and Language Integrated Learning (CLIL)"*.

4.6. More figures can be found in section 2, point b.

5. Action I.2.3 – Comenius 2

In 2004:

- **for Comenius 2.1** priority was given to preparing teaching staff to use specific methodologies for the teaching of other subjects through the medium of a **foreign language** and for the teaching of a foreign language in pre-primary and primary education (especially a less widely used and less taught foreign language);

- **for Networks** the priority was to focus on interdisciplinary topics, such as: **learning of languages** amongst others.

5.1. The following measures were taken:

In 2005, **for Comenius 2.1 and Comenius Networks** priority was given to implementing the Action Plan on Promoting Language Learning and Linguistic Diversity notably through encouraging holistic school language policies, content and language integrated learning (CLIL) and innovative approaches to early foreign language teaching.

In 2006, **for Comenius 2.1** priority was given to the implementation of the Action Plan on Promoting Language learning and Linguistic Diversity.

5.2. The outcomes were:

Over the period 2004-2006, around 15 Comenius 2.1 projects and networks aimed mainly at developing training materials and modules to promote multilingual comprehension approaches. It represents around 10% of the total number of projects and networks.

5.3. The implementation's extent:

The development of training materials and modules to promote multilingual comprehension approaches has risen. The notions of CLIL and holistic school language policies have taken more and more importance and will continue to be encouraged and developed in the future.

5.4. The measures were started in 2004.

5.5. The action in LLP:

This action will continue for Multilateral Projects (priority in the Call 2007) but not for Networks.

5.6. More figures can be found in section 2, point e.

6. Action I.2.5 – School projects - Comenius 1

6.1. The following measures were taken:

The Socrates Call for Proposals 2005 had the Language Action Plan as a “horizontal priority” for the whole Socrates programme. This way the Action Plan may have become more familiar to Socrates users, but it is unlikely that it had an impact on project design.

At the autumn meeting of Comenius National Agencies in 2005, Agencies received background information on language topics and were encouraged to support projects linked to themes of the Action Plan. NAs received written documentation giving details, links and examples related to CLIL, holistic language policies and multilingual comprehension.

For 2006 the Socrates Call for Proposals mentioned for Comenius 1- School Partnerships that *“In 2006,, priority will be given to applications from schools aiming at implementing the Action Plan on Promoting Language learning and Linguistic Diversity, in particular from schools wishing to introduce a Content and Language Integrated Learning (CLIL) approach.”*

6.2. The outcomes were:

For the moment, data has not been collected from National Agencies on the numbers of applications submitted or approved which would have addressed themes linked to the Action Plan.

6.3. The implementation's extent:

At this stage, without figures, it is not yet possible to measure the implementation's extent.

6.4. The measures were started in 2004

6.5. The action in LLP:

This action will continue in LLP. One of the priority of the Call 2007 for School Partnerships is : *"Promote early language learning, multilingual comprehension and/or Content and Language Integrated Learning (CLIL)".*

7. Action II.1.1 – School development projects – Comenius 1

7.1. The following measures were taken:

National Agencies were provided at their autumn 2005 meeting with an explanatory sheet on holistic language policies with examples of how to introduce such policies in schools. NAs were invited to disseminate this information through their regular communication channels such as websites, information seminars or individual contacts with potential applicants.

It was explained in the note that holistic language policies are methods and approaches that a school can take to gear its general didactic provisions to increase the quality of language learning. This might not imply an increase in budget, but finding creative ways and playing in team to make the most of the resources available. Holistic language policies depend very much on local needs and resources and they can involve an amazing variety of activities.

NAs were given the address of the database of the European Label for innovative projects in language teaching and learning, which gives examples of innovative practices to promote languages at school and local level:

<http://europa.eu.int/comm/education/language/label/index.cfm>

It was also underlined that hosting language assistants and taking part in Comenius school and language projects could be a valid support to implement a school holistic language policy.

7.2. The outcomes were:

For the moment, data has not been collected from National Agencies on the numbers of applications submitted or approved which would have addressed themes linked to the Action Plan.

7.3. The implementation's extent:

At this stage, without figures, it is not yet possible to measure the implementation's extent.

7.4. The measures were started in 2005

7.5. The action in LLP:

This action is not as such in the priorities for School Partnerships in the Call 2007.

8. Action II.3.1

8.1. The following measures were taken:

In the autumn meetings, the Commission reminds the NA which are not consuming 100% of their budget for this action to undertake an increased promotion.

Regarding Language Assistantships, one dissemination project "Language Assistants break barriers" (n° 2004-3249) helped particularly to increase the take-up of this action. This project, coordinated by the Icelandic Socrates NA lasted from October 2004 till October 2005.

The main objectives of the projects were to promote the Comenius Language assistantship action among teachers, students, teacher training colleges and educational authorities, assess the impact the Comenius assistants can have in schools and to disseminate best practice. The main idea was to provide a forum for the NAs to join forces in trying to improve this action as much as possible and to maximize its impact.

8.2. The outcomes were:

In 2005, the proportion of Socrates Comenius 2 funding allocated to Language Assistant raised to 23% of the total Socrates Comenius 2 budget and in 2006 it reached 26%.

As you can see in tables in section 3, there was a high increase in demand of language assistants between 2004 and 2005.

Regarding in-service Training action, we noticed an average of 65% of the total number of application related to languages.

In 2004: 7002 applications approved from which 4341 are language related

In 2005: 7883 applications approved from which 5260 are language related

In 2006: 8524 applications approved from which 5597 are language related

8.3. The implementation's extent:

B3 unit had already underlined that there was already high take-up in most countries of the relevant Comenius actions (Comenius 22C for in-service training and Language Assistantships). The need to increase their take-up is therefore limited to a small number of countries.

Besides NAs reported that they prefer to receive short, well-focussed background information from the Commission and use it to draft their national brochures. They often complain that Commission leaflets are too general to be of any use.

8.4. The measures started in 2004.

8.5. The action in LLP:

In LLP, the Language Assistantships becomes the Comenius Assistantships and are not limited anymore to languages but are open to all subjects with an important focus on "Content and Language Integrated Learning".

8.6. More figures can be found in section 2, points c and d.

9. Action III.3.1 – Grundtvig

9.1. The following measures were taken:

The 2005 and 2006 Socrates Call for Proposals set as a priority for Grundtvig:

"Teaching and learning of foreign languages, regional and minority languages and the languages of migrants and ethnic minorities in adult educations".

9.2. The outcomes were:

In 2004-2006:

- 765 Grundtvig in-service grants for language related course were given;

- 16 projects (14 projects and 2 networks) developed training tools and courses for language teachers from which 6 were focused on migrant and ethnic communities;

- 300 learning partnerships promoted languages in adult education from which 105 focused on migrant and ethnic communities.

9.3. The implementation's extent:

The Socrates call for proposals was amended as planned and a greater priority was given to this action.

9.4. The measures were started in 2004.

9.5. The action in LLP:

In LLP, one of the priorities for Grundtvig multilateral projects remains:

"Developping adult learning opportunities for migrants in relation to linguistic, social and cultural integration."

9.6. More figures can be found in section 2, point g.

III. State of art of the Erasmus - contribution to the Action Plan

Action I.O.1

Higher education institutions have been encouraged to provide language preparation to the students before they go for an Erasmus period. The Erasmus University Charter stipulates that the institution will make every effort to ensure quality in organising mobility by, amongst other, providing the necessary linguistic preparation to mobile individuals. Institutions have indeed the possibility to use the funds they receive under 'Organisation of Mobility' for language training.

Action IV.1.6

a) How many million a year have been invested in actions with a specific language-learning objective in 2004-2005-2006?

In 2004-2006, the budget allocation to Erasmus Intensive Language Courses was around 3.221.024 € million and as mentioned above higher education institutions can use part of the funds under 'Organisation of Mobility' for language training.

Year	Budget allocation to EILC
2004	818.445
2005	1.070.317
2006	1.332.262

b-e) Not relevant for Erasmus.

f) How many Higher Education students received intensive linguistic preparation courses in a less widely used and less taught language in 2004-2006?

In 2004-2006 the number of students participating in an Erasmus Intensive Language Course (EILC) was the following:

Year	Number of EILC students
2003/04	2378
2004/05	3192
2005/06	3864
2006/07	N/A

Action I.3.1. Erasmus Intensive Language Courses (EILC) 2004 - 2006

1. Description of measures taken to implement the action

The EILCs are specialised courses in the less widely known languages of the countries participating in Erasmus. The EILCs under Socrates II has given Erasmus students the opportunity (not compulsory) to study the language of the host country for 3-8 weeks, in the host country, with the aim of being prepared for the Erasmus mobility period.

Supplementary mobility grants for Erasmus students participating in EILC courses are awarded and paid by the respective sending higher education institutions.

In 2006-07 EILCs took place in the following 23 countries: Belgium (Flemish Community), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden and Turkey.

The Commission has collected and published information on the actions that promote language learning and linguistic diversity on the Commission's website on the Erasmus Intensive Language Courses:

http://ec.europa.eu/education/programmes/socrates/erasmus/eilc/index_en.html

The website is regularly updated and provides participants and organisers with relevant information about the courses. The National Agencies are also responsible for providing information and promote the EILCs in their countries.

2. Outcomes/results

The number of students participating in Erasmus Intensive Language Courses (EILC) has been growing constantly. In 1999 there were 815 EILC participants compared to 3864 in 2005. About 13070 Erasmus students have participated in EILC courses from the beginning.

In the Language Action Plan the Commission had set the bar high, i.e. that by 2006, 10% of incoming Erasmus students to LWULT countries would take part in EILC. In 2004 the average proportion of Erasmus students going to countries participating in EILC courses is 6.4%, 1% higher than in 2003. In 2001, this percentage was 4.5%.

3. Action implementation

The EILCs have been fully running during the period concerned (2004-2006).

4. Start of the action

The EILC have been offered since 1998 and have been very successful.

5. Continuation of the action in the LLP

The EILC activities will continue in the Lifelong Learning Programme. The organisation will be very similar to the practice in Socrates II.

6. Further data and figures

On the Commission website on the Erasmus Intensive Language Courses:
http://ec.europa.eu/education/programmes/socrates/erasmus/stat_en.html#eilc
statistical information about the EILC and the trends during recent years are available. It is also possible to provide analytical report on EILC.

IV. State of art of the Leonardo - contribution to the Action Plan

Action I.0.1

1.1. The following measures were taken to implement this action:

In LdV, persons carrying out placements (target groups: people in Initial Vocational Training, Students and Young Workers) have a possibility to get a special grant for linguistic, cultural and pedagogical preparation.

1.2. The outcomes were:

The maximum amounts of grants are 200 € and 500 €, depending on the duration of the placement. In the period 2004 - 2006, ca 15,6 millions € have been spent in such preparation.

1.3. The implementation's extent:

This action was not a compulsory one.

1.4. The action was started in 2004.

1.5. Is the action going to continue in the LLP?

In the LLP, this possibility has been extended to all mobility (including VET Professionals) (max. 500 €/ beneficiary). Projects must, where appropriate, include also linguistic and cultural preparation.

Vocationally Oriented Language Learning (VOLL) and Content Integrated Language Learning (CLIL) remains a transversal priority for all Leonardo projects.

Action IV.1.6

In 2006, the Commission launched a "Study on the Impact of Leonardo da Vinci Mobility Experiences of Young Trainees in Correlation with their Socio-Economic Background". The final results are not yet available, as this survey should be completed by the end of March 2007. The survey will contain, among other things, an analysis of the importance of language preparation.

a) In 2004-2006, ca 40,1 mio € have been invested in actions with a specific language-learning objective through **Leonardo da Vinci**. This amount consists of the following:

LdV mobility: Linguistic, cultural and pedagogical preparation: ca 15,6 mio €

LdV mobility: Grants in the category Language Instructors: 2,4 mio €

LdV multilateral projects in the area of Language Competencies: 22,1 mio €

Please note that the amount for the linguistic, cultural and pedagogical preparation has been calculated as an estimate of 4 % of the total mobility grants. Furthermore, it seems that this cost item was not taken into account in the 2000-2002 figures.

h) 1.820 periods of in-service training abroad for teachers of a foreign language in 2004-2006.

i) and j) 77 transnational projects in the area of Language Competencies in 2004-2006.

l) In total, 208.000 transnational Leonardo da Vinci placements and exchanges in 2004-2006.

Action II.3.1

Most LdV National Agencies disseminate information on the mobility schemes for language teachers and trainers in their general Leonardo da Vinci information sessions. In addition to this, some National Agencies have had more targeted campaigns and activities.

For example, Sweden has organised a "language day" in 2004, during which the NA, together with other institutions, provided information about the possibilities of language learning. The budget of this campaign was about 20.000 SEK (about 2.200 €) and about 500 persons were reached by the campaign.

Finland carried out a valorisation project and a survey on VET teacher training. One of the aspects of the project was teachers' language skills (more information: www.ttvvet.org). In addition, Finland organised a valorisation seminar relating to Content Integrated Language Learning CLIL and produced a promotional/information video on the topic in 2005. The seminar and the video were linked to two Finnish-led pilot projects on CLIL.

The Polish NA promoted opportunities within Leonardo da Vinci Programme for language teaching and learning in two conferences organised by promoters of the LdV language projects in 2006.

Action II.6.2

The Europass Decision (2241/2004/EC of 15.12.2004) has integrated the European Language Portfolio developed by the Council of Europe into the Europass framework.

The most important practical contribution to the promotion of language skills comes through the Europass portal (<http://europass.cedefop.europa.eu>), developed and run by Cedefop and available in 23 languages (EU+EEA+CC).

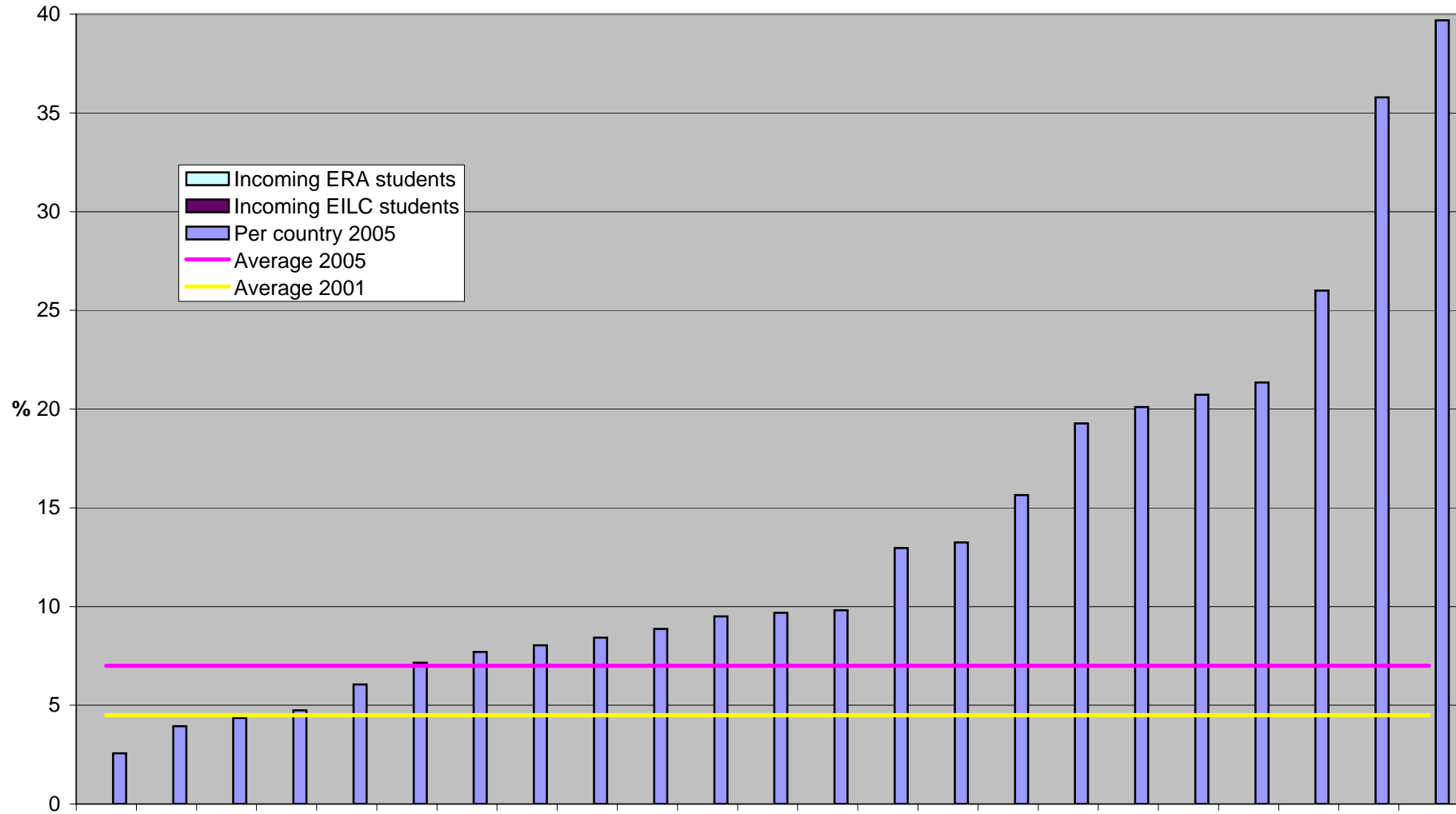
In particular, it offers citizens the opportunity to complete on-line, with the help of guidelines and a tutorial, their Europass CV and Europass Language Passport. The former includes a language section and the second, an element of the language portfolio, specifically allows citizen to describe their language skills in detail. Both documents use the European common framework of reference for languages developed by the Council of Europe to provide with a standard tool for self-assessment.

Since February 2005, almost 50 000 passports were generated online, while more than 181 806 blank templates were downloaded to be completed off-line.

The Europass CV is of course a more widespread: so far more than one million CV have been generated on-line and about 1.7 million CV have been downloaded.

In the first two years of Europass operation, the common framework for languages has therefore been used in about three million Europass documents.

EILC students as % of incoming Erasmus students



EILC participants as % of Erasmus students going to LWULT

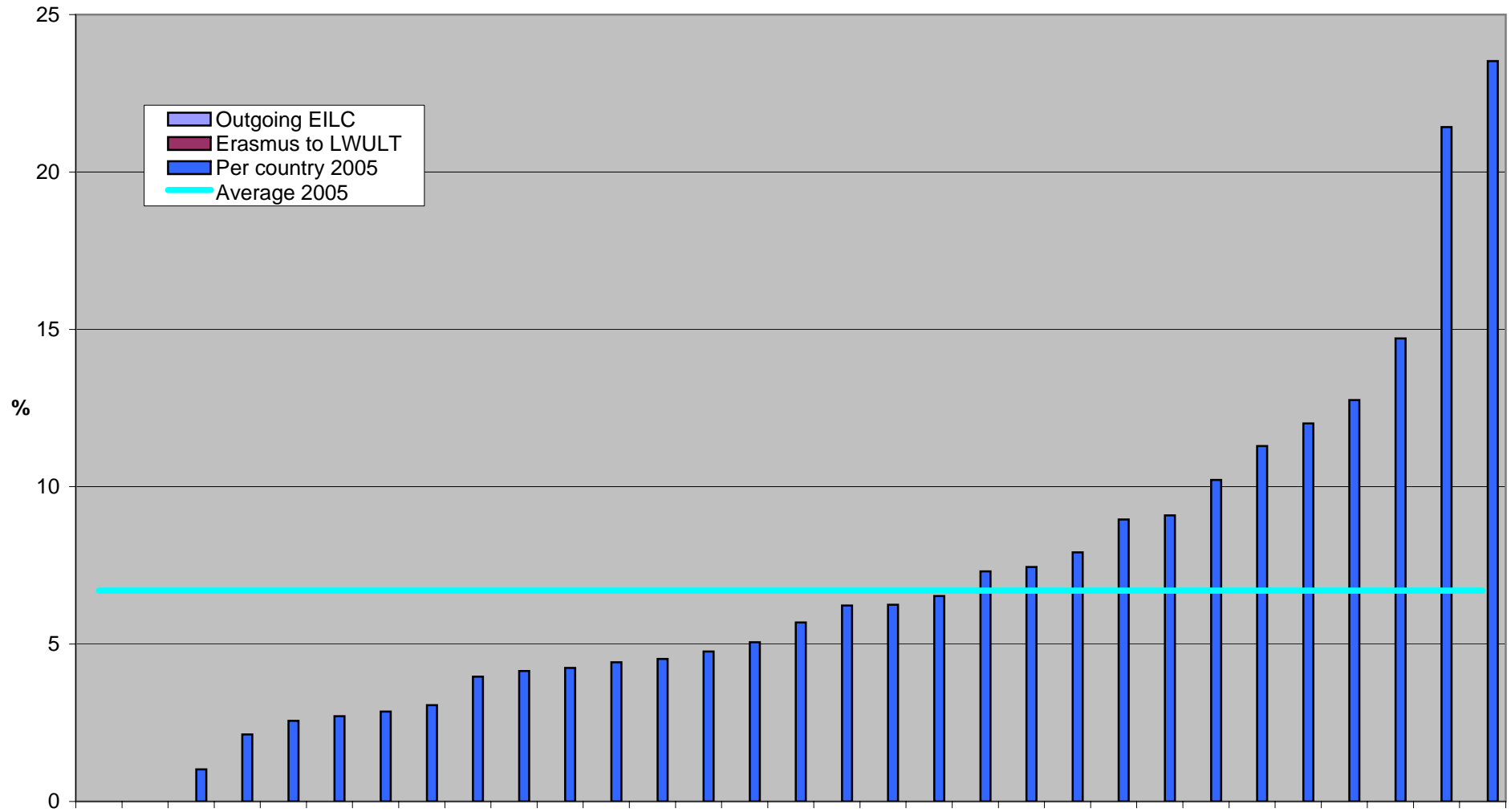


Table 9: Number of ERASMUS EILC students by home and host country 2005/06

		Host country																									TOTAL
		EU																		EEA/CC					EEA/CC		
		BEN	CZ	DK	EE	GR	IT	CY	LT	LV	HU	MT	NL	PL	PT	FI	SI	SK	SE	EU	IS	NO	BG	RO		TR	
Home country	BE		1	2	1	8	19	0	1	0	3	0		2	8	10	7	1	4	67	2	2	1	1	2	8	75
	CZ	19		11	0	11	26	1	4	1	0	0	3	8	26	14	27	0	8	159	0	2	1	0	0	3	162
	DK	4	2		0	0	9	0	1	0	0	0	4	0	4	1	0	0	0	25	5	0	0	0	5	10	35
	DE	41	47	47	17	53	158	4	22	22	45	7	40	71	44	73	22	11	152	876	28	68	5	11	30	142	1.018
	EE	2	2	1		9	16	0	2	0	0	0	3	0	4	7	2	0	5	53	0	0	0	0	1	1	54
	GR	3	1	1	0		7	0	0	0	0	0	2	0	3	7	0	0	2	26	0	1	0	0	0	1	27
	ES	38	11	20	3	11	76	0	3	1	2	1	11	8	38	19	8	0	15	265	8	10	6	14	1	39	304
	FR	10	19	14	6	17	73	0	6	2	8	8	8	17	15	28	4	2	28	265	1	16	6	41	10	74	339
	IE	0	0	1	0	1	5	0	0	0	0	0	0	2	0	0	3	0	0	12	0	2	0	0	0	2	14
	IT	24	13	20	8	14		1	6	0	13	8	20	20	56	15	7	0	22	247	4	10	0	31	9	54	301
	CY	0	0	0	0	0	2		0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	0	0	0	3
	LT	16	0	2	0	7	14	0		3	0	0	1	2	5	2	1	2	0	55	0	1	0	0	0	1	56
	LV	3	0	0	0	0	1	2	0		0	0	0	0	2	3	3	0	0	14	0	0	0	0	0	0	14
	LU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	HU	28	2	7	0	7	39	0	1	0		0	8	3	5	10	3	0	6	119	0	5	2	0	5	12	131
	MT	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NL	0	4	5	2	4	63	0	2	0	5	1		5	6	7	2	0	9	115	0	4	0	6	8	18	133
	AT	11	4	3	4	6	28	0	6	1	2	3	9	2	8	20	8	0	19	134	4	19	1	3	10	37	171
	PL	49	13	10	3	14	84	0	15	1	4	0	6		29	14	12	6	3	263	1	3	0	0	10	14	277
	PT	4	14	2	3	2	18	0	1	0	5	0	1	2		3	13	1	3	72	0	3	0	8	2	13	85
	FI	29	30	1	8	14	39	0	0	2	18	2	30	10	12		21	3	0	219	0	0	4	1	5	10	229
	SI	2	0	1	1	1	0	0	0	1	0	0	1	0	1	1		0	0	9	0	0	0	0	0	0	9
	SK	4	0	1	0	0	3	0	0	0	0	0	2	1	2	1	1		0	15	0	0	0	0	4	4	19
	SE	6	12	0	1	3	28	0	1	1	1	0	4	2	4	0	2	0		65	0	0	0	0	4	4	69
	UK	7	8	4	0	6	47	0	1	0	2	0	10	1	5	7	2	1	8	109	1	2	2	0	1	6	115
	EU	300	183	153	57	188	755	8	72	35	108	30	163	156	277	243	148	27	284	3.187	54	148	28	116	107	453	3.640
	IS	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2							2
LI	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1							1	
NO	3	4	0	0	0	21	0	1	1	5	0	6	2	7	4	1	0	0	55							55	
BG	5	1	0	0	2	2	0	0	0	0	0	3	3	1	0	0	0	0	17							17	
RO	8	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	10							10	
TR	16	2	0	0	23	29	0	5	3	2	0	4	6	36	7	1	0	5	139							139	
EEA/CC	32	8	0	0	27	54	0	6	4	7	0	13	11	44	11	2	0	5	224	0	0	0	0	0	0	224	
Total	332	191	153	57	215	809	8	78	39	115	30	176	167	321	254	150	27	289	3.411	54	148	28	116	107	453	3.864	

Data source: Erasmus National Agencies Final Reports

Table 10: Number of Outgoing ERASMUS EILC Students 2001-2005

Country of home institution	Year					Total
	2001	2002	2003	2004	2005	
BE	78	80	53	56	75	342
CZ	40	60	85	97	162	444
DK	55	41	22	37	35	190
DE	441	593	751	966	1018	3769
EE	14	28	13	27	54	136
GR	15	10	11	13	27	76
ES	102	176	235	270	304	1087
FR	145	202	234	279	339	1199
IE	11	35	8	7	14	75
IT	141	184	221	242	301	1089
CY	1	2	3	1	3	10
LV	7	10	6	13	14	50
LT	10	14	13	30	56	123
LU	0	0	0	0	0	0
HU	66	72	72	107	131	448
MT	0	4	0	0	0	4
NL	40	38	56	124	133	391
AT	95	75	107	172	171	620
PL	86	77	92	212	277	744
PT	57	52	39	79	85	312
FI	62	95	149	194	229	729
SI	8	6	10	8	9	41
SK	1	4	10	13	19	47
SE	32	29	42	48	69	220
UK	69	70	92	97	115	443
IS	0	3	0	0	2	5
LI	9	6	3	2	1	21
NO	18	23	36	46	55	178
BG	0	0	10	9	17	36
RO	19	23	5	4	10	61
TR*				39	139	178
Total	1.622	2.012	2.378	3.192	3.864	13.068

* Turkey started participating in the Erasmus programme in 2004-05

Data source: Erasmus National Agencies Final Reports

Table 11: Number of Incoming ERASMUS EILC Students 2001-2005

Country of host institution	Year					Total
	2001	2002	2003	2004	2005	
BEN	187	229	223	286	332	1257
CZ	19	44	88	155	191	497
DK	80	99	126	153	153	611
EE	19	26	32	31	57	165
GR	62	77	79	142	215	575
IT	438	550	604	776	809	3177
CY	7	8	3	7	8	33
LV	6	3	11	18	39	77
LT	9	11	24	37	78	159
HU	37	47	54	124	115	377
MT	33	2	13	32	30	110
NL	61	97	130	141	176	605
PL	55	63	124	132	167	541
PT	132	145	185	217	321	1000
FI	151	168	172	193	254	938
SI	24	21	51	111	150	357
SK	9	9	18	25	27	88
SE	130	188	210	304	289	1121
IS	28	42	34	47	54	205
NO	115	134	129	138	148	664
BG	0	9	21	26	28	84
RO	20	40	47	64	116	287
TR*				33	107	140
Total	1.622	2.012	2.378	3.192	3.864	13.068

* Turkey started participating in the Erasmus programme in 2004-05

Data source: Erasmus National Agencies Final Reports

Chart 18: Participation in EILC, 1999-2005

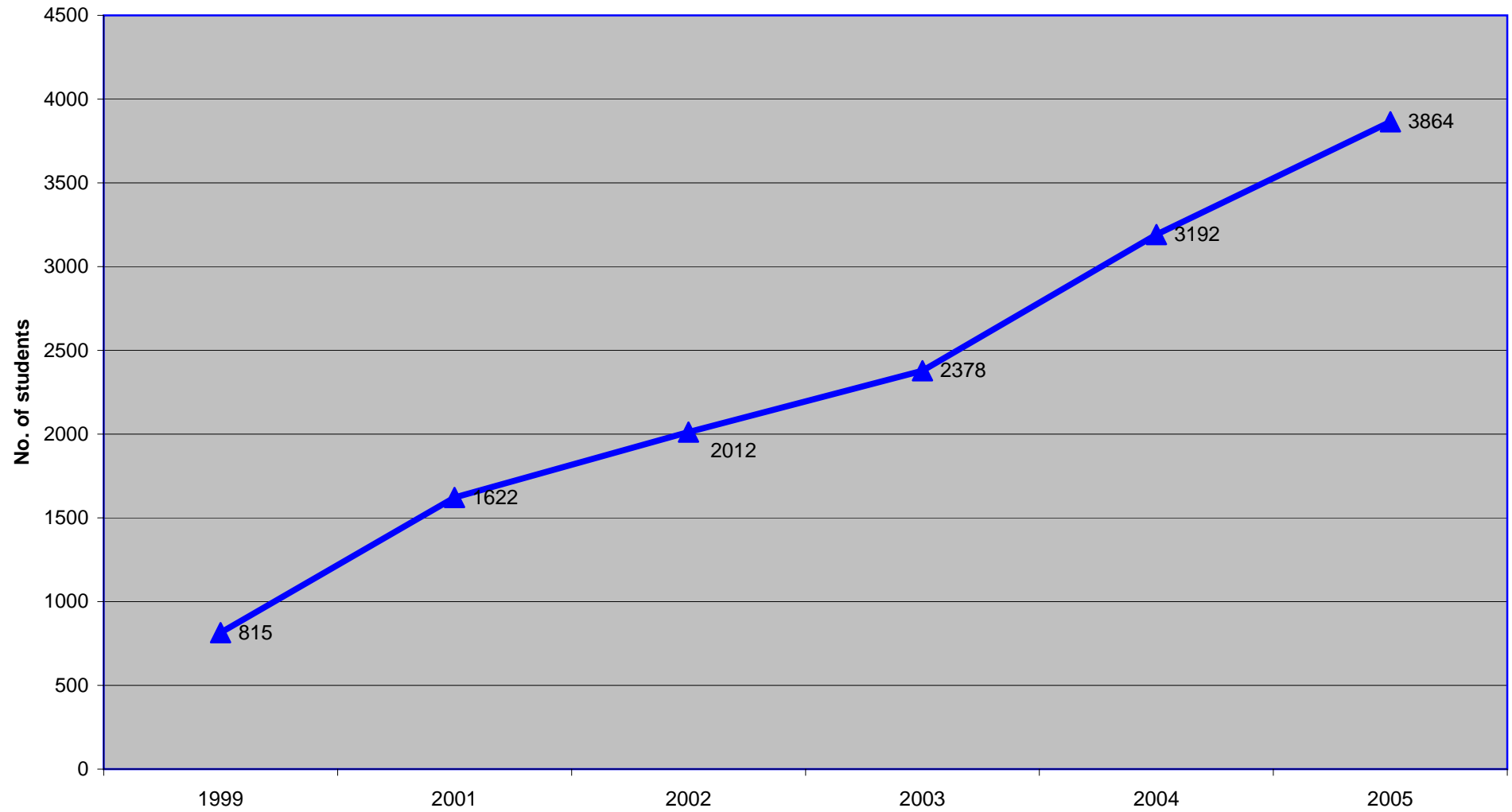


Chart 19: Incoming EILC participants 1999-2005

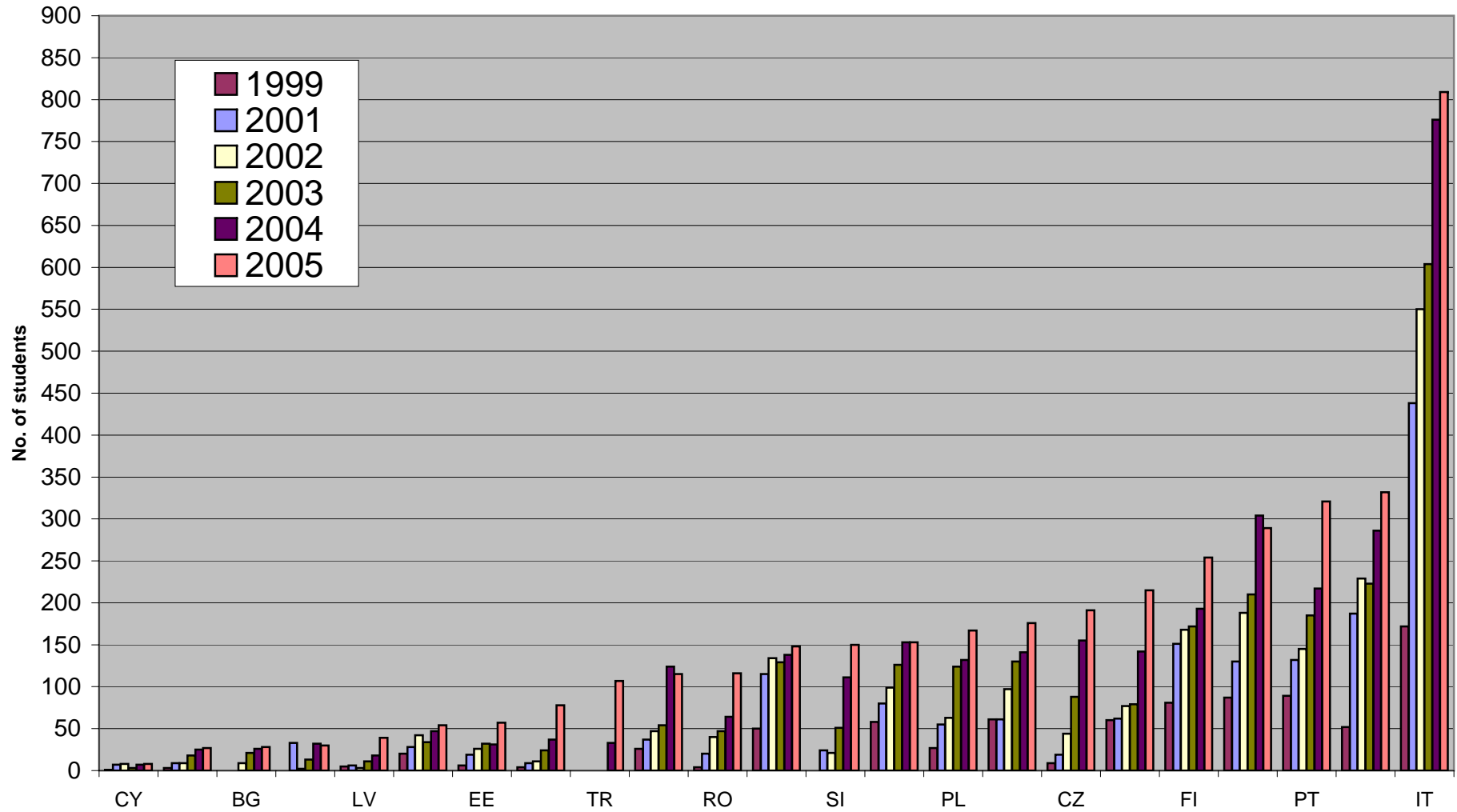


Chart 20: Outgoing EILC participants, 2001-2005

