



Key Data on Teaching Languages at School in Europe

2005 Edition

Eurydice
The information network on education in Europe

This document is published by the Eurydice European Unit with the financial support of the European Commission (Directorate-General for Education and Culture).

Available in English (Key Data on Teaching Languages at School in Europe), French (*Chiffres clés de l'enseignement des langues à l'école en Europe*) and German (*Schlüsselzahlen zum Sprachenlernen an den Schulen in Europa*).

ISBN 92-894-8681-3

This document is also available on the Internet (<http://www.eurydice.org>).

Text completed in November 2004.

© Eurydice, 2005.

The contents of this publication may be reproduced in part, except for commercial purposes, provided that the extract is preceded by a complete reference to 'Eurydice, the information network on education in Europe', followed by the date of publication of the document.

Requests for permission to reproduce the entire document must be made to the European Unit.

Cover photograph: © Zefa visual media, Brussels, Belgium.

Eurydice
European Unit
Avenue Louise 240
B-1050 Brussels
Tel. +32 2 600 53 53
Fax +32 2 600 53 63
E-mail: info@eurydice.org
Internet: <http://www.eurydice.org>

Printed in Belgium

PREFACE



Multilingualism is specifically mentioned as part of my portfolio as Commissioner. This has not happened by chance, because languages are not a mere means of communication. They contribute to a better knowledge of other European cultures and have a real potential for a deeper understanding between European citizens. Multilingualism policy aims at ensuring multiculturalism, tolerance and European citizenship. Widespread general competence in foreign languages also plays its part in keeping xenophobia and intolerance at bay. We have to understand

each other if we want to reap the full benefits of the cultural, social and economic richness of our continent.

In an enlarged and multilingual Europe, proficiency in languages generates rewarding fresh prospects for individuals personally, as well as for business and professional activity and all dialogue between people from different cultures and backgrounds. In this framework, I will actively support language teaching and linguistic diversity. This Eurydice publication I am presenting for the first time to you will show every two years the evolution and the results of our efforts.

The publication of this first separate report in the *Key Data* series devoted specifically to the teaching of languages fully reflects the increasing importance attached to this area of learning in the European context. At the March 2002 Barcelona European Council, the Heads of State or Government called for a sustained effort 'to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age'. At the same time, they called for a 'linguistic competence indicator' to be established in this field. The present report also contributes to the European Commission 2004-06 Action Plan for language learning and linguistic diversity.

The wide variety of foreign languages taught, the fact that very young children now learn them, and the training of foreign language teachers are all issues central to much current debate on education in Europe. The Eurydice data set out here show that, in certain areas, the recommendations of the Heads of State or Government are being followed. Pupils in Europe are learning foreign languages at an increasingly early age and, in most countries, all children have a chance to learn at least two during their compulsory education.

This *Key Data on Teaching Languages at School in Europe* is the outcome of close cooperation between the Eurydice European Unit and the Eurydice National Units, to which Eurostat has also contributed with its harmonised statistical data. The working method developed as a result of this unique partnership has ensured that the data contained in the report are highly authoritative. The use of different data sources and the inclusion of many diagrammatic illustrations with their explanatory notes add a further interesting dimension to the present report.

The *Key Data on Teaching Languages at School in Europe* series is an outstanding quality resource. It will be of considerable help to anyone involved in thought and discussion on the subject of foreign language teaching and in developing arrangements for improving and diversifying the language competence of everyone in Europe.

A handwritten signature in black ink, appearing to read 'Ján Figel''.

Ján Figel'

Commissioner responsible for Education,
Training, Culture and Multilingualism

CONTENTS

Preface	3
Contents	5
Introduction	7
Main issues	9
Codes, abbreviations and acronyms	13
<hr/>	
A – CONTEXT	15
B – ORGANISATION	23
C – PARTICIPATION	39
D – TEACHERS	57
E – TEACHING PROCESSES	67
<hr/>	
Glossary	83
Statistical tools	85
Annexes	89
Thematic index of figures	99
<hr/>	
Acknowledgements	105

INTRODUCTION

The 37 indicators contained in this book comprise a subject-based collection consisting of five chapters, namely *Context*, *Organisation*, *Participation*, *Teachers* and *Teaching processes*. Given the importance attached to foreign language teaching in European cooperation, indicators published by the Eurydice Network on this subject are no longer contained in a chapter of the *Key Data* general report but occupy a separate volume devoted exclusively to the topic. Eurydice will publish regular updates of these indicators and make every effort to include new ones, depending on the availability of relevant data and the interest shown in further ramifications of the subject.

Eurydice information from official sources covers many aspects of the provision of foreign language teaching and teacher training for it. Its reference year is 2002/03. The Eurostat statistical material taken from the New Cronos database relates to 2001/02 and provides information on pupil participation rates for foreign language learning in primary and secondary education. It is possible therefore to compare the level of language learning with foreign language teaching requirements in the curriculum of each country.

In general, this publication is concerned solely with languages regarded as foreign languages in the curriculum laid down by the central education authorities. However, regional or minority languages are also discussed when the curriculum considers them to be alternatives to foreign languages. The same applies to ancient languages in information for which Eurydice is the source. Furthermore, all Eurydice and Eurostat indicators relate exclusively to general education and public-sector and grant-aided private schools.

The inclusion of several time series is a further novel feature of the publication. They are taken from Eurydice and Eurostat sources and are especially useful for identifying certain trends in the qualitative and quantitative development of language teaching in recent decades. They indicate the extent to which foreign languages are being taught as a compulsory subject at an increasingly early stage of primary education, and show how the percentage of pupils learning English in primary and secondary education is increasing.

New indicators have been prepared using the PIRLS 2001 and PISA 2000 international databases. They relate to the situation of pupils in the fourth year of primary education who are aged 9 or 10 depending on the particular country (PIRLS) and pupils aged 15 (PISA). They also provide an insight into the multilingual environment of schools in Europe. They contain details about the proportion of pupils who at home speak a language other than the language of instruction, and the populated areas in which schools with the most pupils in this category are situated.

An indicator taken from the European Socrates (Comenius) programme database administered by the European Commission Directorate-General for Education and Culture rounds off the study. It shows the percentage of grants earmarked for in-service teacher training, with respect to the language of training and country of origin of the participant. The reference year is 2002/03.

A glossary and details regarding statistical tools are given at the end of the book. Codes, abbreviations and acronyms used are listed at the beginning of the report.

With its wide range of data sources, this publication examines several topics at the heart of current thinking and discussion in Europe about foreign language teaching at school. However, further information seems required. Thus in so far as initial teacher education institutions possess a significant degree of autonomy, little can really be learnt from analysing the content of official teacher training recommendations. Furthermore, schools or even teachers themselves may to some extent be free to act as they wish as regards teaching methods and practice. In this respect, only empirical surveys could give a satisfactory account of their approach to these matters. Finally, while language competence evaluation grids certainly exist, there is as yet no entirely consistent data collection instrument at European level for measuring such competence among pupils, so no study in this area can be undertaken. However, the Heads of State or Government at the Barcelona European Council (2002) called for a 'linguistic competence indicator' to be established, which should make it possible to measure the progress achieved by different Member States in enabling all citizens to acquire the skills needed to speak at least two languages in addition to their mother tongue.

MAIN ISSUES

The indicators contained in this report are examined here in relation to four major topics:

- Language diversity within schools,
- The position of foreign languages in the curriculum,
- The range of different languages taught,
- The initial education of teachers and their qualifications.

Language diversity within schools

8 % of pupils aged 15 say that at home they speak a language other than the language of instruction

There are wide variations between countries in the percentage of pupils aged 15 who say that at home they speak a language other than the language of instruction. The proportion ranges from 0.7 % in the United Kingdom (Northern Ireland) to 34 % in Belgium (the Flemish Community) (Figure A2b). These contrasting figures cannot be explained solely in terms of the presence or otherwise of pupils from immigrant backgrounds. Indeed, in some countries pupils speak a regional language at home or use a dialect of the state language. The tendency to do this is especially marked in Belgium (the Flemish Community).

Language support measures have been introduced for immigrant pupils of foreign mother tongue

Language support measures for immigrant pupils of foreign mother tongue have been introduced in almost all countries (Figure E7). Where they exist, support is mostly provided in accordance with two main kinds of procedure: either pupils are directly integrated within classes corresponding to their age (or lower classes in some cases) and receive special language support, or they are kept separate for a limited period and receive tuition adapted to their needs. The most widespread situation is one in which both kinds of provision exist alongside each other.

The position of foreign languages in the curriculum

Compulsory teaching of a foreign language is beginning at an increasingly early stage

Pupils have to learn a foreign language from primary education onwards in almost all countries (Figure B1). In several of them, they are obliged to do so even in their first year. Indeed, the tendency to offer this provision at an earlier stage than previously is apparent in most education systems (Figure B3). The percentage of pupils in primary education learning at least one foreign language has risen almost everywhere in recent years (Figure C3). At present in the majority of countries, half of all pupils at this level (or even more in certain countries) learn at least one foreign language (Figure C1).

It is possible for the majority of pupils to learn at least two foreign languages

Curricula in the great majority of countries offer all pupils the possibility of learning a minimum of two foreign languages during compulsory education (Figure B4). In around 20 countries, they are even obliged to do so for at least one school year. Inclusion of this provision in the curriculum thus complies with the recommendations of European Union Heads of State and Government regarding the importance of a sustained effort 'to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age' (Barcelona European Council, 2002).

In lower secondary education, less than half of all pupils learn two or more languages

In spite of the foregoing possibility, the proportion of pupils learning at least two foreign languages in general lower secondary education is less than 50 % in the majority of countries for which data are available (Figure C2). Variations between countries may be very considerable. In Luxembourg all pupils learn two foreign languages (around half of them learn at least three) while, according to the statistics available, in Slovenia this applies to 1.6 % of pupils. It should be noted however that the corresponding percentage is far higher in general upper secondary education.

The proportion of teaching time allocated to foreign languages as a compulsory subject varies from 9 % to 34 %

In most countries with official recommendations on teaching time, the share of time to be devoted to foreign languages as a compulsory subject relative to total teaching time varies between 10 % and 15 % in compulsory general secondary education (Figure E5). This proportion is highest in Luxembourg (34 %) and lowest in Poland (9 %).

Language teaching is not provided over a short period. The more the total amount of teaching time grows, the greater the number of years over which this provision is spread

Generally speaking, during compulsory education, the greater the total amount of time (in hours) earmarked for teaching the first foreign language as a compulsory subject, the longer the period (in years) during which this language is a compulsory subject (Figure E3). However, Austria and Norway represent significant departures from this trend. The total number of hours allocated is relatively low compared to the total number of years provision lasts, which is among the highest in Europe.

Schools may also make foreign language learning compulsory

In some countries, schools themselves determine part of the minimum curriculum. They are thus able to include a compulsory foreign language in the curriculum for all pupils, in addition to languages that the central education authorities oblige them to learn (Figure B2).

In several countries also, pilot projects have been introduced enabling pupils to begin learning a foreign language before it becomes compulsory for everyone (Figure B5).

Content and language integrated learning is included in normal provision in most education systems

CLIL (content and language integrated learning) provision strengthens foreign language learning. CLIL exists in most countries (Figure B6a), even if no more than a minority of pupils are currently catered for. The status and position of this type of provision varies depending on the country, but it is very often an integral part of the education system.

The range of different languages taught

English, French, German, Spanish and Russian represent 95 % of all languages learnt

The sometimes very broad range of possible foreign languages included in the curricula of many countries such as Germany and France (Figure B7) reflects the determination of educational policy-makers to diversify school provision for foreign language learning. However, statistical data on this provision indicate that just a few out of the many languages on offer account for by far the greatest share of foreign language learning at school. Thus in secondary education, English, French, German, Spanish and Russian represent over 95 % of all languages learnt in the majority of countries (Figure C9). The percentages of pupils learning Russian are highest in the Baltic countries. This language is also learnt to a lesser extent in Finland, Poland and Bulgaria. Pupils thus appear to opt for learning more widely used languages. This may be attributable either to pressure from families or a lack of qualified teachers in other languages.

The teaching of English is constantly expanding and predominates almost everywhere

English is the most taught language in virtually all countries (Figures C4 and C7). Furthermore, in both primary and secondary education its dominant position is becoming even stronger, especially in the countries of central and eastern Europe (Figures C5 and C10).

Around 90 % of pupils in upper secondary education learn English, regardless of whether or not this is compulsory

In 13 European countries, pupils are obliged to learn English during compulsory education, or in some countries for an even longer period extending into upper secondary education (Figure B7). In all these countries, therefore, the proportion of pupils learning English in secondary education is logically higher than 90 %. However, in the remaining countries, pupils opt for this language in similarly huge numbers given that the proportion of those learning it is also close to 90 % nearly everywhere (Figure C8).

German or French is the second most taught language

German and French generally share the position of second most taught language. German occupies this position in the Nordic countries and the countries of central and eastern Europe, while French is more popular in the countries of southern Europe and, more particularly, the Latin countries (Figure C7).

The initial education of teachers and their qualifications

Language teachers are often generalists in primary education and specialists in secondary education

In primary education, foreign languages are very often taught by generalists (non-specialists) who teach all or most subjects in the curriculum, including foreign languages (Figure D1). In secondary education, teaching is primarily the responsibility of specialists (Figure D2) who, depending on the particular country, are qualified to teach either just foreign languages, or two subjects one of which is a foreign language (Figure D3).

In general, the initial education of specialist or semi-specialist teachers lasts four or five years

In all countries, the initial teacher education of specialist or semi-specialist teachers of foreign languages is provided in tertiary education and leads, in most of them, to a university qualification (ISCED level 5A). In general, this education lasts four or five years (Figure D4). This form of training is similar to that for teachers of other subjects ⁽¹⁾.

Recommendations that prospective teachers should spend some time in a country speaking the language to be taught are most uncommon in Europe

In Europe, virtually all institutions for initial teacher education are either totally or partially free to determine the content of their provision ⁽²⁾. However, in many countries the central education authorities recommend that institutions should provide courses in the theory of language teaching, one or several language courses and in-school placements. Only Luxembourg and the United Kingdom (Scotland) recommend that prospective teachers should spend one or more periods of time in a country that speaks the language they will have to teach (Figure D5).

Over 60 % of in-service training courses funded by the European Socrates (Comenius) programme are given in English

Over 60 % of in-service training funded by the Comenius action of the European Socrates programme is provided in English. According to European Commission recommendations, 70 % of this training should consist of language courses and, more particularly, provision intended to improve foreign language teaching skills. The other most widely used languages of instruction are French (17 %), and German and Spanish (both 5 %) (Figure D7).

In most countries, the order in which the different languages used in Socrates (Comenius) are represented corresponds in the main to the percentages of pupils learning English, French, German and Spanish in secondary education (Figure C8).

⁽¹⁾ Eurydice (2002). The teaching profession in Europe: profile, trends and concerns. Report I: Initial training and transition to working life. *Key Topics in Education in Europe, Volume 3*.

⁽²⁾ Eurydice (2002), op.cit.

CODES, ABBREVIATIONS AND ACRONYMS

Country codes

EU	European Union	PL	Poland
BE	Belgium	PT	Portugal
BE fr	Belgium – French Community	SI	Slovenia
BE de	Belgium – German-speaking Community	SK	Slovakia
BE nl	Belgium – Flemish Community	FI	Finland
CZ	Czech Republic	SE	Sweden
DK	Denmark	UK	United Kingdom
DE	Germany	UK-ENG	England
EE	Estonia	UK-WLS	Wales
EL	Greece	UK-NIR	Northern Ireland
ES	Spain	UK-SCT	Scotland
FR	France		
IE	Ireland	EFTA/EEA countries	The three countries of the European Free Trade Association which are members of the European Economic Area
IT	Italy	IS	Iceland
CY	Cyprus	LI	Liechtenstein
LV	Latvia	NO	Norway
LT	Lithuania		
LU	Luxembourg	Candidate countries	
HU	Hungary	BG	Bulgaria
MT	Malta	RO	Romania
NL	Netherlands		
AT	Austria		

Statistics

(:)	Data not available
(-)	Not applicable or nought

Languages codes

ar	Arabic	et	Estonian	ja	Japanese	sc	Sardinian
be	Belorussian	eu	Basque	lb	Letzeburgesch	sk	Slovak
bg	Bulgarian	fi	Finnish	lt	Lithuanian	sl	Slovene
br	Breton	fr	French	lv	Latvian	smi	Sami (Lapp)
ca	Catalan	fur	Friulian	mt	Maltese	sq	Albanian
cat	Valencian	fy	Frisian	nl	Dutch	sr	Serbian
co	Corsican	ga	Irish	no	Norwegian	sv	Swedish
cs	Czech	gd	Scottish Gaelic	oc	Occitan	tr	Turkish
csb	Kashubian	ger	Regional languages of Alsace	oci	Provençal	uk	Ukrainian
cpf	Creole	ger	L. Moselle reg.	pl	Polish	ukr	Ruthenian
cy	Welsh	gl	Galician	pt	Portuguese	ur	Urdu
da	Danish	he	Modern Hebrew	ro	Romanian	wen	Sorbian
de	German	hr	Croatian	roa	Mirandês	zh	Chinese
el	Greek	hu	Hungarian	roa	Ladin		
en	English	is	Icelandic	rom	Romany		
es	Castilian	it	Italian	ru	Russian		

The codes used are derived from the ISO 639 standard which gives an official list of language names. The standard contains two code systems, the first consisting of two letters and the second of three letters, which covers more languages. Preference has been given to the two-letter system in this report in that its codes have already been used in other Eurydice publications. However, the report also uses the three-letter system when the languages identified have no two-letter codes. Languages have been classified in the alphabetical order of the codes in the Figures. For further information on the status of these languages, see Figure A1 (Chapter A) and annexe 2.

Abbreviations and acronyms

International conventions

CLIL	Content and Language Integrated Learning
EU-15	The 15 Member States of the European Union before 1 May 2004
EU-25	The 25 Member States of the European Union after 1 May 2004
Eurostat	Statistical Office of the European Communities
ISCED	International Standard Classification of Education
PIRLS	Progress in International Reading Literacy Study (IEA)
PISA	Programme for International Student Assessment (OECD)

National abbreviations in their language of origin

AHS	<i>Allgemeinbildende höhere Schule</i>	AT
GCSE	<i>General Certificate of Secondary Education</i>	UK (ENG/WLS/NIR)
HAVO	<i>Hoger algemeen voortgezet onderwijs</i>	NL
MAVO	<i>Middelbaar algemeen voortgezet onderwijs</i>	NL
VBO	<i>Vorbereidend beroepsonderwijs</i>	NL
VMBO	<i>Vorbereidend middelbaar beroepsonderwijs</i>	NL
VWO	<i>Vorbereidend Wetenschappelijk Onderwijs</i>	NL



CONTEXT

SEVERAL LANGUAGES ARE OFFICIALLY RECOGNISED IN HALF OF ALL EUROPEAN COUNTRIES

Europe is home to many different languages – a result of both its past and recent history. The linguistic patterns of most European countries are complex and formed from a variety of languages existing within the borders of each. Certain countries also share the same languages, especially around their border areas. This multilingualism characteristic of Europe may be considered from different angles one of which is unquestionably the official recognition of languages by the European, national or regional authorities.

Since 1 May 2004, the European Union has recognised 20 official languages⁽¹⁾ with the status of state language in its different member countries. However, certain countries extend the status of official state language to other languages that exist within their borders (Irish in Ireland, Turkish in Cyprus or Letzeburgesch in Luxembourg). Often, these official state languages are spoken by the majority of inhabitants of the country concerned. Elsewhere, they are used by a minority as in the case of Swedish in Finland.

Few European countries officially recognise (for legal or administrative purposes) the existence of regional or minority languages within their borders. In such countries, languages are granted official state recognition but solely within the geographical area – often a region or autonomous unit – in which they are normally spoken. In Spain for example, Basque, Catalan, Galician and Valencian are official languages alongside Spanish in their corresponding Autonomous Communities. This official recognition granted both to a state language and other languages spoken within national borders also exists in Italy in which several languages are spoken alongside Italian. In these countries, the presence of people who speak different languages results in situations in which the use of two languages is more or less marked, depending on the language policies adopted. Teaching a regional or minority language or using it as a language of instruction is unquestionably instrumental in keeping it alive for future generations (Figure B7 and annexes 1 and 2).

A further characteristic of the linguistic scene in Europe is the existence of all those languages which are not granted official recognition by the public authorities, but which are used by various groups of people in different countries. They correspond to geographically based linguistic minorities formed, in some cases, by groups living away from their native territory, whether a State or a region, as well as to non-territorial minorities whose language is not associated with any one particular territory (such as the Romanies).

All such languages have been formally identified by the Council of Europe under the single heading of 'regional or minority languages' (*European Charter for Regional or Minority Languages*, Article 1, 1992)⁽²⁾.

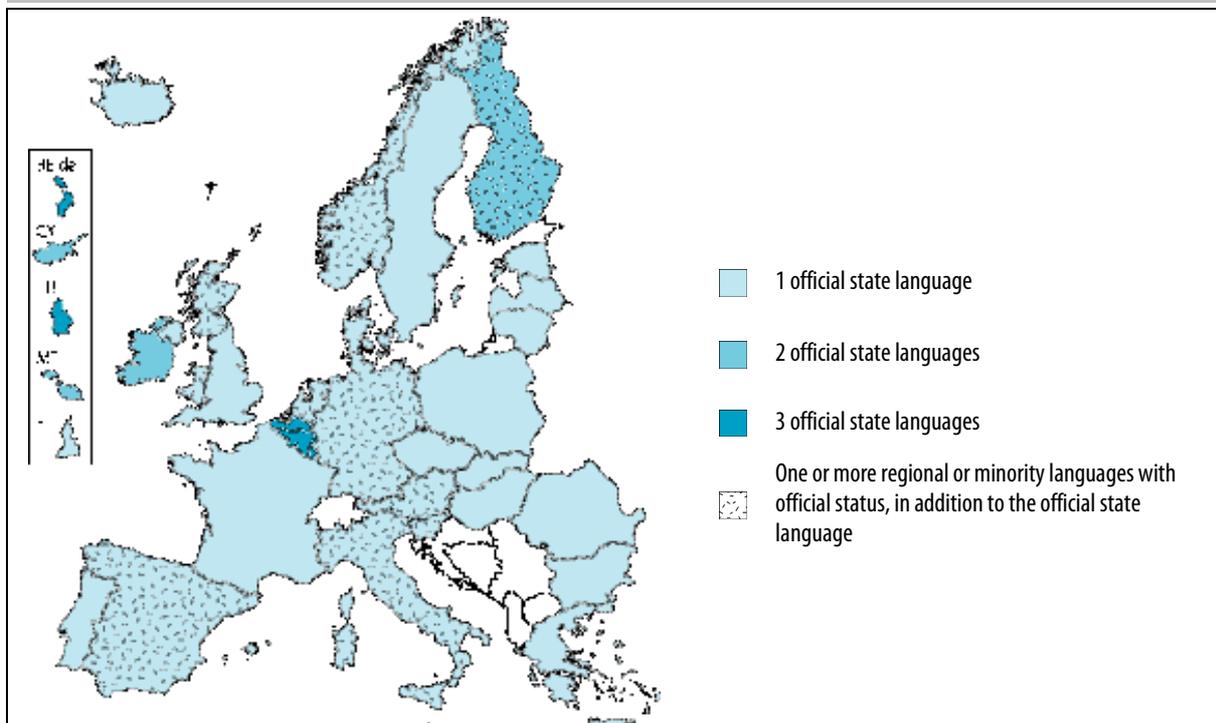
Finally, attention should be drawn to the existence in Europe of languages spoken by immigrant populations consisting of significantly large numbers of people in some countries (Figure A3)⁽³⁾.

⁽¹⁾ Czech, Danish, Dutch, English, Estonian, German, Finnish, French, Greek, Hungarian, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Slovak, Slovene, Spanish and Swedish.

⁽²⁾ Further information on regional or minority languages in Europe is provided on the website of the European Bureau for Lesser Used Languages (ww2.eblul.org:8080/eblul).

⁽³⁾ For further information on immigrant populations in Europe, see: *Integrating Immigrant Children into Schools in Europe. Survey*. Brussels: Eurydice, 2004.

Figure A1: Official state languages and regional or minority languages with official status in Europe, 2004



Source: Eurydice.

	Official state language	Regional or minority language with official status		Official state language	Regional or minority language with official status
BE	French, German, Dutch		MT	English, Maltese	
CZ	Czech		NL	Dutch	Frisian
DK	Danish		AT	German	Czech, Croatian, Hungarian, Slovak, Slovene
DE	German	Danish, Sorbian	PL	Polish	
EE	Estonian		PT	Portuguese	
EL	Greek		SI	Slovene	Hungarian, Italian
ES	Castilian	Catalan, Valencian, Basque, Galician	SK	Slovak	
FR	French		FI	Finnish, Swedish	Sami (Lapp)
IE	English, Irish		SE	Swedish	
IT	Italian	Catalan, German, Greek, French, Friulian, Croatian, Occitan, Provençal, Ladin, Slovene, Sardinian, Albanian	UK-ENG/NIR	English	
			UK-WLS	English	Welsh
			UK-SCT	English	Scottish Gaelic
CY	Greek, Turkish		IS	Icelandic	
LV	Latvian		LI	German	
LT	Lithuanian		NO	Norwegian	Sami (Lapp)
LU	German, French, Letzeburgesch		BG	Bulgarian	
HU	Hungarian		RO	Romanian	

Additional note

Italy: Since the May 2001 decree took effect, regional languages have been officially recognised.

Explanatory note

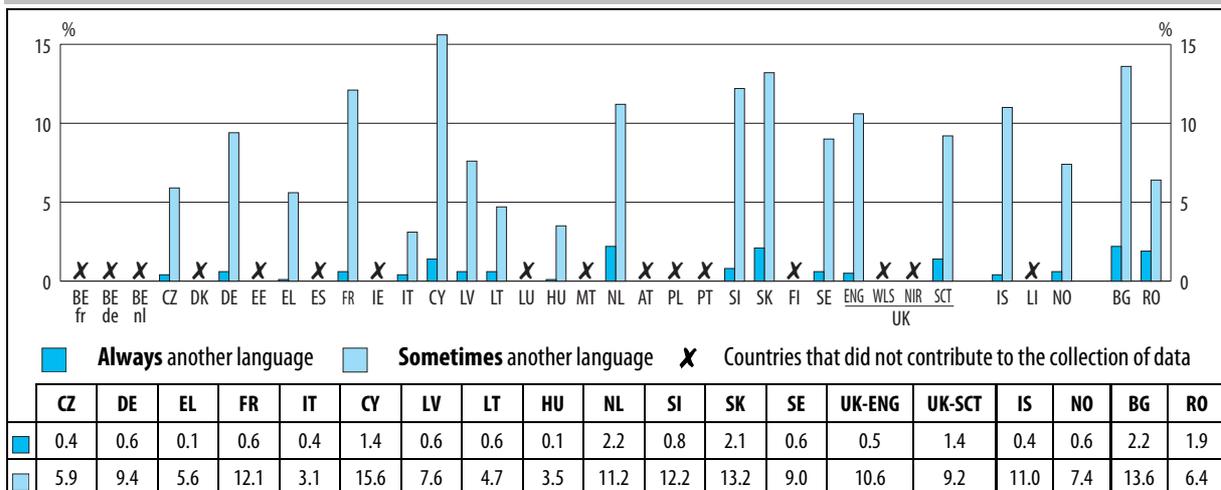
Official language; state language; regional or minority language: See glossary.

FEW PUPILS IN EUROPE SPEAK A LANGUAGE AT HOME THAT IS NOT THEIR LANGUAGE OF INSTRUCTION

In all European countries that took part in the PIRLS 2001 and PISA 2000 international surveys, the proportion of pupils who at home speak a language other than their language of instruction is much lower than the proportion of pupils who speak the language used at school. The phenomenon is apparent to the same extent among pupils in the fourth year of primary school (Figure A2a) as among those aged 15 (Figure A2b).

According to the PIRLS data, the proportion of pupils aged 9 or 10 who at home ‘always’ speak a language other than the language of instruction is negligible (Figure A2a). The highest percentages (2 %) are observed solely in the Netherlands, Slovakia, Bulgaria and Romania. Nevertheless, the proportion of pupils who ‘sometimes’ speak a language other than the one spoken at school is a little greater. In half the countries concerned, 10 % or more of pupils sometimes use at home a language distinct from the one used at school. Cyprus has the highest proportion of bilingual pupils (15 %). This is partly attributable to the fact that the country has two official languages, Greek and Turkish.

Figure A2a: Proportion of pupils in the fourth year of primary school who say that at home they always or sometimes speak a language other than the language of instruction, 2000/01



Source: IEA, PIRLS 2001 database.

Explanatory note

The questionnaire put two questions to pupils: ‘How often do you speak the language of instruction at home?’ and ‘How often do you speak the language of instruction with adults living in your home?’ The replies of pupils who said they never spoke the language of instruction at home to anyone (including adult members of the household) were placed in a first category labelled ‘always another language’. The replies of pupils who said they sometimes spoke the language of instruction at home were placed in a second category ‘sometimes another language’. The inconsistent replies of pupils who said that at home they never spoke the language of instruction and, at the same time, that they almost or nearly always spoke it with adult members of the household were discarded.

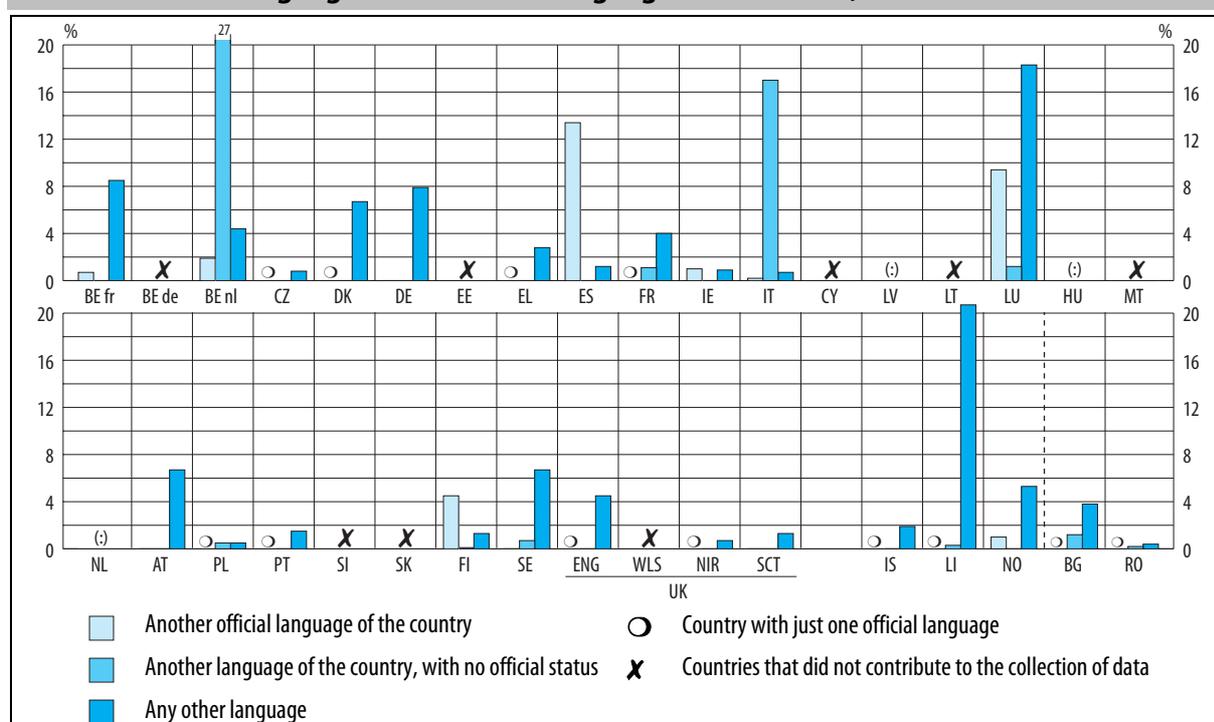
For further information, see the Statistical Tools and Annexes.

In the PISA 2000 study, 15-year-old adolescents were also asked to state which language or languages they used with their families (Figure A2b). Their replies revealed that the majority of pupils almost everywhere spoke the language of instruction at home. However, there were contrasting situations in some countries, no doubt attributable to unusual features of their linguistic context (Figure A1). For example, in the Flemish Community of Belgium, a high proportion of pupils aged 15 said that at home they spoke another indigenous language which corresponds to the Flemish dialect. In Spain, Luxembourg and Finland, 13 %, 9 %

and 4 % of pupils respectively identified themselves as speakers of other official languages of their country. These are countries with several official languages.

It is also interesting to note that in all countries a fairly significant proportion of pupils at home use ‘any other language’, which is different from the one or more national languages. This category, for which the highest proportions are recorded in Luxembourg and Liechtenstein, is undoubtedly associated in most cases with languages spoken by groups of immigrants that have settled in the countries concerned. The proportion of these pupils stands at around 7-8 % in Belgium (the French Community), Denmark, Germany, Austria and Sweden.

Figure A2b: Proportion of 15-year-old pupils who say that at home they mainly speak a language other than the language of instruction, 1999/2000



	UK																											
	BE fr	BE nl	CZ	DK	DE	EL	ES	FR	IE	IT	LV	LU	HU	NL	AT	PL	PT	FI	SE	ENG	NIR	SCT	IS	LI	NO	BG	RO	
Another official language of the country	0.7	1.9	○	○	0.0	○	13.4	○	1.0	0.2	(:)	9.4	(:)	(:)	0.0	○	○	4.5	0.0	○	○	0.0	○	○	○	○	○	○
Another language of the country, with no official status	0.0	27.5	0.0	0.0	0.0	0.0	0.0	1.1	0.0	17.0	(:)	1.2	(:)	(:)	0.0	0.5	0.0	0.1	0.7	0.0	0.0	0.0	0.0	0.0	0.3	0.0	1.2	0.2
Any other language	8.5	4.4	0.8	6.7	7.9	2.8	1.2	4.0	0.9	0.7	(:)	18.3	(:)	(:)	6.7	0.5	1.5	1.3	6.7	4.5	0.7	1.3	1.9	20.7	5.3	3.8	0.4	

Source: OECD, PISA 2000 database.

Additional notes

Belgium (BE fr): The questionnaire contained no proposals concerning the category ‘another language of the country, with no official status’.

Belgium (BE nl): The category ‘another language of the country, with no official status’ refers to the Flemish dialect.

Italy: The PISA 2000 survey was conducted before many existing indigenous languages were officially recognised in 2001 (Figure A1). The category ‘another language of the country, with no official status’ may thus include languages of the country that were granted official status in 2001 as well as dialects.

Latvia: As two questionnaires (in Russian and Latvian) were used, the data have not been indicated in order to avoid any mistaken interpretation of the language categories indicated.

Netherlands: The response rate to the PISA 2000 survey was considered to be too low for purposes of meaningful comparison. This explains why the data (another official language of the country = 0; another language of the country with no official status = 12.7; any other language = 5.4) are not shown in the Figure.

Explanatory note (Figure A2b)

Interpretation of the data concerning this question about the language pupils spoke at home, which was asked in the PISA survey, should take two factors into account. First, in some countries pupils from regional or ethnic minorities who received instruction in their mother tongue were not included in the sample. The proportion of pupils who at home speak a language other than the language of instruction has in such instances been slightly overestimated. Secondly, the basis for replying to the question was a list of languages from which pupils had to choose the language spoken at home most of the time. The categories were drawn up subsequently using indicators provided by those responsible at national level.

Language of instruction: Official language of the country used to teach pupils.

Another official language of the country: Another official language in a country in which several such languages coexist.

Another language of the country with no official status: A regional language or dialect without official language status.

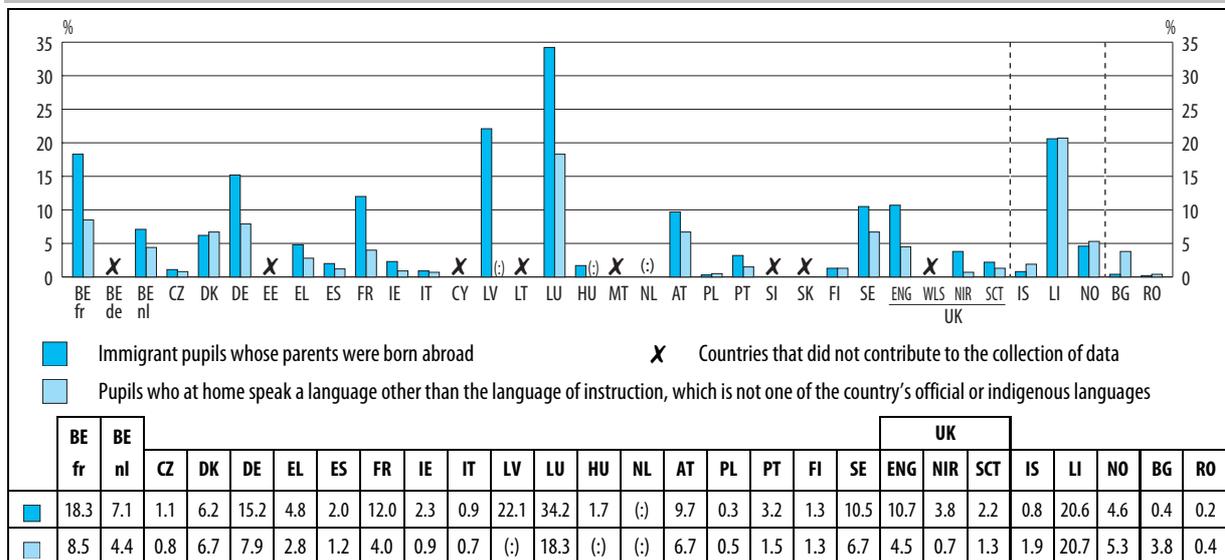
Any other language: Any language other than an official language of the country, or a regional or minority language without official language status. In general, this means a language spoken by immigrant pupils.

For further information, see the Statistical Tools and Annexes.

THE PROPORTION OF PUPILS AGED 15 WHO DO NOT SPEAK THE LANGUAGE OF INSTRUCTION IS LOWER THAN THAT OF IMMIGRANT PUPILS

In countries that took part in the PISA 2000 international survey, it is possible to compare the proportions of 15-year-old immigrant pupils whose parents were born abroad with the proportions of pupils of the same age who at home speak a language other than the language of instruction, which is not one of the country's other official or indigenous languages. In almost half of the countries that took part in the international survey, the two percentages are close. It is thus not unreasonable to suppose that the majority of immigrant pupils in these countries are accustomed to speaking their mother tongue at home, and that this language is different from the one used at their school. Nevertheless, in some countries such as Belgium (the French Community), France, Luxembourg or the United Kingdom (England), a significant proportion of foreign residents speak the same (one or more) languages as those used in the education system, no doubt because of the large number of immigrants who originally come from French-speaking or English-speaking countries, respectively.

Figure A3: Proportion of 15-year-old immigrant pupils (whose parents were born abroad) and the proportion of pupils of the same age who say that at home they mainly speak a language other than the language of instruction, which is not one of the country's other languages (official or otherwise), 1999/2000



Source: OECD, PISA 2000 database.

Additional note (Figure A3)

Netherlands: The response rate to the PISA 2000 survey was considered to be too low for purposes of meaningful comparison. This explains why the data (immigrant pupils = 11.9; pupils who at home speak a language other than the language of instruction, which is not one of the country's official or indigenous languages = 18.3) are not shown in the Figure.

Explanatory note

The indicator is calculated by dividing the number of 15-year-old pupils who at home speak a language other than the language of instruction (which is not one of the country's other languages, official or otherwise) by the total number of pupils aged 15.

The group referred to as **immigrants** corresponds to replies of the type 'both parents and the 15-year-old pupil born abroad' or 'both parents born abroad and the 15-year-old pupil born in the country concerned'.

For further information, see the Statistical Tools and Annexes.

SMALL AND MEDIUM-SIZED TOWNS, OR CITIES, HAVE THE HIGHEST PROPORTIONS OF 15-YEAR-OLDS WHOSE MOTHER TONGUE IS NOT THE LANGUAGE OF INSTRUCTION

From the PISA 2000 data one can compare the breakdown, by school area population, of 15-year-old pupils who at home speak a language other than the language of instruction, with the corresponding breakdown for pupils aged 15 who speak the language of instruction.

This comparison reveals clearly that, as a general rule, pupils aged 15 who at home use a language other than the language of instruction are proportionally more numerous in schools in locations of under 100,000 inhabitants ('small towns') or urban areas ('towns/cities'). The same trend is also apparent in the capitals or largest cities of some countries. In Copenhagen, Athens, Vienna or London, pupils speaking languages other than those of their teachers in the classroom are proportionally more numerous than elsewhere in the country.

Conversely, in nearly all countries the proportion of pupils who speak solely the language of instruction is relatively higher in 'villages' with under 15 000 inhabitants. The exceptions are Spain, Italy and above all Bulgaria in which the proportions of pupils in rural areas who speak a language other than the language of instruction are much higher. The fact that more than one language is native to each of these three countries may account for this.

Additional note (Figure A4)

Netherlands: The response rate to the PISA 2000 survey was considered to be too low for purposes of meaningful comparison. This explains why the data (village: language of instruction (11.5)/another language (13.8); small town: language of instruction (59.4)/another language (60.3); town/city: language of instruction (29.1)/another language (25.9); large cities: language of instruction (0)/another language (0)) are not shown in the Figure.

Explanatory note

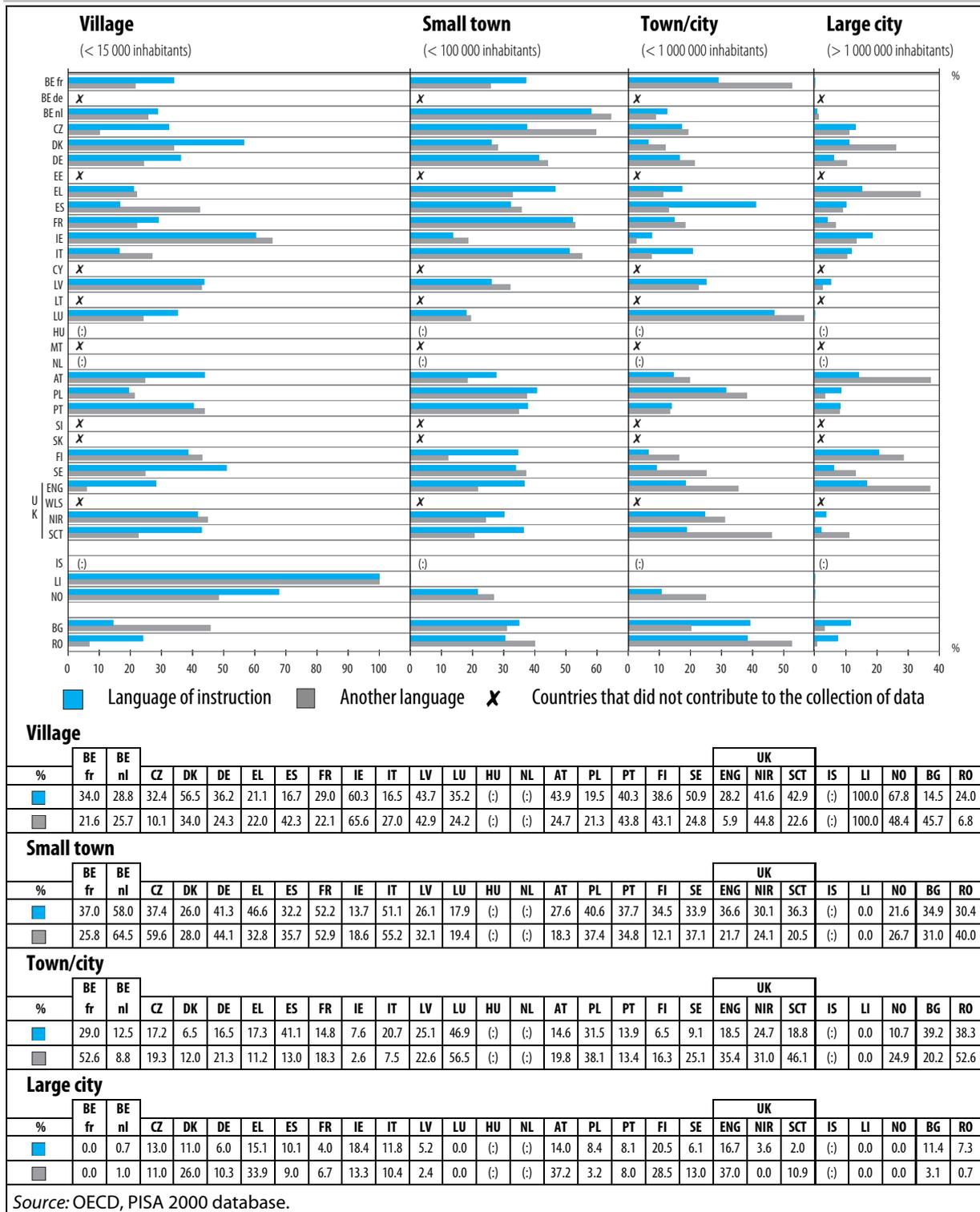
For each of the four main area categories ('village', 'small town', 'town/city' and 'large city'), the Figure shows the breakdown of 15-year-old pupils who at home speak the language of instruction and then, underneath, the corresponding breakdown for pupils of the same age who at home speak another language.

Language of instruction: Official language of the country used to teach pupils.

A language other than the language of instruction: This category covers the other languages of the country (with or without official status) and all further languages.

For further information, see the Statistical Tools and Annexes.

Figure A4: Proportions of 15-year-old pupils who say that at home they mainly speak the language of instruction or a language other than the language of instruction, with respect to school area population, 1999/2000

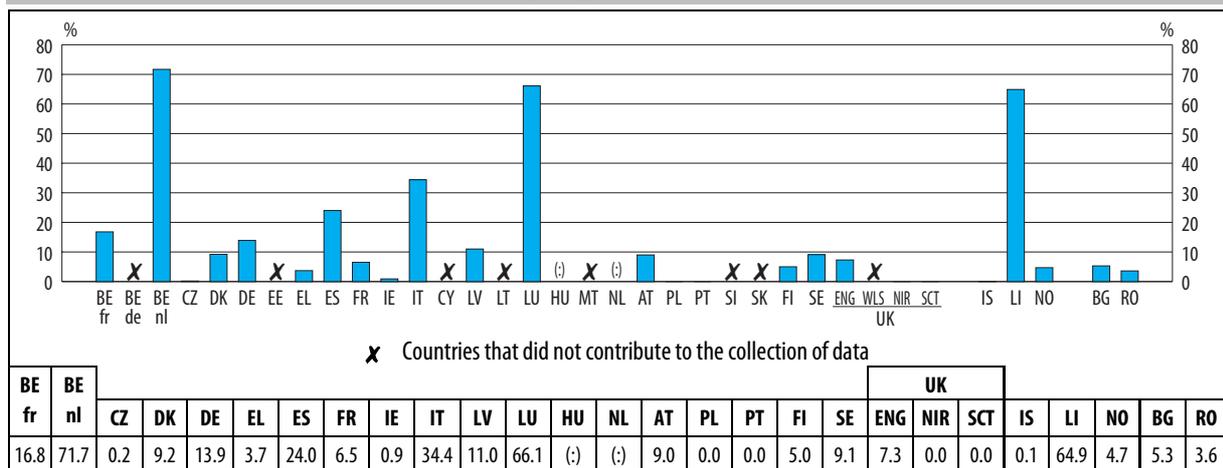


Source: OECD, PISA 2000 database.

CERTAIN SCHOOLS ENROL LARGE NUMBERS OF PUPILS WHOSE MOTHER TONGUE IS NOT THE LANGUAGE OF INSTRUCTION

In Europe, some schools have to cater significantly more than others for language diversity in their pupil intake. A large proportion of their pupils speak a language at home other than the language of instruction. Data on this taken from the PISA 2000 database show that countries such as Belgium (Flemish Community), Luxembourg and Liechtenstein face a very complex situation in their schools as far as the languages spoken by their pupils are concerned. The intake at almost all schools in these countries reflects a distinctive pattern of language diversity. In their classrooms and playgrounds, pupils speaking only the language of instruction are in constant contact with those who at home speak another language. The same phenomenon is also apparent to a lesser extent in Belgium (French Community), Spain and Italy.

Figure A5: Proportion of 15-year-old pupils attending a school that enrolls at least 20 % of pupils who say that at home they mainly speak a language other than the language of instruction, 1999/2000



Source: OECD, PISA 2000 database.

Additional notes

Belgium (BE nl): The percentage shown relates mainly to the Flemish dialect.

Ireland: Data correspond to the situation of pupils for whom Irish is the language of instruction at school.

Netherlands: The response rate to the PISA 2000 survey was considered to be too low for purposes of meaningful comparison. This explains why the data (28.5) are not shown in the Figure.

Explanatory note

Language of instruction: Official language of the country used to teach pupils.

A language other than the language of instruction: This category covers the other languages of the country (with or without official status) and all further languages.

For further information, see the Statistical Tools and Annexes.



ORGANISATION

COMPULSORY LEARNING OF A FOREIGN LANGUAGE STARTS AT PRIMARY SCHOOL IN MOST EUROPEAN COUNTRIES

Figures B1 and B2 read in conjunction with each other give an overall view of how the teaching of foreign languages is organised within the minimum level of educational provision. Relating these Figures to the real proportions of pupils engaged in learning foreign languages (Figures C1 to C10) clarifies the picture still further. The investigation is supplemented with information on the percentage of overall taught time devoted to them in the curriculum (Chapter E).

In 2002/03 in all countries except Ireland and the United Kingdom (Scotland), all pupils learnt at least one foreign language as a compulsory subject while at school. In Ireland, all pupils learn Irish and English which are not foreign languages. Depending on requirements, this language learning has to begin in primary education, except in Belgium (the Flemish Community outside the region of Brussels), Slovakia, the United Kingdom and Bulgaria. In these countries, however, language learning does occur in practice at primary level (Figure C4).

In several countries, a foreign language is taught as a compulsory subject from the first year of primary education onwards, or even earlier in some Autonomous Communities in Spain. The Autonomous Communities, along with schools in Estonia, the Netherlands, Finland and Sweden, are to some extent free to determine the year in which the first language is introduced as a compulsory subject. Not all pupils therefore begin language learning as soon as they attend primary school. This has however been the case in Luxembourg, Malta and Norway.

Following reforms in some countries, the situation is rapidly changing. It has become compulsory to learn a foreign language in primary education since 2003/04 in Bulgaria and since 2004/05 in Belgium (the Flemish Community). The point at which this occurs has been brought forward to the age of 9 in Denmark and 8 in Greece. In Belgium (the German-speaking Community), Baden-Wurtemberg in Germany, as well as in Italy and Austria, a foreign language now has to be taught from the first year of primary education onwards.

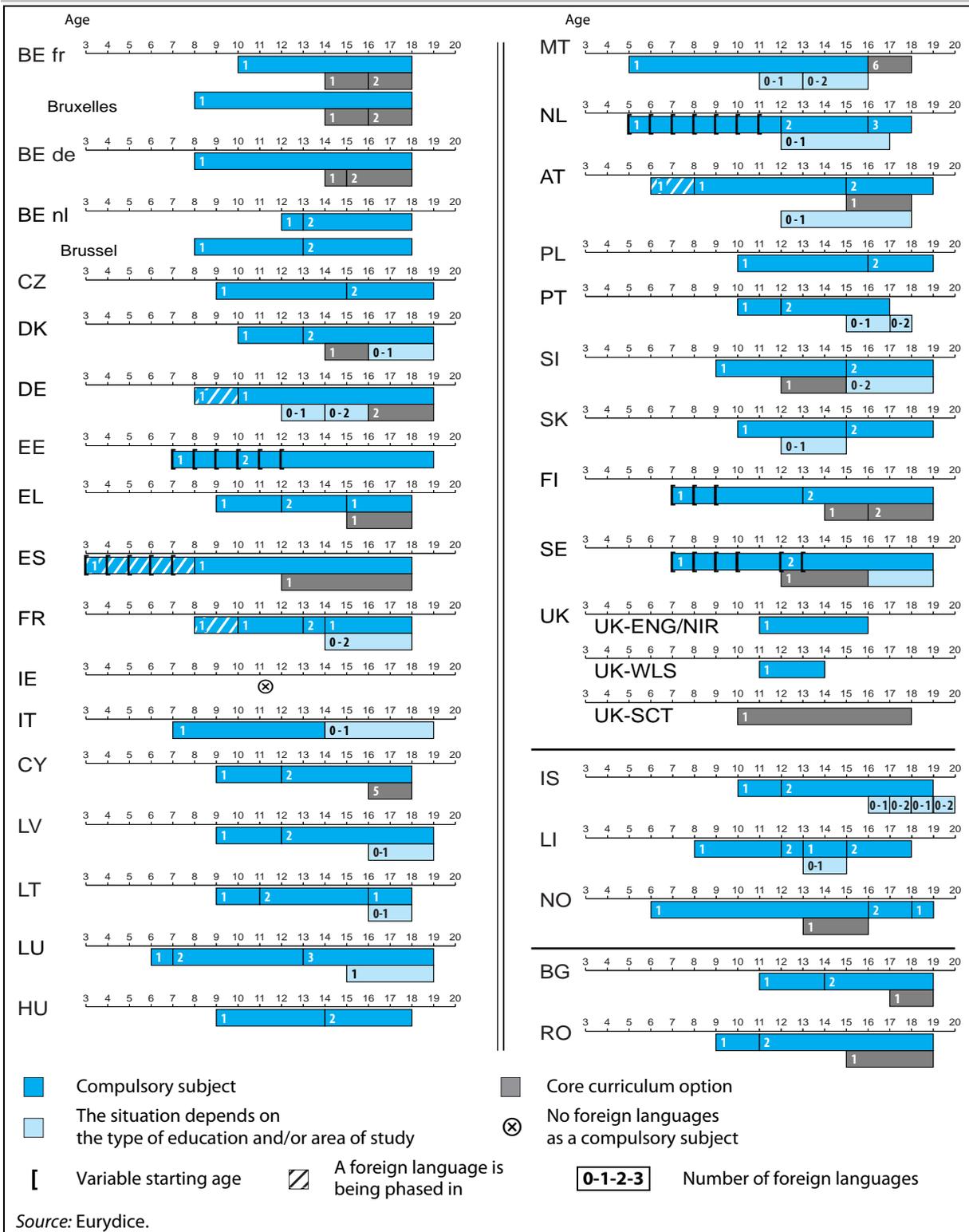
All pupils are obliged to learn a minimum of one foreign language at least up to the end of compulsory education, except in Italy and the United Kingdom (Wales).

Learning two foreign languages is a curricular requirement in general secondary education in all countries of central and eastern Europe, all EFTA/EEA countries, and around 10 countries in the EU-15. These languages are learnt from primary education onwards in just four countries (Estonia, Luxembourg, Sweden and Iceland). In Luxembourg, all pupils learn both French and German from the second year of primary school. Although both have official language status, they are nonetheless regarded as foreign languages in the curriculum.

In secondary education in several countries, the central (or top-level) education authorities require that schools include at least one foreign language among their core curriculum options. This arrangement enables each pupil, whatever his or her school, to opt for learning an additional language. It exists for example in Belgium (the French and German-speaking Communities) and Spain, in which secondary education curricula only include one foreign language as a compulsory subject.

Finally, in certain branches of secondary education, the number of compulsory foreign languages or foreign languages as core curriculum options (or both) may be greater than what is required or offered to all pupils at the same time.

Figure B1: Age at which pupils are first taught foreign languages as a compulsory subject or core curriculum option and the duration of this provision in pre-primary, primary, or general secondary education, as determined by the central (top-level) education authorities, 2002/03



Source: Eurydice.

Additional notes

Belgium (BE de): Learning a foreign language has been compulsory from the first year of primary education since September 2004. A recent decree does no more than officially confirm a situation that has existed de facto in virtually all schools for several decades. It also prescribed activities in foreign languages from the age of 3 onwards.

Belgium (BE nl): A decree approved in 2004 makes learning a foreign language compulsory from the age of 10 onwards with effect from September 2004. Special regulations applicable to Brussels remain unchanged.

Denmark: Since August 2004, it has been compulsory to learn a foreign language from the age of 9.

Germany: In Baden-Wurtemberg, a foreign language from the age of 6 onwards has been compulsory since August 2003.

Greece and Bulgaria: Since 2003/04, a foreign language has been compulsory from the age of 8 onwards.

Spain: According to curricular requirements applicable to the whole country, all pupils have to learn a foreign language from the age of 8 onwards. Since 2002 in certain Autonomous Communities, they have been able to begin doing so from the age of 3 onwards.

France: New primary education curricula drawn up in 2002 state that a foreign or regional language must be taught from the final year of nursery school onwards (five-year-olds) with effect from September 2005.

Ireland: The teaching of foreign languages is not compulsory. The official languages of English and Irish are taught to all pupils.

Italy: Since 2003/04, a foreign language has been included as a compulsory subject from the first year of primary education onwards. Pupils at a *liceo artistico* do not learn a foreign language as a compulsory subject unless they enrol in an experimental class, for which the school may make the teaching of a foreign language compulsory.

Cyprus: During the final two years of upper secondary education, pupils may also opt for extra lessons to extend their knowledge of one of the two languages learnt as a compulsory subject.

Luxembourg: In the classical section, English is started at the age of 14 instead of 13.

Netherlands: Learning a foreign language is compulsory in primary education. In practice, it is taught to pupils between the ages of 10 and 12.

Austria: Since 2003/04, learning a foreign language has been compulsory from the age of 6 onwards.

Finland: In practice most pupils are first taught a foreign language as a compulsory subject in the third year. The curriculum for the (upper secondary) *lukio/gymnasium* does not specify the number of foreign languages schools have to offer, but encourages them to enable pupils to study four.

Sweden: Pupils can deepen their study in English and Swedish instead of learning a second foreign language as a compulsory subject. Most pupils who chose this option are of foreign mother tongue. In upper secondary education, the number of foreign languages depends on what pupils choose. Syllabuses do not specify the number of languages but simply the credits allocated to them. Pupils may therefore choose to extend their knowledge of a foreign language they have already studied, or to learn one or several other foreign languages.

United Kingdom (ENG): Since September 2004, foreign languages are no longer a compulsory subject for pupils aged from 14 to 16, but schools are still obliged to offer all pupils at least one language.

United Kingdom (SCT): The curriculum is non-statutory. Schools and local authorities are free to interpret and adapt the guidelines according to the specific context of the school and the community. According to the recommendations of the ministerial action group on languages (2000), foreign language learning should begin by the age of 10 at the latest and last a minimum of six years, or its equivalent in hours (corresponding to around 500 hours).

Iceland: In the case of upper secondary education, schools must teach the minimum number of course units in accordance with national guidelines, but they may decide how to organise the teaching during any semester or school year.

Norway: Only pupils who have selected a foreign language as one of their core curriculum options between the ages of 13 and 16 do not have to study a foreign language as a compulsory subject when they are aged 18 and 19.

Explanatory note

These diagrams deal only with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or ancient languages are included solely when the curriculum regards them as alternatives to foreign languages.

Minimum level of educational provision; foreign languages as a compulsory subject; foreign languages as a core curriculum option; foreign language being phased in: See glossary.

The situation varies with the type of education and/or area of study: Whether the minimum curriculum contains foreign languages offered as either compulsory subjects or core curriculum options (in addition to those languages that are compulsory or core curriculum options for everyone), depends on the area of study or type of general education concerned.

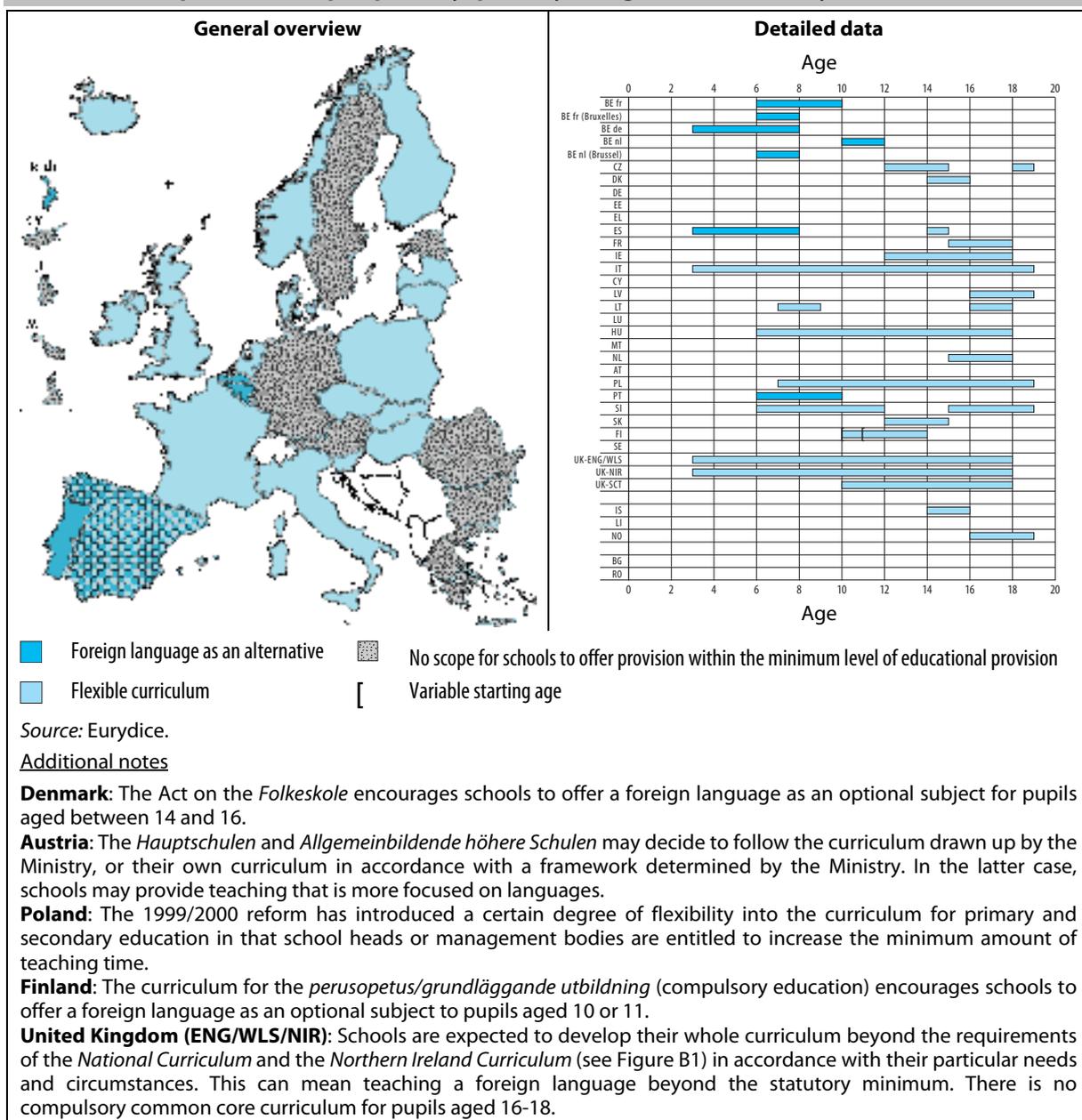
Number of foreign languages at any one time: The significance of this number varies depending on whether foreign languages are compulsory subjects or core curriculum options. Where they are **compulsory subjects**, the number corresponds to the number of languages that pupils must study. Where they are **core curriculum options**, the number corresponds to the minimum number of languages that schools must include within the entire set of subjects on offer. The scale shown in the **bands** which indicates that **the situation depends on the type of education and/or area of study**, corresponds to the minimum and maximum number of foreign languages pupils may study (as compulsory subjects or core curriculum options) in all areas of study or types of education considered as a whole, in addition to those that are studied by everyone. The total number of foreign languages learnt is obtained by adding the one or more languages indicated in the other bands.

Variable starting age: The central education authorities do not stipulate the age at which subjects have to be taught for the first time, but confine themselves to setting objectives for a given level of education. Schools are thus free to decide when they start to teach a foreign language.

DIFFERENT FORMS OF DECISION-MAKING DELEGATED TO SCHOOLS MAY INCREASE LANGUAGE TEACHING

In the majority of countries, schools are freely entitled to introduce teaching of an extra foreign language as part of the minimum level of educational provision if they so wish. Where schools decide to do this, all pupils thus either have to learn this further language, or may select it as a core curriculum option. These languages are additional to those covered by centrally specified requirements (see Figure B1).

Figure B2: Scope for schools to provide foreign language teaching within the minimum level of educational provision, in pre-primary, primary and general secondary education, 2002/03



**Explanatory note (Figure B2)**

This Figure deals only with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or ancient languages are included solely when the curriculum regards them as alternatives to foreign languages.

Minimum level of educational provision; flexible curriculum: See glossary.

Foreign language as an alternative: The central education authorities leave schools and/or municipalities free to decide whether they will teach a foreign language during a percentage of the school time normally allocated for teaching one or several subjects in the minimum curriculum. A foreign language therefore becomes compulsory for all pupils on the initiative of the school/municipality concerned.

Variable starting age: Education authorities do not stipulate the age at which subjects have to be taught for the first time, but confine themselves to setting objectives for a given level of education. Schools are thus free to decide when they start to teach a foreign language.

In Belgium, Spain (in some Autonomous Communities) and Portugal, the central education authorities allow schools to use time normally allocated to other subjects for the purpose of teaching a foreign language. This occurs solely in primary education, in cases in which it is not yet compulsory for all pupils to learn one. As a result of this leeway granted to schools, it is possible to arrange for the teaching of a foreign language at an earlier stage, as part of the minimum level of educational provision.

In a greater number of countries, the central education authorities insist on schools offering subjects or other learning opportunities, in addition to whatever is centrally specified (Figure B1), but allow them to decide which subjects or opportunities in accordance with their particular needs. As a result, the content of the minimum level of educational provision may up to a point vary from one school to the next, and include a foreign language as a compulsory subject or core curriculum option (or both) over and above what is laid down at central level. This room for manoeuvre exists at all levels of education, and particularly secondary level. It is especially marked, for example, in Ireland, Italy and the United Kingdom in which centrally determined curricula place relatively less emphasis on foreign language teaching than in other countries (Figure B1). Schools may thus increase the teaching of foreign languages as part of the minimum level of educational provision.

COMPULSORY TEACHING OF A FOREIGN LANGUAGE BEGINS — AT AN INCREASINGLY EARLY STAGE OF EDUCATION AND LASTS LONGER —

For several decades, the general trend in Europe has been towards an increase in the number of years during which teaching of at least one foreign language is compulsory, and a lowering of the age at which this provision begins. In most countries, these changes occurred mainly after 1984. Between 1994 and 2003, the average number of years during which teaching of least one foreign language was compulsory rose from 8.4 to 9, or by around one school year.

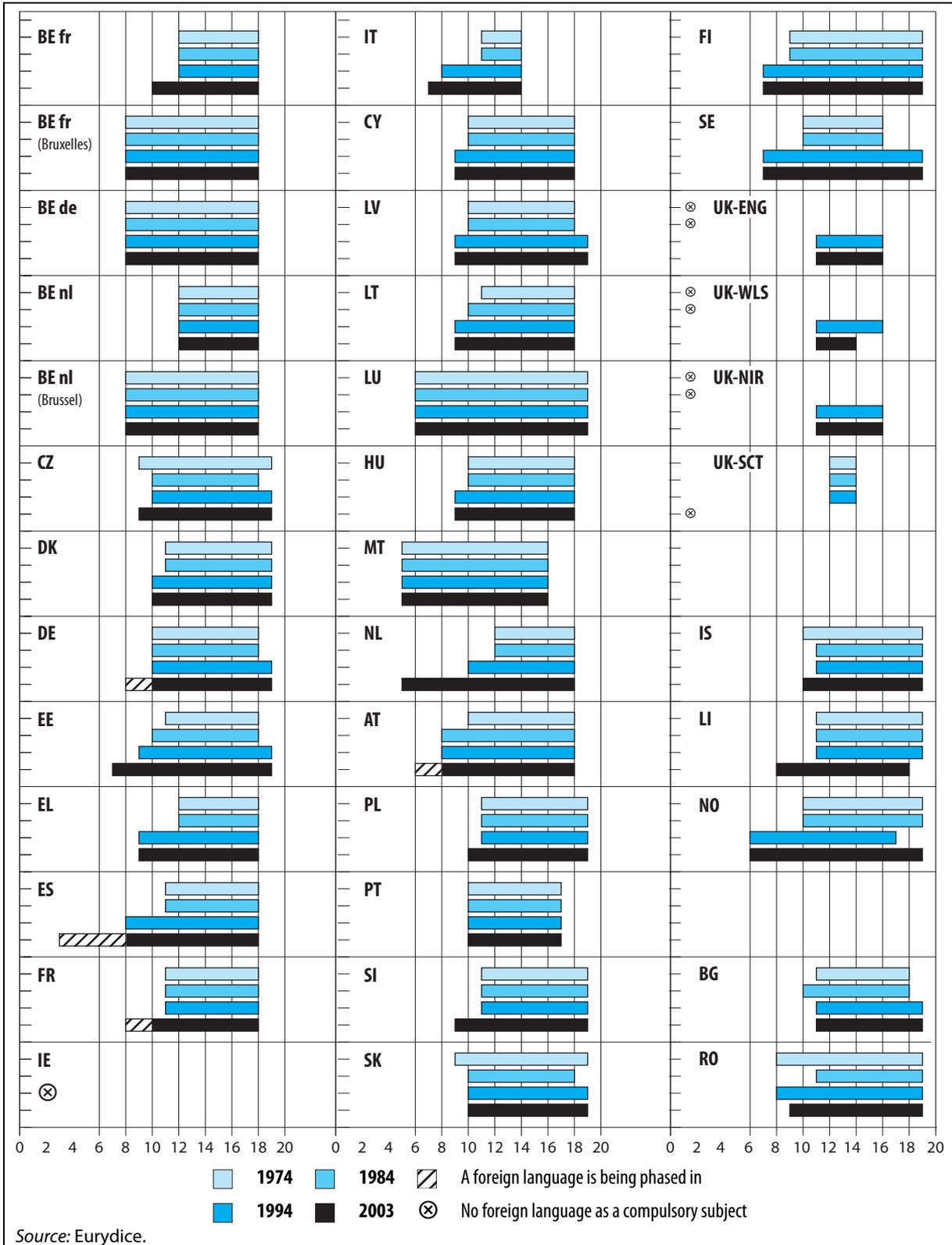
Between 1974 and 2003, the increase in the period during which one foreign language had to be learnt as a compulsory subject was over two years in several countries. In Spain, Italy, Austria, Sweden and Norway, it was four years or even more. In all these countries except Sweden, this increase was solely attributable to the fact that teaching of the first foreign language as a compulsory subject was begun at an earlier age.

However, this general trend is far less clear in several countries of central and eastern Europe. In the great majority of them, children had to begin learning a first foreign language relatively early even in the 1970s and 1980s. In most cases, that language was Russian. In the Baltic countries, Russianisation was especially marked and the language was taught very early on in compulsory education. However, it was not regarded as a foreign language. Changes in the general organisation of education since the beginning of the 1990s may also account for certain variations in some countries.



ORGANISATION

Figure B3: Changes in the age at which pupils are initially taught the first compulsory foreign language and the duration of this provision in pre-primary, primary and general secondary education, with respect to 1974, 1984, 1994 and 2003



Source: Eurydice.

Additional notes (Figure B3)

Estonia, Latvia and Lithuania: In 1974 and 1984, Russian was not regarded as a foreign language. It was learnt from the age of 7 in Estonia and Lithuania, and 8 in Latvia.

Estonia and Sweden: In 2003, the central education authorities did not specify the age at which all pupils have to learn a foreign language as a compulsory subject. In Sweden, this was also the case in 1994. In 2003, they could begin doing so between the ages of 7 and 9 in Estonia and between 7 and 10 in Sweden.

Spain: According to curricular requirements applicable to the whole country, all pupils have to learn a foreign language from the age of 8 onwards. Since 2002 in certain Autonomous Communities, they have been able to begin doing so from the age of 3 onwards.

Ireland: The teaching of foreign languages is not compulsory. The official languages of English and Irish are taught to all pupils, but are not foreign languages.

Netherlands: Learning a foreign language is compulsory in primary education. In practice, it is taught to pupils between the ages of 10 and 12.

Finland: In the national minimum curricula of 1994 and 2003, the age at which all pupils have to learn a foreign language as a compulsory subject is not specified. However, this may begin between the ages of 7 and 9 and 90 % of pupils begin to learn a foreign language when they are 9.

United Kingdom (ENG/WLS/NIR): No subject (other than religious education) was compulsory prior to the introduction of the *National Curriculum* in 1988 (1989 in Northern Ireland), which defined modern languages as a compulsory subject between the ages of 11 and 16. However, this requirement had not yet been implemented for 14- to 16-year-olds in 1994. For pupils in this age range in Wales, the requirement was removed in August 1995 without being implemented. In England, the corresponding requirement was removed with effect from August 2004.

United Kingdom (SCT): Although not mandatory, teaching of a foreign language was considered to be so prior to implementation of the recommendations of the ministerial action group on languages (2000) (Figure B1). The recommendations made this provision still more flexible.

Explanatory note

This Figure deals only with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or ancient languages are included solely when the curriculum regards them as alternatives to foreign languages.

The age at which pupils are first taught a foreign language as a compulsory subject corresponds to their notional age when they embark on the year in which this provision begins. The age at which they cease to be taught a foreign language as a compulsory subject corresponds to their notional age when they complete the year in which this provision terminates. For 1974, 1984 and 1994, the Figure shows the age at which pupils are first taught a foreign language as a compulsory subject, according to the official documents, even if this provision has not been extended to all schools during the reference year. The average number of years during which everyone had to be taught at least one language was 7 in 1974 and 1984, 8.4 in 1994 and 9 in 2002/03. This calculation has been carried out by adding the number of years during which this provision is compulsory for everyone in all education systems and dividing the result by the number of education systems. For further information concerning the situation in 2002/03, see Figure B1.

Foreign languages as a compulsory subject; foreign language being phased in: See glossary.

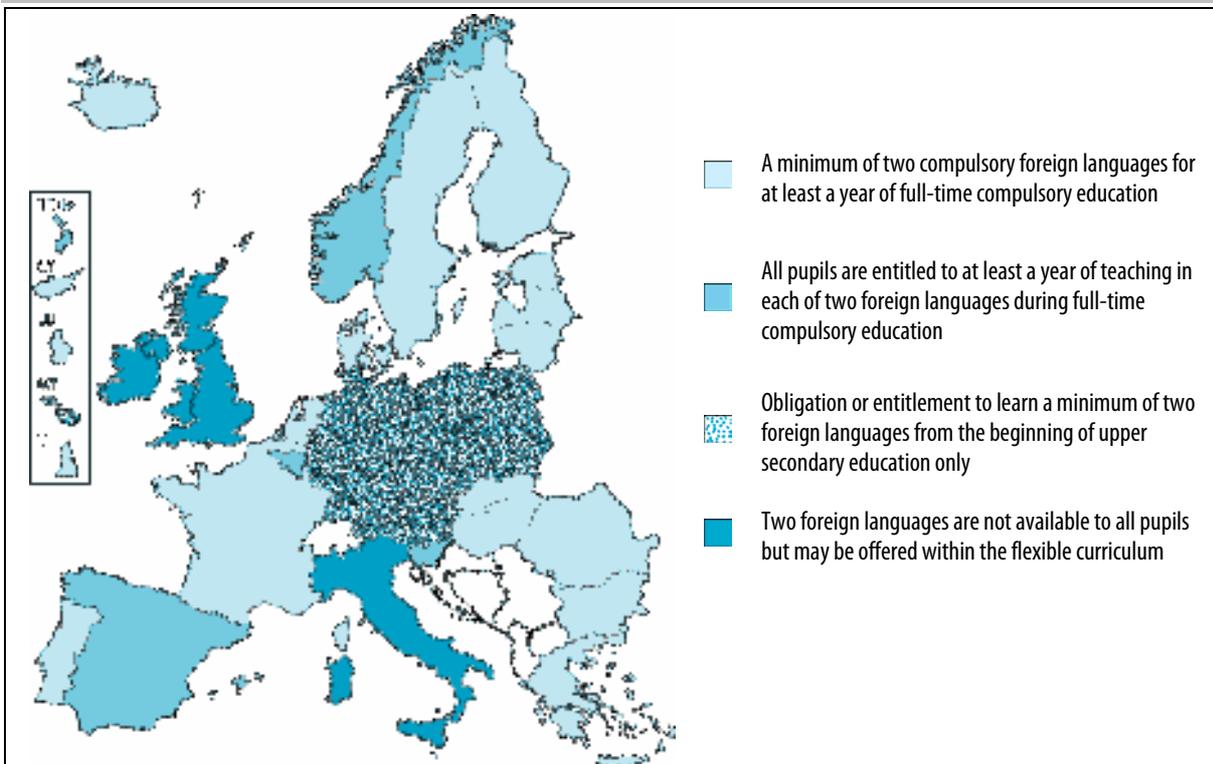
IN THE MAJORITY OF COUNTRIES EVERYONE MAY LEARN AT LEAST TWO LANGUAGES DURING COMPULSORY EDUCATION

At the Barcelona European Council (2002), the Heads of State or Government called for further action 'to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age'. This recommendation derives from the momentum generated by the Lisbon European Council (2000) at which the European Union set itself the strategic objective of becoming 'the most competitive and dynamic knowledge-based economy in the world'. In 2002/03, educational policies in most countries complied with the terms of the recommendation in enabling all pupils to learn at least two foreign languages during compulsory education.

The situation in which all pupils have to learn a minimum of two foreign languages for at least one year during full-time compulsory education is the most widespread. The Nordic countries and those in central and eastern Europe are particularly well represented in this respect. The second category of countries consists of those in which learning two foreign languages, while not compulsory, is possible for everyone during full-time compulsory education. In these countries, the first language is compulsory, whereas the second is offered by all schools in their provision for core curriculum options. Thus when pupils come to choose their optional subjects, all may decide to learn a second foreign language irrespective of the school they attend.

Only in a minority of countries is it not possible for everyone to be taught two foreign languages from the beginning of full-time compulsory education. In the Czech Republic, Germany, Malta, Austria and Poland, the opportunity to learn two languages is only extended to all pupils enrolled in post-compulsory education (third category). This is obligatory in the Czech Republic, Austria and Poland (see Figure B1). In Ireland, Italy and the United Kingdom, the same opportunity occurs solely within a flexible curriculum devised by each school. In this latter group, the obligation to learn two languages or the possibility of doing so, as well as the educational level at which the corresponding provision begins, varies from one school to the next within a given country (Figure B2).

Figure B4: The teaching of two foreign languages and its status in the curriculum for primary and general secondary education, 2002/03



Source: Eurydice.

Additional note

Ireland: The teaching of foreign languages is not compulsory. The official languages of English and Irish are taught to all pupils, but are not foreign languages.

Explanatory note

This Figure only considers 'foreign' (or 'modern') languages in the curriculum. Regional or ancient languages are shown solely when the curriculum regards them as possible alternatives to foreign languages. For further information on the provision of foreign languages in the curriculum, see Figures B1 and B2.

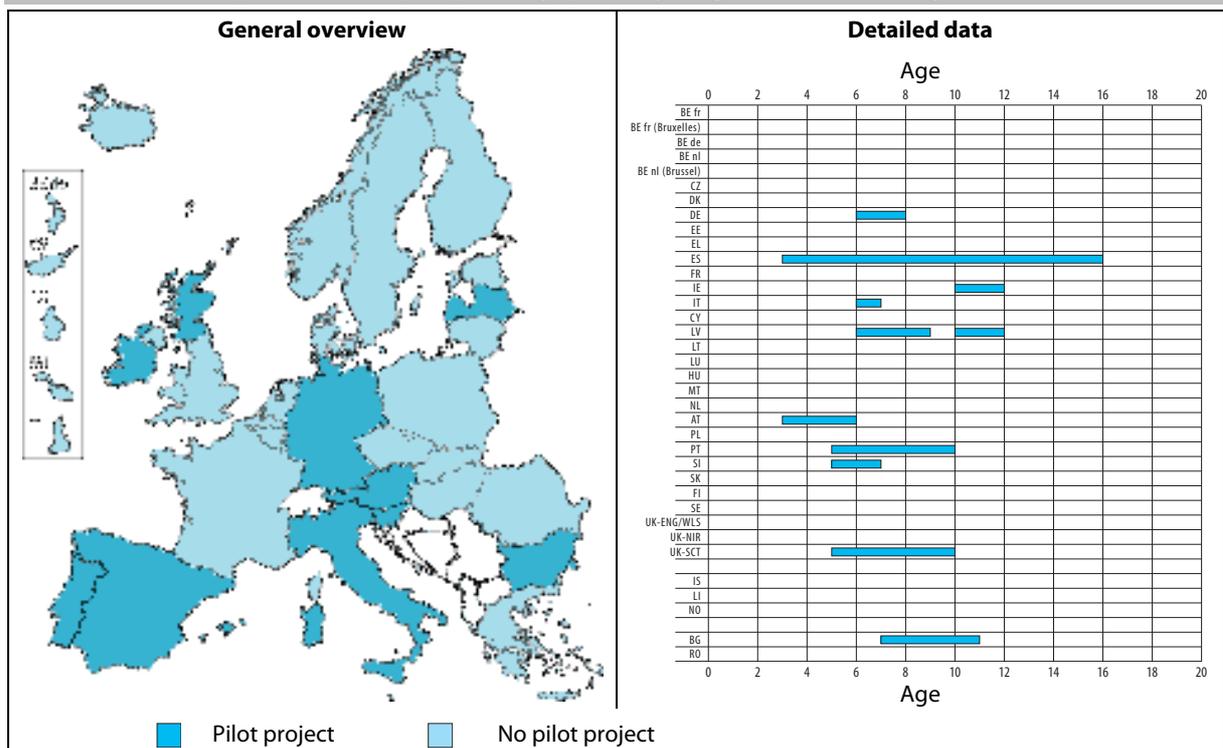
Foreign languages as a compulsory subject; foreign languages as a core curriculum option; flexible curriculum: See glossary.

It is possible for everyone to learn two foreign languages: In general, the first language is included in the curriculum as a compulsory subject and the second as a core curriculum option.

**PILOT PROJECTS ARE OFTEN USED TO PREPARE
FOR FOREIGN LANGUAGE TEACHING AT AN EARLIER STAGE**

Pilot projects to introduce the teaching of a foreign language not provided for within the minimum level of educational provision (Figures B1 and B2) have currently been established in around 10 countries. Organised and funded by the education authorities, most of them are aimed essentially at introducing the teaching of foreign languages at levels at which this is not yet compulsory, namely in pre-primary and primary education. In Spain, however, various Autonomous Communities are initiating projects at different levels of education. In secondary education in Castilla-La Mancha, for example, it is possible for pupils to learn a language alongside those included in the minimum level of educational provision (i.e. a foreign language as a compulsory subject and a foreign language as a core curriculum option). Similarly, in Latvia, the pilot project enables pupils to learn a language in addition to the one compulsory for all of them (Figure B1).

Figure B5: Age at which foreign languages are first taught as part of a pilot project and the duration of this provision, in pre-primary, primary or general secondary education, 2002/03



Source: Eurydice.

Additional note

United Kingdom (ENG/WLS): Since September 2003, the government has financed pilot projects in which pupils aged from 7 to 11 learn a foreign language.

Explanatory note

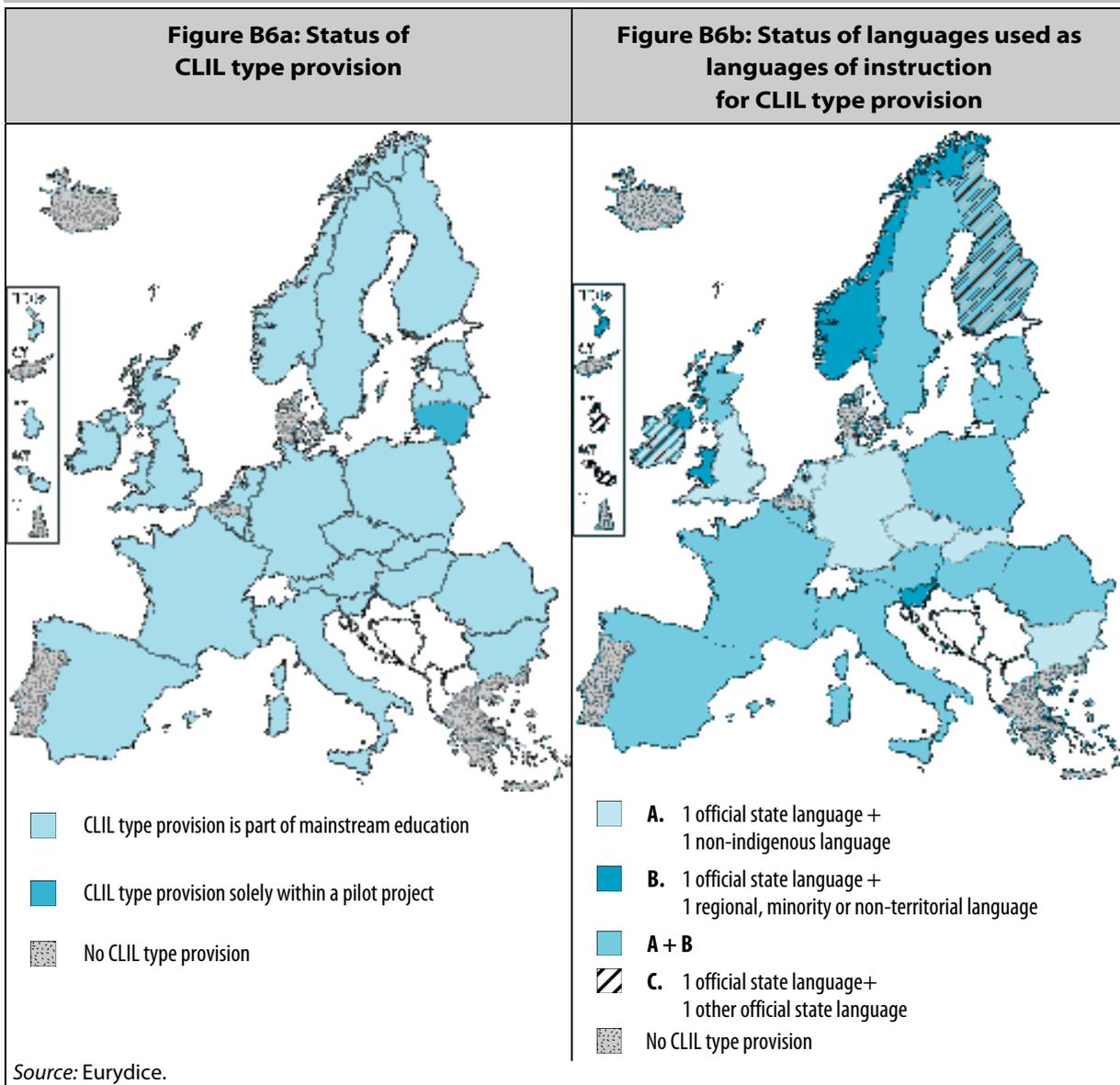
This Figure deals only with languages described as ‘foreign’ (or ‘modern’) in the curriculum. Regional and/or ancient languages are included solely when the curriculum regards them as alternatives to foreign languages.

Pilot project: See Glossary.

'CLIL' TYPE PROVISION IN ALMOST ALL COUNTRIES

In the great majority of European countries, certain schools offer a form of provision in which pupils receive instruction in at least two different languages (Figure B6a). This 'Content and Language Integrated Learning' (CLIL) generally exists in primary and general secondary education. In Germany, Latvia and Austria, some schools offer tuition with three languages used as languages of instruction. This most uncommon arrangement is not shown in Figure B6b, which represents solely the commonest situation involving teaching in two different languages.

Figure B6: CLIL type provision in primary and general secondary education, 2002/03



Additional notes (Figure B6)

Belgium (BE fr): Only Dutch, German and English may be used as languages of instruction in addition to French. In Brussels, this possibility is limited solely to Dutch.

Spain: In the case of CLIL type provision involving 'one official state language plus one regional or minority language', these languages are Spanish and a language with joint official status in some Autonomous Communities.

France: Schools in which the language of instruction is a regional or minority language are private but funded by the public authorities.

Latvia: Some schools offer CLIL type provision in which the languages of instruction are not official state languages. These languages are Russian, and English or German.

Slovenia: Since 2003/04, a pilot project has existed with English or Slovene as the two languages of instruction.

Explanatory note

The present Figure does not cover programmes of support for children of foreign mother tongue, which provide teaching in two different languages primarily with the aim of ensuring that those children will eventually integrate more effectively into the system of mainstream education. Neither are international schools included. The Figure is limited to schools financed and run by the public authorities. In the case of Belgium, Ireland and the Netherlands, grant-aided private schools are taken into account.

For detailed information on the languages and levels of education in which 'CLIL' type provision occurs, see in annexe 1.

CLIL type provision is part of mainstream education: Provision not limited in time as in the case of a pilot project. The fact that it is part of mainstream education does not mean that it is widespread.

Non-indigenous language: Any language that, within a particular State, is neither an official state language, nor a regional or minority language, nor a non-territorial language (for example, German in Ireland).

CLIL, non-territorial language; regional or minority language; official language; pilot project: see Glossary.

CLIL type forms of provision in Europe are complex and varied. In the great majority of countries, such forms of provision exist in which the languages used as languages of instruction are the official state language (or one such language if there is more than one) and a non-indigenous language. This applies to the Netherlands in which the language of instruction employed in addition to Dutch is generally English. Most of these countries also offer provision in which, alongside the official state language, a regional, minority or non-territorial language is used as the language of instruction. In the United Kingdom (Scotland), for example, this language is Gaelic, a regional or minority language with official language status. In France, Basque, Breton, Catalan, Occitan/*Langue d'Oc* and Corsican, regional or minority languages without official language status, are employed as languages of instruction alongside French. In Ireland, Malta and Finland, schools also provide teaching in which the two official state languages (Figure A1) are used as languages of instruction.

In Luxembourg, German and French, the official state languages, are employed as languages of instruction in addition to Letzeburgesch – German in primary and lower and secondary education and French in upper secondary education. The situation in Luxembourg is most unusual as it is the only country in which CLIL type provision exists in all schools.

In Belgium (the German-speaking Community), Slovenia, the United Kingdom (Wales and Northern Ireland) and Norway, only regional or minority languages are employed as languages of instruction alongside the official state language. The languages concerned are French in Belgium (the German-speaking Community), Hungarian and Italian in Slovenia, Irish and Welsh in the United Kingdom, and Sami (Lapp) and Finnish in Norway. An overview by country of the various languages used as languages of instruction in CLIL type provision is given in annexe 1.

A SPECIFIC FOREIGN LANGUAGE HAS TO BE LEARNT IN ALMOST HALF OF ALL COUNTRIES

In over half of the EU-15 Member States, the first foreign language that pupils study as a compulsory subject is a specific mandatory language. No other language can therefore be chosen. Some countries insist that two or – in the case of Luxembourg – even three such specific languages have to be learnt. This trend is not characteristic of central and eastern Europe, and only in Latvia are pupils required to learn a specific language. In the great majority of countries, this language is English. In most cases, French is more commonly a second mandatory foreign language. Several countries insist on the study of certain languages for historical or political reasons as for example in Belgium (in the German-speaking and Flemish Communities), Luxembourg, Finland and Iceland.

In the EU-15, the great majority of languages referred to in official documents, which may theoretically be offered by schools, belong essentially to the Germanic group (English, German and much less frequently Dutch) and the Latin (Romance) group (with first and foremost French followed by Spanish and Italian). Official documents in some countries also refer to Russian. Furthermore, several countries include ancient languages, such as Latin and ancient Greek, in their foreign language curricula. In relation to these specifications, two particularities are characteristic of countries in central and eastern Europe. First, Russian is included in most curricula and, secondly, ancient languages are rarely regarded as alternative options to foreign languages.

Over and above these general trends, the curricula of some countries offer a fairly wide variety of languages. Regional or minority languages, or those in neighbouring countries feature in some curricula, as in the case of Czech in Germany and Austria, Dutch in France, Croatian in Slovenia, and Finnish in Norway. Languages of immigrant populations are also sometimes specified in official documents. Examples are Arabic in the French Community of Belgium, France and the Netherlands, Turkish in Germany and the Netherlands, and Urdu in the United Kingdom (Scotland). Curricula in Germany and France also refer to languages such as Chinese and Japanese. These languages, which according to the curriculum may be taught in principle, are not always offered by schools because of inadequate human and financial resources, or lack of interest on the part of pupils. Neither is each school necessarily required to offer all languages referred to in curricula since these are drawn up for an entire area in which contexts and needs may vary from one region to the next.

In Spain and Sweden, and Lithuania in the case of the second compulsory foreign language, and in the United Kingdom (England and Wales) provided certain conditions are complied with, schools may in principle offer those languages they wish. And in Hungary, Poland, Finland and Bulgaria, curricula or official documents relating to full-time compulsory education contain no list of specific foreign languages.

Provision for foreign languages in the curriculum offers a basis for considering the issue of linguistic diversity in education. Certain statistical data (Chapter C) also provide information of special interest on this matter by enumerating the percentages of pupils learning foreign languages. A general overview of indigenous languages taught inside or outside the normal school curriculum in primary and general secondary education is given in annexe 2. In some cases such languages have to be learnt, as in the case of Welsh in Wales. They vary enormously in number from one country to the next in a way that depends first and foremost on linguistic circumstances in each country, and more particularly on whether it is home to regional or minority languages.

Additional notes (Figure B7)

Belgium (BE fr): Pupils in Brussels have to learn Dutch as a first foreign language.

Belgium (BE de): The French-speaking minority who are taught in French in primary education are obliged to learn German as a first foreign language.

Germany: The regulations may differ from one *Land* to the next. Generally, pupils can choose English or French when they first have to learn a foreign language, but they are obliged to study English at some stage during compulsory education.

Estonia: Schools in which Russian is the language of instruction have to teach Estonian from the first year of primary education.

Spain: There is no self-contained list and, in principle, schools may offer any language. The languages indicated are examples of those that may be taught in secondary education.

France: Curricula also refer to the following languages: Basque, Breton, Catalan, Corsican, Creole, Gallo, the Melanesian languages, the regional languages of Alsace, the regional languages of Moselle, Occitan and Tahitian.

Ireland: The official languages of English and Irish are taught to all pupils, but are not foreign languages. During the first year of upper secondary education (the final year of compulsory education), Arabic, Japanese and Russian may also be offered.

Italy: Since 2003/04, pupils have been obliged to learn English from the first year of primary education onwards.

Latvia: The data relate to schools with Latvian as the language of instruction.

Lithuania: In addition to the languages referred to, schools are free to offer any other language as the second compulsory foreign language.

Hungary and Bulgaria: No precise list of foreign languages is provided. Theoretically, schools may offer any language.

Netherlands: VWO pupils are obliged to learn English, French and German. Pupils who attend the VWO *gymnasium* also have to learn ancient Greek and Latin (neither of which however are regarded as foreign languages in the curriculum).

Austria: In *Allgemeinbildenden höheren Schulen*, pupils learn Latin as a second compulsory foreign language but many schools now teach a second modern language at this stage.

Slovenia: Schools are obliged to offer at least two of the languages referred to: the first as a compulsory subject and the second as a core curriculum option.

Finland: The legislation does not prescribe the range of foreign languages to be offered. The second state language (Swedish or Finnish depending on the mother tongue of the pupil concerned) has to be learnt as a compulsory subject.

Sweden: The ordinance for compulsory education states that any other language in addition to those referred to may be offered by schools, provided that it remains on offer in upper secondary education.

United Kingdom (ENG/WLS): The *National Curriculum* requires schools at secondary level to offer at least one of the official working languages of the European Union. (Since August 2004 in England, the nine new official languages of the European Union have been included.) Only then may they offer other languages as a choice. Pupils may study any modern foreign language that the school offers. In Wales, all pupils must learn Welsh. The curriculum does not consider Welsh to be a foreign language.

United Kingdom (NIR): The Northern Ireland Curriculum requires schools at secondary level to offer at least one of French, German, Italian or Spanish; only then may they offer Irish as a choice. Pupils must learn at least one of these five languages.

Iceland: Swedish and Norwegian may be offered in place of Danish, outside school hours, for pupils who have lived in Sweden or Norway or whose parents are from these countries.

Norway: Pupils of Finnish origin living in the two northernmost counties are entitled to learn Finnish as a second foreign language.

Explanatory note

This Figure deals only with languages described as 'foreign' (or 'modern') in the curriculum/official documents. Regional or ancient languages are included solely when the curriculum regards them as alternatives to foreign languages.

Languages are listed in accordance with the alphabetical order of their ISO 639 code (see the list of codes, abbreviations and acronyms).

In the case of specific mandatory languages, only situations applicable to all pupils, irrespective of their area of study, are shown in the Figure. Where foreign languages are indicated in official documents as those on offer, all these languages are indicated, regardless of the ages or areas of study of the pupils concerned.

Where no numeral in white print is shown, either the language concerned is the only specific mandatory language, or the order in which it and other specific mandatory languages have to be learnt is not specified.

The small numerals in row **n** correspond to the maximum number of compulsory foreign languages that any one pupil will be obliged to study simultaneously at any given point in compulsory education.

Specific mandatory foreign language: See glossary.

ENGLISH HAS LONG BEEN A MANDATORY LANGUAGE

Most countries in which the learning of English was mandatory at a particular stage of compulsory education in 2002/03 had already adopted this policy in 1982/83. However, Greece, Latvia and Liechtenstein are exceptions. Furthermore, pupils in Italy have been obliged to learn English from the first year of primary education since 2003/04. Policies in these countries under which it is mandatory to learn specific languages thus indicate a growing tendency in Europe to insist on pupils learning English.

All countries in central and eastern Europe in which Russian was a mandatory language in 1982/83 abandoned this policy from the beginning of the 1990s. In the three Baltic countries, Russian was a mandatory language in 1982/83 but not regarded as a foreign language.

In several countries, the central education authorities insist that two or even three specific languages have to be learnt at different stages of compulsory education. Generally the first language, in most cases English, begins in primary education while the second is introduced in secondary education.

Figure B8: Mandatory foreign languages specified by the central education authorities (full-time compulsory education), 1982/83, 1992/93 and 2002/03

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU
1982/83		▲	●▲	○	●	●					⊗		●			■▲●	○
1992/93		▲	●▲		●	●		●			⊗		●			■▲●	
2002/03		▲	●▲		●	●		●			⊗		●▲	●		■▲●	
UK																	
	MT	NL	AT	PL	PT	SI	SK	FI	SE	ENG/WLS/NIR	SCT	IS	LI	NO	BG	RO	
1982/83	●	●		○			○	fi/sv	●	⊗		da ●		●	○		
1992/93	●	●						fi/sv	●			da ●		●			
2002/03	●	●						fi/sv	●		⊗	● da	●▲	●			

● English ▲ French ■ German ○ Russian □ No specific mandatory language
 ⊗ No foreign language as a compulsory subject

Source: Eurydice.

Additional notes

For notes on the situation in 2002/03, see under Figure B7.

Belgium (BE fr): In 1982/83, 1992/93 and 2002/03, Dutch was a mandatory language in Brussels.

Belgium (BE de): In 1982/83, 1992/93 and 2002/03, German was a mandatory language in schools in which French was the language of instruction for the French-speaking minority resident in the German-speaking region.

Estonia and Latvia: The Figure indicates the situation in schools in which Estonian (in Estonia) and Latvian (in Latvia) were the languages of instruction.

Finland: The second state language (Swedish or Finnish depending on the pupil's mother tongue) has to be taken as a compulsory subject.

Explanatory note

Only situations affecting all pupils irrespective of their branch or field of study are indicated.

Specific mandatory foreign language: See glossary.

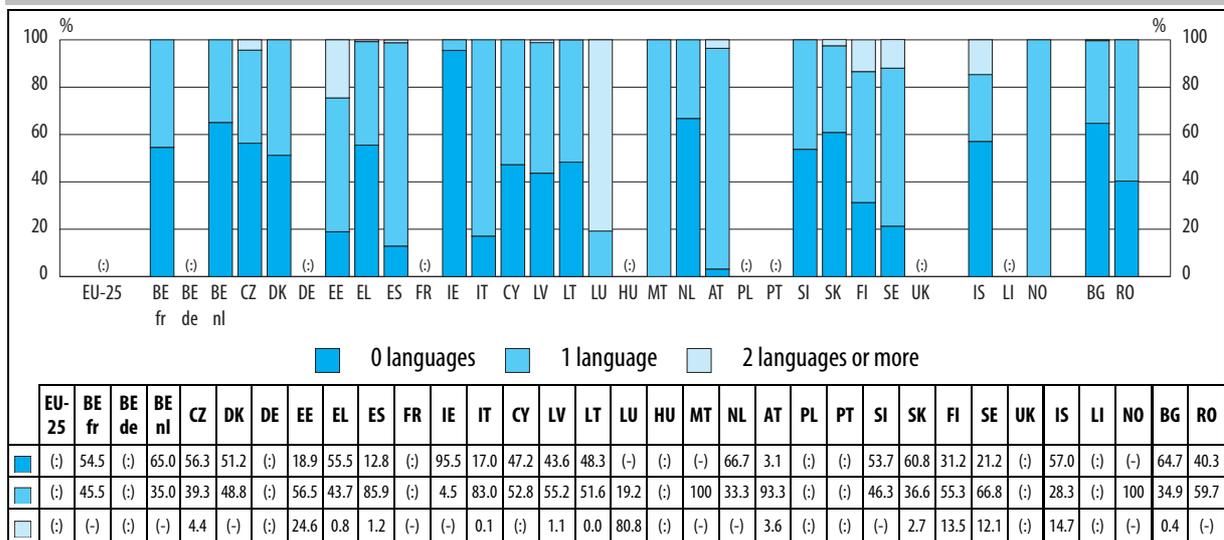


PARTICIPATION

AT LEAST HALF OF ALL PUPILS IN PRIMARY EDUCATION LEARN A FOREIGN LANGUAGE IN THE MAJORITY OF COUNTRIES

In many countries in 2002, 50 % or more of all pupils in primary education learnt at least one foreign language. In Luxembourg, 80 % of all pupils at this level learnt two foreign languages or more. In Estonia, Finland, Sweden and Iceland, at least 10 % of pupils were in this situation.

Figure C1: Percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 2001/02



Source: Eurostat, New Cronos May 2004.

Additional notes

Belgium (BE fr, BE nl): Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): According to national data, 100% of pupils in primary education learn a foreign language.

Czech Republic and Slovakia: The data relate solely to full-time pupils.

Estonia and Finland: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

Cyprus: 'One language' includes pupils learning two languages or more.

Lithuania, Hungary, Austria, Bulgaria and Romania: Pupils with a disability in cognitive development are included in the total number of pupils.

Sweden: Adult education is not included in the data.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The percentage of pupils learning 0, 1, 2 (or more) foreign languages is calculated with respect to all pupils in **all years of primary education**, even if such learning does not begin in the initial years at this level. The number of pupils learning 0, 1, 2 (or more) foreign languages is divided by the corresponding number of pupils enrolled at the ISCED level concerned. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.



PARTICIPATION

In all countries in which over 80 % of pupils learn at least one language in primary education, they are obliged to do so from the second or even the first year at that level (Figure B1). Conversely, in most countries in which the proportion of pupils learning a foreign language is less than 50 %, foreign language learning is not compulsory at primary level (the Flemish Community of Belgium, Ireland, Slovakia and Bulgaria) or becomes so in the final years (French Community of Belgium and Iceland).

The somewhat unusual situation in Iceland may be attributable to the fact that the first foreign language as a compulsory subject is introduced relatively late (when pupils are aged 10), whereas it becomes compulsory to learn a second foreign language at primary level relatively early (at the age of 12).

PUPILS LEARN MORE FOREIGN LANGUAGES IN GENERAL UPPER SECONDARY EDUCATION

Contrary to the situation in primary education (ISCED level 1) shown in Figure C1, no country reports a significant proportion of pupils who do not learn a foreign language in general lower secondary education (ISCED level 2). Only in Ireland and in the United Kingdom (England) does the proportion remain above 10 %, at 11.8 % and 19.9 % respectively. In a group of countries that includes for example all the Nordic countries except Denmark, as well as Estonia, Latvia and Lithuania, at least 50 % of pupils learn two or more foreign languages. And in Estonia, Luxembourg, Malta, the Netherlands and Finland, the proportion of pupils who learn three or even more languages is higher than 15 %.

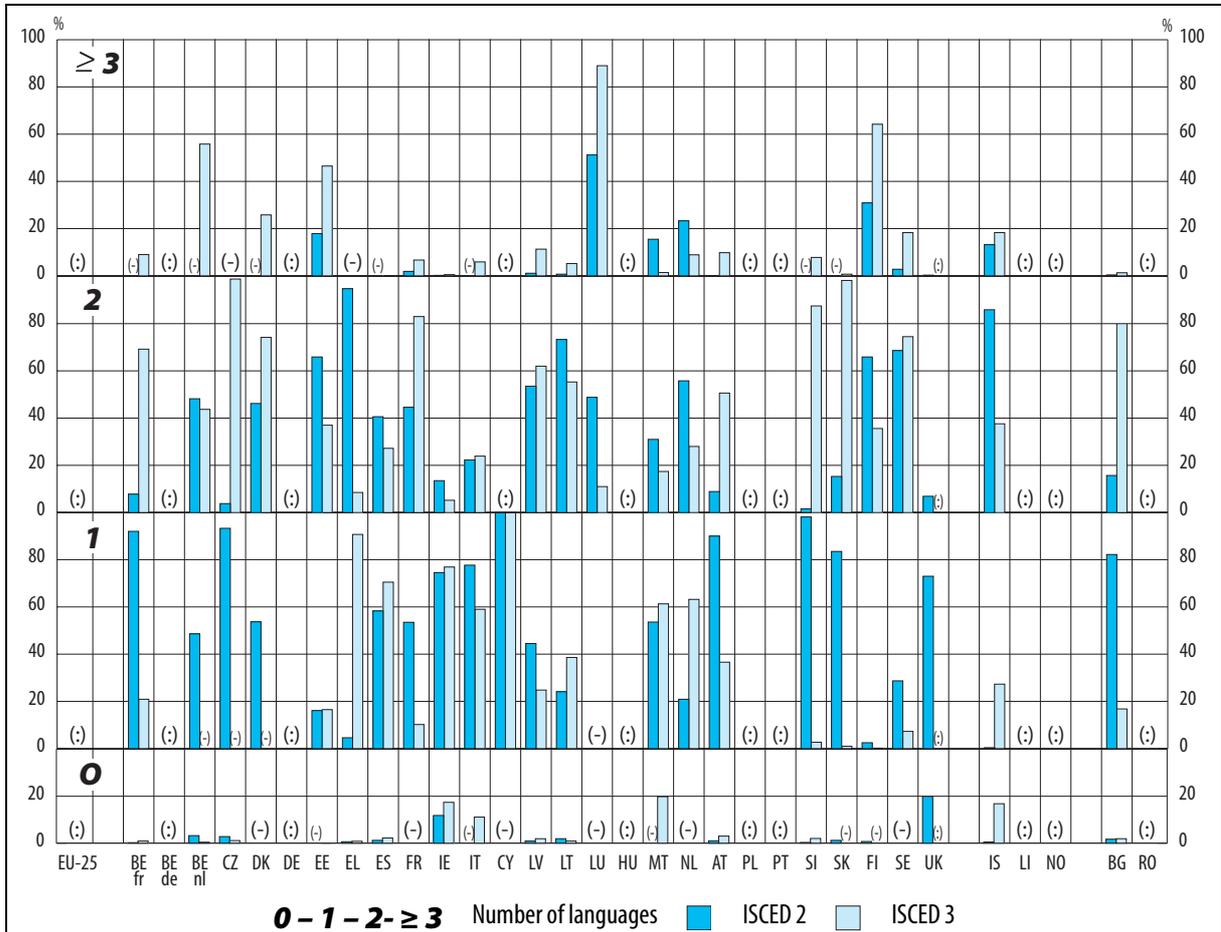
The number of countries in which at least half of all pupils learn two or more foreign languages is greater in general upper secondary education (ISCED level 3) than in general lower secondary education (ISCED level 2), rising from 9 to 15. Countries in which at least 15 % of pupils learn three or more languages are also more numerous at ISCED level 3, including Belgium (the Flemish Community), Denmark, Sweden and Iceland in addition to Estonia, Luxembourg and Finland.

At ISCED level 3, the percentage of pupils learning at least one foreign language does not reach 90 % in Ireland, Italy, Malta and Iceland. In the last three countries, this is no doubt partly due to the fact that in the one or more final years at ISCED level 3, foreign language teaching is no longer compulsory (Figure B1).



PARTICIPATION

Figure C2: Percentage distribution of pupils according to the number of foreign languages learnt, general secondary education (ISCED 2 and 3), 2001/02



0 – 1 – 2 – ≥3 Number of languages ■ ISCED 2 ■ ISCED 3

		EU-25	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	
ISCED 2	0	(-)	0.2	(-)	3.2	2.8	(-)	(-)	(-)	0.6	1.2	(-)	11.8	(-)	(-)	0.9	1.9	
ISCED 3	0	(-)	0.9	(-)	0.4	1.1	(-)	(-)	0.0	0.8	2.2	(-)	17.4	11.1	(-)	1.9	0.9	
ISCED 2	1	(-)	92.0	(-)	48.6	93.3	53.7	(-)	16.1	4.6	58.3	53.5	74.5	77.7	100	44.5	24.1	
ISCED 3	1	(-)	20.9	(-)	(-)	(-)	(-)	(-)	16.5	90.7	70.5	10.2	76.9	59.0	100	24.8	38.6	
ISCED 2	2	(-)	7.8	(-)	48.2	3.8	46.2	(-)	65.9	94.8	40.6	44.6	13.5	22.3	(-)	53.5	73.3	
ISCED 3	2	(-)	69.2	(-)	43.7	98.9	74.2	(-)	37.0	8.5	27.2	83.0	5.2	23.9	(-)	62.0	55.3	
ISCED 2	≥3	(-)	(-)	(-)	(-)	(-)	(-)	(-)	17.9	(-)	(-)	1.9	0.2	(-)	(-)	1.1	0.7	
ISCED 3	≥3	(-)	9.0	(-)	55.8	(-)	25.8	(-)	46.5	(-)	0.1	6.7	0.5	5.9	(-)	11.3	5.2	
		LU	HU	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK	IS	LI	NO	BG	RO
ISCED 2	0	(-)	(-)	(-)	(-)	1.0	(-)	(-)	0.3	1.2	0.7	(-)	19.9	0.5	(-)	(-)	1.7	(-)
ISCED 3	0	(-)	(-)	19.8	(-)	3.0	(-)	(-)	2.0	(-)	(-)	(-)	(-)	16.8	(-)	(-)	1.9	(-)
ISCED 2	1	(-)	(-)	53.6	20.9	90.0	(-)	(-)	98.1	83.5	2.5	28.7	73.0	0.4	(-)	(-)	82.2	(-)
ISCED 3	1	(-)	(-)	61.3	63.2	36.6	(-)	(-)	2.7	1.0	0.2	7.3	(-)	27.3	(-)	(-)	16.8	(-)
ISCED 2	2	48.8	(-)	31.0	55.8	8.9	(-)	(-)	1.6	15.3	65.9	68.6	6.9	85.9	(-)	(-)	15.7	(-)
ISCED 3	2	11.0	(-)	17.4	28.0	50.6	(-)	(-)	87.5	98.3	35.6	74.5	(-)	37.6	(-)	(-)	80.0	(-)
ISCED 2	≥3	51.2	(-)	15.5	23.3	0.1	(-)	(-)	(-)	(-)	30.9	2.8	0.3	13.2	(-)	(-)	0.4	(-)
ISCED 3	≥3	89.0	(-)	1.4	8.9	9.8	(-)	(-)	7.8	0.7	64.2	18.3	(-)	18.3	(-)	(-)	1.3	(-)

Source: Eurostat, New Cronos May 2004.



PARTICIPATION

Additional notes (Figure C2)

Belgium (BE fr, BE nl): Pupils with special educational needs who are enrolled in special schools are not included.

Czech Republic and Slovakia: The data relate solely to full-time pupils.

Estonia and Finland: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

France: Schools for agriculture are not included. Technological education at ISCED level 3 is included in general education at that level.

Cyprus: The 100 % figures relate to the number of pupils learning at least one foreign language.

Lithuania and Austria: Pupils with a disability in cognitive development are included in the total number of pupils (ISCED 2).

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: The data relate solely to England. They are based on the number of entries for the *General Certificate of Secondary Education* (GCSE) for pupils aged 15/16 and exclude pupils in language classes who do not sit the final examinations. The number of pupils shown as learning no languages is therefore an overestimate.

Bulgaria: Pupils with a disability in cognitive development are included in the total number of pupils.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The percentage of pupils learning 0, 1, 2, 3 (or more) foreign languages is calculated with respect to all pupils in all years of general and pre-vocational secondary education. The number of pupils learning 0, 1, 2, 3 (or more) foreign languages is divided by the corresponding number of pupils enrolled at the ISCED level concerned. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.

THE PERCENTAGE OF PUPILS IN PRIMARY EDUCATION WHO LEARN A FOREIGN LANGUAGE IS INCREASING

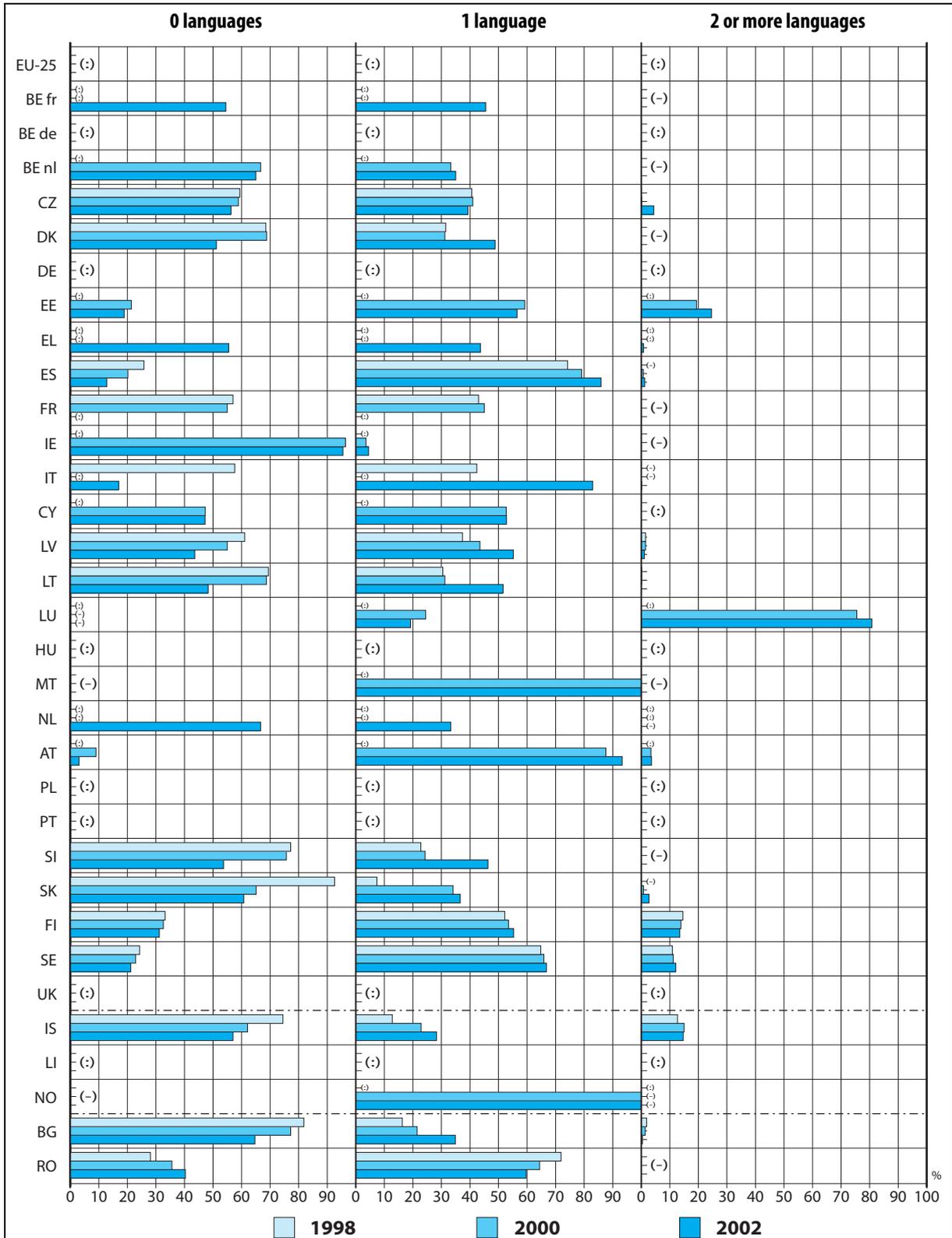
In several countries of central and eastern Europe, as well as in Denmark, Spain, Italy and Iceland, a particularly big increase is apparent in the percentage of pupils in the whole of primary education who learn at least one foreign language. In some countries, the increase is clearly the result of reforms to introduce the teaching of a foreign language as a compulsory subject at an earlier stage (Figure B1). Romania is the only country in which the percentage of pupils learning no language has risen.

The percentage of pupils who learn at least two foreign languages in primary education varies little in the period under consideration. However, an increase is apparent in the Czech Republic, Estonia and Luxembourg.



PARTICIPATION

Figure C3: Trends in the percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 1997/98, 1999/2000 and 2001/02



Source: Eurostat, New Cronos May 2004.



PARTICIPATION

Data (Figure C3)																																		
(n)		EU-25	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK	IS	LI	NO	BG	RO
0	1998	(-)	(-)	(-)	(-)	59.4	68.5	(-)	(-)	(-)	25.8	57.0	(-)	57.6	(-)	61.1	69.4	(-)	(-)	(-)	(-)	(-)	(-)	(-)	77.2	92.6	33.2	24.3	(-)	74.5	(-)	(-)	81.8	28.1
	2000	(-)	(-)	(-)	66.7	58.9	68.8	(-)	21.4	(-)	20.2	55.0	96.4	(-)	47.3	55.0	68.7	(-)	(-)	(-)	(-)	9.0	(-)	(-)	75.7	65.1	32.6	22.9	(-)	62.1	(-)	(-)	77.2	35.6
	2002	(-)	54.5	(-)	65.0	56.3	51.2	(-)	18.9	55.5	12.8	(-)	95.5	17.0	47.2	43.6	48.3	(-)	(-)	(-)	66.7	3.1	(-)	(-)	53.7	60.8	31.2	21.2	(-)	57.0	(-)	(-)	64.7	40.3
1	1998	(-)	(-)	(-)	(-)	40.6	31.5	(-)	(-)	(-)	74.2	43.0	(-)	42.4	(-)	37.4	30.5	(-)	(-)	(-)	(-)	(-)	(-)	(-)	22.8	7.4	52.2	64.8	(-)	12.8	(-)	(-)	16.3	71.9
	2000	(-)	(-)	(-)	33.3	41.0	31.2	(-)	59.2	(-)	79.1	45.0	3.6	(-)	52.7	43.5	31.2	24.5	(-)	100	(-)	87.6	(-)	(-)	24.3	34.1	53.5	65.9	(-)	22.9	(-)	100	21.5	64.4
	2002	(-)	45.5	(-)	35.0	39.3	48.8	(-)	56.5	43.7	85.9	(-)	4.5	83.0	52.8	55.2	51.6	19.2	(-)	100	33.3	93.3	(-)	(-)	46.3	36.6	55.3	66.8	(-)	28.3	(-)	100	34.9	59.7
≥2	1998	(-)	(-)	(-)	(-)	0.0	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	1.5	0.1	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	14.6	10.9	(-)	12.7	(-)	(-)	1.9	(-)
	2000	(-)	(-)	(-)	(-)	0.1	(-)	(-)	19.4	(-)	0.7	(-)	(-)	(-)	(-)	1.5	0.1	75.5	(-)	(-)	(-)	3.4	(-)	(-)	(-)	0.8	13.9	11.2	(-)	15.0	(-)	(-)	1.4	(-)
	2002	(-)	(-)	(-)	(-)	4.4	(-)	(-)	24.6	0.8	1.2	(-)	(-)	0.1	(-)	1.1	0.0	80.8	(-)	(-)	(-)	3.6	(-)	(-)	(-)	2.7	13.5	12.1	(-)	14.7	(-)	(-)	0.4	(-)

(n): Number of languages

Source: Eurostat, New Cronos May 2004.

Additional notes

Belgium (BE fr, BE nl): Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): According to national data, for each reference year 100% of pupils in primary education learn a foreign language.

Czech Republic and Slovakia: The data relate solely to full-time pupils.

Estonia and Finland: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

Cyprus: The percentages for one language relate to the number of pupils learning at least one foreign language.

Lithuania, Hungary, Austria, Bulgaria and Romania: Pupils with a disability in cognitive development are included in the total number of pupils.

Slovenia: The data include pupils learning foreign languages at primary and secondary levels outside the normal timetable (1998-2001).

Sweden: Adult education is not included in the data.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The percentage of pupils learning 0, 1, 2 (or more) foreign languages is calculated with respect to all pupils in **all years of primary education**, even if such learning does not begin in the initial years at this level. The number of pupils learning 0, 1, 2 (or more) foreign languages is divided by the corresponding number of enrolled pupils. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.

**ENGLISH IS THE MOST WIDELY TAUGHT LANGUAGE
IN PRIMARY EDUCATION**

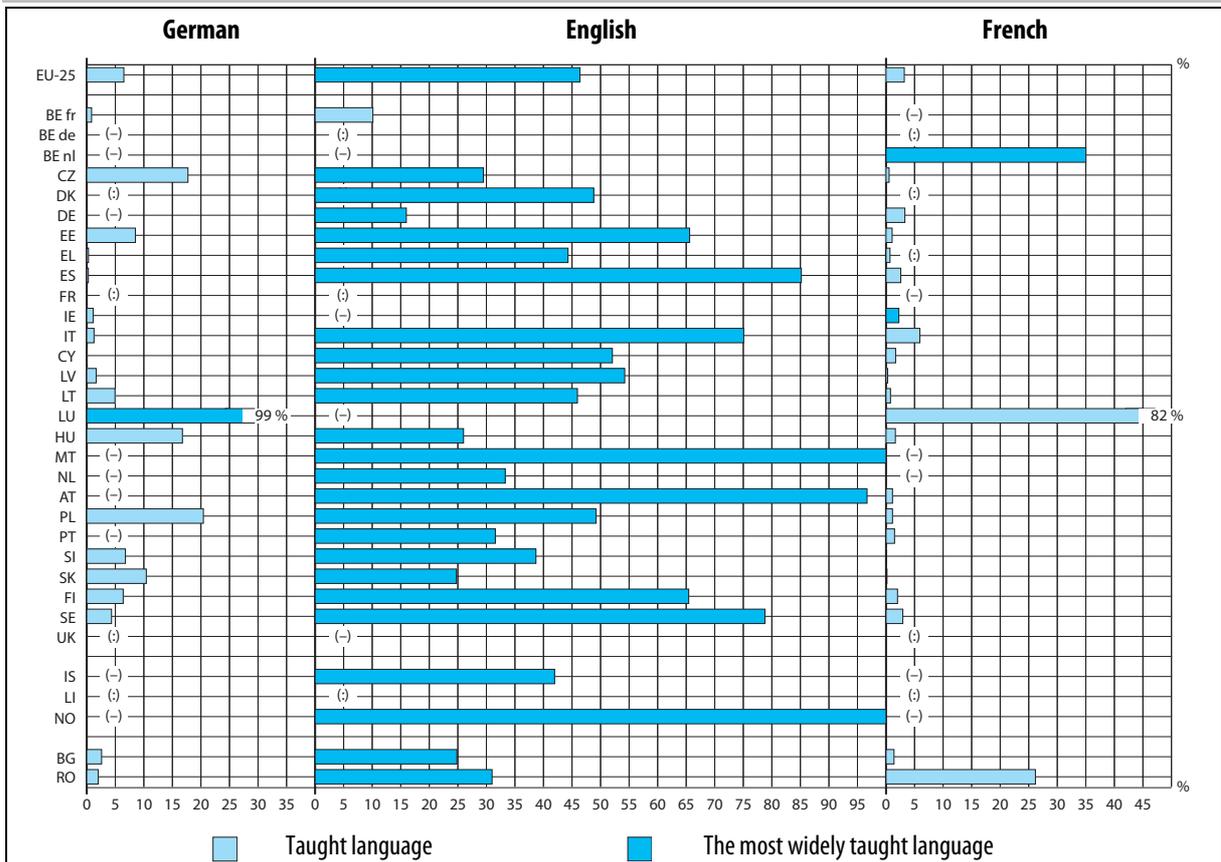
In all European countries with the exception of Belgium and Luxembourg, English is the most widely taught foreign language in primary education. In 10 countries, it is taught to 50 % or more of all pupils at this level. German is the most widely learnt language in Luxembourg. In four other countries all in central and eastern Europe, namely the Czech Republic, Hungary, Poland and Slovakia, the proportion of pupils in primary education who learn German is greater than 10 %. French is the most widely taught foreign language in Belgium (the Flemish Community) and Ireland. The proportion of pupils learning this language at primary level is higher than 10 % in Belgium (the Flemish Community), Luxembourg and Romania.

Certain percentages may be attributable to the age at which pupils first have to be taught a language (Figure B1), as well as to insistence on their learning a specific language (Figure B7). The earlier language learning begins in primary education, the higher the percentages. Thus English is a compulsory subject from the outset of primary education in Malta and Norway. French is compulsory in Luxembourg from the second year of primary education onwards. By contrast, in Belgium (the Flemish Community), in which language learning is not compulsory in primary education, 35 % of pupils at this level learn French.



PARTICIPATION

Figure C4: Percentage of all pupils in primary education (ISCED 1) who are learning English, German and/or French. Countries in which one of these languages is the most widely learnt, 2001/02



	EU-25	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK	IS	LI	NO	BG	RO
German	6.5	0.9	(-)	(-)	17.7	(-)	(-)	8.5	0.3	0.3	(-)	1.1	1.3	0.0	1.6	5.0	99.3	16.8	(-)	(-)	(-)	20.4	(-)	6.8	10.4	6.4	4.3	(-)	(-)	(-)	(-)	2.6	2.0
English	46.4	10.1	(-)	(-)	29.5	48.8	16.0	65.6	44.3	85.2	(-)	(-)	75.1	52.1	54.2	46.0	(-)	26.0	100	33.3	96.7	49.2	31.6	38.7	24.7	65.4	78.8	(-)	41.9	(-)	100	24.8	31.0
French	3.2	(-)	(-)	35.0	0.5	(-)	3.3	1.1	0.7	2.6	(-)	2.3	5.9	1.7	0.3	0.8	81.5	1.6	(-)	(-)	1.1	1.1	1.5	0.1	0.2	2.0	2.9	(-)	(-)	(-)	(-)	1.4	26.2

Source: Eurostat, New Cronos May 2004.

Additional notes

Belgium (BE fr): Dutch, the most widely taught language in primary education, is learnt by 34.5 % of pupils.

Belgium (BE fr, BE nl): Pupils with special educational needs enrolled in special schools are not included.

Czech Republic, Poland and Slovakia: The data relate solely to full-time pupils.

France: Only 1999/2000 data are available (German, 7.1 % of pupils; English, 35.8 % of pupils).

Lithuania, Hungary, Austria, Bulgaria and Romania: Pupils with a disability in cognitive development are included in the total number of pupils.

Sweden: Adult education is not included in the data.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The percentage of pupils learning foreign languages is calculated with respect to all pupils in **all years of primary education**, even if such learning does not begin in the initial years at this level. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.

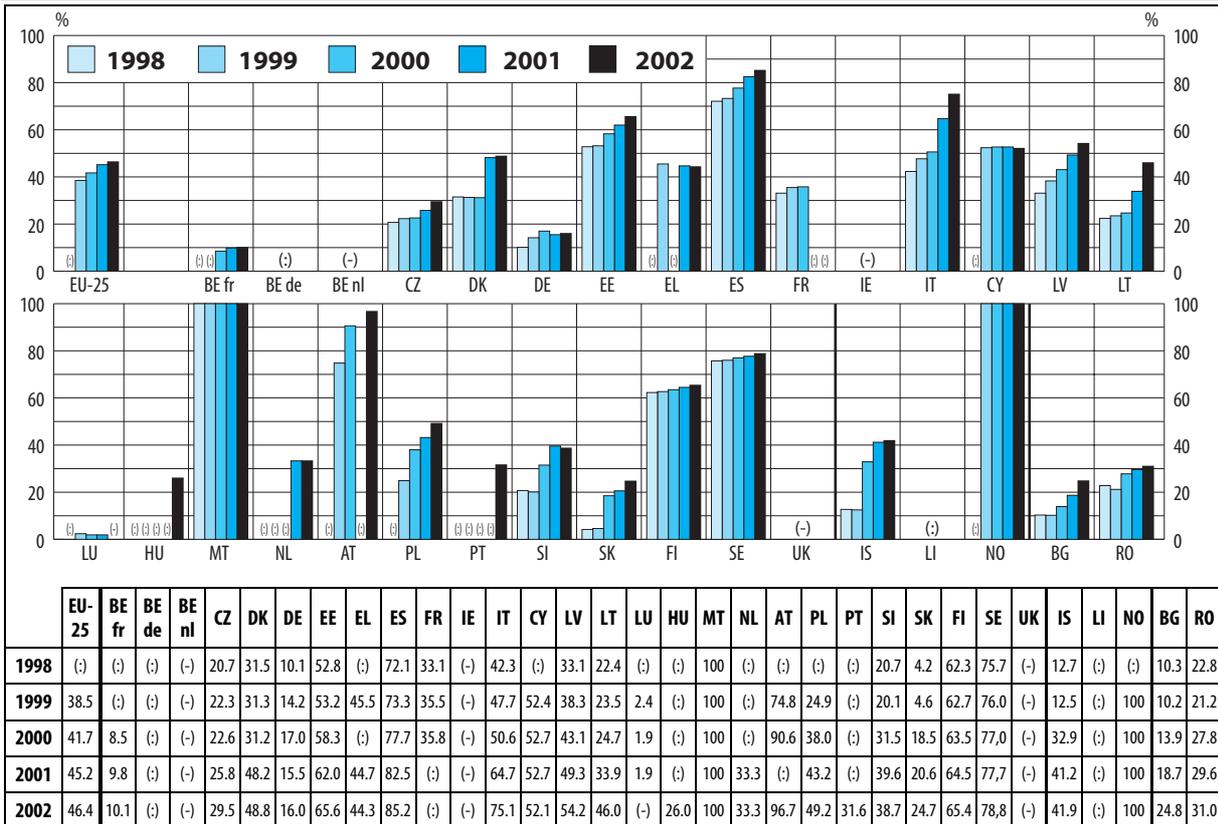
The European average includes the 1999/2000 data for France.



PARTICIPATION

**AN INCREASE IN THE PROPORTION OF PUPILS LEARNING ENGLISH
IN PRIMARY EDUCATION**

Figure C5: Trends in the percentage of all pupils who are learning English, primary education (ISCED 1), 1997/98, 1998/99, 1999/2000, 2000/01 and 2001/02



Source: Eurostat, New Cronos May 2004.

Additional notes

Belgium (BE fr, BE nl): Pupils with special educational needs who are enrolled in special schools are not included.

Czech Republic, Poland and Slovakia: The data relate solely to full-time pupils.

Lithuania, Hungary, Austria, Bulgaria and Romania: Pupils with a disability in cognitive development are included in the total number of pupils.

Slovenia: The data include pupils attending foreign language classes in primary and lower secondary education, which the school organised in addition to the normal curriculum (1998-2001).

Sweden: Adult education is not included in the data.

Explanatory note

The percentage of pupils learning foreign languages is calculated with respect to all pupils in all years of primary education, even if such learning does not begin in the initial years at this level. Languages taught outside the curriculum as optional subjects are not included. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.



PARTICIPATION

Between 1998 and 2002, the proportion of all pupils in primary education who are learning English increased to an extent that varied depending on the country concerned. Although in 1999 this proportion was already higher than 70 % in Spain and Austria, it rose again in both countries by over 10 and 20 percentage points respectively. At over 30 percentage points, the corresponding rise was especially marked in Italy. In this country, as in Austria, the central education authorities have for some years developed measures seeking to introduce teaching of a foreign language as a compulsory subject at a progressively earlier stage (Figure B1). The increase is also striking in many countries of central and eastern Europe. The percentage of pupils learning English in primary education doubled in five years in Lithuania, Poland and Bulgaria. In Slovakia, which recorded the lowest percentage in 1999, it increased by a factor of almost six.

In Iceland, the big increase in the percentage of pupils learning English between 1999 and 2001 was attributable to the change in the order in which the two mandatory languages (English and Danish) had to be learnt by pupils, and to lowering of the age at which the first foreign language had to be taught. Formerly, all pupils learnt first Danish from the age of 11 onwards and began to learn English at the age of 12. Since 1999/2000, they have been taught English from the age of 10 onwards, while teaching of Danish to all pupils has begun when they reach the age of 12. This new regulation has been phased in gradually throughout the entire education system.

ALMOST ALL PUPILS IN GENERAL SECONDARY EDUCATION LEARN AT LEAST ONE FOREIGN LANGUAGE

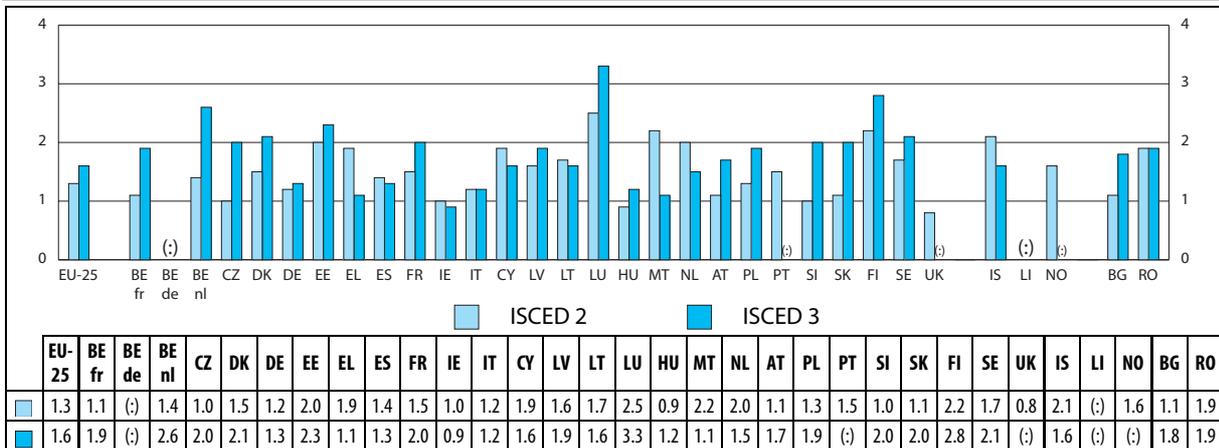
In general secondary education (ISCED levels 2 and 3), the average number of foreign languages studied per pupil ranges from between 1 to 1.9 in the majority of countries. On the whole, the average number of languages studied per pupil is higher in general upper secondary education than in general lower secondary education. At this latter level, six countries have an average number equal to or greater than 2. In general upper secondary education, 10 countries reach this average, and they are not necessarily the same. Only in Luxembourg is the average greater than 3.

In the Czech Republic and Slovenia, in which the increase in the average is greatest, the figure doubles and reaches two languages studied on average. In both countries, pupils are obliged to learn an additional foreign language from the beginning of general upper secondary education, when they are aged 15 (Figure B1). Similarly, the big drop in the average at that level in Malta may be partly attributed to the fact that the teaching of foreign languages is by then no longer compulsory.



PARTICIPATION

Figure C6: Average number of foreign languages learnt per pupil, general secondary education (ISCED 2 and 3), 2001/02



Source: Eurostat, New Cronos May 2004.

Additional notes

Belgium (BE fr, BE nl): Pupils with special educational needs who are enrolled in special schools are not included.

Czech Republic, Poland and Slovakia: The data relate solely to full-time pupils.

Estonia and Finland: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

Hungary, Bulgaria and Romania: Pupils with a disability in cognitive development are included in the total number of pupils.

Lithuania and Austria: Pupils with a disability in cognitive development are included in the total number of pupils at ISCED level 2.

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: The data relate solely to England. They underestimate the number of pupils learning one or more languages as they are based on the number of entries for the *General Certificate of Secondary Education (GCSE)* for pupils aged 15/16 and exclude pupils in language classes who do not sit the final examinations.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. In the numerator, each pupil learning a modern foreign language is counted once for each language learnt. In other words, pupils learning more than one language are counted as many times as the number of languages learnt. Ancient Greek, Latin, Esperanto and sign languages are not taken into account. Similarly excluded are data relating to pupils of foreign nationality learning their mother tongue in special classes, and those learning the language of their host country.

The sum of the languages is divided by the total number of pupils enrolled at the ISCED level concerned. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.

**THE SECOND MOST TAUGHT LANGUAGE IS GERMAN OR FRENCH
DEPENDING ON THE COUNTRY CONCERNED**

In the great majority of countries for which data are available, English is the most widely taught language in general secondary education. Just three countries are exceptions, namely Belgium, Luxembourg and Romania. However in the last country, the percentage of pupils learning English is almost equal to that of the most widely taught language (French).

German is the second most widely taught language in over a third of the countries considered. This applies in particular to the Nordic countries and those of central and eastern Europe. In the countries of southern Europe, and especially the Latin countries (Spain, Italy and Portugal) as well as the German-speaking countries, French is the second most widely taught language. Russian occupies this position in the three



PARTICIPATION

Baltic countries and Bulgaria. In only four countries is the second most widely taught language yet another language, namely Spanish in France, Italian in Malta, Swedish in Finland and Danish in Iceland. In the last two countries, the languages concerned are mandatory languages (Figure B7).

Spanish and Italian occupy third and fourth position in a significant number of countries. All of them except the Czech Republic, Cyprus and Slovenia are EU-15 countries. Russian is similarly placed in a few countries.

Figure C7: The most widely taught foreign languages and the percentage of pupils who learn them, general secondary education (ISCED 2 and 3), 2001/02

	1st	2nd	3rd	4th		1st	2nd	3rd	4th		1st	2nd	3rd	4th
BE fr	nl 72.9	● 68.2	■ 5.3	❖ 3.2	IT	● 84.3	▲ 31.3	■ 5.7	❖ 1.6	SI	● 85.0	■ 36.5	it 2.9	▲ 2.8
BE de	(:)	(:)	(:)	(:)	CY	● 99.8	▲ 78.2	■ 1.1	it 0.8	SK	● 61.8	■ 48.4	✕ 6.6	○ 5.2
BE nl	▲ 98.0	● 70.6	■ 24.0	❖ 0.9	LV	● 92.6	○ 40.8	■ 27.5	▲ 1.4	FI	● 99.0	sv 92.2	■ 28.3	▲ 13.3
CZ	● 67.4	■ 42.7	▲ 4.2	❖ 0.9	LT	● 78.6	○ 53.6	■ 31.2	▲ 6.2	SE	● 100	■ 35.6	▲ 21.5	❖ 19.8
DK	● 98.1	■ 51.9	▲ 10.2	❖ 6.7	LU	▲ 99.1	■ 99.1	● 62.5	❖ 6.6	UK	▲ 51.4	■ 20.6	❖ 8.0	✕ 2.1
DE	● 93.9	▲ 22.9	❖ 2.4	○ 2.2	HU	● 51.4	■ 43.3	▲ 4.6	✕ 4.2					
EE	● 89.8	○ 55.6	■ 33.9	✕ 30.1	MT	● 96.8	it 56.8	▲ 40.3	■ 6.5	IS	● 82.4	da 65.6	■ 21.6	▲ 8.2
EL	● 97.6	▲ 44.1	■ 17.0	(-) (-)	NL	(:)	(:)	(:)	(:)	LI	(:)	(:)	(:)	(:)
ES	● 97.1	▲ 36.3	■ 1.7	it 0.1	AT	● 98.6	▲ 12.8	it 5.6	❖ 2.0	NO	● 100	■ 38.9	▲ 18.2	✕ 1.0
FR	● 96.0	❖ 39.9	■ 20.4	it 4.6	PL	● 77.8	■ 48.5	○ 13.2	▲ 6.9	BG	● 64.8	○ 24.5	■ 21.2	▲ 14.6
IE	▲ 69.3	■ 22.0	❖ 5.4	it 0.9	PT	● 89.8	▲ 54.4	❖ 1.6	■ 0.5	RO	▲ 87.0	● 86.4	■ 11.4	○ 6.5

● English ▲ French ■ German ❖ Spanish ○ Russian ✕ Unspecified

Source: Eurostat, New Cronos 2004.

Additional notes

Belgium (BE fr, BE nl): Pupils with special educational needs who are enrolled in special schools are not included.

Czech Republic, Poland and Slovakia: The data relate solely to full-time pupils.

Estonia and Hungary: The 'unspecified' category relates primarily to Estonian (at schools in which Russian is the language of instruction) in the case of Estonia, and Hungarian in the case of Hungary.

France: Schools for agriculture are not included. Technological education at ISCED level 3 is included in general education at that level.

Lithuania and Austria: Pupils with a disability in cognitive development are included in the total number of pupils (ISCED level 2).

Hungary and Bulgaria: Pupils with a disability in cognitive development are included in the total number of pupils.

Portugal and Norway: The data relate solely to ISCED level 2.

Finland: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: The data relate solely to England and ISCED level 2. They underestimate the number of pupils learning one or more languages as they are based on the number of entries for the *General Certificate of Secondary Education* (GCSE) for pupils aged 15/16 and exclude pupils in language classes who do not sit the final examinations.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The number of pupils learning English, French, German, Spanish, Dutch, Italian, Swedish and Danish at pre-vocational and general secondary levels is divided by the corresponding number of pupils enrolled at the ISCED level concerned. The Figure deals with the four most widely taught languages in the nine referred to above. They are classified in descending order in accordance with the percentage of pupils who learn them. The 'unspecified' category relates to languages other than those referred to above. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.

For language codes, see 'codes, abbreviations and acronyms'.



A VERY HIGH PERCENTAGE OF PUPILS LEARN ENGLISH WHETHER OR NOT IT IS A MANDATORY LANGUAGE

In the great majority of countries, at least 90 % of pupils learn **English** in general lower or upper secondary education (ISCED levels 2 or 3), or both. The difference in the percentages for these two levels is particularly high in Belgium, the Czech Republic, Luxembourg and Slovakia and may be partly attributable to two factors combined, namely the existence of a relatively high proportion of pupils who learn a language other than English at primary level and the presence of a second foreign language as a compulsory subject or core curriculum option in upper secondary education. Pupils who learn a different language at primary level might opt for English in general upper secondary education, which would explain the increase in the percentage at this level.

In all countries of central and eastern Europe except Lithuania and Romania, around 40 % of pupils at most learn **German** in general secondary education. This also applies to Belgium (the Flemish Community), most of the Nordic countries and Luxembourg, in which German is a mandatory language (Figure B7), which accounts for its high percentage at both levels of education. These percentages are also especially marked in the Czech Republic (73.5 %), Denmark (71.8 %), Slovenia (83 %) and Slovakia (78.2 %). The countries in which less than 10 % of pupils learn German are those in which the Romance languages are spoken or other countries of southern Europe.

All countries in which around 40 % or more of pupils in general secondary education learn **French** come into one of the following three categories. The first consists of the English-speaking or German-speaking countries (Ireland, Austria and the United Kingdom). The second consists of countries with a Romance language as an official state language together with other countries of southern Europe, namely Greece, Spain (39.4 %), Malta, Portugal and Romania. The final category consists of those in which French is a mandatory language as in the Flemish Community of Belgium, Cyprus and Luxembourg. Indeed, it is in these countries that the percentages are highest (over 90 %). In Cyprus, where learning French ceases to be compulsory in the last two years of general upper secondary education, the percentage is no higher than 60.4 %.

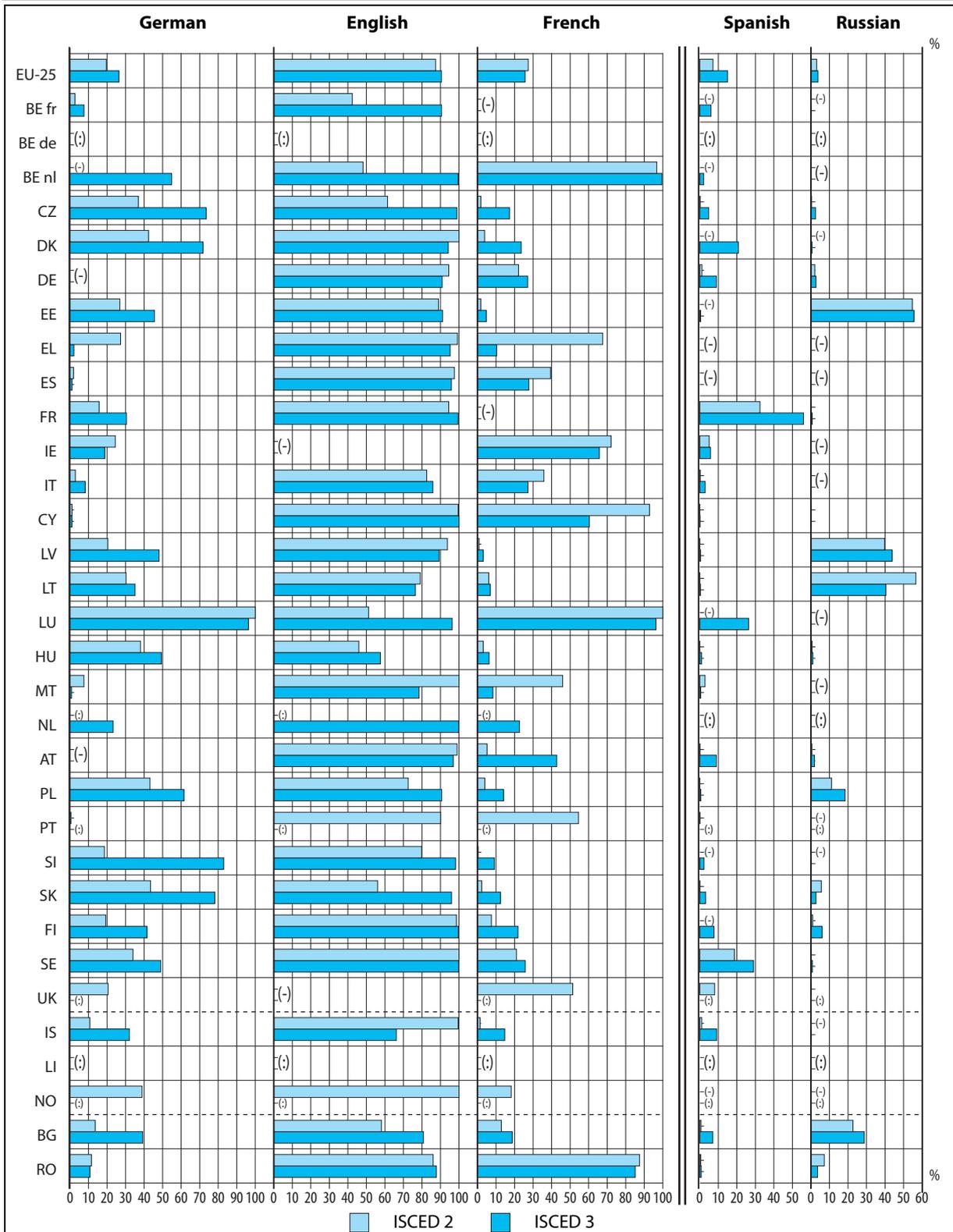
The percentage of pupils who learn English in general secondary education is thus very high in all countries whether or not it is a mandatory language. By contrast, making German or French mandatory has a clear-cut impact on the proportion of pupils who learn them. Indeed, only in countries in which these languages are mandatory is this proportion equal to or greater than 90 %. However, Romania in which French is not a mandatory language records a comparable percentage.

Spanish is taught essentially in general upper secondary education and in the EU-15 countries. Most of the time, the proportion of pupils who learn it is less than 10 %. A few EU-15 countries are exceptions to this, namely Denmark (20.8 %), France (56 %), Luxembourg (26.4 %) and Sweden (29 %). Finally, **Russian** is taught mainly in the countries of central and eastern Europe. Except in Estonia, Latvia, Lithuania, Poland and Bulgaria, the proportions who learn it are lower than 10 %. Finland, which borders Russia, is the EU-15 country in which Russian is most taught. In the remaining countries, it is taught very little if at all.



PARTICIPATION

Figure C8: Percentage of pupils learning English, French, German, Spanish and Russian, general secondary education (ISCED 2 and 3), 2001/02



Source: Eurostat, New Cronos May 2004.



PARTICIPATION

ISCED level		EU-25	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK	IS	LI	NO	BG	RO
DE	2	19.6	2.6	(-)	(-)	36.9	42.4	(-)	26.9	27.3	1.9	15.7	24.5	2.9	1.1	20.4	30.2	100	38.1	7.5	(-)	(-)	43.2	0.5	18.6	43.5	19.3	34.0	20.6	10.7	(-)	38.9	13.6	11.5
	3	26.4	7.6	(-)	54.8	73.5	71.8	(-)	45.6	2.1	1.1	30.5	18.7	8.2	1.0	48.1	35.1	96.3	49.3	0.8	23.3	(-)	61.5	(-)	83.0	78.2	41.5	48.9	(-)	32.1	(-)	(-)	39.3	10.7
EN	2	87.4	42.4	(-)	48.2	61.4	100	94.5	88.9	99.2	97.5	94.4	(-)	82.6	99.5	93.8	79.1	51.2	45.9	100	(-)	99.0	72.6	90.0	79.9	56.1	98.6	100	(-)	99.5	(-)	100	58.1	86.1
	3	90.5	90.5	(-)	99.5	98.9	94.2	90.9	91.2	95.2	95.9	99.4	(-)	85.9	100	89.3	76.5	96.3	57.6	78.5	99.9	96.9	90.6	(-)	98.2	96.0	99.7	99.8	(-)	66.2	(-)	(-)	80.8	87.8
FR	2	27.4	(-)	(-)	96.8	1.8	3.8	22.1	1.7	67.6	39.4	(-)	72.1	35.8	92.8	0.8	6.0	100	3.1	46.0	(-)	5.1	3.9	54.5	0.3	2.3	7.5	21.0	51.4	1.3	(-)	18.2	12.9	87.5
	3	25.7	(-)	(-)	99.5	17.3	23.6	27.1	4.7	10.3	27.7	(-)	65.7	27.2	60.4	3.1	6.8	96.3	6.3	8.3	22.7	42.8	14.1	(-)	9.1	12.4	21.9	25.8	(-)	14.7	(-)	(-)	18.7	85.1
ES	2	7.1	(-)	(-)	(-)	0.2	(-)	1.1	(-)	(-)	(-)	32.5	5.0	0.3	0.0	0.0	0.0	(-)	0.1	2.8	(-)	0.2	0.0	0.2	(-)	0.1	(-)	18.7	8.0	1.1	(-)	(-)	0.7	0.6
	3	15.0	6.0	(-)	2.1	4.8	20.8	9.0	0.4	(-)	(-)	56.0	5.8	2.9	0.2	0.4	0.4	26.4	1.0	0.5	(-)	9.0	0.6	(-)	2.3	3.2	7.7	29.0	(-)	9.1	(-)	(-)	7.0	0.8
RU	2	3.1	(-)	(-)	(-)	0.4	(-)	2.1	54.7	(-)	(-)	0.1	(-)	(-)	0.1	39.8	56.7	(-)	0.6	(-)	(-)	0.5	11.1	(-)	(-)	5.6	0.9	0.0	0.2	(-)	(-)	(-)	22.7	7.2
	3	3.8	0.0	(-)	(-)	2.5	0.5	2.7	55.6	(-)	(-)	0.7	(-)	(-)	0.1	43.8	40.4	(-)	1.0	(-)	(-)	1.9	18.4	(-)	0.1	2.7	6.0	0.8	(-)	0.2	(-)	(-)	28.8	3.6

Source: Eurostat, New Cronos May 2004.

Additional notes

Belgium (BE fr, BE nl): Pupils with special educational needs who are enrolled in special schools are not included.

Czech Republic, Poland and Slovakia: The data relate solely to full-time pupils.

France: Schools for agriculture are not included. Technological education at ISCED level 3 is included in general education at that level.

Lithuania, Austria and Romania: Pupils with a disability in cognitive development are included in the total number of pupils at ISCED level 2.

Hungary and Bulgaria: Pupils with a disability in cognitive development are included in the total number of pupils.

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: The data relate solely to England. They underestimate the number of pupils learning one or more languages as they are based on the number of entries for the *General Certificate of Secondary Education* (GCSE) for pupils aged 15/16 and exclude pupils in language classes who do not sit the final examinations.

Iceland: Pupils with special educational needs who are enrolled in special schools are not included in ISCED level 2.

Explanatory note

The number of pupils learning English, French, German, Spanish and Russian at pre-vocational and general secondary levels is divided by the corresponding number of pupils enrolled at the ISCED level concerned. Languages taught outside the curriculum as optional subjects are not included. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.

IN MOST COUNTRIES IN EUROPE, LANGUAGES OTHER THAN ENGLISH, FRENCH, GERMAN, SPANISH AND RUSSIAN ARE NOT COMMONLY LEARNED

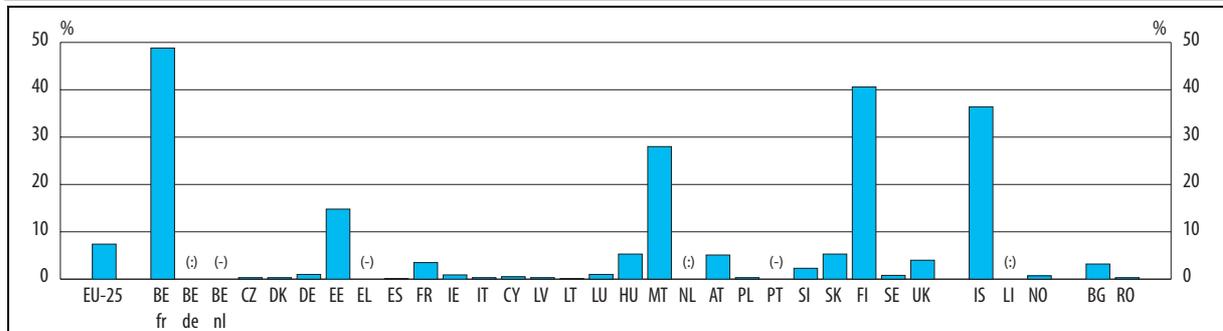
In most countries, languages other than English, French, German, Spanish and Russian account for a very small proportion of all languages learnt. In other words, in the great majority of European countries, pupils learn first and foremost – indeed almost exclusively – major languages used on a broad scale.

In Estonia, Finland and Iceland, the proportion is over 10 % and corresponds essentially to a situation in which pupils learn a specific mandatory language (Figure B7). This language is Estonian in the case of Russian-speaking pupils in Estonia, Swedish in Finland and Danish in Iceland. In Belgium (the French Community), a considerable number of pupils learn Dutch, one of Belgium’s three official state languages (Figure A1). In Malta, in which the cultural influence of Italy is highly significant, many pupils learn Italian.



PARTICIPATION

Figure C9: Percentage of foreign languages other than German, English, Spanish, French and Russian, which are learnt by pupils in general secondary education (ISCED levels 2 and 3), with respect to all languages learnt at this level, 2001/02



EU-25	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK	IS	LI	NO	BG	RO
7.4	48.8	(-)	(-)	0.3	0.3	1.0	14.8	(-)	0.1	3.5	0.9	0.3	0.5	0.3	0.1	1.0	5.3	28.0	(-)	5.1	0.3	(-)	2.3	5.3	40.6	0.8	4.0	36.4	(-)	0.7	3.2	0.3

Source: Eurostat, New Cronos May 2004.

Additional notes

Estonia and Finland: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

France: Schools for agriculture are not included. Technological education at ISCED level 3 is included in general education at that level.

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: The data relate solely to England. They underestimate the number of pupils learning one or more languages as they are based on the number of entries for the *General Certificate of Secondary Education (GCSE)* for pupils aged 15/16 and exclude pupils in language classes who do not sit the final examinations.

United Kingdom and Norway: The data relate solely to ISCED 2.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. Ancient Greek, Latin, Esperanto and sign languages are not taken into account. Similarly excluded are data relating to pupils of foreign nationality learning their mother tongue in special classes, and those learning the language of their host country.

In the numerator, each pupil learning English, French, German, Spanish and Russian is counted once for each of these languages learnt. In the denominator, each pupil learning a foreign language is counted once for each language learnt. In other words, pupils learning more than one language are counted as many times as the number of languages studied.

**INCREASINGLY MORE PUPILS ARE LEARNING ENGLISH
IN SECONDARY EDUCATION,
ESPECIALLY IN THE COUNTRIES OF CENTRAL AND EASTERN EUROPE**

The percentage of pupils learning English has been increasing markedly since 1998, especially in the countries of central and eastern Europe except Slovakia. The trend is particularly noticeable in Slovenia and Romania. In these two countries the percentage of pupils learning a second language (German and French respectively) has also clearly been rising. This situation is not apparent in the Czech Republic, Latvia and Lithuania, in which the increase in the percentage of pupils learning English has occurred alongside a slight falling off in the percentage of those learning German.

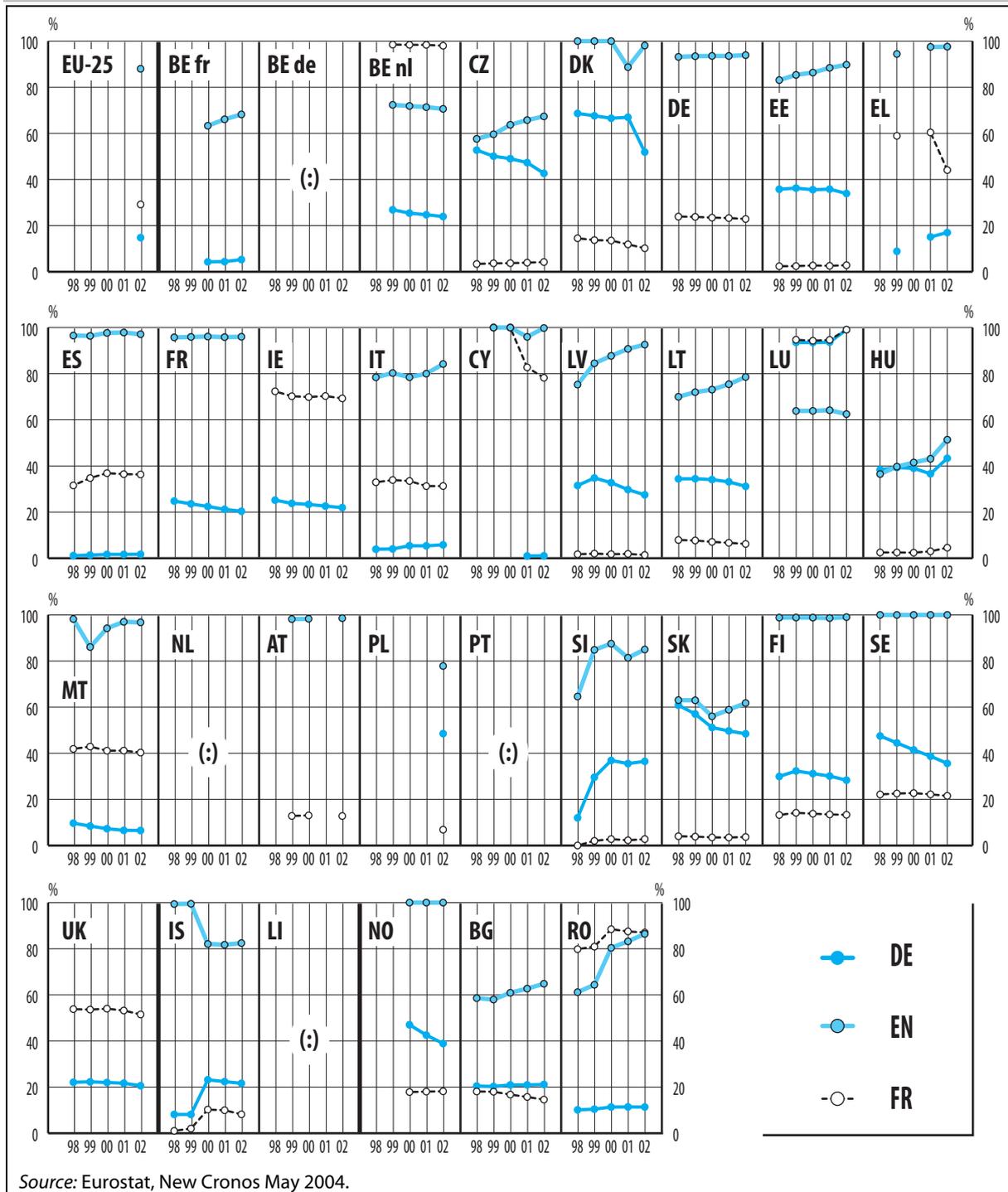
Variations for German and French during the period under consideration are overall not as marked. In the majority of countries, the percentage of pupils learning French has been slightly decreasing. An increase of over five percentage points may be observed solely in Romania. The percentage of pupils learning German has also decreased in the majority of countries. In the case of this language, (positive or negative) variations



PARTICIPATION

are bigger in a greater number of countries. A decrease of 10 percentage points or a little over is apparent in the Czech Republic, Sweden and Slovakia. Only Slovenia recorded a very marked increase between 1998 and 2000.

Figure C10: Trends in the percentage of pupils learning English, German and French in general secondary education (ISCED 2 and 3), with respect to 1997/98, 1998/99, 1999/2000, 2000/01 and 2001/02





PARTICIPATION

Data (Figure C10)

	English					French					German				
	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
EU-25	(-)	(-)	(-)	(-)	88.0	(-)	(-)	(-)	(-)	29.2	(-)	(-)	(-)	(-)	14.8
BE fr	(-)	(-)	63.3	66.1	68.2	(-)	(-)	(-)	(-)	(-)	(-)	(-)	4.3	4.4	5.3
BE de	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
BE nl	(-)	72.4	71.9	71.4	70.6	(-)	98.5	98.4	98.4	98.0	(-)	26.9	25.4	24.7	24.0
CZ	57.6	59.6	63.7	65.8	67.4	3.4	3.7	3.7	4.0	4.2	52.7	50.1	49.0	47.3	42.7
DK	100	100	100	88.7	98.1	14.5	13.7	13.5	11.9	10.2	68.7	67.6	66.6	67.0	51.9
DE	93.2	93.5	93.6	93.6	93.9	23.9	23.8	23.5	23.3	22.9	(-)	(-)	(-)	(-)	(-)
EE	83.1	85.3	86.4	88.4	89.8	2.4	2.5	2.7	2.6	2.8	35.8	36.3	35.6	35.8	33.9
EL	(-)	94.4	(-)	97.5	97.6	(-)	58.9	(-)	60.4	44.1	(-)	8.9	(-)	15.1	17.0
ES	96.5	96.4	97.7	97.9	97.1	31.6	34.8	36.9	36.5	36.3	1.1	1.4	1.6	1.6	1.7
FR	95.8	95.9	96.1	95.9	96.0	(-)	(-)	(-)	(-)	(-)	24.8	23.6	22.4	21.2	20.4
IE	(-)	(-)	(-)	(-)	(-)	72.3	70.2	69.9	70.3	69.3	25.2	23.8	23.3	22.6	22.0
IT	78.4	80.3	78.5	80.0	84.2	32.9	33.9	33.5	31.3	31.3	3.9	4.0	5.4	5.4	5.8
CY	(-)	100	100	96.0	99.8	(-)	100	100	82.8	78.2	(-)	(-)	(-)	1.0	1.1
LV	75.3	84.5	87.7	90.8	92.6	1.7	2.0	1.8	1.9	1.4	31.5	34.8	32.8	29.7	27.5
LT	70.0	72.0	73.1	75.4	78.6	7.9	7.7	7.1	6.7	6.2	34.4	34.5	34.1	33.1	31.2
LU	(-)	63.9	63.9	64.2	62.5	(-)	94.7	94.3	94.7	99.1	(-)	93.5	93.5	93.7	99.1
HU	36.5	39.7	41.5	43.1	51.4	2.5	2.5	2.4	3.0	4.6	38.4	39.3	39.0	36.6	43.3
MT	98.2	86.0	94.2	97.0	96.8	41.9	42.9	41.1	41.2	40.3	9.7	8.4	7.3	6.6	6.5
NL	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
AT	(-)	98.2	98.3	(-)	98.6	(-)	12.8	13.1	(-)	12.8	(-)	(-)	(-)	(-)	(-)
PL	(-)	(-)	(-)	(-)	77.8	(-)	(-)	(-)	(-)	6.9	(-)	(-)	(-)	(-)	48.5
PT	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
SI	64.6	84.8	87.5	81.4	85.0	0.0	2.0	2.8	2.3	2.8	12.0	29.6	36.9	35.5	36.5
SK	63.0	63.0	56.0	58.9	61.8	4.0	3.9	3.5	3.5	3.7	60.9	57.0	51.2	49.7	48.4
FI	98.8	98.9	98.8	98.6	99.0	13.2	14.2	13.8	13.5	13.3	30.0	32.3	31.2	30.1	28.3
SE	100	100	100	100	100	22.2	22.6	22.7	22.2	21.5	47.5	44.5	41.5	38.7	35.6
UK	(-)	(-)	(-)	(-)	(-)	53.8	53.6	54.0	53.2	51.5	22.1	22.3	22.0	21.7	20.6
IS	99.4	99.5	82.0	81.7	82.4	1.0	2.0	10.3	10.0	8.2	8.2	8.2	23.2	22.4	21.6
LI	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
NO	(-)	(-)	100	100	100	(-)	(-)	17.9	18.1	18.2	(-)	(-)	47.0	42.6	38.9
BG	58.6	58.0	60.9	62.7	64.8	18.1	18.0	16.8	15.7	14.6	20.5	20.3	21.0	21.0	21.2
RO	61.2	64.4	80.4	83.2	86.4	79.8	80.9	88.5	87.5	87.0	10.1	10.4	11.4	11.4	11.4

Source: Eurostat, New Cronos May 2004.

Additional notes (Figure C10)

Belgium (BE fr, BE nl): Pupils with special educational needs who are enrolled in special schools are not included.

Czech Republic, Poland and Slovakia: The data relate solely to full-time pupils.

Denmark: Methods of estimating language learning at ISCED levels 2 and 3 were improved in 2001, which accounts for the break in the time series.

France: Schools for agriculture are not included. Technological education at ISCED level 3 is included in general education at that level.

Cyprus: Data collection methods were improved in 2001, which accounts for the break in the time series.

Hungary: Pupils at ISCED level 1 are included in the data from 1998 to 2001.

Hungary and Bulgaria: Pupils with a disability in cognitive development are included in the total number of pupils.



PARTICIPATION

Additional notes (continued – Figure C10)

Hungary and Slovenia: The data relate solely to full-time pupils for the years from 1998 to 2001 in Hungary, and for 1998 to 2000 in Slovenia.

Lithuania, Austria and Romania: Pupils with a disability in cognitive development are included in the total number of pupils at ISCED level 2.

Finland: Upper secondary education includes adult education (2000-02).

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom and Norway: The data relate solely to ISCED 2.

United Kingdom: The data relate solely to England. They underestimate the number of pupils learning one or more languages as they are based on the number of entries for the *General Certificate of Secondary Education* (GCSE) for pupils aged 15/16 and exclude pupils in language classes who do not sit the final examinations.

Iceland: The data for 1998 and 1999 relate solely to ISCED 2.

Explanatory note

The number of pupils learning English, French and German in general and pre-vocational secondary education is divided by the corresponding number of pupils enrolled at the ISCED level concerned. Languages taught outside the curriculum as optional subjects are not included. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.

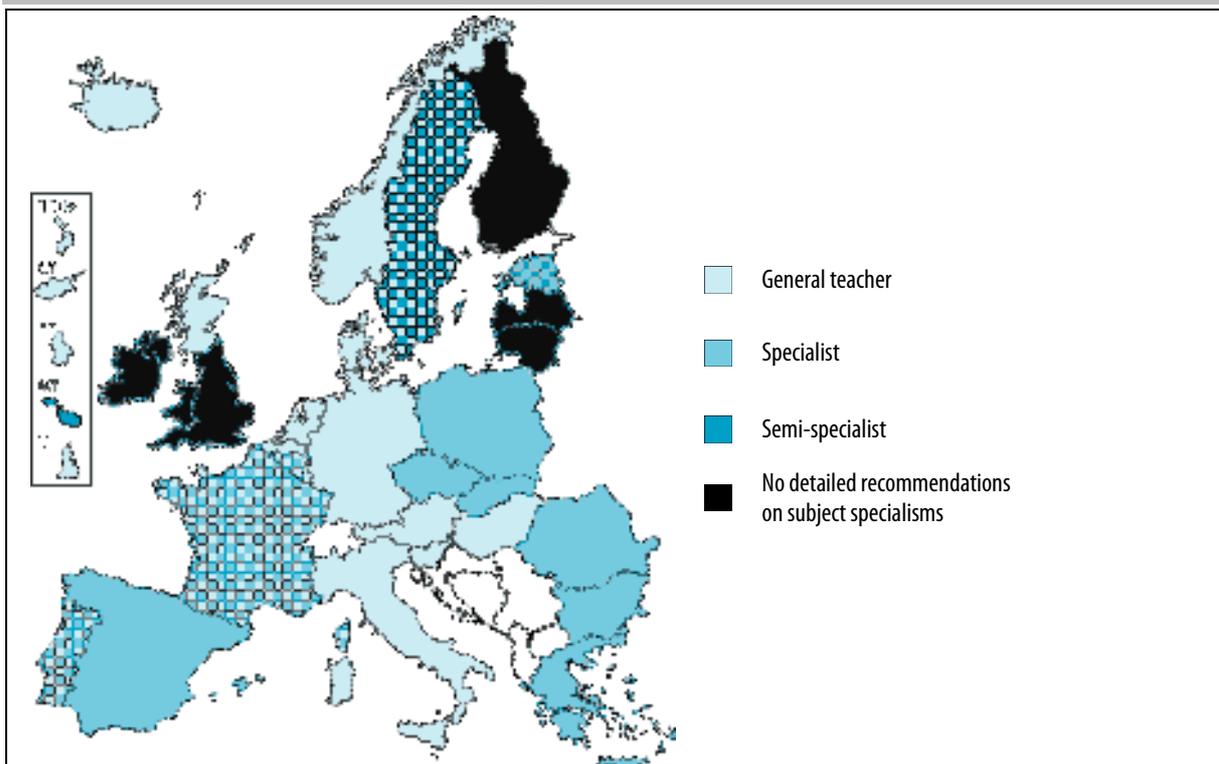


TEACHERS

IN PRIMARY EDUCATION, FOREIGN LANGUAGES ARE TAUGHT MAINLY BY GENERAL TEACHERS

In the majority of European countries, foreign languages are taught in primary education by general teachers, who are qualified to teach all (or almost all) subjects in the curriculum. This applies irrespective of the curricular status of the language concerned, as a compulsory subject or a core curriculum option. In Malta, semi-specialists teach foreign languages at primary level. In seven countries, namely the Czech Republic, Greece, Spain, Poland, Slovakia, Bulgaria and Romania, foreign languages are taught in primary education only by specialist teachers.

Figure D1: Recommendations regarding the qualifications of foreign language teachers in primary education, 2002/03



Source: Eurydice.

Additional notes

Germany: Semi-specialists are gradually replacing general teachers.

Latvia, Lithuania and United Kingdom (ENG/WLS/NIR): Although there are no detailed recommendations on subject specialisms, official documents specify general standards for all teachers.

Portugal: In the second stage of primary education, the compulsory foreign language is taught by specialist teachers.

Sweden: Languages may be taught by semi-specialists in the sixth year of *grundskola*.

Slovenia: Specialist language teachers are employed in the final year.

Explanatory note

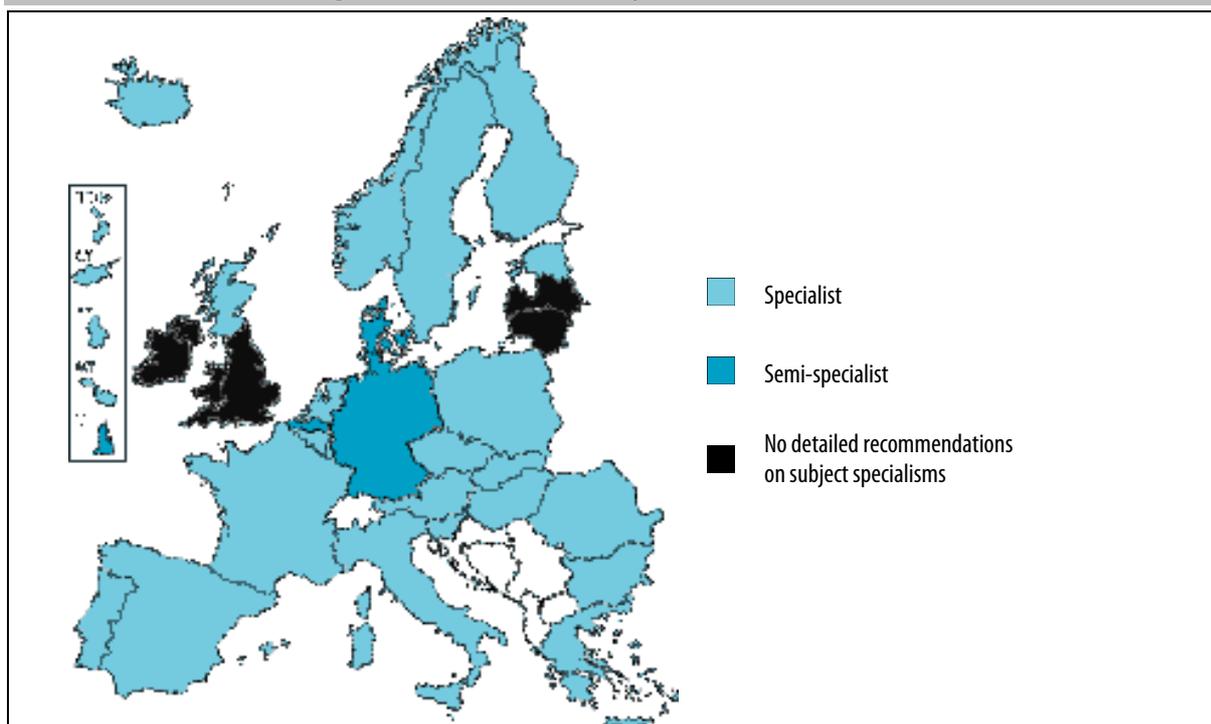
General (non-specialist) teacher; semi-specialist teacher (of foreign languages); **specialist teacher** (of foreign languages): See glossary.

In Estonia, both semi-specialist and specialist teachers are entitled to teach foreign languages at primary level. In Belgium (French Community) and France, those who do so may be general or specialist teachers. In a few countries, there are no detailed recommendations in official documents on subject qualifications for foreign language teachers.

SPECIALIST TEACHERS OF FOREIGN LANGUAGES OFTEN WORK IN SECONDARY EDUCATION

In over half of the European countries considered, specialist teachers are required to teach foreign languages in lower secondary education. In Belgium (the Flemish Community) and Denmark, foreign language teachers are trained as semi-specialists. In Germany, either semi-specialists or specialists are required to teach foreign languages, depending on the type of school concerned. While semi-specialists may also teach foreign languages in Sweden, specialist teachers are more common.

Figure D2: Recommendations regarding the qualifications of foreign language teachers in general lower secondary education, 2002/03



Source: Eurydice.

Additional notes

Ireland: Most language teachers in lower secondary education are semi-specialist or specialist teachers. However, given the wide discretion granted to school authorities in the allocation of teaching duties, there are also some teachers who have no formal qualification in the languages they teach and who have not received any specific training in language teaching methodologies. The official documents do not preclude this.

Latvia, Lithuania and United Kingdom (ENG/WLS/NIR): Although there are no detailed recommendations on subject specialisms, official documents specify general standards for all teachers.

Explanatory note

Semi-specialist teacher (of foreign languages); **specialist teacher** (of foreign languages): See glossary.

D
T E A C H E R S

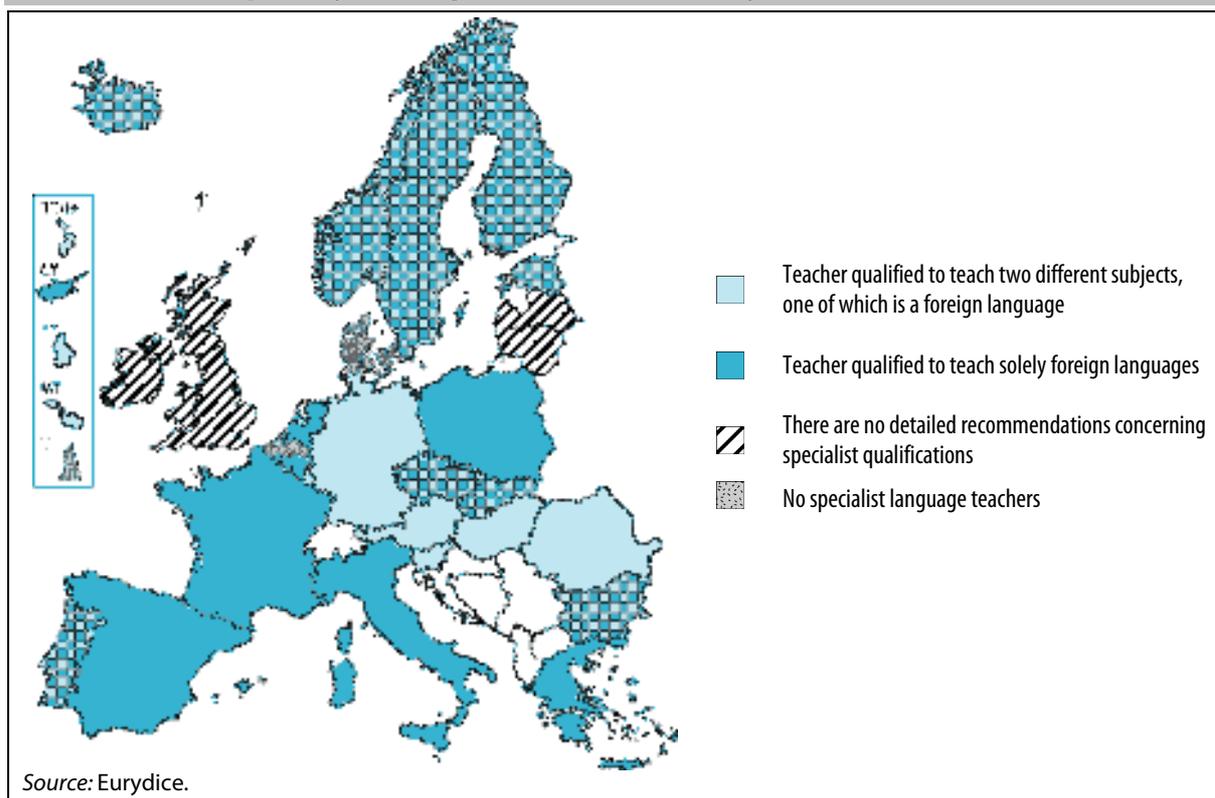
As in the case of primary education (Figure D1), there are no detailed recommendations in official documents on subject qualifications for foreign language teachers in secondary education in Ireland, Latvia, Lithuania and the United Kingdom (England, Wales and Northern Ireland).

IN HALF OF ALL COUNTRIES, SPECIALIST FOREIGN LANGUAGE TEACHERS ARE QUALIFIED TO TEACH ANOTHER SUBJECT

Specialist teachers may have two distinct kinds of qualification profile. They may either be qualified to teach two different subjects, one of which is a foreign language, or qualified to teach solely foreign languages. Both situations are about equally widespread.

In several countries, specialist teachers of foreign languages may to some extent choose their subject combinations. This applies to the majority of the Nordic countries (Finland, Sweden, Iceland and Norway), the Czech Republic, Estonia, Portugal, Slovakia and Bulgaria.

Figure D3: Level of subject specialisation among specialist teachers of foreign languages in primary and/or general lower secondary education, 2002/03

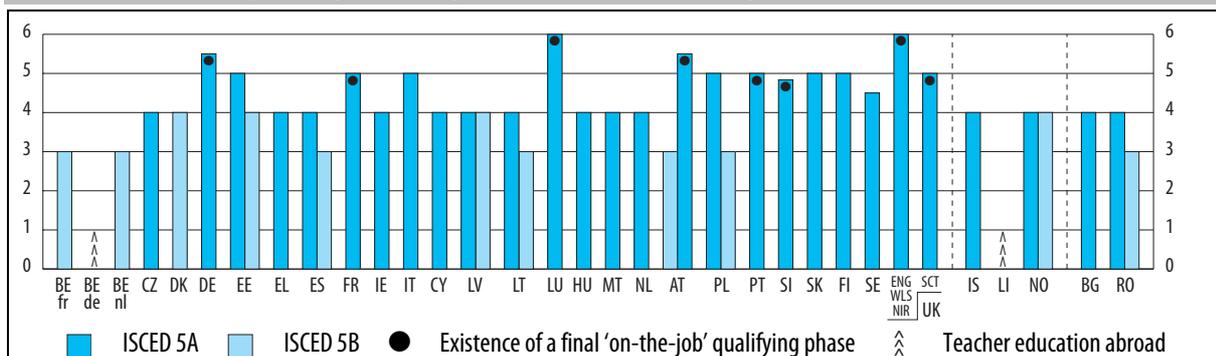




MOST SEMI-SPECIALIST AND SPECIALIST TEACHERS OF FOREIGN LANGUAGES HAVE A UNIVERSITY EDUCATION

In all countries, initial teacher education of semi-specialists and specialists in foreign languages is provided in tertiary education and in most countries leads to a university qualification (ISCED level 5A). In general, it lasts four or five years. In Romania, specialist language teachers in primary education are trained at non-university tertiary level (ISCED level 5B) for three years. This also applies to teachers in lower secondary education in Belgium (the Flemish Community), Denmark and Austria (in the case of *Hauptschule* teachers). In several other countries, teacher education may follow two paths, irrespective of the degree of specialisation and the level at which they are intending to work.

Figure D4: Minimum duration and level of initial teacher education for specialists or semi-specialists in foreign languages in primary and/or general lower secondary education, 2002/03



Source: Eurydice.

Additional notes

Belgium (BE de): Most teachers are trained in the French Community of Belgium.

Luxembourg: General teacher education has to be undertaken abroad and lasts at least four years. This period does not include the time required to complete a research project, which may vary.

Poland: A university level course lasting 3 years also exists but is not widespread.

Portugal: Initial teacher education may last up to 6 years, including a final 'on-the-job' qualifying phase.

United Kingdom (ENG/WLS/NIR): There are no statutory requirements for teachers to have specific subject qualifications. The Figure shows the typical route followed by a specialist language teacher at secondary level. The 'on-the-job' induction year is statutory in Wales only since 2003.

Liechtenstein: Student teachers are educated in Austria or Switzerland.

Explanatory note

In the case of the consecutive model for teacher education, in which the compulsory general education phase is followed by specifically professional training, the first degree is also considered here to be part of initial teacher education and its duration is thus included in the total minimum length.

Final 'on-the-job' qualifying phase: See glossary.



TEACHERS

INITIAL EDUCATION FOR LANGUAGE TEACHERS FOCUSES ON METHODOLOGY AND PRACTICAL TRAINING

Education authorities may recommend that institutions for initial teacher education offer certain courses or activities enabling prospective teachers to acquire the skills needed to teach foreign languages. The focus here is on the following four activities or training components: learning one or several foreign languages; theoretical courses on the teaching of foreign languages; in-school language teaching placements; and a period spent in a target language country. The first category enables student teachers to acquire a more thorough knowledge and mastery of one or several foreign languages or even learn new ones. Theoretical courses on the teaching of foreign languages may include courses on specific teaching methodology and different language learning theories, etc. Practical training in schools enables prospective teachers to gain initial experience of a real working environment. A period spent in a target language country should bring them into direct contact with the language and culture they will teach.

Figure D5: Recommendations regarding the content of initial teacher education for those qualified to teach foreign languages in primary and/or general lower secondary education, 2002/03

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	
Learning one or several languages	○	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Theoretical course(s) on the teaching of foreign languages	○	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
In-school foreign language teaching placements	○	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Period spent in a target language country	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

	MT	NL	AT	PL	PT	SI	SK	FI	SE	U K		IS	LI	NO	BG	RO	
										ENG/WLS/NIR	SCT						
Learning one or several languages	○	●	●	○	○	○	○	○	○	○	○	○	⋆	⋆	○	○	○
Theoretical course(s) on the teaching of foreign languages	○	●	●	○	○	○	○	○	○	○	○	○	⋆	⋆	○	○	○
In-school foreign language teaching placements	○	○	○	○	○	○	○	○	○	○	○	○	⋆	⋆	○	○	○
Period spent in a target language country	○	○	○	○	○	○	○	○	○	○	○	○	⋆	⋆	○	○	○

General teachers
 Specialists
 Semi-specialists

- Prescribed or recommended by the central (or top-level) education authorities
- No indication or institutional autonomy
- ⋆ Teacher education abroad

Source: Eurydice.

Additional notes

Belgium (BE de): Initial teacher education for specialist teachers is provided outside the German-speaking Community. Most teachers are trained in the French Community of Belgium.

Germany: General (non-specialist) teachers in primary schools do not receive initial training in foreign languages but participate in in-service training activities.

Liechtenstein: Prospective teachers are trained in Austria or Switzerland.

Explanatory note (Figure D5)

Institutional autonomy: Institutions for initial teacher education are free to determine the content of their provision.

Learning one or several languages: Courses/training during which students acquire a more thorough knowledge and mastery of one or several foreign languages or learn new ones.

Period spent in a target language country: Period spent in a country or region in which the language to be taught is spoken. This period may involve time spent in a school (as an assistant), at a university (in order to attend courses), or even in the business sector. The aim is that the student teachers concerned should have direct contact with the language they will teach (immersion) and master it.

In the majority of European countries, theoretical courses on foreign language teaching are compulsory, irrespective of whether the students concerned are intending to become general, semi-specialist or specialist teachers. In-school placements, as well as practical language training, are also often compulsory.

In many countries, institutions are either entirely free to decide whether or not they will provide training in a particular area or there are no explicit indications in official recommendations on this training component for initial teacher education. Institutions may therefore also decide whether this provision will be compulsory or optional.

In the great majority of countries, a period spent in a target language country is not among the prescribed activities of student language teachers and is compulsory only in Luxembourg, and the United Kingdom (Scotland) in the case of specialist teachers. In the United Kingdom (England, Wales and Northern Ireland), it is common practice for higher education institutions to require students of modern languages to spend one year of a four-year course in a target language country. In most countries, it is up to the students themselves to arrange study visits to the countries in which the language they wish to teach is spoken.

Only in the Netherlands is English prescribed for student teachers and then solely in the case of those intending to work as general teachers at primary level.

**INSTITUTIONS FOR INITIAL TEACHER EDUCATION OFTEN DECIDE
HOW MUCH TIME SHOULD BE DEVOTED
TO LANGUAGE LEARNING AND PROFESSIONAL TRAINING**

For general teachers working at primary level, the minimum amount of time devoted to language learning during initial teacher education can only be determined in the case of three countries, namely Belgium (the German-speaking Community), Luxembourg and Slovenia.

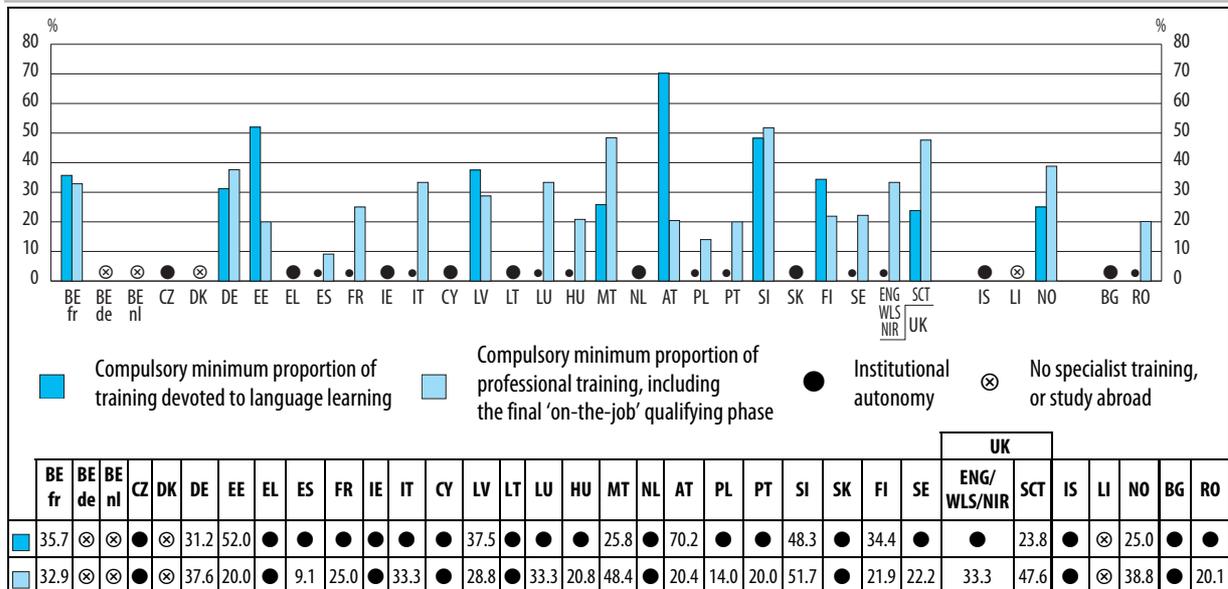
As far as specialists are concerned, the minimum proportion of initial teacher education devoted to language learning cannot be clearly indicated in half of the European countries concerned because institutions are largely free to devise their own curricula. This applies in particular to the time devoted to the different components of teacher education. In the majority of countries where this proportion can be calculated, the percentages are always higher than 20 % and even very high (over 70 %) in Austria and to a lesser extent in Estonia (52 %).

The same applies to the proportion of time devoted to professional training. Institutions are entirely free to decide how much time should be devoted to it in the Czech Republic, Greece, Ireland, Cyprus, Lithuania, the Netherlands, Slovakia, Iceland and Bulgaria. Elsewhere, a compulsory minimum amount is specified. The compulsory minimum amount of time earmarked for professional training in initial teacher education varies considerably from one country to the next. It corresponds to less than 10 % of the full period of teacher education in Spain, rising to almost 50 % in Malta, Slovenia and the United Kingdom (Scotland).



T E A C H E R S

Figure D6: The minimum proportion of time devoted to language learning and professional training within initial teacher education for foreign language specialists in primary and/or general lower secondary education, 2002/03



Source: Eurydice.

Additional notes

Belgium (BE de): Most teachers are trained in the French Community of Belgium.

Belgium (BE nl), Denmark and Liechtenstein: Foreign language teachers are not required to be specialists.

Germany: The calculation is based on a 24-month final 'on-the-job' qualifying phase.

Estonia: The percentages relate to teacher education provided at the University of Tartu.

Spain: The percentage relates to specialist teacher education for ISCED level 2.

France: The percentage shown refers to professional training in the IUFM which constitutes the final 'on-the-job' qualifying phase.

Italy: The amount of professional training is determined at institutional level within centrally fixed limits.

Luxembourg: General teacher education has to be undertaken abroad. The professional training of teachers occurs during the final 'on-the-job' qualifying phase.

Austria: The percentages relate to a specialist teacher working in an *Allgemeinbildende höhere Schule*. Variations exist among universities. For *Hauptschule* teachers the percentages are 23.2 % (language learning) and 53.6 % (professional training).

Poland: Since 2003/04, central standards for teacher education have been introduced and are compulsory for all higher education institutions. The professional training in 5-year and 3-year courses has been raised to 16 % and 22 %, respectively.

Portugal: The percentage shown relates to professional training in a final 'on-the-job' qualifying phase.

Slovenia: Student teachers are entitled to undertake their professional training and the final 'on-the-job' qualifying phase within the same 10-month period.

United Kingdom (ENG/WLS/NIR): The professional component of initial teacher education is defined in relation to standards and skills rather than minimum quantitative requirements. However, there are specific requirements regarding the time that prospective teachers have to spend in schools. In addition, successful completion of an induction period is necessary.

Explanatory note

When determining the proportion of professional training in the full period of initial teacher education, only the compulsory minimum curriculum for all prospective teachers is taken into account. Within this compulsory minimum curriculum, a distinction is drawn between general and professional training.

General teacher education; professional training: See glossary.



ENGLISH IS THE MOST POPULAR LANGUAGE FOR EUROPEAN IN-SERVICE TRAINING GRANTS

Since 2000/01, grants for teachers to undertake 1 to 4 weeks of in-service training abroad have been awarded under the Comenius action in the second phase of the European Socrates programme. The same type of grant was also available under the first phase of Socrates (1995-2000) and prior to that in the Lingua programme from 1991 onwards.

The European Commission recommends that 70 % of grants for in-service teacher training supported by Comenius should be awarded for training in the methodology and classroom skills required specifically by language teachers. Other forms of training concerned with ICT, pupils with special needs, and intercultural education may be included and participants in such training may be educational staff other than language teachers.

The most frequently used teaching languages are English, French, German and Spanish. All other languages, for which small percentages are recorded, are grouped together in the Figure. On average, the vast majority (over 60 %) of grants awarded are for courses taught in English, compared to only 14 % in French and 5 % in both German and Spanish.

In Cyprus, all grant beneficiaries opt for training in English. The percentages are over 80 % in Belgium (the French Community), Estonia, Italy, Lithuania and Finland. Elsewhere, participation rates in training in English are always higher than 50 % except for teachers from English-speaking countries, Belgium (the German-speaking Community), Denmark and Norway.

In most countries, the participation rates of teachers in courses given in French are below 20 %. The exceptions concern staff from Belgium (the Flemish Community), Spain and Malta. Over 35 % of participants from Belgium (the German-speaking Community), Denmark, Ireland and Romania choose French as the language of their course abroad.

German is quite popular as course language with teachers from the Czech Republic (35 %) and Slovakia (33 %). Almost 20 % of participants from Hungary and Poland choose German. However, the percentages are generally low (under 10 %) amongst teachers from other countries.

Fewer than 20 % of teachers choose to participate in courses taught in Spanish, with the exception of staff from Ireland and Luxembourg in which between 40 % and 50 % of participants choose this language for their training.

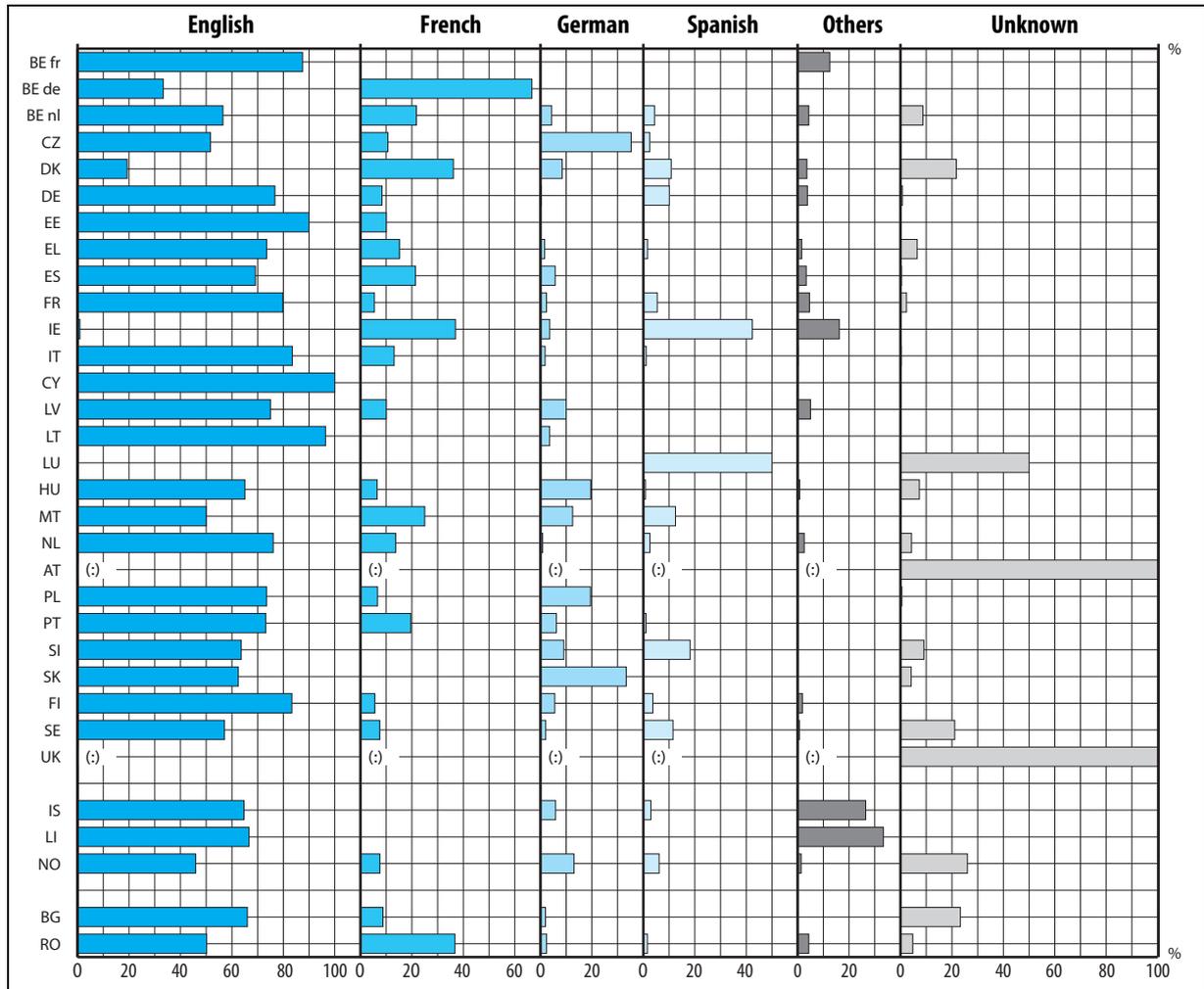
In general, no more than 5 % of participants choose courses in other languages, except in the case of Dutch (participants from the French Community of Belgium), Danish (Icelandic staff) and Italian (teachers from Ireland and Liechtenstein).

These participation rates follow the pattern observed for languages learnt by pupils (Figure C8). English is the most learned foreign language for pupils in Europe, followed by French and German, with German slightly more common as a subject in the countries of central and eastern Europe.



TEACHERS

Figure D7: Distribution of grants for in-service teacher training under the Comenius action (Socrates II Programme), in accordance with the course language and country of origin of participants, 2002/03



	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK	IS	LI	NO	BG	RO
EN	87.5	33.3	56.5	51.6	19.3	76.7	90.0	73.5	69.2	79.8	0.9	83.5	100	75.0	96.4	0.0	65.0	50.0	76.1	(:)	73.5	73.2	63.6	62.5	83.3	57.1	(:)	64.7	66.7	45.9	66.0	50.2
FR	0.0	66.7	21.7	10.7	36.1	8.4	10.0	15.1	21.4	5.4	36.9	13.1	0.0	10.0	0.0	0.0	6.5	25.0	13.7	(:)	6.6	19.6	0.0	0.0	5.6	7.5	(:)	0.0	0.0	7.5	8.7	36.8
DE	0.0	0.0	4.3	35.2	8.4	0.2	0.0	1.6	5.7	2.3	3.6	1.8	0.0	10.0	3.6	0.0	19.5	12.5	0.9	(:)	19.4	6.2	9.1	33.3	5.6	2.0	(:)	5.9	0.0	13.0	1.9	2.4
ES	0.0	0.0	4.3	2.5	10.8	10.1	0.0	1.6	0.0	5.4	42.3	1.1	0.0	0.0	0.0	50.0	0.8	12.5	2.6	(:)	0.0	1.0	18.2	0.0	3.7	11.6	(:)	2.9	0.0	6.2	0.0	1.6
Others	12.5	0.0	4.3	0.0	3.6	3.8	0.0	1.6	3.3	4.7	16.2	0.2	0.0	5.0	0.0	0.0	0.8	0.0	2.6	(:)	0.0	0.0	0.0	0.0	1.9	0.7	(:)	26.5	33.3	1.4	0.0	4.3
Unknown	0.0	0.0	8.7	0.0	21.7	0.8	0.0	6.5	0.4	2.3	0.0	0.3	0.0	0.0	0.0	50.0	7.3	0.0	4.3	100	0.5	0.0	9.1	4.2	0.0	21.1	100	0.0	0.0	26.0	23.3	4.7

Source: European Commission, Directorate-General for Education and Culture (Socrates II Programme, Comenius action).

Explanatory note

The total number of grants per country and language varies widely which limits the comparability of data.

The figure shows the percentages of language courses in accordance with the course language. Other forms of training concerned with ICT, pupils with special needs, and intercultural education may however be included.



TEACHING PROCESSES

SPEAKING AND LISTENING ARE THE PRIORITY AT THE OUTSET OF LANGUAGE LEARNING

Communication in a foreign language calls for proficiency in a whole set of relevant skills. All official curricula for foreign languages express the core aims related to such skills in terms of the four major skills of listening, speaking, reading and writing. The educational aims associated with these four are not always equally ranked. Where priorities are evident, they are almost always focused on the skills of speaking and listening, especially in primary education. At this level, the countries in which the curriculum explicitly states that equal importance should be attached in learning to each of the four major skills are mostly those in which pupils are taught the first compulsory foreign language at a relatively late stage, from the age of 9 and over.

In several countries, curricula that attach explicit priority to the major skills of 'listening' and 'speaking' when a foreign language is first taught as a compulsory subject attach equal importance to the four major skills at the end of compulsory education or no longer consider the priority issue at all.

Figure E1: Relative priority given to the aims associated with the four major skills in curricula for compulsory foreign languages, full-time compulsory education, 2002/03

Figure E1a: When compulsory teaching of the FIRST foreign language begins							E1b: When compulsory full-time education ends						
Age of pupils when compulsory language teaching begins	Explicit priority				The major skills are each equally important	No reference to the priority issue		Explicit priority				The major skills are each equally important	No reference to the priority issue
	Listening	Speaking	Reading	Writing				Listening	Speaking	Reading	Writing		
10	■	■	■				BE fr					■	
8	■	■					BE de					■	
12					■		BE nl					■	
9	■	■					CZ						■
10					■		DK					■	
8-10	■	■					DE					■	
7-9					■		EE					■	
9						■	EL						■
3-8					■		ES					■	
8-10	■	■					FR					■	
⊗						■	IE						■
7	■	■					IT					■	
9					■		CY					■	
9					■		LV					■	
9					■		LT					■	
6					■		LU					■	
9					■		HU					■	

⊗ No foreign languages as a compulsory subject

Source: Eurydice.

Figure E1 (continued): Relative priority given to the aims associated with the four major skills in curricula for compulsory foreign languages, full-time compulsory education, 2002/03

Figure E1a: When compulsory teaching of the FIRST foreign language begins							E1b: When compulsory full-time education ends						
Age of pupils when compulsory language teaching begins	Explicit priority				The major skills are each equally important	No reference to the priority issue		Explicit priority				The major skills are each equally important	No reference to the priority issue
	Listening	Speaking	Reading	Writing				Listening	Speaking	Reading	Writing		
5	■	■					MT						■
5-10	■	■	■				NL					■	
6-8	■	■					AT					■	
10	■	■					PL					■	
10					■		PT					■	
9					■		SI					■	
10					■		SK					■	
7-9						■	FI						■
7-10	■	■					SE	■	■				
11					■		UK-ENG/ WLS/NIR					■	
⊗							UK-SCT						
10					■		IS					■	
8					■		LI					■	
6					■		NO					■	
11					■		BG					■	
9	■	■	■				RO	■	■	■			

⊗ No foreign languages as a compulsory subject

Source: Eurydice.

Additional notes

Belgium (BE fr, BE nl): In Brussels, the first compulsory foreign language is taught to pupils at the age of 8.

Ireland: Data for this figure are taken from the foreign languages curricula used for the *Junior Certificate* (awarded at the age of 15).

Netherlands: The priority given to the four major skills depends on the type of education. In VMBO, they are equally important, whereas in the last two years of HAVO the emphasis is on the oral skills and, in the last three years of VWO, on the written skills.

Explanatory note

Major skill: See glossary.

Explicit priority given to one or more major skills: The official curricula for foreign languages state clearly and explicitly that greater emphasis is attached to the aims of one or more major skills in the whole teaching/learning process.

The major skills are each equally important: The official curricula for foreign languages explicitly state that, as far as aims are concerned, no priority should be attached to any one or more of the major skills.

No reference: The official curricula for foreign languages do not address the question of whether priority should be given to one or more major skills compared to others.

For further information on the ages at which children first have to learn foreign languages, see Figure B1.

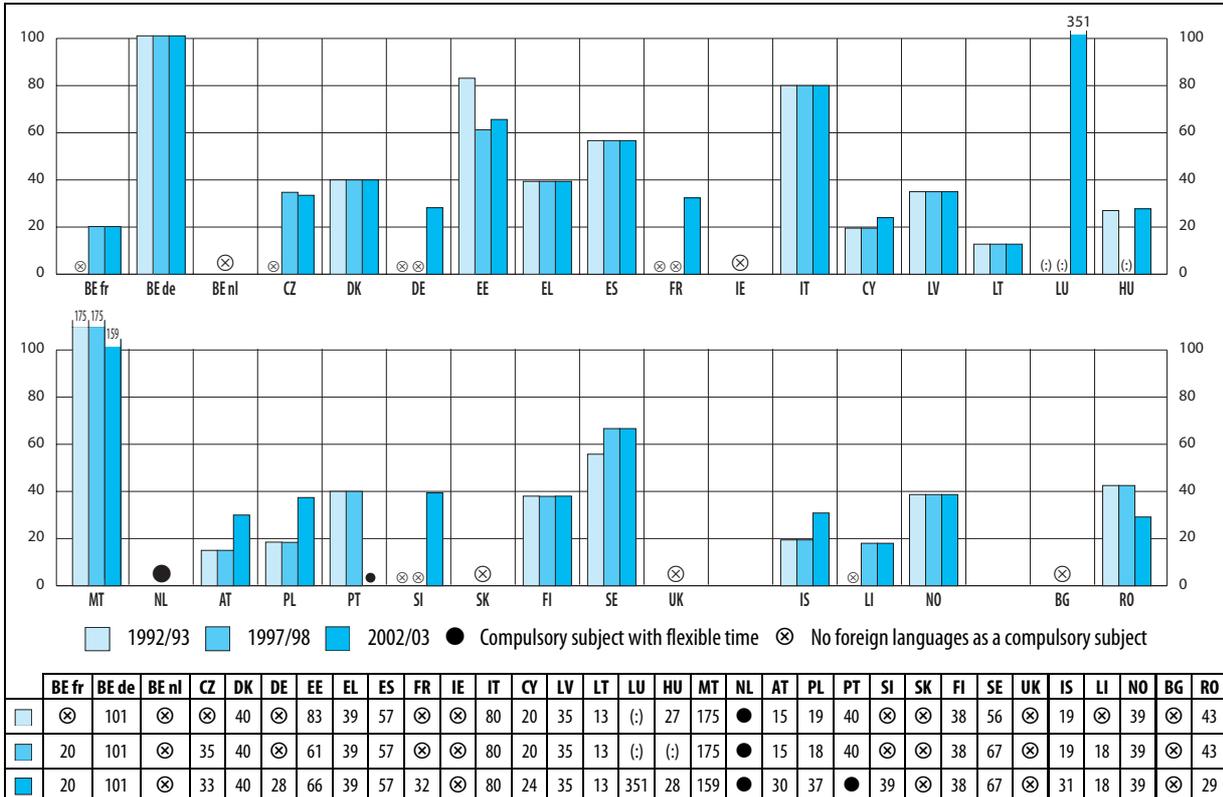
**IN TEN YEARS THERE HAVE BEEN FEW CHANGES
IN THE AMOUNT OF TIME PRESCRIBED FOR FOREIGN LANGUAGES**

In the last decade, there have been few important changes in the minimum amount of teaching time meant to be devoted to foreign languages as a compulsory subject. This applies in particular to primary education in countries in which the compulsory teaching of languages was reported for the three reference years in Figure E2a. In the years 1992, 1997 and 2002, pupils at this level received between 30 and 50 hours of teaching on average in foreign languages. Few countries lie outside this time allocation range. The most extreme cases are Lithuania (with 13 hours) and Malta (over 150 hours for the three reference years). In compulsory general secondary education (Figure E2b), changes are a little more in evidence between 1992 and 2002. Almost half of the countries have slightly increased the number of hours allocated to foreign languages. Conversely, only a few countries, namely the Czech Republic, Estonia, Cyprus, Latvia, Austria (the *Hauptschule* and *Polytechnische Schule*), Finland and Liechtenstein (the *Gymnasium*) have slightly lowered this allocation in their curricula during the period under consideration.

Furthermore, the number of hours set aside for foreign languages is much greater in secondary education than at primary level, in countries in which this provision is compulsory. In compulsory general secondary education in most countries, pupils generally had to be taught foreign languages for over 90 hours in 2002/03, except in three new European Union Member States (the Czech Republic, Poland and Slovenia). Depending on the country concerned, the time allocation varied by as much as a factor of two given that another three countries, namely Denmark, Germany (the *Gymnasium*) and Malta, made provision for 200 hours or more of foreign language teaching.

In some countries, teaching time for foreign languages may be increased at the discretion of the school head or management bodies (see Figure B2). This possibility is not taken into account in the Figures.

Figure E2a: Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in primary education, 1992/93, 1997/98 and 2002/03



Source: Eurydice.

Additional notes

Belgium (BE fr): In Brussels, a greater number of class periods are earmarked for teaching foreign languages.

Denmark, Hungary and United Kingdom (SCT): See the additional notes to Figure E2b.

Germany: In 2002/03, the minimum amount of teaching time for compulsory foreign languages included the number of hours recommended for the first two years (for pupils aged from 8 to 10) which are currently being introduced on a general basis.

France: In 2002/03, the minimum amount of teaching time for compulsory foreign languages included the time allocation for the first two years (for pupils aged from 8 to 10), which is currently being introduced on a general basis.

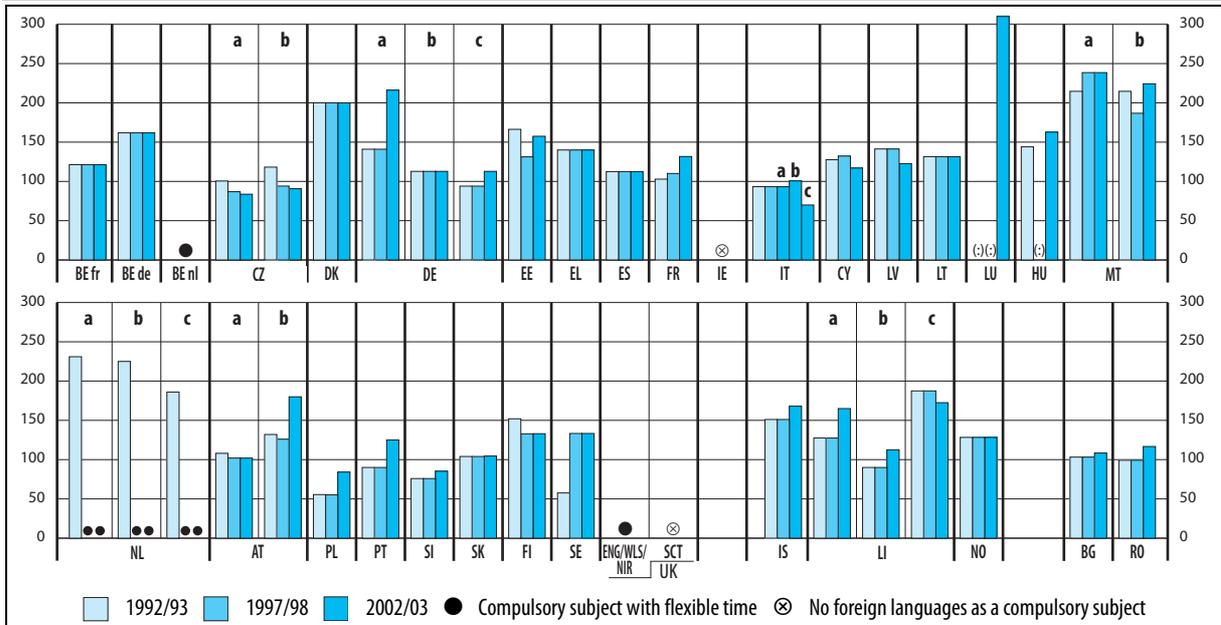
New primary education timetables phased in since 2002 strengthen the position of languages in the school curriculum.

Austria: In 2002/03, the minimum amount of teaching time for compulsory foreign languages included the time allocation for the first two years (one hour a week for pupils aged from 6 to 8), which is currently being introduced on a general basis. This allocation is included in the total amount of teaching time at the discretion of the teacher.

Explanatory note

See the explanatory note to Figure E2b.

Figure E2b. Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in compulsory full-time general secondary education, 1992/93, 1997/98 and 2002/03



	BE fr	BE de	BE nl	CZ		DK	DE			EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	
				a	b		a	b	c													
1992/93	121	162	●	100	118	200	141	113	94	166	140	113	103	⊗	93	128	141	132	(:)	144		
1997/98	121	162	●	87	94	200	141	113	94	131	140	113	110	⊗	93	132	141	132	(:)	(:)		
2002/03	121	162	●	84	91	200	216	113	113	158	140	113	132	⊗	93	101	70	117	123	132	310	163

	MT		NL			AT		PL	PT	SI	SK	FI	SE	UK		IS	LI			NO	BG	RO
	a	b	a	b	c	a	b						ENG/WLS/NIR	SCT		a	b	c				
1992/93	215	215	231	225	186	108	132	56	90	76	104	152	58	●	⊗	151	128	90	188	128	103	99
1997/98	239	187	●	●	●	102	126	55	90	76	104	133	133	●	⊗	151	128	90	188	128	103	99
2002/03	239	224	●	●	●	102	180	84	125	85	105	133	133	●	⊗	168	165	113	173	128	108	117

Source: Eurydice.

Additional notes

Belgium (BE fr): The data relate solely to schools in the public sector.

Czech Republic: a) *Základní škola*; b) the first four years of the *Gymnázium*.

Denmark: As of 2003/04, the guidelines for lessons have been changed. The number of hours has been increased by 60 as a result of teaching English a year earlier (from the age of 9).

Germany: a) *Gymnasium*; b) *Hauptschule*; c) *Realschule*. Data for years 5-10 are based on an agreement between the *Länder*, which lays down the overall number of periods for each subject and the whole of lower secondary education. An average per year has also been calculated. For these reasons, data may not correspond to the precise timetables for each year in the 16 *Länder*.

Italy: In the case of 2002/03: a) *Scuola media*, followed by the first year of *Liceo scientifico*; b) *Scuola media*, followed by the first year of *Liceo classico*; c) *Scuola media*, followed by the first year of *Liceo artistico*.

Hungary: In the case of 1997/98 the national core curriculum expressed the amount of time for each subject as a percentage of total teaching time in the school year. For years 1 to 4, no percentage for foreign languages was formally stipulated; in years 5 and 6 it was 11-15 %; in years 7 and 8, 9-12 %; and in years 9 and 10, 9-13 %. The information provided for 2002/03 in the case of years 9 and 10 relates to general secondary schools, in which two foreign languages are compulsory.

Malta: a) Secondary schools; b) Junior Lyceum.

Additional notes (Figure E2b)

Netherlands: a) VMBO (formerly MAVO); b) HAVO; c) VWO.

Austria: a) *Hauptschule* and *Polytechnische Schule*; b) *Allgemeinbildende höhere Schule* (sub-type *Gymnasium*).

United Kingdom (SCT): Although not mandatory, teaching of a foreign language was however considered to be so prior to implementation of the recommendations of the ministerial action group on languages (2000) (Figure B1). The recommendations made this provision still more flexible. In 2002/03, all pupils were entitled to learn a modern language from the 6th year of Primary and for a minimum of 6 years or the equivalent of 500 hours in all.

Liechtenstein: a) *Realschule*; b) *Oberschule*; c) *Gymnasium*.

Explanatory note

The time for foreign language teaching given in this Figure is based on national minimum recommendations in the curriculum for each reference year. For each year of primary education or full-time compulsory general secondary education, the teaching load has been calculated by multiplying the average daily load by the number of days' teaching a year. Recreational or other breaks of any kind, as well as time set aside for optional lessons, have not been taken into account. Total teaching times for each year are added up to obtain the total teaching load in hours for primary and full-time compulsory general secondary education. To obtain the **notional year**, these values have been divided by the number of years of provision corresponding to each of the two educational levels.

The raw data used to prepare this diagram are available for each country and each year of compulsory education on the Eurydice website (www.eurydice.org).

Full-time compulsory general secondary education normally ends on completion of general lower secondary education or the single structure, except in Belgium, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, the United Kingdom (England, Wales and Northern Ireland) and Bulgaria.

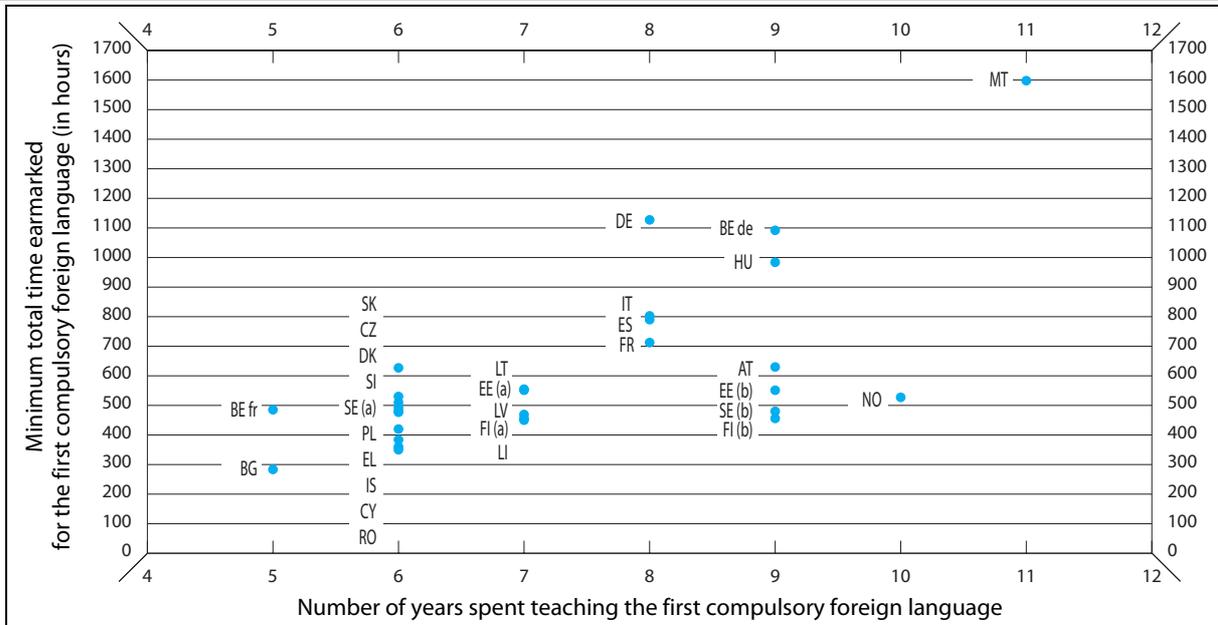
Flexible time: See Glossary.

THE NUMBER OF YEARS SPENT TEACHING THE FIRST FOREIGN LANGUAGE TENDS TO VARY IN ACCORDANCE WITH THE TOTAL NUMBER OF HOURS DEVOTED TO THIS PROVISION

The number of years that compulsory teaching of the first foreign language lasts tends to reflect the total number of hours earmarked for this provision in full-time compulsory education. From a comparison of these two variables, it generally appears that in countries in which the first foreign language is taught for a limited number of years, the total number of hours earmarked for teaching it is also relatively low. This applies to the majority of countries for which data are available. Conversely, in countries in which the first foreign language is taught during a large part of compulsory education, a considerable amount of teaching time (in hours) is recommended. This is especially true of Belgium (the German-speaking Community) and Malta, in which the first compulsory foreign language is taught for a total period of 9 and 11 years respectively and in which the total number of hours devoted to it is also very high. Foreign languages are not therefore taught intensively over very few years.

A few exceptions belie this general trend. This applies to five countries in which the first foreign language is taught throughout a fairly long period of compulsory education, but the total amount of teaching time devoted to it is fairly modest. In Austria (9 years of provision) and Norway (10 years), the number of hours that pupils spend learning the first foreign language is much lower than in other countries in which that language is taught for roughly the same number of years. These countries have thus chosen to spread teaching of the first foreign language over the entire period of full-time compulsory education, while allocating less time annually to it than other countries. In Estonia, Finland and Sweden, schools are free to begin compulsory teaching of the first foreign language at different ages and thus spread this provision over six, seven or nine years. However, the minimum total amount of time recommended remains unchanged, except in Finland.

Figure E3: Comparison of the minimum total number of hours recommended for teaching the first compulsory foreign language during full-time compulsory general education and the number of years spent teaching it in the same period, 2002/03



	BE fr	BE de	BE nl	CZ	DK	DE	EE		EL	ES	FR	IE	IT	CY	LV	LT	LU	HU
							a	b										
Minimum total number of hours	485	1 092	●	530	510	1 127	551	551	420	790	713	⊗	803	360	469	555	(:)	984
Number of years	5	9		6	6	8	7	9	6	8	8	⊗	8	6	7	7	9	9

	UK																	
	MT	NL	AT	PL	PT	SI	SK	FI		SE		ENG/WLS/NIR	SCT	IS	LI	NO	BG	RO
								a	b	a	b							
Minimum total number of hours	1 598	●	630	477	●	492	627	456	456	480	480	●	⊗	384	510	527	284	350
Number of years	11		9	6		6	6	7	9	6	9			6	7	10	5	6

- Compulsory subject with flexible time for some or all of the years of full-time compulsory education
- ⊗ No foreign languages as a compulsory subject

Source: Eurydice.

Additional notes

Belgium (BE de): For several decades, the first foreign language has been learnt from the age of 6. This situation was made official in a decree of April 2004.

Czech Republic: The situation relates to the *Základní škola*, followed by the first four years of the *Gymnázium*.

Germany: The period in which the first compulsory foreign language is taught includes the first two years (for pupils aged from 8 to 10) which are currently being introduced on a general basis. The Figure indicates the situation in the *Gymnasium*.

Estonia, Finland and Sweden: As the age at which the first compulsory foreign language is initially learnt varies, the figures under a) relate to the earliest possible age, and those under b) to the latest possible age.

Spain: Because circumstances differ from one Autonomous Community to the next, the period during which the first compulsory foreign language is taught do not include the first five years (for children aged from 3 to 7) which are currently being phased in.

France: The period in which the first compulsory foreign language is taught includes the first two years (for pupils aged from 8 to 10) which are currently being introduced on a general basis.

Italy: In the case of the final year of compulsory education (which ends at the age of 15), the situation shown relates to the first year of the *Liceo classico*.

Additional notes (continued – Figure E3)

Malta: The Figure shows the situation in the *Junior Lyceum*.

Austria: The period in which the first compulsory foreign language is taught includes the first two years (for pupils aged from 6 to 8) which are currently being introduced on a general basis. The Figure indicates the situation in the *Hauptschule* and the *Polytechnische Schule*.

Finland: Most pupils who embark on their first compulsory foreign language at the age of 7 (for a period lasting 9 years in all) receive more than the recommended minimum number of hours.

Liechtenstein: The Figure shows the situation in the *Realschule*, the *Oberschule* and the *Gymnasium*, in which the total number of hours earmarked for foreign languages is the same.

Explanatory note

The raw data used to prepare this diagram are available for each country and each year of compulsory education on the Eurydice website (www.eurydice.org).

Flexible time: See Glossary.

For further information on the age at which pupils are first taught foreign languages and the duration of this provision, see Figure B1.

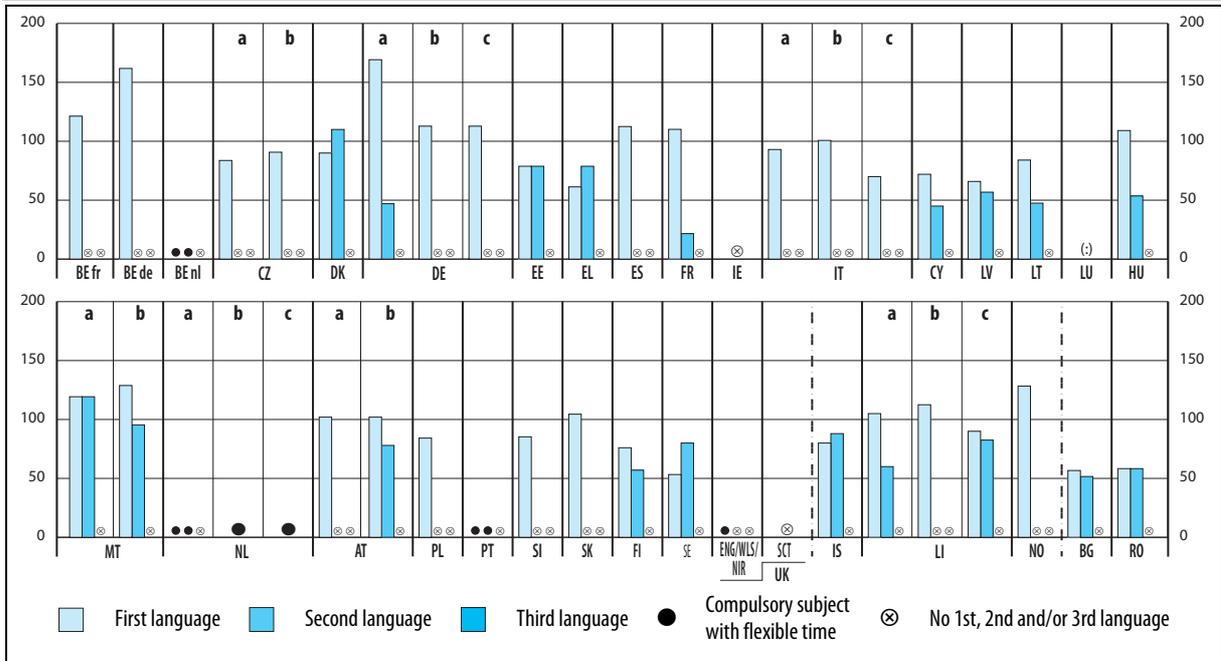
THE FIRST FOREIGN LANGUAGE ACCOUNTS FOR A GREATER AMOUNT OF TEACHING TIME THAN THAT DEVOTED TO OTHER LANGUAGES

In primary education, compulsory teaching of more than one language is most uncommon (see Figure B1). In compulsory general secondary education, the teaching of two compulsory foreign languages is part of the curriculum in just over half of the countries considered, while inclusion of three compulsory languages is exceptional.

In general, where the curriculum for compulsory general secondary education includes two foreign languages as compulsory subjects, the first language accounts for more teaching time than the second. This applies whether the choice of language is made by pupils or is prescribed. In some countries, the differential is particularly significant. For example, in Germany (in the *Gymnasium*), France, Lithuania, Hungary and Liechtenstein (in the *Realschule*) the number of hours allocated to the first language may be more than double the hours allocated to the second. In France and Hungary, this is partly attributable to the fact that teaching of the second foreign language begins at a fairly late stage of compulsory education when pupils are aged 13 and 14 respectively (Figure B1).

The opposite trend is apparent in very few countries. However, in Denmark, Greece, Sweden and Iceland, the second foreign language accounts for a greater number of hours in curricula than the first. In three countries (Estonia, Malta and Romania), there is no distinction between the first and second foreign language. The breakdown in the minimum amount of teaching time between the different languages on offer is very similar.

Figure E4: Minimum number of hours recommended for teaching the first, second and third foreign language as a compulsory subject in a notional year in full-time compulsory general secondary education, 2002/03



	BE fr	BE de	BE nl	CZ		DK	DE			EE	EL	ES	FR	IE	IT			CY	LV	LT	LU	
				a	b		a	b	c						a	b	c					
First language	121	162	●	84	91	90	169	113	113	79	61	113	110	⊗	93	101	70	72	66	84	(:)	
Second language	⊗	⊗	●	⊗	⊗	110	47	⊗	⊗	79	79	⊗	22	⊗	⊗	⊗	⊗	45	57	48	(:)	
Third language	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	(:)

	HU	MT		NL			AT		PL	PT	SI	SK	FI	SE	UK		IS	LI			NO	BG	RO
		a	b	a	b	c	a	b						ENG/WLS/NIR	SCT		a	b	c				
First language	109	119	129	●	●	●	102	102	84	●	85	105	76	53	●	⊗	80	105	113	90	128	57	58
Second language	54	119	95	●	●	●	⊗	78	⊗	●	⊗	⊗	57	80	⊗	⊗	88	60	⊗	83	⊗	52	58
Third language	⊗	⊗	⊗	⊗	●	●	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗

Source: Eurydice.

Additional notes

Czech Republic: a) *Základní škola*; b) the first four years of the *Gymnázium*.

Germany: a) *Gymnasium*; b) *Hauptschule*; c) *Realschule*.

Ireland: While foreign language learning is not compulsory, most students learn at least one foreign language in secondary education. Those who learn languages do so for three-and-a-half to four years and receive some 67 hours of provision in a notional year.

Italy: a) *Scuola media*, followed by the first year of *Liceo scientifico*; b) *Scuola media*, followed by the first year of *Liceo classico*; c) *Scuola media*, followed by the first year of *Liceo artistico*.

Malta: a) *Secondary schools*; b) *Junior Lyceum*.

Netherlands: a) *VMBO* (formerly *MAVO*); b) *HAVO*; c) *VWO*.

Austria: a) *Hauptschule* and *Polytechnische Schule*; b) *Allgemeinbildende höhere Schule* (sub-type *Gymnasium*).

Poland: It is possible to introduce the second compulsory foreign language within the amount of time left to the discretion of the school head and school governing body.

Portugal: During the last three years of compulsory education, total teaching time for foreign languages is fixed, but not its breakdown by first and second languages.

Liechtenstein: a) *Realschule*; b) *Oberschule*; c) *Gymnasium*.



TEACHING PROCESSES

Explanatory note (Figure E4)

The time for foreign language teaching given in this Figure is based on national minimum recommendations. For each year of full-time compulsory general secondary education, the teaching load has been calculated by multiplying the average daily load by the number of days' teaching a year. Recreational or other breaks of any kind, as well as time set aside for optional lessons, have not been taken into account. Total teaching times for each year are added up to obtain the total teaching load in hours for full-time compulsory general secondary education. To obtain the notional **year**, these values have been divided by the number of years of provision corresponding to full-time compulsory general secondary education.

The raw data used to prepare this diagram are available for each country and each year of compulsory education on the Eurydice website (www.eurydice.org).

Full-time compulsory general secondary education normally ends on completion of general lower secondary education or the single structure, except in Belgium, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, the United Kingdom (England, Wales and Northern Ireland) and Bulgaria.

Flexible time: See Glossary.

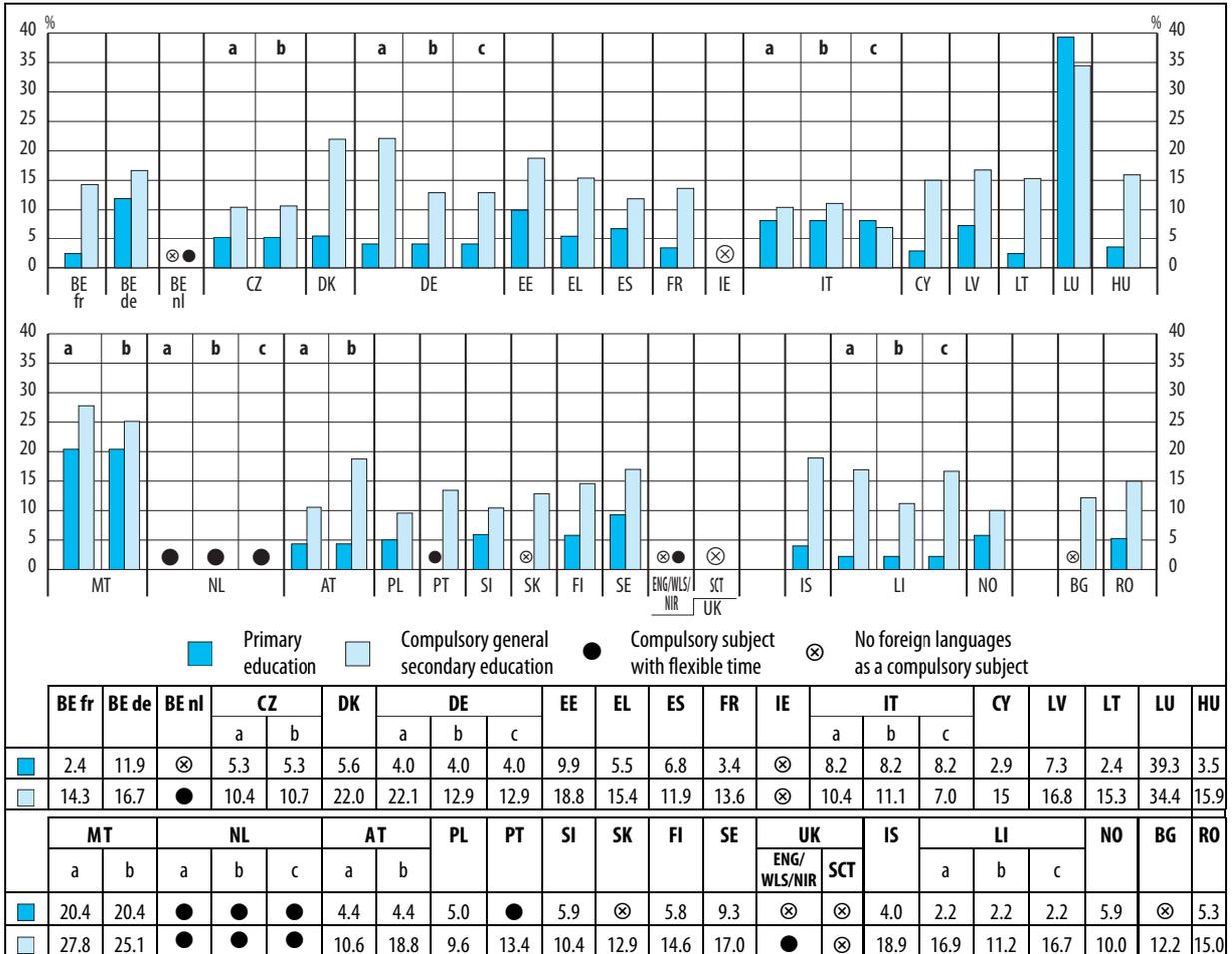
For further information on the length of time for which the first, second and third foreign languages are taught, see Figure B1.

FOREIGN LANGUAGES OFTEN ACCOUNT FOR OVER 10 % OF TEACHING TIME IN SECONDARY EDUCATION

In countries in which the minimum number of hours is fixed, the proportion of time allocated specifically to foreign language teaching with respect to total teaching time is greater in compulsory general secondary education than in primary education. This difference is partly attributable to the fact that, at secondary level, learning two foreign languages is mandatory in half of the countries considered. By contrast, at primary level, no more than one foreign language is mandatory and it is not generally learnt at the very beginning of compulsory education (Figure B1). The average amount of time devoted to them is not therefore substantial (less than 10 % of total teaching time), except in Belgium (the German-speaking Community), Luxembourg and Malta in which children begin to learn French, German and English, respectively, fairly early.

In compulsory general secondary education in most countries, the proportion of time earmarked for foreign language teaching is 10-15 %. Differences between countries may be very considerable, ranging from 9 % in Poland to 34 % in Luxembourg. In the latter country, as well as in Belgium (the German-speaking Community), Denmark, Germany (in the *Gymnasium*), Estonia, Latvia, Hungary, Austria, Sweden and Iceland, foreign language teaching occupies a fairly prominent position in the share of time allocated to various subjects in the curriculum.

Figure E5: The proportion of minimum total time prescribed for the teaching of foreign languages as a compulsory subject, as a percentage of total teaching time in primary and full-time compulsory general secondary education, 2002/03



Source: Eurydice.

Additional notes

Czech Republic: a) *Základní škola*; b) *Základní škola*, followed by the first four years of the *Gymnázium*.

Germany: In the case of primary education, the minimum amount of teaching time for compulsory foreign languages includes the number of hours recommended for the first two years (for pupils aged from 8 to 10) which are currently being introduced on a general basis. For secondary education: a) *Gymnasium*; b) *Hauptschule*; c) *Realschule*.

France: In 2002/03, the minimum amount of teaching time for compulsory foreign languages included the time allocation for the first two years (for pupils aged from 8 to 10), which is currently being introduced on a general basis.

Ireland: While foreign language learning is not compulsory, most students learn at least one foreign language in secondary education. This corresponds to some 8% of total teaching time.

Italy: a) *Scuola media*, followed by the first year of *Liceo scientifico*; b) *Scuola media*, followed by the first year of *Liceo classico*; c) *Scuola media*, followed by the first year of *Liceo artistico*.

Malta: a) *Secondary schools*; b) *Junior Lyceum*.

Netherlands: a) VMBO (formerly MAVO); b) HAVO; c) VWO.

Austria: In the case of primary education, the minimum amount of teaching time for compulsory foreign languages includes the number of hours recommended for the first two years (for pupils aged from 6 to 8) which are currently being introduced on a general basis. For secondary education: a) *Hauptschule* and *Polytechnische Schule*; b) *Allgemeinbildende höhere Schule (AHS)*.

Liechtenstein: a) *Realschule*; b) *Oberschule*; c) *Gymnasium*.

Explanatory note (Figure E5)

Figure E5 shows the relation between the time earmarked for the teaching of foreign languages as compulsory subjects and the total amount of teaching time, for the whole of full-time compulsory education. The calculation has been based on national recommendations or on the minimum number of hours recommended at national level. In the case of countries in which full-time compulsory education includes one or several years of upper secondary education organised in different branches, the calculation has been based on the number of hours in the particular branch for the one or more years concerned.

The raw data used to prepare this diagram are available for each country and each year of compulsory education on the Eurydice website (www.eurydice.org).

Full-time compulsory general secondary education normally ends on completion of general lower secondary education or the single structure, except in Belgium, France, Italy, Hungary, the Netherlands (VVO and HAVO), Slovakia, the United Kingdom (England, Wales and Northern Ireland) and Bulgaria.

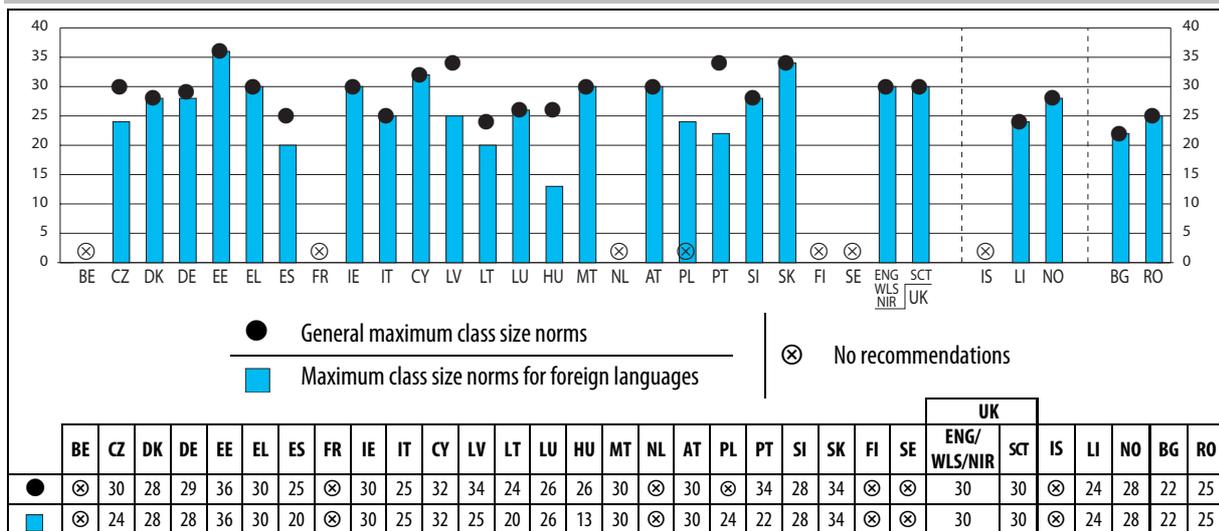
Flexible time: See Glossary.

FEW COUNTRIES ESTABLISH CLASS SIZE NORMS SPECIFICALLY FOR FOREIGN LANGUAGE TEACHING

In the majority of countries, official recommendations indicate the maximum or minimum number of pupils in a class or group of pupils. These recommendations do not indicate actual average class sizes which may, for example, be smaller than the recommended maximum class size.

Norms relating to maximum group or class size may vary significantly from one country to the next, but do not specify more than 36 children. In most countries, class size recommendations are the same in primary (Figure E6a) and compulsory general secondary education (Figure E6b). Where they differ, the maximum size is greater at secondary level, except in Slovakia.

Figure E6a: Regulations or recommendations regarding maximum class sizes for foreign languages in primary education, 2002/03



Source: Eurydice.

Additional notes

Cyprus: The general maximum class size is 30 for years 1-2 and 32 for years 3-6.

United Kingdom (SCT): In the last four years of primary education, the general maximum class size requirement is 33. See the additional notes to Figure E6b.

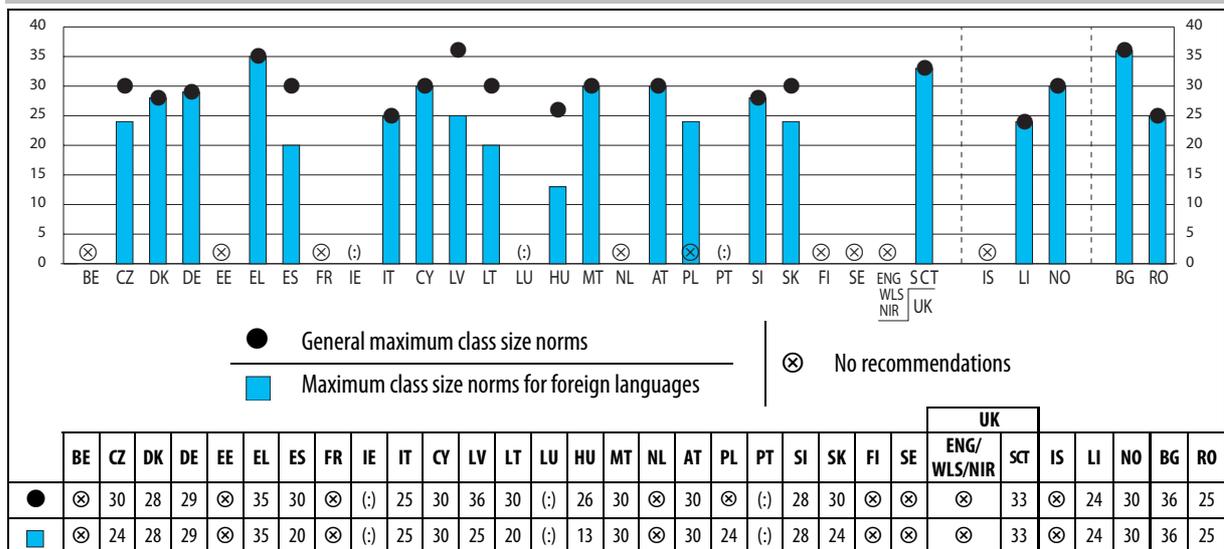
Explanatory note

See the explanatory note to Figure E6b.

In general, class size requirements do not distinguish between different subjects in the curriculum. In other words, the same norms apply to a class in mathematics, for example, as to one in foreign languages. However, a small group of countries have special class size regulations for foreign languages. This is particularly the case in the new European Union Member States, which tend to recommend lower class sizes.

Thus in primary education and compulsory general secondary education in the Czech Republic, Latvia, Lithuania, Hungary, Poland and Slovakia (compulsory general secondary education only), the maximum recommended number of pupils for foreign language classes is lower than the recommended maximum for other subjects in the curriculum. Often there may be a difference of several units with respect to the general class size norm, which corresponds to as much as a factor of two in the case of Hungary. In the remaining EU Member States, only in Germany (primary education), Spain and Portugal (primary education) are special class size norms for foreign languages lower than the general recommendations concerning maximum class sizes.

Figure E6b: Regulations or recommendations regarding maximum class sizes for foreign languages in full-time compulsory general secondary education, 2002/03



Source: Eurydice.

Additional notes

Germany: Average of the limits given for class size in the different *Länder*.

Latvia: These maximum class size norms relate to State-funded schools. Municipalities may establish lower class sizes where they have the financial resources to do so.

Poland: There are no limits concerning the maximum size of a class. In the case of foreign language lessons, the school head is obliged to split the class into two groups if the number of pupils in it is greater than 24. If the number is 24 or less, the class may be similarly split subject to the agreement of the local educational authorities (*gminy*).

Slovakia: In lower secondary education, the general norms apply solely to the mother tongue and mathematics.

United Kingdom (ENG/WLS): Class sizes for children aged 5, 6 and 7 must not exceed 30.

United Kingdom (NIR): Class sizes for children aged 4-8 (inclusive) must not exceed 30.

United Kingdom (SCT): 30 pupils in the last two years of lower and upper secondary education. In the case of so-called practical subjects, a maximum class size of 20 pupils is recommended.

Explanatory note

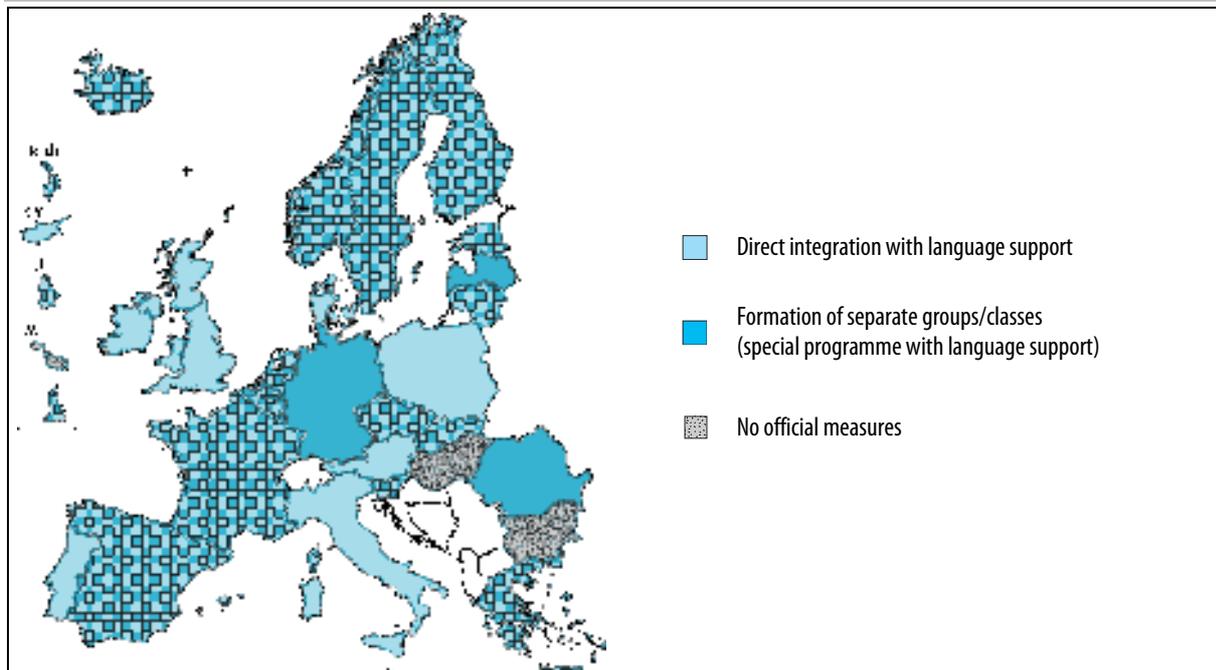
Full-time compulsory general secondary education normally ends on completion of general lower secondary education or the single structure, except in Belgium, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, the United Kingdom (England, Wales and Northern Ireland) and Bulgaria.

LANGUAGE SUPPORT IS GENERALLY PROVIDED FOR IMMIGRANT CHILDREN OF FOREIGN MOTHER TONGUE

In order for immigrant children to integrate into the education system, European countries have found several ways of organising life for them at school. Among the first criteria considered when allocating them to mainstream classes is that of language. These children have to be capable of following lessons in the language of instruction used at their school ⁽¹⁾.

In most education systems, immigrant children of foreign mother tongue receive special assistance intended to meet their particular needs vis-à-vis the language of instruction. In Hungary, Malta, and Bulgaria, no such special measures have been introduced.

Figure E7: Arrangements for language support offered to immigrant children of foreign mother tongue in full-time compulsory education, 2002/03



Source: Eurydice.

Additional notes

Czech Republic: Schools are not obliged to offer assistance with learning the Czech language to immigrant pupils integrated within mainstream classes but, in practice, special support is offered to immigrant children of foreign mother tongue.

Estonia: These measures relate mainly to immigrant children of Russian mother tongue who are enrolled in schools or classes in which the language of instruction is Russian (for at least 60 % of the curriculum). In such cases, the children concerned receive support in learning Estonian (which is compulsory from the first year of school onwards).

Ireland: In order for a school to provide separate 'initiation/immersion' classes, over 20 % of its pupils must be of immigrant origin. Only a small number of schools are in this category.

Latvia: The Figure relates solely to schools/classes providing special educational programmes (with a bilingual approach) for pupils from Russian, Polish, Ukrainian, Hebrew, Lithuanian, Estonian, Romany and Belorussian linguistic minorities. All these pupils are also taught Latvian as a compulsory subject from their first school year onwards.

⁽¹⁾ For further details on migrant populations in Europe, see *Integrating Immigrant Children into Schools in Europe, Survey*. Brussels: Eurydice 2004.

Additional notes (continued – Figure E7)

Malta: Since October 2003, all children of migrant workers within the compulsory school age group (5 to 16 years) have been subject to school-based measures indicated in the legislation, including support for learning one of the official languages.

Austria: The teaching of German as a second language depends on the resources allocated to schools. Only in rare cases, which need the consent of the federal ministry, is it possible to set up special classes for pupils who are newcomers to the country.

Poland: In 2002/03, schools were not obliged to offer assistance with learning Polish to immigrant pupils integrated within mainstream classes but, in practice, special support was offered to immigrant children of foreign mother tongue. Legislative measures for the benefit of immigrant children were introduced with effect from May 2004.

United Kingdom (ENG/WLS/NIR): Although central authorities provide funding for support measures and guidance on good practice, this funding is devolved to local authorities and (in England and Wales) to schools so that measures can be put into place according to local circumstances. Direct integration with additional support is the predominant model but not the only model.

Explanatory note

Only types of support specified in official documents emanating from the central (or top-level) authorities for education are referred to. Where these authorities explicitly empower local authorities or schools to decide what policies to adopt, this is indicated in a note and the map shows the one or more most frequently encountered situations.

Support measures for immigrant children to learn their mother tongue, further lessons outside the official timetable and facilities provided by centres for asylum seekers are not shown in the Figure.

Formation of separate groups/classes: temporary attendance in classes/lessons specially organised for eligible immigrant children of foreign mother tongue. In these classes, they follow a programme geared specifically to their needs, which includes time devoted to teaching the language of instruction.

Direct integration: eligible immigrant children of foreign mother tongue enrol directly in classes in mainstream education. These children receive special support with learning the language of instruction during normal school hours.

Immigrant children; children of foreign mother tongue: See glossary.

The majority of these language support measures have been devised for immigrant children who have recently arrived in the host country. This support is provided in accordance with two main models:

- an **integrated model** in which immigrant children are allocated directly to classes consisting of children of the same age (or younger depending on circumstances) in mainstream education. Here they follow methods and the curricular content intended for native pupils. **Language support measures** are implemented on an individual basis for each immigrant pupil during normal school hours.
- a **separate model** in which immigrant children are grouped together **separately from other children for a limited period** (ranging from a few weeks to one or two school years) so that they can receive special tuition geared to their needs. However, they may attend some lessons in the corresponding mainstream classes with all other pupils.

In general, these two main models for the provision of assistance to immigrant children of foreign mother tongue are not mutually exclusive. They often exist in combination within a given country (Figure E7). Nevertheless, a small group of countries, namely Denmark, Ireland, Italy, Cyprus, Austria, Portugal, Poland and the United Kingdom (Scotland) provide solely for direct integration within mainstream classes with additional language support for pupils where appropriate or, alternatively, solely for separate support as in Germany, Latvia and Romania.

GLOSSARY

Children of foreign mother tongue: Children whose mother tongue is not the language of instruction.

CLIL: Content and Language Integrated Learning. Basically it involves the provision of teaching in at least two different languages (with some subjects taught in a first language, and others using a second one).

Final 'on-the-job' qualifying phase: A compulsory period of transition between the initial education of teachers and their entry into professional life as fully-fledged teachers. It generally constitutes the final phase of initial education. This phase includes an important supportive and supervisory dimension, as well as a formal evaluation of teaching skills. During this period, teachers are still not fully qualified and are usually regarded as 'candidates' or 'trainees'. They spend a significant amount of time in a real working environment (a school) in which they carry out wholly or partially the tasks incumbent on fully qualified teachers, and are remunerated for their activity.

Flexible curriculum: A set of subjects that schools and/or municipalities have to select and offer in order to provide the minimum level of educational provision specified by the central (top-level) authorities for education. Languages may or may not be among those subjects. Two possible situations may be distinguished:

- Subjects included in the flexible curriculum are additional to those taught within the curriculum specified by the central (top-level) education authorities.
- No minimum curriculum is specified by these authorities. The flexible curriculum corresponds to all subjects taught, whether as subjects which each school (or municipality) decides are compulsory, or ones belonging to a set of subjects from which pupils have to choose.

Flexible time: Curricula indicate solely the subjects that have to be taught, without specifying the time to be allocated to them. In such cases, schools are free to decide how much time should be earmarked for compulsory subjects.

Foreign language being phased in: A new law concerning the teaching of foreign languages cannot be introduced immediately in all schools, so they have been granted time to adjust gradually to its requirements.

Foreign languages as a compulsory subject: The curriculum laid down by the central (top-level) education authorities states that all pupils must study at least one foreign language.

Foreign languages as a core curriculum option: The central (top-level) education authorities stipulate that at least one foreign language must be among the set of subjects which schools have to offer in accordance with the centrally determined curriculum, and from which each pupil must choose one or more.

General (non-specialist) teacher: A teacher who is qualified to teach all (or almost all) subjects in the curriculum, including foreign languages. Such teachers are entrusted with foreign language teaching irrespective of whether or not they have received any training in this field.

General teacher education: General courses and mastery of the subject(s) that trainees will teach when qualified. The purpose of these courses, therefore, is to provide trainees with a thorough knowledge of one or more subjects and good general knowledge.

Immigrant children: Children who attend school in a country other than their country of origin, or the country of origin of their parents or grandparents. These terms of reference encompass several legally distinct situations, including those of refugees, asylum seekers, children of migrant workers, children of third country nationals with long-term residential status, children of workers from third countries who are not long-term residents, children who are irregularly resident and children of immigrant origin who do not necessarily benefit from legal provisions relating specifically to education.

This definition does not take account of linguistic minorities that have settled in countries for over two generations.

Indigenous language: A language spoken by a population that has been settled in a specific region for several generations and which is closely associated with the geographical area where it is spoken.

Major skill: One of the areas of competence concerned with effective communication. There are four such areas, namely listening (understanding what is said), speaking (expressing oneself orally), reading (understanding what is read) and writing (expressing oneself in writing).

Minimum level of educational provision: corresponds to the compulsory minimum curriculum for all pupils and/or the minimum amount of time for teaching at school established by the central (top-level) education authorities. It thus includes compulsory subjects and core curriculum options as well as the flexible curriculum in some countries.

Non-territorial language: A language 'used by nationals of the State which differs from the language or languages used by the rest of the State's population, but which, although traditionally used within the territory of the State, cannot be identified with a particular area thereof.' (Definition based on the *European Charter for Regional or Minority Languages*, Council of Europe, 1992.)

Official language: A language used for legal and public administration purposes within a specified area of any given State. The official status can be limited to part of the State or extend over its entire territory.

Pilot project: An experimental project limited in time, and at least in part established and financed by the relevant education authorities. Such experiments are subject to systematic assessment.

Professional training: provides prospective teachers with both a theoretical and practical insight into their future profession. In addition to courses in psychology and teaching methods and methodology, it includes short and (usually) unremunerated in-class placements (supervised by the teacher in charge of the class concerned and with periodic assessment by teachers at the training institution).

Regional or minority language: A language that is 'traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State's population, and is different from' the state language(s) of that State. (Definition based on the *European Charter for Regional or Minority Languages*, Council of Europe, 1992). As a general rule, these are languages of populations that have their ethnic roots in the areas concerned or have been settled in the regions concerned for generations. Minority/regional languages can have the status of official languages, but by definition this status will be limited to the area in which they are spoken.

Semi-specialist teacher (of foreign languages): A teacher qualified to teach a group of at least three different subjects, one or more of which is foreign languages.

Specialist teacher (of foreign languages): The teacher concerned is either qualified to teach two different subjects, one of which is a foreign language, or qualified solely to teach foreign languages.

Specific mandatory foreign language: A particular foreign language that is compulsory for all pupils with no other options even when the choice of languages is limited. The central education authorities decide which specific language must be studied.

State languages: Languages with official status throughout an entire country are referred to as official state languages or state languages.

STATISTICAL TOOLS

International Standard Classification of Education (ISCED 1997)

The international standard classification of education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/labour market destination. The current version, ISCED 97 ⁽¹⁾ distinguishes seven levels of education.

ISCED 97 LEVELS

Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Pre-primary education

Pre-primary education is defined as the initial stage of organised instruction. It is school- or centre-based and is designed for children aged at least three years.

ISCED 1: Primary education

This level begins between four and seven years of age, is compulsory in all countries and generally lasts from five to six years.

ISCED 2: Lower secondary education

It continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3: Upper secondary education

This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

ISCED 4: Post-secondary non-tertiary education

These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of ISCED level 3 graduates. Typical examples are programmes designed to prepare pupils for studies at level 5 or programmes designed to prepare pupils for direct labour market entry.

ISCED 5: Tertiary education (first stage)

Entry to these programmes normally requires the successful completion of ISCED level 3 or 4. This level includes tertiary programmes with academic orientation (type A) which are largely theoretically based and tertiary programmes with occupation orientation (type B) which are typically shorter than type A programmes and geared for entry into the labour market.

ISCED 6: Tertiary education (second stage)

This level is reserved for tertiary studies that lead to an advanced research qualification (Ph.D. or doctorate).

(1) <http://unesco.org/en/pub/pub0.htm>

PISA and PIRLS Data

PISA (Programme for International Student Assessment): an international survey conducted under the auspices of the OECD in 32 countries worldwide, including 26 countries involved in the Socrates Programme. The aim of the survey is to measure the performance level of pupils aged 15 in reading literacy, mathematical literacy and scientific literacy. Data collection has been programmed in three stages, namely PISA 2000 (used to prepare the present publication), PISA 2003 and PISA 2006.

Among the countries covered by the Socrates Programme, Belgium (the German speaking Community), the United Kingdom (Wales), Estonia, Cyprus, Lithuania, Malta, Slovenia and Slovakia did not take part in the collection of data for PISA 2000.

Besides measurements of outcome (tests in reading, mathematics and science), the survey includes questionnaires for pupils and school heads, which are intended to identify variables linked to family and school circumstances that may help explain the findings. It is these questionnaires that have been used to prepare the three indicators in the present publication.

The survey is based on representative samples of 15-year-old pupils in secondary education, who were selected by their school. Education at each school may last a greater or lesser number of years corresponding to curricula at ISCED levels 2 and/or 3, or in some cases even ISCED level 1.

PIRLS (Progress in International Reading Literacy Study): an international survey conducted in 2001 under the auspices of the International Association for the Evaluation of Educational Achievement (IEA) in 35 countries worldwide, including 19 involved in the Socrates Programme. The aim of this survey is to measure the performance levels of pupils in reading comprehension, in the fourth year of primary education. In the majority of countries these pupils are aged 9 or 10.

Among the countries covered by the SOCRATES Programme, Belgium, Denmark, Spain, Ireland, Luxembourg, Austria, Portugal, Finland, the United Kingdom (Wales and Northern Ireland), Liechtenstein, Estonia, Malta and Poland did not take part in the data collection.

In addition to measurements of outcome (tests in reading), the survey includes questionnaires for pupils, their parents, teachers and school heads, which are intended to identify variables linked to family and school circumstances that may help explain the findings among pupils. It is the questionnaire for pupils that has been used to prepare the indicator in the present publication.

The survey is based on representative samples of fourth-year classes in primary school. These classes are given in schools able to offer provision lasting a greater or lesser number of years.

Further observations on PISA and PIRLS

Where the number of replies to the surveys in general, or to one particular question, is insufficient to ensure that the data are truly representative, the latter are not shown in the Figures. In the case of the Netherlands, in which the proportion of those who did not reply to the PISA 2000 survey is relatively high, the data are not given in the Figures, but in an additional note under them. It should be noted that a study carried out in this country after publication of the PISA findings showed that, despite its low rate of response, the sample remained representative.

Standard error: The standard error corresponds to the standard deviation of the sampling distribution of a population parameter. It is a measure of the degree of uncertainty associated with the estimate of a population parameter inferred from a sample. Indeed, due to the randomness of the sampling procedure, one could have obtained a different sample from which more or less different results could have been inferred. Suppose that, based on a given sample, the estimated population average were 10 and the standard error associated with this sample estimate were two units. One could then infer with 95 % confidence that the population average must lie between 10 plus and 10 minus two standard deviations, i.e. between 6 and 14.

The tables containing the standard errors in each Figure derived from PISA and PIRLS sources are shown in annexe 3.

Eurostat data

New Cronos is the Eurostat statistical database on the Internet at the following address:

http://europa.eu.int/comm/eurostat/newcronos/reference/display.do?screen=welcomeref&open=/popul/educ/educ_indic&language=en&product=EU_MAIN_TREE&root=EU_MAIN_TREE&scrollto=264

ANNEXES

Annexe 1

Status of CLIL type provision and languages on offer
in primary and general secondary education, 2002/03 90

Annexe 2

Main indigenous languages taught in European education systems, 2002/03 93

Annexe 3

Tables of data by Figure with standard error 95

Annexe 1

Figure B6a and B6b: Status of CLIL type provision and languages on offer in primary and general secondary education, 2002/03

Country	Organisation of CLIL type provision	Instruction in two different languages		ISCED Level
		Language status	Names of the languages concerned	
BE fr	●	1 state language + 1 non-indigenous language	French-English	1-3
	●	1 state language + 1 minority/regional language without official language status	French-Dutch / French-German	1-3
BE de	●	1 state language + 1 minority/regional language with official language status	German-French	2 and 3
BE nl	⊗			
CZ	●	1 state language + 1 non-indigenous language	Czech-English / Czech-French / Czech-Italian / Czech-German / Czech-Spanish	2 and 3
DK	⊗			
DE	●	1 state language + 1 non-indigenous language	German-English / German-French / German-Spanish / German-Italian / German-Russian	1-3
EE	●	1 state language + 1 non-indigenous language	Estonian-English / Estonian-French / Estonian-German	2 and 3
	●	1 state language + 1 minority/regional language without official language status	Estonian-Russian	1-3
EL	⊗			
ES	●	1 state language + 1 non-indigenous language	Spanish-English	1 and 2
	●	1 state language + 1 minority/regional language with official language status	Spanish-Basque / Spanish-Catalan / Spanish-Valencian / Spanish-Galician	1 and 2
FR	●	1 state language + 1 non-indigenous language	French-German / French-English / French-Spanish / French-Italian / French-Dutch / French-Portuguese / French-Russian / French-Japanese / French-Chinese / French-Arabic / French-Swedish / French-Polish / French-Danish	1-3
	●	1 state language + 1 minority/regional language without official language status	French-Basque / French-Catalan / French-Breton / French-Corsican* / French-Occitan- <i>Langue d'Oc</i> *	1-3 *(1 and 2)

● CLIL type provision as part of mainstream education

○ CLIL type provision solely in pilot projects ⊗ No CLIL type provision

Source: Eurydice.

Additional notes

Belgium (BE de): CLIL has also been possible at ISCED level 1 since September 2004.

Czech Republic: At ISCED level 2, this type of provision is offered solely in the six-year *Gymnázium*.

Explanatory note

The languages indicated are those most often used as languages of instruction in CLIL type provision. However, they do not necessarily comprise a fully comprehensive list of all existing possibilities.

In certain countries, the levels of education at which CLIL type provision is offered vary depending on the languages of instruction used. Variations are indicated with an asterisk.

Country	Organisation of CLIL type provision	Instruction in two different languages		ISCED Level
		Language status	Names of the languages concerned	
IE	●	1 state language + 1 state language	English-Irish	1-3
	○	1 state language + 1 non-indigenous language	English-French	2 and 3
IT	●	1 state language + 1 minority/regional language with official language status	Italian-French	1-3
	●	1 state language + 1 non-indigenous language	Italian-English	1-3
CY	⊗			
LV	●	1 state language + 1 non-indigenous language	Latvian-English / Latvian-French / Latvian-German	1-3
	●	1 state language + 1 minority/regional language without official language status	Latvian-Polish / Latvian-Estonian / Latvian-Lithuanian / Latvian-Ukrainian / Latvian-Russian / Latvian-Belorussian*	1-3 *1 and 2
	●	1 state language + 1 non-territorial language	Latvian-Romany	1 and 2
	●	1 minority/regional language without official language status + 1 non-indigenous language	Russian-German / Russian-English	3
LT	○	1 state language + 1 non-indigenous language	Lithuanian-English / Lithuanian-French / Lithuanian-German	1-3
	●	1 state language + 1 minority/regional language without official language status	Lithuanian-Russian	1-3
LU	●	1 state language + 1 state language	Letzeburgesch-German	1 and 2
	●	1 state language + 1 state language	Letzeburgesch-French	3
HU	●	1 state language + 1 non-indigenous language	Hungarian-English / Hungarian-German / Hungarian-French / Hungarian-Spanish / Hungarian-Italian / Hungarian-Russian	1-3
	●	1 state language + 1 minority/regional language without official language status	Hungarian-Slovak / Hungarian-Serbian / Hungarian-Croatian / Hungarian-Slovene / Hungarian-Romanian / Hungarian-German	1-3
MT	●	1 state language + 1 state language	Maltese-English	1-3
NL	●	1 state language + 1 non-indigenous language	Dutch-English	1-3
AT	●	1 state language + 1 non-indigenous language	German-English / German-French	1-3
	●	1 state language + 1 minority/regional language with official language status	German-Croatian / German-Hungarian / German-Slovene / German-Czech / German-Slovak	1-3
	●	1 state language + 1 non-territorial language recognised as a minority language	German-Romany	1
PL	●	1 state language + 1 non-indigenous language	Polish-English / Polish-German / Polish-French / Polish-Spanish / Polish-Italian	2 and 3
	●	1 state language + 1 minority/regional language without official language status	Polish-Belorussian / Polish-German / Polish-Lithuanian / Polish-Slovak / Polish-Kashubian / Polish-Ukrainian / Polish-Ruthenian	1-3
	●	1 state language + 1 non-territorial language	Polish-Romany	1

● CLIL type provision as part of mainstream education

○ CLIL type provision solely in pilot projects ⊗ No CLIL type provision

Source: Eurydice.

Additional note

Poland: Only in grant-aided private schools at ISCED level 1, in the case of '1 state language + one indigenous language' CLIL provision.

Key Data on Teaching Languages at School in Europe

Country	Organisation of CLIL type provision	Instruction in two different languages		ISCED Level
		Language status	Names of the languages concerned	
PT	⊗			
SI	●	1 state language + 1 minority/regional language with official language status	Slovene-Hungarian / Slovene-Italian	1-3
SK	●	1 state language + 1 non-indigenous language	Slovak-English / Slovak-German / Slovak-French / Slovak-Spanish / Slovak-Italian	2 and 3
FI	●	1 state language + 1 state language	Finnish-Swedish	1-3
	●	1 state language + 1 minority/regional language with official language status	Finnish-Sami	1 and 2
	●	1 state language + 1 non-indigenous language	Finnish-French / Finnish-English / Finnish-German / Finnish-Russian	1-3
SE	●	1 state language + 1 non-indigenous languages	Swedish-English	1-3
	●	1 state language + 1 minority/regional language without official language status	Swedish-Sami	1
UK-ENG	●	1 state language + 1 non-indigenous language	English-French / English-German / English-Spanish	1-3
UK-WLS	●	1 state language + 1 minority/regional language with official language status	English-Welsh	1-3
UK-NIR	●	1 state language + 1 minority/regional language without official language status	English-Irish	1-3
UK-SCT	○	1 state language + 1 non-indigenous language	English-French	1
	●	1 state language + 1 minority/regional language with official language status	English-Scottish Gaelic	1-3
IS	⊗			
LI	⊗			
NO	●	1 state language + 1 minority/regional language with official language status	Norwegian-Sami	1-3
	●	1 state language + 1 minority/regional language without official language status	Norwegian-Finnish	1-3
BG	●	1 state language + 1 non-indigenous language	Bulgarian-English / Bulgarian-French / Bulgarian-German / Bulgarian-Spanish / Bulgarian-Russian / Bulgarian-Italian / Bulgarian-Japanese / Bulgarian-Greek / Bulgarian-Slovak / Bulgarian-Polish / Bulgarian-Czech / Bulgarian-Croatian / Bulgarian-Serbian	3
RO	●	1 state language + 1 non-indigenous language	Romanian-English / Romanian-French / Romanian-German / Romanian-Italian / Romanian-Spanish	3
	●	1 state language + 1 minority/regional language without official language status	Romanian-Hungarian / Romanian-German / Romanian-Ukrainian / Romanian-Serbian / Romanian-Slovak / Romanian-Czech / Romanian-Croatian	1-3

● CLIL type provision as part of mainstream education

○ CLIL type provision solely in pilot projects ⊗ No CLIL type provision

Source: Eurydice.

Annexe 2

Main indigenous languages taught in European education systems, 2002/03

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	
Belorussian														B1	B1				be
Bulgarian																			bg
Breton										B1									br
Catalan									B2	B1		B2							ca
Valencian									B2										cat
Corsican										B1									co
Creole										B1									cpf
Czech				A															cs
Kashubian																			csb
Welsh																			cy
Danish					A	B2													da
German	B1	A		B1	B1	A						B2			B1	A	B1		de
Greek								A				B2	A						el
English											A								en
Castilian									A										es
Estonian							A							B1					et
Basque									B2	B1									eu
Finnish																			fi
French	A	B2	B1							A		B2				A			fr
Frisian						B1													fy
Irish											A								ga
Scottish gaelic																			gd
R. L. of Alsace										B1									ger
L. Moselle reg.										B1									ger
Galician									B2										gl
Croatian												B2						B1	hr
Hungarian																	A		hu
Icelandic																			is
Italian												A							it
Letzeburgesch																	A		lb
Lithuanian														B1	A				lt
Latvian														A					lv
Maltese																		A	mt
Dutch	B1		A																nl
Norwegian																			no
Occitan										B1		B2							oc
Polish				B1										B1	B1				pl
Portuguese														B1	B1				pt
Romanian																		B1	ro
Mirandès																			roa
Ladin												B2							roa
Romany																		C2	rom
Russian				B1			B1							B1	B1				ru
Slovak																		B1	sk
Slovene												B2						B1	sl
Sami (Lapp)																			smi
Serbian																		B1	sr
Swedish																			sv
Turkish								B1					A						tr
Ukranian														B1				B1	uk
Ruthenian																			ukr
Sorbian						B2													wen

A State language

B1 Recognised minority/regional language **without** official language statusB2 Recognised minority/regional language **with** official language status

C1 Non-territorial language

C2 Non-territorial language recognised as a minority language

Source: Eurydice.

Main indigenous languages taught in European education systems, 2002/03

	NL	AT	PL	PT	SI	SK	FI	SE	UK ENG	UK NIR	UK WLS	UK SCT	IS	LI	NO	BG	RO	
be			B1															Belorussian
bg																A		Bulgarian
br																		Breton
ca																		Catalan
cat																		Valencian
co																		Corsican
cpf																		Creole
cs		B2															B1	Czech
csb			B1															Kashubian
cy											B2							Welsh
da																		Danish
de		A	B1			B1								A			B1	German
el																		Greek
en									A	A	A	A						English
es																		Castilian
et																		Estonian
eu																		Basque
fi							A	B1								B1		Finnish
fr																		French
fy	B2																	Frisian
ga										B1								Irish
gd												B2						Scottish gaelic
ger																		R. L. of Alsace
ger																		L. Moselle reg.
gl																		Galician
hr		B2															B1	Croatian
hu		B2			B2	B1											B1	Hungarian
is													A					Icelandic
it					B2													Italian
lb																		Letzeburgesch
lt			B1															Lithuanian
lv																		Latvian
mt																		Maltese
nl	A																	Dutch
no																A		Norwegian
oc																		Occitan
pl			A			B1												Polish
pt				A														Portuguese
ro																	A	Romanian
roa				B1														Mirandés
roa																		Ladin
rom		C2	C1		C1	C1	C1	C2								C1	C1	Romany
ru																		Russian
sk		B2	B1			A											B1	Slovak
sl		B2			A													Slovene
smi							B2	B1								B2		Sami (Lapp)
sr																	B1	Serbian
sv							A	A										Swedish
tr																	B1	Turkish
uk			B1			B1											B1	Ukranian
ukr			B1			B1												Ruthenian
wen																		Sorbian
	NL	AT	PL	PT	SI	SK	FI	SE	UK ENG	UK NIR	UK WLS	UK SCT	IS	LI	NO	BG	RO	

A State language

B1 Recognised minority/regional language **without** official language status

B2 Recognised minority/regional language **with** official language status

C1 Non-territorial language

C2 Non-territorial language recognised as a minority language

Source: Eurydice.

Additional notes (Annexe 2)

Belgium: There are three linguistic regions (Dutch-speaking, French-speaking and German-speaking) each with a single 'state language' and a region (Brussels-Capital) which is officially a bilingual linguistic region with French and Dutch as 'state languages'. The minority languages referred to by each of the Communities only have official status (i.e. regulated by law) in the German-speaking Community and a few communes in the French and Flemish Communities, in accordance with a list drawn up by the linguistic legislation of 1963.

Spain: According to the Constitution, the languages that have joint official status with Spanish in their Autonomous Communities are Basque, Catalan, Galician and Valencian.

Malta: Even though English is a state language, it is not an indigenous language in the strict sense.

Sweden: In the case of Finnish, Tornedalen Finnish (*meänkieli*).

Explanatory note

By taught languages are meant languages – whether the language of instruction or a foreign language – taught inside or outside the normal school curriculum.

Languages are listed in accordance with the alphabetical order of their ISO 639 code (see the list of codes, abbreviations and acronyms).

State language; indigenous language; non-territorial language; minority or regional language; official language: See glossary.

Annexe 3

Tables of data by Figure with standard error

Figure A2a: Proportion of pupils in the fourth year of primary school who say that at home they always or sometimes speak a language other than the language of instruction, 2000/01

	CZ	DE	EL	FR	IT	CY	LV	LT	HU	NL	SI	SK	SE	UK		IS	NO	BG	RO
														ENG	SCT				
Always another language	0.4	0.6	0.1	0.6	0.4	1.4	0.6	0.6	0.1	2.2	0.8	2.1	0.6	0.5	1.4	0.4	0.6	2.2	1.9
<i>Standard error</i>	<i>0.15</i>	<i>0.12</i>	<i>0.05</i>	<i>0.13</i>	<i>0.13</i>	<i>0.26</i>	<i>0.23</i>	<i>0.2</i>	<i>0.06</i>	<i>0.62</i>	<i>0.14</i>	<i>0.45</i>	<i>0.13</i>	<i>0.12</i>	<i>0.29</i>	<i>0.1</i>	<i>0.15</i>	<i>0.51</i>	<i>1.06</i>
Sometimes another language	5.9	9.4	5.6	12.1	3.1	15.6	7.6	4.7	3.5	11.2	12.2	13.2	9.0	10.6	9.2	11.0	7.4	13.6	6.4
<i>Standard error</i>	<i>0.53</i>	<i>0.65</i>	<i>0.53</i>	<i>0.81</i>	<i>0.32</i>	<i>0.9</i>	<i>0.91</i>	<i>0.77</i>	<i>0.41</i>	<i>0.97</i>	<i>0.95</i>	<i>1.27</i>	<i>0.98</i>	<i>0.94</i>	<i>0.71</i>	<i>0.42</i>	<i>0.59</i>	<i>1.74</i>	<i>1.05</i>
Always the language of instruction	93.7	90.0	94.3	87.3	96.4	83.1	91.8	94.7	96.3	86.6	87.0	84.7	90.4	89.0	89.4	88.7	92.0	84.2	91.8
<i>Standard error</i>	<i>0.54</i>	<i>0.65</i>	<i>0.55</i>	<i>0.85</i>	<i>0.37</i>	<i>0.9</i>	<i>1.08</i>	<i>0.91</i>	<i>0.43</i>	<i>1.4</i>	<i>0.96</i>	<i>1.45</i>	<i>1.04</i>	<i>0.99</i>	<i>0.81</i>	<i>0.43</i>	<i>0.62</i>	<i>1.94</i>	<i>1.53</i>

Source: IEA, PIRLS 2001 database.

Figure A2b: Proportion of 15-year-old pupils who say that at home they mainly speak a language other than the language of instruction, 1999/2000

	BE fr	BE nl	CZ	DK	DE	EL	ES	FR	IE	IT	LV	LU	HU	NL	AT	PL	PT	FI	SE	UK			IS	LI	NO	BG	RO
																				ENG	NIR	SCT					
Official language of the country	90.8	66.2	99.2	93.3	92.1	97.2	85.4	94.9	98.1	82.0	(:)	71.2	(:)	(:)	93.3	99.0	98.5	94.2	92.6	95.5	99.3	98.7	98.1	73.1	93.7	95.0	97.8
Standard error	0.82	1.65	0.19	0.45	0.75	0.58	1.45	0.53	0.52	1.13	(:)	0.63	(:)	(:)	0.71	0.24	0.22	0.29	0.65	0.78	0.14	0.36	0.28	2.38	0.46	0.85	0.46
Another official language of the country	0.7	1.9	○	○	0.0	○	13.4	○	1.0	0.2	(:)	9.4	(:)	(:)	0.0	○	○	4.5	0.0	○	○	0.0	○	○	1.0	○	○
Standard error	0.24	0.32	0	0	0	0	1.44	0	0.46	0.06	(:)	0.5	(:)	(:)	0	0.03	0	0.22	0	0	0	0	0	1.23	0.21	0	0.43
Another language of the country with no official status	0.0	27.5	0.0	0.0	0.0	0.0	0.0	1.1	0.0	17.0	(:)	1.2	(:)	(:)	0.0	0.5	0.0	0.1	0.7	0.0	0.0	0.0	0.0	0.3	0.0	1.2	0.2
Standard error	0	1.89	0	0	0	0	0	0.2	0	1.13	(:)	0.16	(:)	(:)	0	0.15	0	0.04	0.16	0	0	0	0	0.33	0	0.28	0.07
Any other language	8.5	4.4	0.8	6.7	7.9	2.8	1.2	4.0	0.9	0.7	(:)	18.3	(:)	(:)	6.7	0.5	1.5	1.3	6.7	4.5	0.7	1.3	1.9	20.7	5.3	3.8	0.4
Standard error	0.89	0.94	0.19	0.45	0.75	0.58	0.23	0.46	0.18	0.19	(:)	0.67	(:)	(:)	0.71	0.16	0.22	0.19	0.58	0.78	0.14	0.36	0.28	2.2	0.42	0.74	0.09

○ Countries with a single official language

Source: OECD, PISA 2000 database.

Figure A3: Proportion of 15-year-old immigrant pupils (whose parents were born abroad) and the proportion of pupils of the same age who say that at home they mainly speak a language other than the language of instruction, which is not one of the country's other languages (official or otherwise), 1999/2000

Immigrant pupils whose parents were born abroad

	BE fr	BE nl	CZ	DK	DE	EL	ES	FR	IE	IT	LV	LU	HU	NL	AT	PL	PT	FI	SE	UK			IS	LI	NO	BG	RO
																				ENG	NIR	SCT					
Both parents and pupil born abroad	5.4	1.9	0.5	3.8	10.1	4.3	1.4	2.2	1.4	0.8	20.6	16.4	1.6	(:)	5.9	0.2	1.4	1.0	5.9	2.8	2.5	0.7	0.6	10.4	3.1	0.3	0.1
Standard error	0.64	0.48	0.11	0.42	0.58	0.87	0.33	0.27	0.25	0.20	2.36	0.60	0.20	(:)	0.62	0.11	0.18	0.20	0.60	0.49	0.31	0.31	0.15	1.65	0.31	0.11	0.05
Both parents born abroad but not the pupil	12.8	5.2	0.6	2.4	5.1	0.5	0.6	9.8	0.9	0.2	1.5	17.8	0.1	(:)	3.7	0.0	1.8	0.2	4.7	7.8	1.3	1.6	0.2	10.2	1.5	0.1	0.0
Standard error	1.49	1.05	0.12	0.41	0.49	0.11	0.13	0.72	0.16	0.06	0.28	0.67	0.05	(:)	0.37	0.03	0.20	0.07	0.55	1.06	0.29	0.40	0.08	1.80	0.21	0.08	0.02
One parent born abroad	17.1	7.1	7.1	7.2	6.3	5.8	3.9	12.8	9.0	4.0	17.7	14.4	2.0	(:)	6.4	1.7	6.7	2.1	10.8	8.7	7.5	5.4	5.4	24.6	6.3	2.8	0.8
Standard error	1.00	0.58	0.36	0.43	0.40	0.56	0.33	0.61	0.57	0.28	0.88	0.64	0.21	(:)	0.48	0.29	0.42	0.21	0.56	0.63	0.59	0.64	0.45	2.52	0.41	0.27	0.21
Both parents born in the country concerned	64.6	85.9	91.8	86.6	78.5	89.4	94.1	75.2	88.6	95.1	60.3	51.4	96.2	(:)	84.0	98.0	90.1	96.6	78.7	80.6	88.7	92.4	93.8	54.8	89.1	96.8	99.1
Standard error	1.91	1.62	0.42	0.70	0.93	1.11	0.46	1.14	0.65	0.32	2.75	0.84	0.34	(:)	1.08	0.34	0.49	0.31	1.03	1.66	0.83	1.03	0.49	2.93	0.61	0.34	0.22

Pupils who at home speak a language other than the language of instruction, which is not one of the country's official or indigenous languages

	BE fr	BE nl	CZ	DK	DE	EL	ES	FR	IE	IT	LV	LU	HU	NL	AT	PL	PT	FI	SE	UK			IS	LI	NO	BG	RO
																				ENG	NIR	SCT					
	8.5	4.4	0.8	6.7	7.9	2.8	1.2	4.0	0.9	0.7	(:)	18.3	(:)	(:)	6.7	0.5	1.5	1.3	6.7	4.5	0.7	1.3	1.9	20.7	5.3	3.8	0.4
Standard error	0.89	0.94	0.19	0.45	0.75	0.58	0.23	0.46	0.18	0.19	(:)	0.67	(:)	(:)	0.71	0.16	0.22	0.19	0.58	0.78	0.14	0.36	0.28	2.2	0.42	0.74	0.09

Source: OECD, PISA 2000 database.

Figure A4: Proportions of 15-year-old pupils who say that at home they mainly speak the language of instruction or a language other than the language of instruction, with respect to school area population, 1999/2000

	UK																				IS	LI	NO	BG	RO		
	BE fr	BE nl	CZ	DK	DE	EL	ES	FR	IE	IT	LV	LU	HU	NL	AT	PL	PT	FI	SE	ENG	NIR	SCT	IS	LI	NO	BG	RO
Village / language of instruction	34.0	28.8	32.4	56.5	36.2	21.1	16.7	29.0	60.3	16.5	43.7	35.2	(-)	(-)	43.9	19.5	40.3	38.6	50.9	28.2	41.6	42.9	(-)	100	67.8	14.5	24.0
Standard error	5.3	3.7	2.7	3.5	3.3	2.9	2.8	3.3	3.9	3.2	2.6	0.5	(-)	(-)	4.1	3.5	3.8	2.8	3.2	3.8	4.3	4.8	(-)	0.0	3.2	2.6	2.5
Village / another language	21.6	25.7	10.1	34.0	24.3	22.0	42.3	22.1	65.6	27.0	42.9	24.2	(-)	(-)	24.7	21.3	43.8	43.1	24.8	5.9	44.8	22.6	(-)	100	48.4	45.7	6.8
Standard error	7.1	4.6	5.3	4.9	5.2	7.7	6.0	5.9	11.1	4.8	7.9	1.1	(-)	(-)	4.4	10.8	8.6	12.8	4.2	2.4	13.0	9.1	(-)	0.0	5.5	9.8	3.3
Small town / language of instruction	37.0	58.0	37.4	26.0	41.3	46.6	32.2	52.2	13.7	51.1	26.1	17.9	(-)	(-)	27.6	40.6	37.7	34.5	33.9	36.6	30.1	36.3	(-)	0.0	21.6	34.9	30.4
Standard error	4.9	4.3	3.4	3.3	3.6	4.4	4.1	3.8	2.7	3.8	3.4	0.4	(-)	(-)	4.1	4.2	3.4	3.8	3.4	3.9	4.4	4.9	(-)	0.0	3.0	4.4	3.5
Small town / another language	25.8	64.5	59.6	28.0	44.1	32.8	35.7	52.9	18.6	55.2	32.1	19.4	(-)	(-)	18.3	37.4	34.8	12.1	37.1	21.7	24.1	20.5	(-)	0.0	26.7	31.0	40.0
Standard error	6.6	4.6	11.1	5.6	7.1	14.8	7.2	6.7	7.5	4.7	9.3	1.1	(-)	(-)	3.8	12.9	8.3	9.6	5.4	7.8	11.8	10.7	(-)	0.0	4.9	8.4	15.2
Town / city language of instruction	29.0	12.5	17.2	6.5	16.5	17.3	41.1	14.8	7.6	20.7	25.1	46.9	(-)	(-)	14.6	31.5	13.9	6.5	9.1	18.5	24.7	18.8	(-)	0.0	10.7	39.2	38.3
Standard error	4.3	3.0	3.0	1.6	2.6	2.6	4.2	3.1	2.2	3.7	4.1	0.5	(-)	(-)	2.7	3.4	2.6	2.0	1.9	3.3	3.5	3.9	(-)	0.0	2.2	5.2	3.3
Town / city another language	52.6	8.8	19.3	12.0	21.3	11.2	13.0	18.3	2.6	7.5	22.6	56.5	(-)	(-)	19.8	38.1	13.4	16.3	25.1	35.4	31.0	46.1	(-)	0.0	24.9	20.2	52.6
Standard error	7.8	2.5	8.8	2.8	5.4	5.2	4.2	6.6	1.9	2.0	5.2	1.1	(-)	(-)	6.5	12.1	6.4	10.6	3.7	6.6	13.6	16.7	(-)	0.0	5.2	5.8	15.5
Large city / language of instruction	0.0	0.7	13.0	11.0	6.0	15.1	10.1	4.0	18.4	11.8	5.2	0.0	(-)	(-)	14.0	8.4	8.1	20.5	6.1	16.7	3.6	2.0	(-)	0.0	0.0	11.4	7.3
Standard error	0.0	0.7	2.5	1.3	1.5	2.6	1.5	1.3	3.1	2.2	1.9	0.0	(-)	(-)	2.2	2.0	2.5	2.8	2.0	3.2	1.9	1.5	(-)	0.0	0.0	2.8	2.0
Large city / another language	0.0	1.0	11.0	26.0	10.3	33.9	9.0	6.7	13.3	10.4	2.4	0.0	(-)	(-)	37.2	3.2	8.0	28.5	13.0	37.0	0.0	10.9	(-)	0.0	0.0	3.1	0.7
Standard error	0.0	1.1	5.9	4.8	4.1	12.3	3.5	3.1	6.6	3.1	1.4	0.0	(-)	(-)	6.1	3.2	5.9	11.2	5.1	11.2	0.0	8.7	(-)	0.0	0.0	1.6	0.7
Village (< 15 000 inhabitants)			Small town (< 100 000 inhabitants)										Town (< 1 000 000 inhabitants)										Large town (> 1 000 000 inhabitants)				

Source: OECD, PISA 2000 database.

Figure A5: Proportion of 15-year-old pupils attending a school that enrolls at least 20 % of pupils who say that at home they mainly speak a language other than the language of instruction, 1999/2000

	UK																				IS	LI	NO	BG	RO		
	BE fr	BE nl	CZ	DK	DE	EL	ES	FR	IE	IT	LV	LU	HU	NL	AT	PL	PT	FI	SE	ENG	NIR	SCT	IS	LI	NO	BG	RO
>20 %	16.8	71.7	0.2	9.2	13.9	3.7	24.0	6.5	0.9	34.4	11.0	66.1	(-)	(-)	9.0	0.0	0.0	5.0	9.1	7.3	0.0	0.0	0.1	64.9	4.7	5.3	3.6
Erreur standard	3.00	3.76	0.20	1.69	2.73	1.44	2.44	1.80	0.87	3.66	3.31	0.20	0.00	0.00	1.93	0.00	0.00	0.12	1.91	1.90	0.00	0.00	0.00	0.15	1.35	1.56	1.21

Source: OECD, PISA 2000 database.

THEMATIC INDEX OF FIGURES

Class size norms	Learner participation rates (by language)	Pupils of foreign mother tongue	Teacher education
Compulsory subject	Major skills	School autonomy	Teaching in two languages (CLIL)
Curriculum	Number of languages learnt	Secondary education	Teaching time
Early language learning	Pilot project	Status of languages	The most taught languages
Languages on offer	Primary education	Structure of provision	Trends in language teaching

	Page	Source
Class size norms		
Figure E6a: Regulations or recommendations regarding maximum class sizes for foreign languages in primary education, 2002/03	81	Eurydice
Figure E6b: Regulations or recommendations regarding maximum class sizes for foreign languages in full-time compulsory general secondary education, 2002/03	82	Eurydice
Compulsory subject		
Figure B1: Age at which pupils are first taught foreign languages as a compulsory subject or core curriculum option and the duration of this provision in pre-primary, primary, or general secondary education, as determined by the central (top-level) education authorities, 2002/03	24	Eurydice
Figure B3: Changes in the age at which pupils are initially taught the first compulsory foreign language and the duration of this provision in pre-primary, primary and general secondary education, with respect to 1974, 1984, 1994 and 2003	28	Eurydice
Figure B4: The teaching of two foreign languages and its status in the curriculum for primary and general secondary education, 2002/03	30	Eurydice
Figure B7: Specific foreign languages which are either mandatory or may be offered in full-time compulsory education, according to documents issued by the central education authorities, 2002/03	35	Eurydice
Figure B8: Mandatory foreign languages specified by the central education authorities (full-time compulsory education), 1982/83, 1992/93 and 2002/03	37	Eurydice
Curriculum		
Figure B7: Specific foreign languages which are either mandatory or may be offered in full-time compulsory education, according to documents issued by the central education authorities, 2002/03	35	Eurydice
Figure B8: Mandatory foreign languages specified by the central education authorities (full-time compulsory education), 1982/83, 1992/93 and 2002/03	37	Eurydice
Figure E1: Relative priority given to the aims associated with the four major skills in curricula for compulsory foreign languages, full-time compulsory education, 2002/03	67	Eurydice
Figure E2a: Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in primary education, 1992/93, 1997/98 and 2002/03	70	Eurydice
Figure E2b: Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in compulsory full-time general secondary education, 1992/93, 1997/98 and 2002/03	71	Eurydice
Figure E4: Minimum number of hours recommended for teaching the first, second and third foreign language as a compulsory subject in a notional year in full-time compulsory general secondary education, 2002/03	77	Eurydice
Figure E5: The proportion of minimum total time prescribed for the teaching of foreign languages as a compulsory subject, as a percentage of total teaching time in primary and full-time compulsory general secondary education, 2002/03	79	Eurydice

Key Data on Teaching Languages at School in Europe

	Page	Source
Early language learning		
Figure B3: Changes in the age at which pupils are initially taught the first compulsory foreign language and the duration of this provision in pre-primary, primary and general secondary education, with respect to 1974, 1984, 1994 and 2003	28	Eurydice
Figure B5: Age at which foreign languages are first taught as part of a pilot project and the duration of this provision, in pre-primary, primary or general secondary education, 2002/03	31	Eurydice
Languages on offer		
Figure B7: Specific foreign languages which are either mandatory or may be offered in full-time compulsory education, according to documents issued by the central education authorities, 2002/03	35	Eurydice
Figure B8: Mandatory foreign languages specified by the central education authorities (full-time compulsory education), 1982/83, 1992/93 and 2002/03	37	Eurydice
Annexe 1: Status of CLIL type provision and languages on offer in primary and general secondary education, 2002/2003	90	Eurydice
Annexe 2: Main indigenous languages taught in European education systems, 2002/03	93	Eurydice
Learner participation rates (by language)		
Figure C4: Percentage of all pupils in primary education (ISCED 1) who are learning English, German and/or French. Countries in which one of these languages is the most widely learnt, 2001/02	45	Eurostat, New Cronos May 2004
Figure C5: Trends in the percentage of all pupils who are learning English, primary education (ISCED 1), 1997/98, 1998/99, 1999/2000, 2000/01 and 2001/02	46	Eurostat, New Cronos May 2004
Figure C7: The most widely taught foreign languages and the percentage of pupils who learn them, general secondary education (ISCED 2 and 3), 2001/02	49	Eurostat, New Cronos May 2004
Figure C8: Percentage of pupils learning English, French, German, Spanish and Russian, general secondary education (ISCED 2 and 3), 2001/02	51	Eurostat, New Cronos May 2004
Figure C10: Trends in the percentage of pupils learning English, German and French in general secondary education (ISCED 2 and 3), with respect to 1997/98, 1998/99, 1999/2000, 2000/01 and 2001/02	54	Eurostat, New Cronos May 2004
Major skills		
Figure E1: Relative priority given to the aims associated with the four major skills in curricula for compulsory foreign languages, full-time compulsory education, 2002/03	67	Eurydice
Number of languages learnt		
Figure C1: Percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 2001/02	39	Eurostat, New Cronos May 2004
Figure C2: Percentage distribution of pupils according to the number of foreign languages learnt, general secondary education (ISCED 2 and 3), 2001/02	41	Eurostat, New Cronos May 2004
Figure C3: Trends in the percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 1997/98, 1999/2000 and 2001/02	43	Eurostat, New Cronos May 2004
Figure C6: Average number of foreign languages learnt per pupil, general secondary education (ISCED 2 and 3), 2001/02	48	Eurostat, New Cronos May 2004
Pilot project		
Figure B5: Age at which foreign languages are first taught as part of a pilot project and the duration of this provision, in pre-primary, primary or general secondary education, 2002/03	31	Eurydice
Figure B6a: CLIL type provision in primary and general secondary education. Status of CLIL type provision, 2002/03	32	Eurydice

	Page	Source
Primary education		
Figure A2a: Proportion of pupils in the fourth year of primary school who say that at home they always or sometimes speak a language other than the language of instruction, 2000/01	17	IEA, PIRLS 2001 database
Figure C1: Percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 2001/02	39	Eurostat, New Cronos May 2004
Figure C3: Trends in the percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 1997/98, 1999/2000 and 2001/02	43	Eurostat, New Cronos May 2004
Figure C4: Percentage of all pupils in primary education (ISCED 1) who are learning English, German and/or French. Countries in which one of these languages is the most widely learnt, 2001/02	45	Eurostat, New Cronos May 2004
Figure C5: Trends in the percentage of all pupils who are learning English, primary education (ISCED 1), 1997/98, 1998/99, 1999/2000, 2000/01 and 2001/02	46	Eurostat, New Cronos May 2004
Figure D1: Recommendations regarding the qualifications of foreign language teachers in primary education, 2002/03	57	Eurydice
Figure E2a: Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in primary education, 1992/93, 1997/98 and 2002/03	70	Eurydice
Figure E6a: Regulations or recommendations regarding maximum class sizes for foreign languages in primary education, 2002/03	81	Eurydice
Pupils of foreign mother tongue		
Figure A2a: Proportion of pupils in the fourth year of primary school who say that at home they always or sometimes speak a language other than the language of instruction, 2000/01	17	IEA, PIRLS 2001 database
Figure A2b: Proportion of 15-year-old pupils who say that at home they mainly speak a language other than the language of instruction, 1999/2000	18	OECD, PISA 2000 database
Figure A3: Proportion of 15-year-old immigrant pupils (whose parents were born abroad) and the proportion of pupils of the same age who say that at home they mainly speak a language other than the language of instruction, which is not one of the country's other languages (official or otherwise), 1999/2000	19	OECD, PISA 2000 database
Figure A4: Proportions of 15-year-old pupils who say that at home they mainly speak the language of instruction or a language other than the language of instruction, with respect to school area population, 1999/2000	21	OECD, PISA 2000 database
Figure A5: Proportion of 15-year-old pupils attending a school that enrolls at least 20 % of pupils who say that at home they mainly speak a language other than the language of instruction, 1999/2000	22	OECD, PISA 2000 database
Figure E7: Arrangements for linguistic support offered to immigrant children of foreign mother tongue in full-time compulsory education, 2002/03	83	Eurydice
School autonomy		
Figure B2: Scope for schools to provide foreign language teaching within the minimum level of educational provision, in pre-primary, primary and general secondary education, 2002/03	26	Eurydice
Secondary education		
Figure A2b: Proportion of 15-year-old pupils who say that at home they mainly speak a language other than the language of instruction, 1999/2000	18	OECD, PISA 2000 database
Figure A3: Proportion of 15-year-old immigrant pupils (whose parents were born abroad) and the proportion of pupils of the same age who say that at home they mainly speak a language other than the language of instruction, which is not one of the country's other languages (official or otherwise), 1999/2000	19	OECD, PISA 2000 database
Figure A4: Proportions of 15-year-old pupils who say that at home they mainly speak the language of instruction or a language other than the language of instruction, with respect to school area population, 1999/2000	21	OECD, PISA 2000 database
Figure A5: Proportion of 15-year-old pupils attending a school that enrolls at least 20 % of pupils who say that at home they mainly speak a language other than the language of instruction, 1999/2000	22	OECD, PISA 2000 database
Figure C2: Percentage distribution of pupils according to the number of foreign languages learnt, general secondary education (ISCED 2 and 3), 2001/02	41	Eurostat, New Cronos May 2004
Figure C6: Average number of foreign languages learnt per pupil, general secondary education (ISCED 2 and 3), 2001/02	48	Eurostat, New Cronos May 2004
Figure C7: The most widely taught foreign languages and the percentage of pupils who learn them, general secondary education (ISCED 2 and 3), 2001/02	49	Eurostat, New Cronos May 2004

Key Data on Teaching Languages at School in Europe

	Page	Source
Figure C8: Percentage of pupils learning English, French, German, Spanish and Russian, general secondary education (ISCED 2 and 3), 2001/02	51	Eurostat, New Cronos May 2004
Figure C9: Percentage of foreign languages other than German, English, Spanish, French and Russian, which are learnt by pupils in general secondary education (ISCED levels 2 and 3), with respect to all languages learnt at this level, 2001/02	53	Eurostat, New Cronos May 2004
Figure C10: Trends in the percentage of pupils learning English, German and French in general secondary education (ISCED 2 and 3), with respect to 1997/98, 1998/99, 1999/2000, 2000/01 and 2001/02	54	Eurostat, New Cronos May 2004
Figure D2: Recommendations regarding the qualifications of foreign language teachers in general lower secondary education, 2002/03	58	Eurydice
Figure E2b: Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in compulsory full-time general secondary education, 1992/93, 1997/98 and 2002/03	71	Eurydice
Figure E4: Minimum number of hours recommended for teaching the first, second and third foreign language as a compulsory subject in a notional year in full-time compulsory general secondary education, 2002/03	77	Eurydice
Figure E6b: Regulations or recommendations regarding maximum class sizes for foreign languages in full-time compulsory general secondary education, 2002/03	82	Eurydice
Status of languages		
Figure A1: Official state languages and regional or minority languages with official status in Europe, 2004	16	Eurydice
Figure B6b: Status of languages used as languages of instruction for CLIL type provision	32	Eurydice
Annexe 1: Status of CLIL type provision and languages on offer in primary and general secondary education, 2002/2003	90	Eurydice
Annexe 2: Main indigenous languages taught in European education systems, 2002/03	93	Eurydice
Structure of provision		
Figure B1: Age at which pupils are first taught foreign languages as a compulsory subject or core curriculum option and the duration of this provision in pre-primary, primary, or general secondary education, as determined by the central (top-level) education authorities, 2002/03	24	Eurydice
Figure B3: Changes in the age at which pupils are initially taught the first compulsory foreign language and the duration of this provision in pre-primary, primary and general secondary education, with respect to 1974, 1984, 1994 and 2003	28	Eurydice
Figure B4: The teaching of two foreign languages and its status in the curriculum for primary and general secondary education, 2002/03	30	Eurydice
Figure B5: Age at which foreign languages are first taught as part of a pilot project and the duration of this provision, in pre-primary, primary or general secondary education, 2002/03	31	Eurydice
Teacher education		
Figure D1: Recommendations regarding the qualifications of foreign language teachers in primary education, 2002/03	57	Eurydice
Figure D2: Recommendations regarding the qualifications of foreign language teachers in general lower secondary education, 2002/03	58	Eurydice
Figure D3: Level of subject specialisation among specialist teachers of foreign languages in primary and/or general lower secondary education, 2002/03	59	Eurydice
Figure D4: Minimum duration and level of initial teacher education for specialists or semi-specialists in foreign languages in primary and/or general lower secondary education, 2002/03	60	Eurydice
Figure D5: Recommendations regarding the content of initial teacher education for those qualified to teach foreign languages in primary and/or general lower secondary education, 2002/03	61	Eurydice
Figure D6: The minimum proportion of time devoted to language learning and professional training within initial teacher education for foreign language specialists in primary and/or general lower secondary education, 2002/03	63	Eurydice
Figure D7: Distribution of grants for in-service teacher training under the Comenius action (Socrates II Programme), in accordance with the course language and country of origin of participants, 2002/03	65	European Commission DG EAC

	Page	Source
Teaching in two languages (CLIL)		
Figure B6a: CLIL type provision in primary and general secondary education, 2002/03. Status of CLIL type provision	32	Eurydice
Figure B6b: CLIL type provision in primary and general secondary education, 2002/03. Status of languages used as languages of instruction for CLIL type provision	32	Eurydice
Annexe 1: Status of CLIL type provision and languages on offer in primary and general secondary education, 2002/2003	90	Eurydice
Teaching time		
Figure E2a: Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in primary education, 1992/93, 1997/98 and 2002/03	70	Eurydice
Figure E2b: Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in compulsory full-time general secondary education, 1992/93, 1997/98 and 2002/03	71	Eurydice
Figure E3: Comparison of the minimum total number of hours recommended for teaching the first compulsory foreign language during full-time compulsory general education and the number of years spent teaching it in the same period, 2002/03	74	Eurydice
Figure E4: Minimum number of hours recommended for teaching the first, second and third foreign language as a compulsory subject in a notional year in full-time compulsory general secondary education, 2002/03	77	Eurydice
Figure E5: The proportion of minimum total time prescribed for the teaching of foreign languages as a compulsory subject, as a percentage of total teaching time in primary and full-time compulsory general secondary education, 2002/03	79	Eurydice
The most taught languages		
Figure C4: Percentage of all pupils in primary education (ISCED 1) who are learning English, German and/or French. Countries in which one of these languages is the most widely learnt, 2001/02	45	Eurostat, New Cronos May 2004
Figure C7: The most widely taught foreign languages and the percentage of pupils who learn them, general secondary education (ISCED 2 and 3), 2001/02	49	Eurostat, New Cronos May 2004
Figure C9: Percentage of foreign languages other than German, English, Spanish, French and Russian, which are learnt by pupils in general secondary education (ISCED levels 2 and 3), with respect to all languages learnt at this level, 2001/02	53	Eurostat, New Cronos May 2004
Trends in language teaching		
Figure B3: Changes in the age at which pupils are initially taught the first compulsory foreign language and the duration of this provision in pre-primary, primary and general secondary education, with respect to 1974, 1984, 1994 and 2003	28	Eurydice
Figure B8: Mandatory foreign languages specified by the central education authorities (full-time compulsory education), 1982/83, 1992/93 and 2002/03	37	Eurydice
Figure C3: Trends in the percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 1997/98, 1999/2000 and 2001/02	43	Eurostat
Figure C5: Trends in the percentage of all pupils who are learning English, primary education (ISCED 1), 1997/98, 1998/99, 1999/2000, 2000/01 and 2001/02	46	Eurostat
Figure C10: Trends in the percentage of pupils learning English, German and French in general secondary education (ISCED 2 and 3), with respect to 1997/98, 1998/99, 1999/2000, 2000/01 and 2001/02	54	Eurostat
Figure E2a: Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in primary education, 1992/93, 1997/98 and 2002/03	70	Eurydice
Figure E2b: Trends in the minimum number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in compulsory full-time general secondary education, 1992/93, 1997/98 and 2002/03	71	Eurydice

ACKNOWLEDGEMENTS

EURYDICE EUROPEAN UNIT

Avenue Louise 240
B-1050 Brussels
(<http://www.eurydice.org>)

Managing editor

Arlette Delhaxhe

Authors

Nathalie Baïdak (Coordination), Bernadette Forsthuber, María Luisa García Mínguez,
with Eurostat file management support from Arnaud Desurmont

Statistical analysis of the PISA and PIRLS databases

Anne Godenir

Statistical analysis of teaching time data

Jesús Alquézar Sabadie

Layout and graphics

Patrice Brel

Cover designer - Web pages

Matthias Vandenborne - Brigitte Gendebien

Production coordinator

Gisèle De Lel

Secretarial support

Helga Stammherr

EUROSTAT (Unit Education and Culture)

Provider of indicators from the Eurostat database
from the language data collection

B. EURYDICE NATIONAL UNITS

BÄLGARIJA

Eurydice Unit
Equivalence and Information Centre
International Relations Department
Ministry of Education and Science
2A, Knjaz Dondukov Bld
1000 Sofia
Contribution of the Unit: Vesselina Popova (Expert at the Department 'Policy in General Education', Ministry of Education and Science)

BELGIQUE / BELGIË

Unité francophone d'Eurydice
Ministère de la Communauté française
Direction des Relations internationales
Boulevard Léopold II, 44 – Bureau 6A/002
1080 Bruxelles
Contribution of the Unit: Joint responsibility

Vlaamse Eurydice-Eenheid
Ministerie van de Vlaamse Gemeenschap
Departement Onderwijs
Afdeling Beleidscoördinatie
Hendrik Consciencegebouw 5 C 11
Koning Albert II – laan 15
1210 Brussel
Contribution of the Unit: Joint responsibility

Agentur Eurydice
Agentur für Europäische Bildungsprogramme
Ministerium der Deutschsprachigen Gemeinschaft
Gospertstraße 1
4700 Eupen
Contribution of the Unit: Leonhard Schiffers

ČESKÁ REPUBLIKA

Eurydice Unit
Institute for Information on Education
Senovážné nám. 26
P.O. Box č. 1
110 06 Praha 06
Contribution of the Unit: Joint responsibility

DANMARK

Eurydice's Informationskontor i Danmark
Institutionsstyrelsen
Undervisningsministeriet
Frederiksholms Kanal 21
1220 København K
Contribution of the Unit: Joint responsibility

DEUTSCHLAND

Eurydice-Informationsstelle
EU-Bureau of the Federal Ministry of Education and Research
Königswinterer Strasse 522-524
53227 Bonn

Eurydice-Informationsstelle der Länder im Sekretariat der Kultusministerkonferenz
Lennéstrasse 6
53113 Bonn
Contribution of the Unit: Brigitte Lohmar

EESTI

Eurydice Unit
Estonian Ministry of Education and Research
Tallinn Office
11 Tõnismägi St.
15192 Tallinn
Contribution of the Unit: Kristi Mere (Chief Inspector of the Monitoring Department of the Ministry of Education and Research)

ELLÁDA

Eurydice Unit
Ministry of National Education and Religious Affairs
Direction CEE / Section C
Mitropoleos 15
10185 Athens
Contribution of the Unit: Antigoni Faragoulitaki, Tina Martaki, Maria Tsakona

ESPAÑA

Unidad Española de Eurydice
CIDE – Centro de Investigación y Documentación Educativa (MECD)
c/General Oraá 55
28006 Madrid
Contribution of the Unit: Javier Alfaya Hurtado, Jessica Gallego Entonado, Noelia Martinez Mesones, Ana Maria Sánchez Carreño

FRANCE

Unité d'Eurydice
Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche
Direction de l'évaluation et de la prospective
3/5, boulevard Pasteur
75732 Paris Cedex 15
Contribution of the Unit: Thierry Damour

IRELAND

Eurydice Unit
Department of Education and Science
International Section
Marlborough Street
Dublin 1
Contribution of the Unit: Joint responsibility

ÍSLAND

Eurydice Unit
Ministry of Education, Science and Culture
Division of Evaluation and Supervision
Sölvholsgata 4
150 Reykjavík
Contribution of the Unit: María Gunnlaugsdóttir

ITALIA

Unità di Eurydice
Ministero dell'Istruzione, dell'Università e della Ricerca
c/o INDIRE
Via Buonarroti 10
50122 Firenze
Contribution of the Unit: Joint responsibility

KYPROS

Eurydice Unit
Ministry of Education and Culture
Kimonos and Thoukydidou
1434 Nicosia
Contribution of the Unit: Gregory Makrides (Dean of
Intercollege Cyprus)

LATVIJA

Eurydice Unit
Socrates National Agency – Academic Programmes Agency
Blaumana iela 28
1011 Riga
Contribution of the Unit: Viktors Kravcenko

LIECHTENSTEIN

Eurydice National Unit
Office of Education
Austrasse 79
9490 Vaduz
Contribution of the Unit: Helga Kranz, Corina Beck

LIETUVA

Eurydice Unit
Ministry of Education and Science
A. Volano 2/7
2691 Vilnius
Contribution of the Unit: Nida Burneikaite (Teacher, Vilnius
University, Faculty of Philology, Department of English
Philology)

LUXEMBOURG

Unité d'Eurydice
Ministère de l'Éducation nationale et de la Formation
professionnelle (MENFP)
29, Rue Aldringen
2926 Luxembourg
Contribution of the Unit: Joint responsibility

MAGYARORSZÁG

Eurydice Unit
Ministry of Education
Szalay u. 10-14
1054 Budapest
Contribution of the Unit: Zoltán Katalin, Erdei Andrea

MALTA

Education Officer (Statistics)
Eurydice Unit
Department of Planning and Development
Education Division
Floriana CMR 02
Contribution of the Unit: George Camilleri, Raymond
Camilleri

NEDERLAND

Eurydice Nederland
Ministerie van Onderwijs, Cultuur en Wetenschappen
Directie Internationaal Beleid
IPC 2300 / Kamer 10.086
Postbus 16375
2500 BJ Den Haag
Contribution of the Unit: Raymond van der Ree,
Chiara Wooning

NORGE

Eurydice Unit
Ministry of Education and Research
Department for Policy Analysis and International Affairs
Akersgaten 44
0032 Oslo
Contribution of the Unit: Joint responsibility

ÖSTERREICH

Eurydice-Informationsstelle
Bundesministerium für Bildung, Wissenschaft und Kultur –
Abt. I/6b
Minoritenplatz 5
1014 Wien
Contribution of the Unit: Joint responsibility

Key Data on Teaching Languages at School in Europe

POLSKA

Eurydice Unit
Foundation for the Development of the Education System
Socrates Agency
Mokotowska 43
00-551 Warsaw
Contribution of the Unit: Anna Smoczyńska in cooperation with experts of the Ministry of National Education and Sport

PORTUGAL

Unidade de Eurydice
Ministério da Educação
Gabinete de Informação e Avaliação do Sistema Educativo (GIASE)
Av. 24 de Julho 134
1399-029 Lisboa
Contribution of the Unit: Ana Machado de Araújo

ROMÂNIA

Eurydice Unit
Socrates National Agency
1 Schitu Magureanu – 2nd Floor
70626 Bucharest
Contribution of the Unit: Alexandru Modrescu, Tinca Modrescu

SLOVENIJA

Eurydice Unit
Ministry of Education, Science and Sport
Office Development of Education (ODE)
Kotnikova 38
1000 Ljubljana
Contribution of the Unit: Joint responsibility

SLOVENSKÁ REPUBLIKA

Eurydice Unit
Slovak Academic Association for International Cooperation
Socrates National Agency
Staré grunty 52
842 44 Bratislava
Contribution of the Unit: Danica Bakossová (Ministry of Education), Marta Ivanová (Eurydice)

SUOMI / FINLAND

Eurydice Finland
National Board of Education
Hakaniemenkatu 2
00530 Helsinki
Contribution of the Unit: Joint responsibility

SVERIGE

Eurydice Unit
Ministry of Education and Science
Drottninggatan 16
10333 Stockholm
Contribution of the Unit: Joint responsibility

UNITED KINGDOM

Eurydice Unit for England, Wales and Northern Ireland
National Foundation for Educational Research (NFER)
The Mere, Upton Park
Slough, Berkshire SL1 2DQ
Contribution of the Unit: Joint responsibility

Eurydice Unit Scotland
The Scottish Executive Education Department (SEED)
International Relations Unit
Information, Analysis & Communication Division
Area 1-B South / Mailpoint 25
Victoria Quay
Edinburgh EH6 6QQ
Contribution of the Unit: Jeff Maguire and colleagues within the Ministry

Production

Printing: Enschedé/Van Muysewinkel, Brussels, Belgium

Key Data on Teaching Languages at School in Europe

2005 Edition

Eurydice

Brussels: Eurydice

2005 - 110 p.

(Key Data)

ISBN 92-894-8681-3

Descriptors: Language teaching, Foreign languages, Teaching programme, Curriculum subject, Compulsory subject, Teaching time, Bilingual education, Early learning, Teaching objective, School autonomy, Teacher, Teacher education, Remedial teaching, Migrant worker's child, Comparative analysis, Primary education, Secondary education, General education, Pilot project, Bulgaria, Romania, EFTA, European Union