Country analysis –

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Project partnership

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1 BACKGROUND

The importance of multilingualism has been outlined in the communication of the Commission promoting Language Learning and Linguistic Diversity (An Action Plan 2004 – 2006 (COM 2003)) and the Commission describes the ability to understand and communicate in more than one language as "a desirable life-skill for all European citizens" (European Commission 2005). It is said to

encourage people to become more open to other people's cultures and outlooks,
improve cognitive skills and strengthen mother tongue skills,
enable people to take advantage of the freedom to work or study in another Member State.

The enlargement of the European Union, the raise of mobility within Europe including migration to the EU, and the development and objective of a society based on knowledge influenced highly the issue of multilingualism and its importance. Currently about 450 languages are spoken in the European Union. For the European Union member states, especially for decision makers, there is a challenge to create a system of communication above barriers of foreign languages and cultures. Moreover the knowledge of foreign languages and cultures can positively influence the development of entrepreneurship, better working places, intercultural dialogue and international communication.

For these reasons, awareness raising and motivation enhancement to learn (foreign) languages are of paramount importance to each EU member state. This might not be new for most of us but there has still been some lack of motivation or lack of reasons for learning in particular referring to young, deprived learners.

Thus this project, YELL Young Europeans Love Languages, is a network whose main aim is to promote languages learning as a key competence for lifelong learning and therefore addresses formal but also to a greater degree non-formal and informal learning environments and situations (in education, cultural, social, sport institutions offering various ways of spending free time among young people) who can enhance language learning of this target group.

One of the first activities performed within the network was the research on the country situation on relevant aspects to improve the above described situation. This document is one of the main outputs of it.

2 INTRODUCTION

The YELL network prepared this report to provide project partners, trainers, teachers, tutors with a detailed analysis of the current language education policy and programs in the partner countries, i.e. in Austria, Belgium, Bulgaria, Germany, Italy, Latvia, the Netherlands, Norway, Spain and the UK. It covers, inter alia, the following areas:

- § situation of foreign language learning, what languages are taught
- § education policy and programs,
- § condition for reaching young people and motivating them to participate in learning languages outside formal education, including identifying and collection of best practices

Based on desk & field research, data has been collated and analysed. Associated partners and actors of local networks as well as relevant stakeholders who were invited to several meetings and workshops organized by project partners, as well as participants of the joint thematic seminar held in Vienna (July 7th, 2009) contributed to the elaboration of recommendations and good practices summarized in this document.

The following include the summary on the country findings regarding formal, non-formal and informal language learning issues (Part 1), Good Practices collated by project partners (Part 2) and a catalogue of recommendations of importance for the elaboration of other project results, such as the YELL Handbook.

This report can be downloaded free of charges from the project website www.yell-project.eu

3 THE COUNTRY SITUATION

3.1 Introduction

Austria is a federal state with 9 provinces and about 8.31 million inhabitants; 500.000 of them are aged 14-19[1]. In Austria, the education system teaches the official language (i.e. German) and several languages as second and third language depending on the school (type). The educational system in Austria is regulated by the federal government. Therefore, in general, both school types and curricula are standardized nationwide. The Federal Ministry of Education, Arts and Culture takes over key tasks such as training of teachers and maintenance of schools, the Federal Ministry for Science and Research controls both university and the higher education system. The provinces have major responsibility mainly regarding the primary and secondary, as well as vocational schools.

3.2 Education policy and programs in Austria

3.2.1 The Austrian educational system

The Austrian educational system comprises the following schools: Primary schools (*Volksschulen*, grades 1-4), secondary schools (*Hauptschulen*, grades 5 to 8), special schools (*Sonderschule*n, grade 1 to 8), the pre-vocational year (*Polytechnische Schulen*, grade 9), secondary academic schools (*Allgemeinbildende Höhere Schulen,* grades 5 to 12), part-time vocational schools (*Berufsschulen*, starting in grade 9, combined with apprenticeship training), as well as technical and vocational schools and colleges (*Berufsbildende mittlere und höhere Schulen*, grades 9 to 12 or 13).[2]
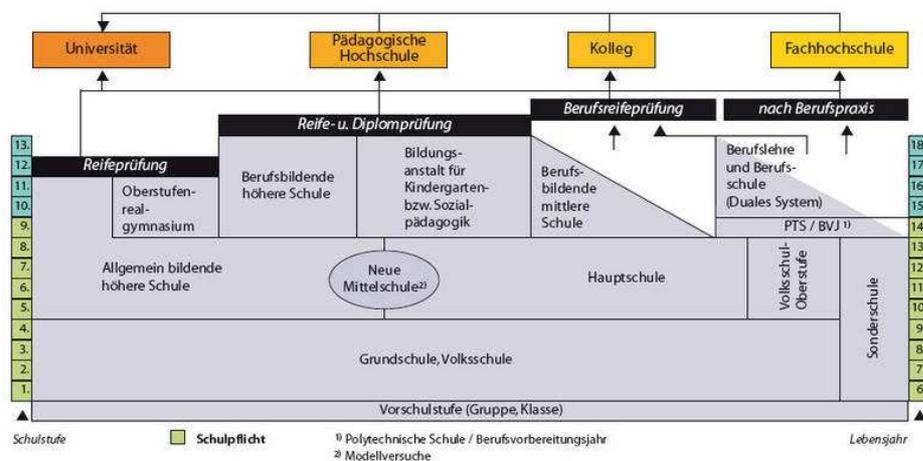

Figure 1: The Austrian educational system (source: BundesschülerInnenvertretung www.bsv.at)

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[1] all numbers: Statistik Austria
[2] AK Portal 2009, http://www.arbeiterkammer.at/www-192-IP-2264.html

Apart from this formal education, there are also comprehensive offers of non-formal and informal education.

3.2.1.1   Formal education

Mandatory formal education in Austria starts with primary school (Volksschule) at the age of 6. Before primary school, there are offers for pre-school education (Kindergarten) for 3-5 year olds, as well as nurseries (Kinderkrippe) for infants from 0-2.

Primary and lower secondary level

As for primary schools, since the 1998/1999 school year, children are introduced to a foreign language (mostly English) starting in the first grade. Schools offer English, French or the language of a neighbouring country. Since the 2003/2004 school year, foreign language instruction has become compulsory in grade 1 and 2 of primary school. The instruction of a foreign language takes place in an integrative manner during the first two years of school. In grades 3 and 4, foreign language instruction is a compulsory exercise with one weekly hour.

In regular secondary schools and the pre-vocational year a modern foreign language is a compulsory subject. In most cases this is English. The *Hauptschulen* may decide to follow the general curriculum drawn up by the Ministry of Education, Culture and Science *(Bundesminsterium für Unterricht, Kunst und Kultur, BMUKK)*, or their own curriculum in accordance with a framework determined by the Ministry. In the latter case, schools may provide teaching that is more focused on languages.

Upper secondary level

In secondary academic schools, two foreign languages are compulsory. All secondary academic schools provide for lessons in English as the first foreign language. French and Latin classes are offered at almost all schools. Many of the secondary academic schools offer also Italian and Spanish, a few of them Russian. The second foreign language starts in grade 7 or 9. Three quarters of all secondary academic school graduates have learned two modern foreign languages.

All secondary schools may offer additional foreign language instruction as an elective or optional exercise (e.g. "Gifted and talented education") within the framework of curricular autonomy.

As for part-time vocational schools, a foreign language is compulsory for all apprentices since 1996/97. Apprenticeship training for occupations in the tourism sector provides for a second modern foreign language. Language training also proves important in paving the way towards higher education.

In technical and vocational schools and colleges, a great deal of attention is being paid to the teaching of languages for special purposes and to job-oriented communication skills. In almost all schools English is the first foreign language. The range of second modern foreign languages offered - although not in all types of vocational schools and colleges - comprises French, Italian Spanish, Russian and languages of the neighbouring countries. Recently students have also been provided with the opportunity to take internationally recognized language certificates such as the First Certificate in English or the Cambridge Certificate in English for International Business and Trade and certificates for other languages.[3]

3.2.1.2 Non-formal education

All kinds of trainings and further education apart from the state educational system are referred to as non-formal education. The most important key actors in this field are the *Volkshochschulen* (adult education centres) in Austria. Lifelong learning is being considered as a main issue in the educational policy.

There is a wide range of such continued training providers in Austria, many of them offering foreign language courses:

- § Adult Education Centres (Volkshochschulen)
- § Additional courses for pupils with special educational needs at lower secondary school level; courses for subsequent secondary school certificates (offered by private or public institutions, e.g. BFI)
- § Training and qualification institutes of Chamber of Commerce, Industry Board
- § Training institutions of the Trade Unions
- § Private and public institutions working for the labour market administration for implementation of the active labour market policy, for vocational education and training, vocational guidance and for integration into the labour market. The actual number varies depending on the volume of courses which, in turn, depends on the respective budget. From our (BEST) experience over the last 15 years, we can state that there is a core group of approximately 150 to 250 institutes, companies and non-profit organisations.

Especially in this field of continuing and vocational training, second language acquisition is becoming more and more important for professional, individual and communicative reasons. It is therefore necessary to promote foreign languages learning at all levels of education while at the same time protecting the idea of multilingualism.

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[3] BMUKK 2007, http://www.bmukk.gv.at/enfr/school/educ/heading1.htm4596.xml

In 2006/2007, altogether 3.407.500 persons participated in non-formal education, of which 7.4% took foreign language courses.[4]

3.2.1.3 Informal education

Informal education describes situations in which learning is taking place apart from organizational training frameworks. Some examples of places / situations in Austria, where language learning is taking place are:

Youth & leisure centres: Youth and leisure centres provide a wide range of possibilities for young people to spend their free time. Thus, they can for example play games, watch movies, use computers and the Internet, make parties, do sports, or live out their creativity. All these things can be done together with other young people sharing their interests, and all these activities may include language learning aspects

Public places: Young people getting in touch with other languages at places where they spend their leisure time, holidays, e.g. in parks or public baths

Holidays abroad / Language travels: a lot of organisations are offering holidays abroad, where young people have the possibility to combine fun and learning within a new, mostly very motivating environment

Language camps: Similar to holidays abroad, language camps target at combining fun and learning elements

Magazines: Some Austrian youth magazines publish articles in different languages, targeting at evoking the readers interest. Thus, youth readers are improving their foreign language skills without realising it, as they are dealing with topics they are interested in.

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[4] Statistik Austria 2008

3.2.2 Responsible policy making organizations and their priorities, current initiatives, national programmes, projects and actions

3.2.2.1 Formal education

According to the Ministry of Education, Culture and Science, the European Year of Languages (EYL) 2001, organized by the Council of Europe and the European Commission, was very successful and gave a new push to language learning. More than 500 activities realized by schools, universities and many other organizations took place in Austria. Since the EYL 2001 various measures have been undertaken at European and at national level in order to ensure sustainable success regarding the promotion of language learning and linguistic diversity. In Austria, the Ministry of Education, Culture and Science has defined national priorities based on the objectives of the European Commission's action plan. Its focus is set on early language learning, better language teaching and building a language-friendly environment. The Ministry has established the Austrian Language Committee (*Österreichisches Sprachenkomitee*), where various organizations (e.g. schools, teacher training institutions, universities, adult educational institutions, the social partners) are represented to support the objectives and implement the measures taken so far. Austria also participates in the Council of Europe's initiative "European Day of Languages" and in developing an Austrian Language Education Policy Profile. In 2004, the Ministry founded the Austrian Centre for Language Competence (*Österreichisches Sprachen-Kompetenz-Zentrum*) that contributes to language policy development and coordinates and implements innovative approaches in language education.

Current features of foreign language teaching in Austria include the European Language Portfolio, as well as the projects "Networking Innovations in Language Learning" and "Educational Standards in Modern Language Learning".

The European Language Portfolio (ELP) is an instrument developed by the Council of Europe for the individual presentation of linguistic and intercultural learning experience. National (Austrian) versions of the ELP for various age groups are being developed by the Austrian Centre for Language Competence, as commissioned by the Austrian Ministry of Education, Science and Culture. / The project "Networking Innovations in Language Learning" (SPIN – SprachenInnovationsNetzwerk), on the other hand, represents a nationwide structure that is going to be established by the Austrian Centre for Language Competence in order to facilitate the exchange of information and of experience. It is furthermore designed to help the implementation of innovative language projects. Co-operations with regional partners (e.g. regional school authorities, institutions for in-service training or adult education, individual schools and individual teachers) are being established, to strengthen collaboration and information exchange between the various levels of educational action. A pilot

network has been established in Styria. This regional network is to serve as a model for the subsequent creation of further networks in other Austrian regions.

Finally, the project "Educational Standards at Year 8 in Modern Foreign Languages (MFL)", run by the Austrian Centre for Language Competence, is concerned with educational standards in the subject of MFL. This includes not only the development and content definition of standards in MFL, on the basis of the Common European Framework of Reference for Languages but also the creation of a pool of exercises and examples to make MFL standards more concrete. Measures of quality assurance are applied for the creation of exercises and examples.[5]

Beginning of 2008, the National Qualification Framework consultation process started in Austria. Major expectations set in the framework refer to improvement possibilities in the Austrian qualification system like facilitation of the assignment levels and to promote changes as well as further developments in it.

There are VET schools or colleges. Since 2005 educational and training standards for them have been in development. Since 2002, immigrants bound by law to prove their knowledge of German.

3.2.2.2   Non-formal education

In Austria, neither continuing education and training (CET) nor vocational education and training (VET) are regulated by law, but offers for both forms of training are provided. The largest providers are the *"Volkshochschulen"* (adult education centres) and the social partners (Unions and chamber of commerce) with their establishments. Provision is complemented by offers of private providers.
Continuing and further education in Austria can be divided into offers of internal company courses, vocational education and general adult education as such. These segments are, of course, partly interconnected.

The Austrian market offers a big number of companies and public education institutions focusing on further education. Detailed information and analysis on these offers and providers, however, is not sufficiently available. There is a lack of detailed information about structures of providers and offers, financial resources, equipments, qualifications, satisfaction of customers, costs etc. We do not know exactly which companies offer internal qualification measures, what kind of offers these are, how many employees attend internal or external courses, how long are these courses etc. This lack of knowledge is confirmed by the *Koordinationsbüro für Lebenslanges Lernen* (coordination office of lifelong learning): "There is no data on the Austrian further education market that makes serious

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[5] BMUKK 2007, http://www.bmukk.gv.at/enfr/school/educ/heading1.htm4596.xml

scientific work possible". As a consequence, the Austrian situation is not documented in the OECD Policy Report on further education, since there is not enough information available. (Source: http://www.erwachsenenbildung.at, http://www.berufsinfo.at, http://www.oeibf.at).

3.2.2.3 Informal education

As for non-formal education there are no legal regulations of informal education in Austria.

3.3 Good practices regarding foreign language learning; incentives / promotions for language learning

3.3.1 Formal education

In 1991, the Ministry of Education launched its project "English as working language" (*Englisch als Arbeitssprache*) in order to intensify the instruction of English, and foreign languages in general. The project is a cross-institutional concept of subject-oriented learning of a foreign language. It was developed for English, but can be applied to other languages as well. The use of a foreign language as working language beginning in grade 5 means that the foreign language is used by teachers and students in other subjects like e.g. physics, geography and economics, history and social studies. The project is not only designed to improve language skills but also to increase the motivation to learn a foreign language.

What is more, since the early nineties several Austrian schools have set up pilot projects on bilingual education such as the Graz International Bilingual School and the Bilingual Secondary Academic School LISA in Linz as well as other bilingual schools in the provinces of Vienna, Styria, Carinthia, Salzburg, Tyrol and Burgenland. In most cases teaching in English/German is provided although there are some schools which offer bilingual education in French/German or in Austrian minority languages (e.g. Slovenian in Carinthia, Croatian and Hungarian in Burgenland). The extent of bilingual teaching often varies within bilingual schools. According to the Ministry of Education, a strong emphasis will be put on the further development of bilingual school types as well as on the integration of lower secondary schools and part-time vocational schools into this model.[6]

Technical and vocational schools and colleges offer various job-related initiatives for foreign language learning, such as professional practical trainings in a foreign country, or so-called "training firms", where students are trained to interact in a foreign language in everyday business situations.[7]

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[6] BMUKK 2007, http://www.bmukk.gv.at/enfr/school/educ/heading1.htm4596.xml
[7] Österreichisches Sprachen-Kompetenz-Zentrum, http://www.sprachen.ac.at/download/fsu_oe.pdf

3.3.2 Non-formal education

A collection of best practise examples has been collected by means of questionnaires within non-formal and informal education organisations and environments. These surveys show that communicative teaching styles seem to be very popular among young learners, thus oral activities are a very good way to foster their interest in language learning. Thereby, private aspects, leisure time activities and everyday issues should be tackled, as this could raise the learners' interest and motivation. What is more, everyday problems can be discussed in class and solutions be applied to them.

Other very good means of promoting language learning for young adults are role plays a lot of vocational trainers use within their courses.

Some learners appreciate receiving a certificate at the end of a course, showing themselves and others what they have achieved. Apart from certificates, it is important for the learners to gain recognition.

3.3.3 Informal education

Within the framework of informal education, playful approaches play an essential role in language learning activities. By means of such approaches, e.g. role plays learners feel that learning is rather fun than an obligation.

The learners' interests can easily be met by including recent topics and personal interests, such as hobbies, culture, celebrations, and much more into the learning situation.

Moreover, learners knowing that they can trust their "mentors" (we avoid the term "teacher" as in informal situations teachers in the common sense are rarely found). Mentors thus often establish close personal contact with their learners.

3.4 Main didactic and methodological model(s) and means in use for foreign language learning in Austria

3.4.1 Formal education

Since 1989, a communicative approach to foreign language learning is included in the curriculum of all secondary schools.[8]

"English as a working language" is a clear example of content-centred language learning. Various subjects, often science, are taught in English, that is students are supposed to casually acquire a foreign language while focusing on the study contents of physics, biology, chemistry, history or other subjects.

In particular post-secondary teacher training colleges (*Pädagogische Akademien/ Hochschulen*) are paying increasing attention to didactic matters concerning foreign language training. Thus, the offer has been extended to include additional foreign language courses as well as courses on bilingual education and on teaching languages.[9]

3.4.2 Non-formal education

In non-formal education, different didactic and methodological models are used for foreign language teaching and learning.

Coaching and mentoring are among the most seminal and trend-setting models in teaching in general. The teacher stops being a teacher in the common sense but acts as a kind of advisor ("coach" or "mentor").

As to the learning location, different possibilities are provided by continuing and vocational training organisations. Most commonly, trainings take place face-to-face, i.e. teachers as well as learners are at the same place at the same time. Another form of learning is distance learning. The idea of distance learning is to provide and/or acquire education without being "on site". Courses or modules are not attended in person. There are different forms of distance learning, including synchronous and asynchronous technologies. Synchronous technologies mean two-way communication at the same time, whereas asynchronous communication constitutes collaboration without being "there" at the same time.

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[8] Österreichisches Sprachen-Kompetenz-Zentrum, http://www.sprachen.ac.at/download/fsu_oe.pdf
[9] BMUKK 2007, http://www.bmukk.gv.at/enfr/school/educ/heading1.htm4596.xml

Examples for synchronous technologies are: Telephone, Audio/Video/Web conferencing, Chat, Instant messaging.

Asynchronous technologies can be: forums / discussion boards, E-Mail, Web logs (Blogs), Learning materials (documents), Video/Audio streams, printed materials, and much more.

Distance learning is characterised by:

§ the separation of teachers and learners

§ the use of mixed-media courseware

§ two way communication

As a consequence to the expeditious development of internet technologies, nowadays Distance learning is in a large part realised by Electronic Learning (e-Learning). In conjunction with face-to-face teaching one refers to "Blended learning".

3.4.3   Informal education

Informal language learning in Austria is mainly based on playful approaches, i.e. focusing on fun elements and providing content without the learners realising that they are actually learning. The goal of most providers of informal education in Austria is to combine leisure time activities with learning contents. This can be achieved by means of different methodological approaches:

3.4.3.1   Learning and sports / outdoor activities

By including sports and outdoor activities into training concepts, especially learners with a particular resistance towards formal education may be attracted and motivated to participate in "new" learning situations. One example of good practice in this field is the Leonardo Grundtvig project "Golden Goal", coordinated by BEST from October 2005-September 2008, and now continuously being put into practice in Austria by BEST in cooperation with the Employment Service Vienna, the Employment Service Lower Austria, and the Federal Social Office. The project's main aim has been to enable young disadvantaged adults to score their "Golden Goal" by improving their literacy and numeracy skills, and to promote their social and cultural integration into society. In order to achieve this, the project developed basic and social skills training concepts in combination with sporting activities (football, but also other sports depending on the local condition and the target groups), to attract participation and increase motivation developed a curriculum and methodological tool box containing sections for the special requirements of the following target groups: Educational drop-outs, ethnic minorities (especially immigrants and Roma), long-term unemployed young adults, socially marginalised persons benefits from the public attention to the EURO 2008 European Football

Championship by connecting adult education aspects with sporting activities, and to raise public awareness of the project's aims by specifically designed Golden Goal Demonstration Events in each partner's country[10]. The outcomes developed within this project (or at least parts of it) can easily be adapted to various kinds of language learning situations.

3.4.3.2 Content related learning

Content-related learning, in particular in language learning, focuses on conveying meaningful, relevant and cognitively demanding contents to the learners, rather than just meaningless structures. Since the priority of migrants' language learning is set on enabling communication, content-related learning is by far more useful than training language structures to their perfection. Content-oriented learning, however, is not limited to language courses. Also in computer or accounting courses, for instance, the learners will be more engaged in the subject if new inputs are exemplified with the help of interesting contents. For example, if migrants are learning how to create tables and diagrams in Excel, they could use migration statistics as a basis, or any other content that is relevant to them.

The principle of content-oriented learning should go as far as making the learners forget that they are actually learning a language or any other subject, thus making the learning "automatic", because so much interest is put on the content. What is more, through content-oriented learning, intercultural knowledge can easily be trained as it leaves room for various contents and the discussions arising from them.

An essential role in content related learning do authentic materials play. Examples for such materials used within informal learning are:
- newspapers, magazines
- internet websites
- radio emissions
- TV emissions & movies
- music (CDs, songs)

Furthermore, not only authentic materials but authentic situations can radically influence the learners' attitudes towards foreign language learning. Such authentic situations can be found with:
- Language travels / language camps
- Contact with native speakers
- Learning "on-field" (e.g. going to the English cinema or theatre)

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[10] www.golden-goal.at

3.4.3.3 Habitual environments

Another important aspect of informal learning is the fact that learning takes place either within familiar environments or at least together with friends or other people who have similar interests.

Among the examples of good practice collected by questionnaires, one quite unusual learning environment was found: an apartment building. The property management an Austrian apartment building indicated that they are offering foreign language courses to the inhabitants of their apartments, directly in the apartment building itself (e.g. common rooms). Inhabitants thus have the possibility to learn foreign languages quasi "at home", together with their neighbours and / or other family members. This does not only a good means to reduce dreads but also to promote social activity of the people living there.

Other examples of habitual environments (also mentioned in the section above) are locations youths usually spend their leisure time, such as youth / leisure centres, parks, cinemas, baths, and so on.

3.4.3.4 Family learning

An approach that slowly becomes more and more interesting and will therefore be practiced more intensified in Austria is *family learning*. Family learning indicates an approach that includes different generations, parents as well as their children, into learning activities, which means not only children learning from their parents, but also parents learning from their children, as well as learning together.

3.5 Documents and materials used

Within formal education, study materials are usually provided, and most teachers stick to the provided school books. One of the "alternative" teaching techniques is *team teaching*, where two or more teachers prepare and hold lessons together. Some schools, mostly on secondary levels, also have native speaking language assistants coming to classes about once or twice a week in order to support the language teachers and to provide learners with more "authentic" input.

As to non-formal trainings, ICT plays a very important role in language teaching. Especially working with the Internet, a field most young learners are very familiar with, can make learning more attractive to the target group. As to this point, Austrian trainers like to use virtual platforms such as Facebook, YouTube, myspace, or twitter, but also blogs, chat rooms and instant messaging are powerful tools in order to evoke the learners' interest.

Other techniques used within non-formal learning situations are conversational classes – as there seems to be a special demand for oral communication – as well as approaches based on the principle of socially oriented learning.

No special documents or materials are used within informal education. In this field, playful and more ore less automatic / unconscious learning are predominant.

Statistics Austria mentions the following types of informal learning, referring to different channels of learning:

- § Reading books or magazines
- § Learning with and from family members, friends, colleagues
- § Learning by means of a computer
- § Learning via radio, TV or movies
- § Visiting museums, historical places, natural sites,
- § Libraries and / or learning centers

3.6 Learning Environments

Language learning in formal education contexts normally takes place in the classroom, although most schools offer language exchanges and organize visits to countries where the target language is spoken. Such exchange programs or intensive language weeks are part of the curriculum of the secondary level 2, which is from grade 9 to 12/13[11]. Apart from that, the variation of the learning environment generally depends on the teacher's commitment. Some teachers organize visits to the theatre in order to watch plays in a foreign language, organize visits to rock concerts after having discussed song texts in class, or encourage their students to have pen-pals in another country.

Like in formal environment, language learning normally takes place in a classroom. Many organizations though offer distance learning and eLearning and the learners then can learn from at home/ at their PC or use infrastructure in learning centres (like at large companies provided for employees at various places). Rarely, learners are accompanied to theatres, cinemas or similar to listen to foreign language movies/plays or even to other countries where they can practice their language skills.

Informal learning almost always takes place outside schools and classrooms. An exception may be language travels or language camps, where parts of the learning activities do actually take place in

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[11] Österreichisches Sprachen-Kompetenz-Zentrum, http://www.sprachen.ac.at/download/fsu_oe.pdf

classrooms – but in combination with fun and leisure elements before, after or between the learning sessions. Specific locations, mentioned in questionnaires collected in Austria, include for example:

- § Public places (parks, baths)
- § Youth centers
- § Different kinds of outdoor locations (e.g. excursions into forests, crags, stadia, outdoor camps, foreign cities and countries)
- § Unusual indoor locations (cinemas, theatres, museums, common rooms of apartment buildings)

3.7 Levels

In formal education, levels usually correspond to the grade, although regular secondary schools apply a further sub-division into 3 levels within one grade. As English language education mostly starts with the first year of primary school and continues throughout the educational career of the pupils, upper secondary level graduates are meant to hold a B2 degree at least in English. In detail, the levels achieved in the first foreign language should be[12]:

- § At the end of year 1: A1
- § At the end of year 2: A1-A2
- § At the end of year 4: A2-B1

3.8 Languages Taught

3.8.1 Current situation

English is predominant throughout all educational levels of formal education. At primary school level, 97% of all pupils start with English as their first foreign language, followed by French with 1,13% and Italian with 0,98%. Other languages taught at primary level mainly comprise languages of autochthon minorities living in Austria, such as Slovenian, Croatian, Czech, Hungarian and Slovakian[13].

Throughout all levels of secondary education, French is the second leading language taught after English. While in lower secondary level 5,16% of all pupils are learning French, this rate is almost 25% in upper secondary level. The third most taught language in both levels is Italian (2,96% in lower, 10,67% in upper secondary level) followed by Spanish, Russian and the minority languages.

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[12] http://www.bmukk.gv.at/medienpool/782/ahs8.pdf
[13] Österreichisches Sprachenkompetenz Zentrum: Der schulische Fremdsprachenunterricht in Österreich (http://www.oesz.at/download/publikationen/Schulischer_FSU_in_OE_2007.pdf)

For non-formal and informal education, there are no comprehensive statistical data for the whole country, but in this field, English first. A language not found in formal education but very important in VET is German as a second language, ranging second after English in various statistics[14]. Other languages taught within non-formal and informal education are comparable with languages taught in formal education.

In 2006/2007, altogether 3.407.500 persons participated in non-formal education, of which 7.4% took foreign language courses. Among young people, 13,1% of all 15-19 year olds, and 11,6% of all persons aged 20-24 participated in VET courses in 2008[15].

3.8.2   Trends and perspectives

The teaching of migrant first languages became part of the mainstream system in primary, secondary, special needs and pre-vocational schools in the school year 1992/93. It is offered as a voluntary exercise or elective subject covering two to six lessons per week in approximately 15 languages, the greatest share being accounted for by Bosnian/Croatian/Serbian and Turkish[16].

As for future perspectives, the Ministry of Education states that due to "the ever-increasing economic and cultural importance of East European countries", the teaching of languages spoken in these countries will be given more attention in future and will be facilitated at secondary academic schools and at technical and vocational colleges. Moreover, special attention will be paid to Eastern European languages and exchange programs with these countries within the framework of the "European year of language learning".[17]

Also in non-formal contexts, there seems to be a trend towards minority and Eastern languages. Furthermore, as best practice examples show, the use of ICT becomes more and more popular among foreign language trainings.

As for informal language learning, as mentioned above, the combination of language learning and other (leisure) activities, but also the use of "alternative" learning materials are fields of growth (see also chapter 2.4 Documents and materials). Another trend is foreseen for early foreign language acquisition for pre-school children.

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[14] www.erwachsenenbildung.at, http://www.cis.or.at/enquete/ag2.html
[15] Statistik Austria:
http://www.statistik.at/web_de/statistiken/bildung_und_kultur/erwachsenenbildung_weiterbildung_lebenslanges
_lernen/weiterbildungsaktivitaeten_der_bevoelkerung/index.html
[16] BMUKK 2007, http://www.bmukk.gv.at/enfr/school/educ/heading1.htm4596.xml
[17] BMUKK 2007, http://www.bmukk.gv.at/enfr/school/educ/heading1.htm4596.xml

3.9 Aspects concerning the target group, i.e. young people

3.9.1 Motivation for language learning

In formal education, English and in many cases a second language are compulsory (depending on the school type, see above), a third language is usually voluntary. Teachers try to raise the students' motivation towards language learning by establishing intercultural contacts, visits to a country where the target language is spoken or internet-related projects.

In order to motivate young learners participating in non-formal education, first and foremost their self-esteem has to be strengthened, e.g. by regular approval. Furthermore, learning has to be individualized in order to meet the learners' needs and interests.

The same principles can be applied for informal learning situations. Learners can be motivated by introducing topics and issues they like and they are involved in within their everyday lives, such as sports, music, computing (facebook, myspace, YouTube, chat rooms), friends, going out;
But also problems and difficulties could be tackled, as many young people want and need somebody to talk about their problems, and those problems form an important part of their young lives.

3.9.2 Levels of education

Regarding formal education, 27,1% of all Austrian citizens graduated from compulsory school only, 35,8% dispose of an apprenticeship, 12,8% graduated from a vocational school and 14,1% completed the upper secondary level[18].

In this respect it is very important to mention that 14% of the 15 year-olds in Austria (PISA 2000) are functional illiterates and nearly every second unemployed person (47.7%) has graduated with compulsory school level only.

As to non-formal and informal education, the Adult Education Survey (*Erwachsenenbildungserhebung*, AES) 2007, published by Statistics Austria, indicates that 39,8% of all Austrians participate in non-formal education, and 75,7% participate in any kind of informal learning. Both non-formal and informal education is most widespread among high educated people and less common among graduates from compulsory school.

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[18] Statistics Austria:
http://www.statistik.at/web_de/statistiken/bildung_und_kultur/bildungsstand_der_bevoelkerung/020912.html

The table below shows the percentage of persons of the respective educational group participating in non-formal and informal education in Austria (adults aged 25-65 only):

Participation in % of all Austrians aged 25-65	Non-formal education	Informal education
Compulsory school	17,2	59,6
Apprenticeship	33,5	72,3
Vocational schools	44,0	81,4
Upper secondary level	55,5	86,6
Tertiary level	70,6	91,8

Table 1: Participation in VET

3.9.3 Gender distribution

In the school year 2007/08, 1.158.743 pupils went to school (primary and secondary education) in Austria, of which 551.902(48%) were female. In 2007, 40.488 young adults graduated from upper secondary level, 16.920 (42%) of which male and 23.568 (58%) female. As to tertiary education, 252.888 students were enrolled in the academic year 2007/08, 52,7% of which female[19].

According to Statistics Austria, 13,1% of all 15-19 year olds participate in continuing trainings (13,3% male, 12,9% female), among those aged 20-24 the participation rate is slightly lower with 11,6% (10,6% male, 12,6% female). The Austrian Adult Education Centres (*Volkshochschulen*, VHS) recorded a participation of 17.176 youths aged 15-20 in their trainings in the academic year 2006/07, with the highest percentage (27%) taking foreign language courses.

Regarding informal education, the Adult Education Survey (AES, *Erwachsenenbildungserhebung*) 2007 indicates a percentage of 75,5% participating in any kind of informal learning in Austria (76,4% male, 75,1% female). The same findings can be reasoned from the best practice examples collected with questionnaires.

3.9.4 Proportion of young people in relation to older learners

According to the Federal Ministry of Education, Arts and Culture[20], 87% of all persons living in Austria aged 15-19 participate in any kind of education (formal & non-formal). Among 20-29 year

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[19] Statistik Austria 2008,

[20] BMUKK, Zahlenspiegel 2008

olds this ratio is 32%, 15,4% for people aged 30-39, 12% among 40-49 year olds, 8,5% for 50-59 year olds and 3% for the group of 60+.

Altogether, 4,2% of all people aged 25-65 in Austria participated in formal education, 39,8% in non-formal education, and 75,5% in informal education[21]. The table below shows the respective rates of participation in each kind of education regarding the age:

	formal education	non-formal education	informal education
aged 25 - 34	11,4	40,2	77,1
aged 35 - 44	3,5	46,9	79,2
aged 45 - 54	(1,2)	42,5	75,8
aged 55 - 64	(0,4)	25,2	68,8

Table 2: Education in Austria (by age)

Among young people, 13,1% of all 15-19 year olds, and 11,6% of all persons aged 20-24 participated in VET courses in 2008[22].

3.10 Financing / possible funds (after the project's LLP funding)

Formal education in Austria is state financed, therefore there are no funds necessary in order to finance formal education. All figures (unless stated otherwise) in this section below show up-to-date figures for 2009. For non-formal education, there are different funding possibilities available:

3.10.1 AMS (*Arbeitsmarktservice*) Public Employment Service Austria

The AMS is responsible for the following services listed below. Also, here the figures represent the current funding schemes in 2009, however these may also be subject to chance in future years.

3.10.1.1 Further Training Allowance for employed people

This benefit is granted to employees under certain conditions for employment promotion.
Employees who decide to take a break from work in order to further their education, - with the agreement off their employer -, can receive benefits from the Public Employment Service Austria.
Employees are entitled to this benefit for a leave of absence of maximum 12 months within a 4-year period. This leave can be taken all at once or be split into periods of at least 3 months each.

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[21] Adult Education Survey 2007
http://www.statistik.at/web_de/static/erwachsenenbildungserhebung_2007_aes_-_bildungsaktivitaeten_im_ueberblick_036415.pdf
[22] Statistik Austria 2008

In order to receive funding for further education, the employee has to attend education measures for at least 20 hours each week. Parents of children under the age of 7 need to attend education measures for at least 16 hours per week.

The allowance amounts to the applicable unemployment support the employee would receive, but at least to €14.53 per day.

3.10.1.2 Benefits for unemployed people

The participation in training measures is being funded by the AMS if the training measure will lead to higher employability. The benefit amounts to two thirds of the course-fee, with a maximum of €10,000 per participant.

The following groups are being sponsored:

§ Women
§ Men from the age of 45

3.10.1.3 Benefits for further education

In the year 2006 financed education trainings with a sum of € 567 million, that was an increase of 133% compared with 1999. 309,000 people were sponsored, which corresponds to 8.5% of the Austrian work force. 60-70% of participants had found new employment within 6 months. Studies conducted by the Institute of Higher Studies (IHS) demonstrated that participants also earned more than people with the same jobs who have not attended further education measures.

3.10.2 Provinces

Most Provinces in Austria offer funding for further education:

3.10.2.1 Burgenland

The province of Burgenland funds various education and further education activities. Here is an excerpt of some that may be applicable for the project.

Funding of further education for entrepreneurs and executive employees

Funding for participation in work-related education activities

The province funds up to 75% of the course fee, with a maximum of €364 per month, or €36.34 per day.

3.10.2.2 Vienna

The Vienna Employment Promotion Fund WAFF (Wiener ArbeitnehmerInnen Förderungsfond). The WAFF is part of the purview of the Executive City Councillor of Finance and Economic Affairs. Its activities are primarily funded by the Municipality of Vienna.

The WAFF offers the following grants for people in employment who want to pursue further education:

§ Qualifizierung 45+

§ Grants for employees above the age of 45.

§ FRECH (Frauen ergreifen Chancen): FRECH is a special program for working women in Vienna who are looking for a fundamental career change.

§ For women whose highest level of education is a three-year VET school or an apprenticeship, the WAFF may provide a grant of up to € 3,700.- or 90% of course fees for necessary continuing education defined in the educational plan. (2008)

NOVA

NOVA is a special program supporting working women and men before, during and after the birth of a child. The financial support for further education courses amounts to a maximum of € 2,700.

WAFF Education Bonus

The Education Bonus specially geared to people who have completed an apprenticeship. Grants are available for continuing vocational education and training successfully completed with an educational institution recognized by the WAFF. A maximum grant of €200 can be applied for with the WAFF.

WAFF Pisa Plus

PISA PLUS is a WAFF program to support Viennese workers in employment who need high-quality continuing education or training because it is especially important for their career development.

The following areas are being funded with the PISA Plus program:

Completion an apprenticeship with a maximum grant of € 2,000.-

Refunds of 70 or 90% respectively of course fees up to a maximum of € 1,100.- for those whose highest level of education is a completed apprenticeship or a three-year VET school, or who have completed training in their country of origin which cannot be used in practice in Austria

Refunds of 70% of course fees up to a maximum of € 1,100 for workers in employment over the age of 40.

Grants will only be given if course fees exceed € 200.-.

WAFF Continuing Education Account

The "Continuing Education Account" is an instrument of the WAFF to support continuing education and vocational training for jobless and employed Viennese. The grants amount to:

50% of the course fee - up to € 200 – for persons in employment,

50% of the course fee - up to € 300 – for unemployed persons

3.10.2.3 Lower Austria

Lower Austria Education Grants

Education Grants can be applied for by both people in employment or unemployed people.

People in Employment under the age of 45 receive 50%, unemployed people 80% of course fees reimbursed. Within a period of 6 years grants of up to € 2,640 can be received by each individual.

3.10.2.4 Upper Austria

Education Account Upper Austria

The "Education Account" is an initiative of the Austrian Federal Chamber of Labour in Upper Austria to support further education of employees registered.

For those aged 40+, the funding is 80% of a maximum of 1.100 Euro or 1.830 Euro (the latter is a "special education account), versus 50% of a maximum of 730 Euro and 1.460 Euro, respectively, for younger persons.

In addition, while among the younger persons only those with a low initial level of qualification are funded, elderly persons of all qualifications will receive funding.

3.10.2.5 Tyrol

Education Grant

Tyrol sponsors activities aimed at improving the professional qualification.

Recipients are reimbursed for up to 25% of course fees at a maximum of € 500, in special cases it can amount up to €800.

Education Support

This support is granted to further education activities that cause a reduction or loss of income. The financial support amounts to a maximum of € 300 per month.

Education Loan

Tyrol grants interest-free for education purposes for up to € 4.000.

3.10.2.6 Vorarlberg

Seed Capital

Vorarlberg offers grants for people returning to the job market after taking time off to look after their children. Up to 50% of education cost can be reimbursed, at a maximum of € 2000 per year.

Education Account

Vorarlberg supports full time education for employees who need to reduce their working hours due to this, with up to € 2,500 per year, if the education last for at least 1 semester.

Education bonus for employees

This bonus can be granted for employees who want to pursue an education while continuing to work. Preconditions for the bonus are education fees of at least € 1000, of which up to 30% will be sponsored at a maximum of € 2000 per year. The education must lead to a considerable qualification improvement in order to be eligible for this grant.

Tax relief for employees

Austrian employees can claim their education costs in their annual tax declarations, if they have been made in connection with their professional qualification.

3.10.3 Tax relief for companies

3.10.3.1 Education tax allowance

Since 2002 companies can claim in addition to actual further education costs 20% as fiscal expenses.

Education premium

Companies can claim up to 6% of all further education expenses, if they have not made any fiscal profits during the fiscal year. The education premium will be deducted in full from the tax account of the company.

4 GOOD PRACTICE EXAMPLES

GOOD PRACTICE EXAMPLE NO.: <1>

TITLE OF GOOD PRACTICE

Private lessons 1

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Self-employed trainer giving private lessons; target group: more male than females, basically natives but also children of diplomatic agents; age 12-19

Objective(s)

Private lessons in English

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Use of literary materials
Use of self-created materials (grammar & vocabulary exercises)
It's important to meet the learner's needs & repeat things again and again.

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 2

Effectiveness: What was the effect of the implementation of the best practice? 2

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 2

GOOD PRACTICE EXAMPLE NO.: <2>

TITLE OF GOOD PRACTICE

Private lessons 2

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Training institute providing private lessons in English, French and Spanish. Target group: more boys are coming (every age and origin)

Objective(s)

Private lessons

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Learners basically need grammar and vocabulary work; the best way to realise this is by applying a large variety of materials and teaching styles. Further, it is important to create an atmosphere of well-being, e.g. by involving private life and everyday topics into the lessons

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 2

Effectiveness: What was the effect of the implementation of the best practice? 2

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 2

GOOD PRACTICE EXAMPLE NO.: <3>

TITLE OF GOOD PRACTICE

Vocational training

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Training institute providing vocational trainings; target group basically consists of rather women than men; all with migrational backgrounds

Objective(s)

Professional education & training including language training (English, German as a foreign language, also business language)

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Materials used in courses: institutional course materials, CDs or tapes;   Working by means of role-plays;   Young language learners are very communicative and like oral exercises; it's also recommended to speak about their leisure time activities; though interests can be very different from one learner to another;   include recent news into the lessons;   Young learners do also need more and regular repetition;   Account for the learners' cultural backgrounds   Discuss private situations & problems (find solutions)

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 1

Effectiveness: What was the effect of the implementation of the best practice? 2

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 2

GOOD PRACTICE EXAMPLE NO.: <4>

TITLE OF GOOD PRACTICE

Language courses abroad

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Organisation offering language courses abroad; most learners participating voluntarily;   Target group is mixed regarding age, more and more girls are participating

Objective(s)

Combination of fun & language learning;

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Conversational classes including every-day topics are very popular   Use of new media   Focus on fun   Learning a language in the respective country (e.g. English in the USA) is very useful as learners have to use the language in everyday life

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 2

Effectiveness: What was the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1

GOOD PRACTICE EXAMPLE NO.: <5>

TITLE OF GOOD PRACTICE

Labour market policies

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Organisation providing courses (labour market policies) mostly to 16-19 year olds, to a little extent to 19-25 year olds; about 30% with migrational background; balanced regarding gender

Objective(s)

Language learning without pressure

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Conversational approach / socially oriented learning Use of ICT Focus on learners' interests Group work Incentives for young learners: Internet (Facebook, chats); music

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 1

Effectiveness: What was the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1

GOOD PRACTICE EXAMPLE NO.: <6>

TITLE OF GOOD PRACTICE

Adult evening classes

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Course provider providing training to mixed target groups

Objective(s)

Refresh knowledge of a language (mostly English, French, and Italian)

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Oral exercises; job-related, thus participants can use their newly acquired knowledge immediately Respond to the learners' interests

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 2

Effectiveness: What was the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1

GOOD PRACTICE EXAMPLE NO.: <7>

TITLE OF GOOD PRACTICE

Basic language training

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Training for socially disadvantaged people, migrants (30%)
Male : female 60:40
Age 16-20
Language courses on a very basic level

Objective(s)

Prepare participants in order to enter the labour market

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Combination of outdoor activities and "traditional" materials
Communicative way of learning
Including elements of SDL
Specific needs: raising self-esteem, individualised learning/teaching
Incentives: fun, to be taken seriously

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 2

Effectiveness: What was the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1

GOOD PRACTICE EXAMPLE NO.: <8>

TITLE OF GOOD PRACTICE

Property management

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Property management organisation providing courses (mostly English) for people living in their houses

Objective(s)

Learning languages in a familiar place together with people one knows (e.g. family members, neighbours)

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

This way of learning is very convenient to learners at they learn at home, together)
With their neighbours
Use of material / methods related to practice
Open course principle (everyone can participate)

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 2

Effectiveness: What was the effect of the implementation of the best practice? 2

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 2

GOOD PRACTICE EXAMPLE NO.: <9>

TITLE OF GOOD PRACTICE

Youth centre

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Supervision and mentoring of school pupils (up to 18 years) after school, support in doing their homework
Languages taught mostly English and French, some participants do have other native languages than German, more boys than girls

Objective(s)

Support of school pupils (home work support, preparing for tests, etc)
But also providing leisure time activities

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Collective excursions, celebrations
Use of new media (Facebook, youtube)
Respond to the learners' interests

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 1

Effectiveness: What was the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1

GOOD PRACTICE EXAMPLE NO.: <10>

TITLE OF GOOD PRACTICE

Playful learning

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Organisation organising/providing theatre plays, events, courses, counselling, creative workshops
Language courses offered for English
Target group: 16-24 year olds, socially disadvantaged youths

Objective(s)

Playful learning without pressure

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Playful approach
Fun
Socially oriented learning
Courses being more a hobby than "lessons"
Responding to the learners' interests

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 1

Effectiveness: What was the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1

GOOD PRACTICE EXAMPLE NO.: <11>

TITLE OF GOOD PRACTICE

Outdoor activities

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Youth centre providing sports/outdoor activities to 15-19 year olds; mostly with migrational backgrounds, some of them having drug problems

Objective(s)

Combining learning with outdoor activities in order to make it more fun Helping young people with their problems

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Recent topics Media use (Internet, movies) Fun Group dynamics is a very important aspect for learners, as well as approval is Coaching not teaching Conflict management Personal contact with the learners   learners become more confident

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 1

Effectiveness: What was the effect of the implementation of the best practice? 2

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 2

GOOD PRACTICE EXAMPLE NO.: <12>

TITLE OF GOOD PRACTICE

Holiday feeling

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Municipal bath (open air pool) providing language courses to 16/17 year olds.

Objective(s)

Making participants feel like they were on holidays Learning & having fun at the same time

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Promote group dynamics Fun & leisure time Individual approach Learners can decide what they want to learn

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 1

Effectiveness: What was the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 1

GOOD PRACTICE EXAMPLE NO.: <13>

TITLE OF GOOD PRACTICE

Migrant magazine

Availability (Language(s), link, IBN,…)

General description (include level and age group, information on specific target group if any,..)

Magazine for young migrants (2nd and 3rd generation)
Age group: young adults (up to the mid twenties)

Objective(s)

Providing reading material including topics that are interested for the target group

Link/ Contact (organisation, Internet address, email if possible)

Remarks (pedagogical recommendations, IPR, other)

Topics that meet the interests of young adults

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project? 1

Effectiveness: What was the effect of the implementation of the best practice? 1

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) 2

5 TRENDS AND RECOMMENDATIONS

Both, formal and non-formal education show strong trends towards Eastern European languages as well as minority languages. Minority languages comprise both, authochtone minorities (Slovenian, Croatian, Hungarian, Czech, Slovak, Romanes) and allochthone or "new" minorities, such as Bosnian/Croatian/Serbian and Turkish. Those languages are planned to be increasingly offered in primary, secondary, and pre-vocational schools, but also in vocational schools and adult education. But also for pre-school children with one of those languages as mother-tongue it is very important to be socialised in both, their mother tongue and their "new" language (German).

In this regard, also the trend of early language learning (in pre-school age) is to be mentioned. This does not only apply for children with other native languages than German, but also for Austrian (German speaking) children acquiring a foreign language.

Another trend that could be observed is the use of ICT within foreign language trainings. This mainly plays a role for non-formal and informal education. Especially online platforms will be increasingly introduced into training situations.

5.1 Pedagogical recommendations

- § Use of "alternative" training materials
- § Most teachers in formal education mainly refer to course books. In order to improve language lessons, it is advisable also to introduce other kinds of materials, especially authentic materials such as newspaper or magazine articles, movies, songs, books, and so on. Also the Internet can serve as a very effective training basis
- § Use of "new" didactic models
- § Mentoring programs have shown that learners – especially young, unmotivated people – are more likely to make an effort in any kind of learning, when teachers stop being teachers in the traditional way but rather act as advisors. This model could be applied in any field of education, even in formal education.
- § Also the use of playful approaches seems to raise effectiveness and improve the learning outcomes of young learners – learning can be fun!
- § Other didactic approaches that are already widely used within informal learning contexts are content oriented and self-directed learning.
- § Use of media learners are familiar with
- § Young people are mostly attracted by so-called "new media". It therefore can be recommended to

introduce this kind of media into foreign language trainings. As mentioned above, most young people are quite familiar with the Internet, which provides an enormous pool of possibilities. Online platforms such as social networking websites (facebook, myspace), but also blogs, video platforms (YouTube), and chat rooms or instant messaging often offer undreamed-of possibilities.

- § Inclusion of familiar topics

Surveys have shown that most young learners wish to deal with familiar topics within their trainings. Such topics can be sports, music, friends, relationships, or leisure time activities. Some teachers questioned also mentioned that many youths also need to discuss their problems and find solutions for it, which also is a possible point to be tackled.

5.2 Structural Recommendations

Within both formal and non-formal education, learning is mostly taking place in traditional environments, i.e. classrooms. One of the most important recommendations therefore is a change or a mixture of different learning environments. Informal learning activities show that learning must not necessarily take place in classrooms. There is a large variety of environments to be used for learning activities, indoor as well as outdoor.

Even if in many cases such fundamental changes seem to be impossible, there are still a lot of possibilities to create diversified learning environments, e.g. by excursions to cinemas, theatres, museums, etc.

Though, even apart from different learning environments, many other elements already used within informal learning contexts could also be implemented into formal or non-formal education as just one part of the respective trainings. Such elements include:

- § Self-directed learning (SDL) - learners decide when they want to learn, how they want to learn and what they want to learn, taking responsibility for their own learning outcomes
- § Content oriented learning, using a dynamic stream of learning resources many of which are obtained and originated by the learners and can be put together in different ways i.e. instant messaging, web blogs, e-learning as a conversation.
- § Socially oriented learning, making lessons a social "event", learners learning from each other.
- § Use of authentic materials
- § Inclusion of ICT and new media
- § Meeting the learners interest by introducing familiar topics

5.3 Recommendations for Raising Awareness/ Reaching the Target group(s)

The main point of reaching the target group is to provide learning offers, which meet the target groups, i.e. young learners, needs. As noted above, these learners can easily be attracted by using topics and materials they are familiar with.

Best practice examples of informal learning also show that offering learning activities at places they spend their leisure time is a very effective way of raising the target group's awareness of foreign language learning. In that way, young people do not fell like actually learning – as they might know it from school – but rather as doing something fun and interesting.

5.4 Recommendations regarding Implementation into existing Measures

Many of the recommendations mentioned above can easily be implemented into conventional education, even formal education. However, awareness about the benefits of alternative methods and materials and new approaches as used within informal education have to be raised among teachers, but first and foremost among education policy makers in order to enable implementation of more innovative ways of teaching / learning into a traditional education system.

6   APPENDICES

- § **Definition of Key Terms**
- § **List / Contacts of relevant educational and education policy organizations in the partner country**
- § **Bibliography**
- § **Questionnaire Templates and Interview Guidelines**

6.1 Annex 1

6.1.1 Definitions of Key Terminology

Educational Levels

The LLP scheme foresees the following education levels (and codes)

ISCED 2PV	Lower secondary or second stage of basic education - level 2 - pre-vocational programmes
ISCED 2VOC	Lower secondary or second stage of basic education - level 2 - vocational programmes
ISCED 2GPV	Lower secondary or second stage of basic education - level 2 - general and pre-vocational programmes
ISCED 2VPV	Lower secondary or second stage of basic education - level 2 - pre-vocational and vocational programmes
ISCED 2A	Lower secondary programmes designed for direct access to level 3, in a sequence which would ultimately lead to tertiary education (i.e. entrance to ISCED 3A or 3B)
ISCED 2B	Lower secondary programmes designed for direct access to level 3C
ISCED 2C	Lower secondary programmes designed for direct access to the labour market
ISCED 3-4	Upper secondary and post-secondary non-tertiary education - levels 3-4
ISCED 3-4VOC	Upper secondary and post-secondary non-tertiary education - levels 3-4 - vocational programmes
ISCED 3PV	Upper secondary education - level 3 - pre-vocational programmes
ISCED 3VOC	Upper secondary education - level 3 - vocational programmes
ISCED 3GPV	Upper secondary education - level 3 - general and pre-vocational programmes
ISCED 3VPV	Upper secondary education - level 3 - pre-vocational and vocational programmes
ISCED 3VPV-SCH	Upper secondary education - level 3 - pre-vocational and vocational programmes - school based
ISCED 3VPV-WRK	Upper secondary education - level 3 - pre-vocational and vocational programmes - work based
ISCED 4PV	Post-secondary non-tertiary education - level 4 - pre-vocational programmes
ISCED 4VOC	Post-secondary non-tertiary education - level 4 - vocational programmes
ISCED 4GPV	Post-secondary non-tertiary education - level 4 - general and pre-vocational programmes

ISCED 4VPV	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes
ISCED 4VPV-SCH	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - school based
ISCED 4VPV-WRK	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - work based
ISCED 4A-B	Post-secondary non-tertiary designed to provide direct access to level 5

6.1.2   Good Practice

In this project we understand as good practice any innovative - in at least one of the partner countries - measure, approach, material, information or similar for raising the motivation of young people to learn foreign languages and to improve the implementation of language learning in attractive forms (particularly in informal and non-formal settings) which is adaptable and attractive and which thus may be of added value to be used or transferred in this project.

The research of good practices can be done via desk and field research and will cover several steps, inter alia: Collation (using the template for good practice examples), rating (applying the foreseen criteria), selection (for further data processing in later work packages).

6.1.3   Learning types

Regarding Learning types the Glossary of CEDEFOP (2000) and the Communication of the European Commission (2001) 23 give the following definitions regarding:

Formal learning is defined as learning that occurs within an organised and structured context (formal education, in–company training) and that is designed as learning. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learner's perspective.

Non-formal learning refers to learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element. Non-formal learning is intentional from the learner's point of view.

Informal learning is defined as learning resulting from daily life activities related to work, family or leisure. It is often referred to as experiential learning and can, to a certain degree, be understood as

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[23] CEDEFOP (2000) Glossary, in Making Learning Visible (Thessaloniki, Cedefop) and European Commission (2001) Communiqué Making a European Area of Life-long Learning a Reality, (Brussels)

accidental learning. It is not structured in terms of learning objectives, learning time and/or learning support and, typically, does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional (or 'incidental'/ random). (CEDEFOP (2000) Glossary, in Making Learning Visible (Thessaloniki, Cedefop) and European Commission (2001) Communiqué Making a European Area of Life-long Learning a Reality, (Brussels))[1]

6.2 Annex 2

LIST / CONTACTS OF RELEVANT EDUCATIONAL AND EDUCATION POLICY ORGANIZATIONS IN THE PARTNER COUNTRY

Organization	Main Tasks/	Objectives (of the organization)	Contact data
Chamber of Labour	The Chamber of Labour represents the interests of 3 million employees and consumers in Austria.		www.arbeiterkammer.at
Federal Ministry of Education, Culture and Science	Development of education policy in Austria	Set policy program	www.bmukk.gov.at
Volkshochschulen (VHS)	Adult education centres all over Austria	Providing VET	www.vhs.or.at
Österreichisches Sprachen Kompetenzzentrum	Language learning Language policies Language and culture education	Promote language learning Dissemination of the ESP Set educational standards	www.oesz.at
Berufsföderungsinstitut (BFI)	Training provider in Adult education	Provide VET, including foreign language trainings	www.bfi.at
Campus Austria	Association of Austrian language schools endorsed by the Federal ministry of Education, Culture and Science;	Manage and assure quality at Austrian language schools	www.campus-austria.at
Wiener Wohnen	Addressee and partner of innovative training organizations for realizing informal and non-formal language learning with hard-to-reach target groups	Offer informal learning environments	http://www.wien.gv.at/wohnen/wienerwohnen/
Actilingua	German language school providing trainings to	Provide German language camps for young people	www.actilingua.at

	different target groups including holiday courses for young people		49
WUK	Combination of culture and education	Innovative, playful learning activities	www.wuk.at
Kulturverein Doppelpass	Combination of education and culture	Design and realization of innovative trainings	www.doppelpass.org
AMS Wien und Niederösterreich	Client for pilot initiatives in language training (young unemployed and disadvantaged adults)	Offer various learning measures	www.ams.or.at
Wiener Bäder	Public leisure centres Addressee and partner of innovative training organizations for realizing informal and non-formal language learning with hard-to-reach target groups	Offer informal learning environments	http://www.wien.gv.at/baeder/

6.3 Annex 3

6.3.1 Bibliography

6.3.2 Links

Statistik Austria
http://www.statistik.at/web_de/statistiken/bildung_und_kultur/bildungsstand_der_bevoelkerung/020912.html
http://www.statistik.at/web_de/static/erwachsenenbildungserhebung_2007_aes_-_bildungsaktivitaeten_im_ueberblick_036415.pdf

AK Portal 2009, http://www.arbeiterkammer.at/www-192-IP-2264.html
BMUKK 2007, http://www.bmukk.gv.at/enfr/school/educ/heading1.htm4596.xml
BMUKK, Zahlenspiegel 2008
Adult Education Survey 2007

Österreichisches Sprachen-Kompetenz-Zentrum, http://www.sprachen.ac.at/download/fsu_oe.pdf
Golden Goal, EU co-funded project www.golden-goal.at

http://www.bmukk.gv.at/medienpool/782/ahs8.pdf
Österreichisches Sprachenkompetenz Zentrum: Der schulische Fremdsprachenunterricht in Österreich
(http://www.oesz.at/download/publikationen/Schulischer_FSU_in_OE_2007.pdf)
www.erwachsenenbildung.at, http://www.cis.or.at/enquete/ag2.html
Statistik Austria:
http://www.statistik.at/web_de/statistiken/bildung_und_kultur/erwachsenenbildung_weiterbildung_lebenslanges_lernen/weiterbildungsaktivitaeten_der_bevoelkerung/index.html

6.4   Annex 4

6.4.1   Example questionnaire template

Questionnaire 1 (informal learning environment)

The EU co-funded project "YELL - Young Europeans Love Languages" aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>,* is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to ……………………………… *(via.........)* by ………… .

Please let us know your opinions on the following issues:

1.   Please describe your organisation and in which framework young adults learn/practice languages in your organisation.

2.   Please describe the participants regarding gender & diversity (age, gender, ethnic background, …) or any other characteristics you would like to mention.

3.   Which foreign languages do they learn/ practice?

4.   Do they use specific materials, practice at particular events/ environments,… Please specify:

5. Have you noticed specific needs young language learners have and if so what are they?

6. Have you identified drivers to learn/ practice languages there? Please specify:

If you are interested in learning more about the final results in YELL, please, give us your contact data (which will be treated strictly confidential)

My name:……………………………… My email adr.: ………………………………….

Thank you for your contributions.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Example Questionnaire template (non-formal learning environment)

The EU co-funded project "YELL - Young Europeans Love Languages" aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>,* is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to ……………………………… *(via.........)* by ………… .

1.   Please describe your organisation and in which framework young adults can learn/practice languages?

2.   Which foreign languages do you offer/ teach? (If you offer different levels, please specify.)

3.   Which innovative materials do you use/ where does the language learning (mainly) take place?

4.   Please describe the participants regarding gender & diversity (age, gender, ethnic background, …) or any other characteristics you would like to mention.

5.   What do you think are the drivers for young learners to learn foreign languages and how do you motivate them?

6.   Are there specific needs of young learners from your point of view? If so, in what way do you address them?

7.   After completion of the language learning, do/can the participants acquire a certificate?

If you are interested in more information on the final project outcomes, please, give us your contact data (which will be treated strictly confidential)
My name:………………………………   My email adr.: ………………………………….

Thank you for your contributions.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein