EXP LG 5/2006 EN Annex FIN

Follow-up of the Action Plan on language learning and linguistic diversity
National Report Template

Country **…GREECE……………………**

INTRODUCTION

The Action Plan for language learning and linguistic diversity invited Member States to take actions on various issues. This document lists these points for action. It follows the same order as the chapters of the Action Plan: *1.Lifelong language learning; 2.Better language teaching; 3.Building a language-friendly environment.* Chapter four invites you to outline the global national strategy on languages and, if Member States so wish, to provide information on other language initiatives which do not fit into the framework of the Action Plan and/or plans for multilingualism.

Some actions recommended by the more recent Communication on Multilingualism are also included in the relevant chapters. They are shadowed in grey and are optional. Although the time allowed for these actions is shorter, Member States have the possibility to report on their initial work on them.

The national report should be written by filling in this template. Each point is followed by some key questions which guide Member States in presenting their work in progress. It is not compulsory to answer each point. If some of them were not a priority at national level it should be mentioned and the point(s) skipped.

Once completed, the national report should be posted on CIRCA: http://forum.europa.eu.int/Members/irc/eac/languages/library?l=/actionsplans20042006/follow-up_national&vm=detailed&sb=Title

For more information, please post a message on the CIRCA language newsgroup (http://forum.europa.eu.int/Members/irc/eac/languages/newsgroups?n=europa.eac.languages.bulletin_board) or contact Patrizia Baralli or Luca Tomasi (see contact details at the end of the document).

LIFE-LONG LANGUAGE LEARNING

1.1. 'Mother tongue plus two other languages': making an early start

It is a priority for Member States to ensure that language learning in kindergarten and primary school is effective, for it is here that key attitudes towards other languages and cultures are formed, and the foundations for later language learning are laid. The European Council in Barcelona 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.

In implementing this commitment, most Member States will be called upon to make significant additional investments. In implementing their commitment to teach at least two foreign languages from a very early

a) What concrete actions (if any) have been accomplished in this field since 2004?

The adoption of the findings of the European Council in Barcelona (March 2002) comprises one of the main policy principles of the Greek Ministry of Education, especially as far as multilingualism is concerned. It is a priority for the Ministry to reinforce multilingualism through: a) the promotion of life long learning concerning foreign languages b) making arrangements for an early start in language learning c) the enhancement of curricula in primary and secondary education, by offering the possibility of selecting among more foreign languages d) the expansion of the ways of foreign language teaching and finally e) the reinforcement of the Greek language teaching (as the least popular language) to special categories of citizens.

The existence of specific and prominent targets in the field of multilingualism is confirmed by the gradual reinforcement of the Greek position in Europe as far as multilingualism is concerned. On the basis of the findings of the last research of Eurobarometre (2006), 57% of Greeks speak a foreign language (56% communal average), 19% speak two foreign languages (28% communal average) and 4% speak three foreign languages (11% communal average). In comparison with the general conditions in the 1990s, Greece appears to have the second greatest increase (+13%) in the European Union regarding the percentage of people who are capable of carrying out a conversation in a foreign language.

On the level of general attitudes, Greece appears to recognize the need for foreign language learning in a high percentage (75%). It greatly supports the European policy of 'mother tongue plus two other languages', since a high percentage of 74% (the second in EU) is in total agreement with this policy, while on the basis of the findings of Eurobarometre (2006), Greece is the second country of EU, with the percentage of 82%, considering that foreign language learning should be a political priority.

Special attention should be mainly paid to two specific measures being promoted by the Greek Ministry of Education and related to a) the reformation of foreign language teaching in primary education and b) the development of CLIL .

Primary Education

1. Age limits

▪ **Making an early start for foreign language teaching:** From the school year 2005/2006, the introduction of English as a foreign language to the students of primary schools is transferred to the third grade instead of the fourth that was until now. In this way the age spectrum of the beginning of foreign language learning in the compulsory education (primary and lower secondary) has changed from 9-17 to 8-17 years.

▪ **Suggestions for further decrease of age limits:** In the light of promotion of multilingualism as the main policy of EU, the Greek Ministry of Education is implementing the foreign language teaching from the very first two grades of primary education as a pilot programme in 28 all-day schools.

▪ Moreover, it should be pointed out that English language comprises a compulsory subject in the frame of All-Day School (teaching period which extends beyond the school timetable/it generally lasts from 13:15 until 17:00).

2. Range of languages

▪ Apart from the English language, which as reported before, constitutes an obligatory course in the primary education, from 2005 the "*Pilot program of introduction of a second foreign language in Primary Education"* is applied. Concretely, the program concerns the introduction of teaching a second foreign language (French or German) in the last two classes of Primary school. The application of the program started in 2005 in 219 Primary schools with particularly positive results. During the school year 2006-2007 the particular measure was extended to 3.650 school units.

3. Curricula

▪ New curricula for the teaching of foreign languages have been made, while at the same time new books have been introduced. The above changes aim at the sensitization of the students in the new linguistic and cultural system and at the acquisition of skills of simple oral and written language, mainly through games, other creative activities as well as through small action plans.

▪ The reformation of the curricula was drawn on the basis of an inter-disciplinary approach of school knowledge, while the drawing up of the new books followed the logic of the Cross Thematic Framework of Educational Programmes.

b) What obstacles to the implementation of this recommendation have been identified?

▪ The teaching of English language in primary schools from the 3nd grade concerns those school units that have up to 6 teachers. This is not applied in those school units that allocate teaching personnel under 6 professors (usually schools in removed or inaccessible regions). In these school units the appointment of teachers of English language is not feasible, as it is impossible for these teachers to have full-time schedule. Despite this particularity, the number of schools of primary education where the English language is taught is 3. 448 school units (roughly 45% of the total number of primary schools).

▪ Furthermore, in primary schools where there is no possibility to choose among foreign languages (for the abovementioned reasons) the English language tends to be the dominant language in the school environment.

▪ Expected difficulties of teachers of foreign languages are related to a) the teaching of foreign language in lower age scale and b) the new methodological frame and the inter-disciplinary approach.

c) What are the proposed initiatives to overcome these obstacles?

▪ The most important initiatives proposed for the above mentioned problems come from the Pedagogical Institute (the main scientific and consultative body of the Greek Ministry of Education).

▪ The latter has organized special training seminars that aim at α) the problem solving in class and b) the teacher training as far as the new school textbooks are concerned.

▪ At the same time, teacher training programmes have been organized related to the use of ICT in the education teaching procedure.

▪   Finally, the Pedagogical Institute, via its scientific staff and the school advisors, has composed detailed instructions on the ways of teaching a foreign language in the compulsory education, as well as on the general view of the new approach.

1.2.   Language learning in secondary education and training

In secondary education or training young people complete the acquisition of the essential core of skills that will serve them throughout a lifetime of language learning. Member States agree that pupils should master at least two foreign languages, with the emphasis on effective communicative ability: active skills rather than passive knowledge. 'Native speaker' fluency is not the objective, but appropriate levels of skill in reading, listening, writing and speaking in two foreign languages are required, together with intercultural competencies and the ability to learn languages whether with a teacher or alone.

Member States should provide adequate information to parents about the choice of their child's first foreign language, and the flexibility of school curricula to permit the teaching of a wider range of languages.

a)   What concrete actions (if any) have been accomplished in this field since 2004?

1. Range of languages

▪   From the school year 2005-2006 it was introduced in a pilot form the teaching of Italian language as a second foreign language parallel to French and German in 4 high schools all over the country (in Athens, Piraeus, Patra and the island of Corfu). This measure, in the school year 2006-2007, has already been in force in school units in Ionnina, Rhodes, Cefalonia, Pirgos and suburbs of Attica.

▪   Furthermore, the teaching of Spanish is introduced in a pilot form in high schools in Athens, Piraeus, Thessalonica, Volos, Chania and Nafpactos from the school year 2006-2007.

▪   From the school year 2006-2007 the teaching of the Turkish language has started (in a pilot programme) in 5 high schools in the prefecture of Thrace (3 in Alexandroupolis and 2 in Komotini). The specific measure applies to public high schools and not the minority schools of Thrace (which are already bilingual /Greek and Turkish).

2. CURRICULA

▪   A recent reform in the curricula for secondary education (the same reform took place also in primary education, as we mentioned before), was introduced by the Pedagogical Institute in 2001 and has resulted in a unified curriculum, which incorporates the cross-curricular approach as its basic element. As regards foreign languages the unified curriculum is specially built to cater for the needs of the three (English, French, German) foreign languages taught and bases its philosophy on the principles exemplified in the Common European Framework. It adopts a Cross Thematic approach to language teaching, thus complying with the Cross Thematic Framework for the teaching of all subjects.

▪   Implementation of the revised curriculum started in 2003 and involved materials design and development, as well as teacher training into its philosophy and the subsequent implications for classroom practice.

b) What obstacles to the implementation of this recommendation have been identified?

▪ No particular problems have been reported in the introduction of the teaching of the Italian and Spanish language in those schools where the pilot program is realized.

▪ On the contrary, according to the data from the Regional Directorate of Education in Thrace, the attendance of students in the teaching of the Turkish language is considered to be limited (the teaching of the particular language is realized provided that there is a satisfactory number of students who wish to participate in the particular object).

▪ Problems might be related to the new educational methods, like the acquaintance of the teachers of foreign languages with the new books (see section 1.1. , part b).

c) What are the proposed initiatives to overcome these obstacles?

▪ See section 1.1., part c

1.3.   Language learning in Higher Education

"Higher Education institutions play a key role in promoting societal and individual multilingualism. Proposals that each university implement a coherent language policy clarifying its role in promoting language learning and linguistic diversity, both amongst its learning community and in the wider locality, are to be welcomed. All students should study abroad, preferably in a foreign language, for at least one term, and should gain an accepted language qualification as part of their degree course"

Member States are invited to review training programmes at universities to ensure that they equip students in the language professions with the right skills for rapidly changing working conditions.

a) What concrete actions (if any) have been accomplished in this field since 2004?

▪ The area of university education is one of the most crucial fields for the promotion of multilingualism. The gradual constitution of the European Higher Education Area (EHEA), as well as the continuously growing mobility of students and teachers in the European university field, has raised even more the importance of foreign language teaching in the higher education.

▪ The goal of promotion of multilingualism and the ways in which it is realized, is an internal matter of each university, since the educational institutions of higher education are autonomous. Consequently there are no central policies because each university, according to its approach and its economical means, determines autonomously its policy for the promotion of multilingualism.

1. Mobility and multilingualism

▪ The mobility degree in the Greek university sector, mainly through the Erasmus programme forms a first parameter in order to distinguish some basic characteristics in the strengthening process of the multilingualism of students – teachers via mobility. Based on this, we are able to determine the following basic findings:

a) The data concerning the actual number of Greek Erasmus students as registered since 1987, show that Greece presents an increasing tendency in the indicator mentioned above with an interval of 8 years of fluctuations, leading to its gradual increase and its culmination in 2004/05. The total number of Greek students studying abroad for a given period of time, ranks Greece among the countries presenting a steadily increasing flow of students wanting to pursue their studies in a foreign university at some point during their studies.

Table 1: Actual number of Erasmus students by country of home institution 1987/88-2004/05

Country of home institution	1987/88	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	99/2000	2000/01	2001/02	2002/03	2003/04	2004/05	Total	Home
BE	59	404	795	1154	1837	2314	2809	3480	3978	4101	4233	4446	4404	4427	4521	4620	4789	4833	57203	BE
DK	57	189	417	729	960	1282	1561	1771	1930	1730	1796	1751	1764	1750	1752	1845	1686	1793	24752	DK
DE	649	1727	3744	4933	6858	9011	11118	12633	13638	13070	13785	14693	15715	15872	16626	18482	20688	22427	215669	DE
GR	39	195	459	566	926	1266	1454	1928	1897	1601	1431	1765	1910	1868	1974	2115	2385	2491	26270	GR
ES	95	1063	2201	3442	4363	5697	7043	8537	10547	10841	12468	14381	16297	17158	17403	18258	20034	20819	190637	ES
FR	895	1785	4059	5524	6360	8983	8782	9844	13336	12605	14821	16351	16824	17161	18149	19365	20981	21561	217286	FR
IE	112	167	351	644	894	1214	1493	1632	1618	1584	1564	1504	1689	1648	1707	1627	1708	1572	22725	IE
IT	220	1365	2295	3365	4202	5308	6808	7217	8969	8907	9271	10875	12421	13253	13950	15225	16829	16440	156910	IT
LU		30	13					47	68	61	66	82	87	128	104	119	138	116	1057	LU
NL	169	650	1251	1969	2554	3290	4387	4853	5180	4132	4190	4332	4418	4162	4244	4241	4388	4743	63163	NL
AT						855	982	1801	2301	2384	2442	2711	2962	3024	3024	3225	3721	3806	33331	AT
PT	25	158	276	543	760	1025	1333	1903	1609	1674	1834	2179	2472	2669	2825	3172	3782	3846	31984	PT
FI						779	976	1641	2630	2538	3052	3441	3486	3286	3291	3402	3951	3932	36305	FI
SE						1101	1792	2302	2912	2915	3264	3321	3087	2726	2833	2656	2667	2698	34074	SE
UK	925	2181	3585	5047	6620	8872	10519	11988	11735	10537	10682	9994	10056	9020	8475	7973	7539	7214	142862	UK
CH						223	480	717	1048										2468	CH
LI								3	3	0	3	2	3	18	17	7	19	28	101	LI
IS						33	59	83	103	117	113	147	138	134	147	163	221	199	1656	IS
NO						441	767	980	1212	1166	1071	1101	1107	1007	970	1010	1156	1279	13266	NO
EUI								47	28	12	14	20	12	8	10	12	10	6	178	EUI
BG													134	398	605	612	751	779	3279	BG
CY												36	42		72	91	64	93	397	CY
CZ												879	1249	2001	2633	3002	3589	4178	17431	CZ
EE													183	265	274	304	305	444	1765	EE
HU												856	1627	2001	1736	1830	2068	2316	12424	HU
LV													166	182	209	232	308	607	1704	LV
LT													361	624	823	1002	1194	1473	5477	LT
MT														92	129	72	119	130	542	MT
PL												1426	2813	3691	4323	5419	6278	8390	32338	PL
RO												1250	1699	1899	1964	2701	3005	2962	15480	RO
SI													170	227	364	422	546	742	2471	SI
SK												58	380	505	578	653	682	979	3838	SK
TR																		1142	1142	TR
Total	3.244	9.914	19.456	27.906	36.314	51.694	62.382	73.407	84.642	79.874	85.999	97.601	107.666	111.092	115.432	123.951	135.586	144.037	1.370.183	Total

b) As far as the Erasmus student mobility 2004/05 is concerned, and to be more precise the subject areas, languages and philological sciences rank third after business and social studies. In other words, language students attach a great deal of importance at getting to know the country and the culture whose language they study.

Table 2:Erasmus student mobility 2004/05-subject areas

Home country	Agricultural Sciences	Architecture, Planning	Art & Design	Business Studies	Education, Teacher Training	Engineering, Technology	Geography, Geology	Humanities	Languages and Philological Sci.	Law	Mathematics, Informatics	Medical Sciences	Natural Sciences	Social Sciences	Communic. & Information Sci.	Other areas	Total
BE fr	65	94	60	613	88	135	16	42	274	170	46	89	35	278	89	11	2105
BE fl	64	96	128	530	293	231	14	90	368	172	72	244	29	252	114	31	2728
BE	129	190	188	1143	381	366	30	132	642	342	118	333	64	530	203	42	4833
DK	17	47	46	405	83	115	29	141	391	133	14	94	31	179	61	7	1793
DE	228	763	963	5212	648	1449	496	1126	3917	1486	912	964	999	2523	466	275	22427
GR	72	163	148	338	95	195	41	105	316	209	131	146	89	331	77	35	2491
ES	596	834	885	3290	730	3469	457	629	2372	1343	784	1328	1063	1876	931	232	20819
FR	440	616	668	6735	285	3110	225	600	3430	1444	574	391	795	1783	294	171	21561
IE	5	19	74	504	26	54	25	44	362	126	13	22	50	190	42	16	1572
IT	291	916	777	1764	270	1627	219	1028	3282	1226	396	1113	465	2171	771	124	16440
LU	1	5	1	11	43	4	2	4	18	1	1	11	2	8	2	2	116
NL	61	88	127	1201	299	226	85	96	236	362	44	242	87	1251	302	36	4743
AT	36	124	220	1067	330	265	44	120	450	261	185	135	144	274	108	46	3809
PT	56	220	240	464	176	516	63	46	221	153	123	492	199	538	181	157	3845
FI	76	29	304	1337	128	518	29	130	297	150	100	261	74	327	112	60	3932
SE	9	86	69	856	53	357	25	60	144	218	46	193	83	395	68	36	2698
UK	19	81	476	1091	145	258	71	162	2965	744	71	271	207	556	85	12	7214
EUI	0	0	0	0	0	0	0	3	0	1	0	0	0	1	0	0	5
IS	0	1	17	34	15	26	4	14	29	19	2	11	4	12	8	3	199
LI	0	14	0	12	0	0	0	0	0	0	0	0	0	0	0	0	26
NO	11	43	78	284	67	57	14	69	69	77	69	156	41	223	15	6	1279
EUR18	2047	4239	5281	25748	3774	12612	1859	4509	19141	8295	3583	6163	4397	13168	3726	1260	119802
BG	34	24	42	106	19	126	20	26	80	24	92	47	38	73	13	15	779
CY	0	0	1	18	32	5	0	4	11	0	1	14	0	7	0	0	93
CZ	197	139	238	665	277	519	126	224	506	225	120	265	152	366	41	118	4178
EE	8	21	75	61	12	27	14	15	64	33	10	22	10	47	16	9	444
HU	110	87	139	520	102	150	60	71	285	187	99	165	44	233	33	31	2316
LV	18	6	45	211	48	24	19	36	60	20	19	19	9	56	10	7	607
LT	47	43	87	314	65	183	38	47	108	137	82	82	35	155	21	29	1473
MT	0	0	0	7	6	7	0	0	16	51	1	34	0	3	5	0	130
PL	106	349	320	1665	165	1125	237	268	1020	462	375	338	450	1345	100	65	8390
RO	77	65	98	349	23	555	188	112	433	101	168	204	166	317	55	51	2962
SI	15	36	43	188	16	50	17	19	141	63	24	14	9	89	13	5	742
SK	53	37	70	237	26	136	8	27	110	39	52	93	36	37	1	17	979
TR	73	58	33	223	61	179	22	35	41	64	26	76	35	181	26	9	1142
NMS/C	738	865	1191	4564	852	3086	749	884	2875	1406	1069	1373	984	2909	334	356	24235
TOTAL	2785	5104	6472	30312	4626	15698	2608	5393	22016	9701	4652	7536	5381	16077	4060	1616	144037

c) Regarding the Erasmus teacher mobility by subject area, languages and philological sciences rank as high as second with engineering and technology coming first. As is the case with students studying languages, teachers also attribute great importance to acquiring personal experience of the country and culture whose language they teach.

Table 3: Erasmus teacher mobility 2004/05-Subject areas

Table 4: Erasmus teacher mobility 2004/05: Subject areas

Home country	Agricultural Sciences	Architecture, Planning	Art & Design	Business Studies	Education, Teacher Training	Engineering, Technology	Geography, Geology	Humanities	Languages and Philological Sci.	Law	Mathematics, Informatics	Medical Sciences	Natural Sciences	Social Sciences	Communic. & Information Sci.	Other areas	Total
BE fr	9	14	7	24	29	21	3	16	29	3	10	18	16	34	9	4	246
BE fl	26	11	33	122	81	61	3	12	67	4	25	81	13	74	13	13	639
BE	35	25	40	146	110	82	6	28	96	7	35	99	29	108	22	17	885
DK	2	8	12	48	71	39	2	15	20	1	8	30	5	41	13	10	325
DE	54	82	143	306	156	373	100	114	446	113	174	47	106	249	48	64	2575
GR	26	9	11	18	24	62	26	21	53	5	40	33	37	28	4	20	417
ES	49	57	100	211	209	207	41	119	454	141	102	92	57	179	42	55	2115
FR	53	95	84	269	90	275	69	86	367	144	99	70	138	192	27	35	2093
IE	1	2	13	34	15	23	1	13	19	6	15	4	12	25	3	2	188
IT	29	64	127	57	30	106	25	87	195	57	56	60	62	112	8	11	1086
LU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NL	31	22	65	93	103	36	11	13	43	2	18	45	15	108	39	12	656
AT	38	18	57	61	191	57	20	15	56	24	37	7	21	31	11	3	647
PT	17	13	23	47	41	59	19	26	87	8	19	77	28	57	13	36	570
FI	32	17	102	204	86	108	14	39	87	8	33	131	11	82	17	21	992
SE	11	4	46	36	45	52	22	25	31	5	20	86	31	62	6	2	484
UK	27	30	130	138	135	112	32	42	146	77	97	90	69	140	13	30	1308
EUI	0	0	0	0	0	0	0	0	3	0	0	0	0	1	0	0	4
IS	0	1	2	5	7	3	0	11	14	4	2	2	1	1	0	1	54
LI	0	4	0	3	0	0	0	0	0	0	0	0	0	0	0	0	7
NO	0	1	44	31	57	22	8	10	24	0	10	42	7	21	2	16	295
EEA	405	452	999	1707	1370	1616	396	664	2141	602	765	915	629	1437	268	335	14701
BG	27	3	11	23	14	85	8	15	45	7	53	18	14	13	4	8	348
CY	0	0	3	13	1	8	0	4	3	0	4	0	1	2	0	0	39
CZ	80	13	84	131	129	249	55	40	145	14	84	43	90	39	6	24	1226
EE	1	6	59	18	13	6	5	6	35	5	8	25	3	32	11	10	243
HU	33	8	29	60	43	51	19	22	103	15	53	26	23	30	6	7	528
LV	5	2	19	57	25	2	2	10	24	4	4	7	4	17	0	23	205
LT	26	13	52	84	41	64	12	10	44	38	19	47	21	64	11	25	571
MT	5	0	3	0	7	5	0	2	6	2	4	16	0	2	2	3	57
PL	42	31	68	151	61	279	43	52	237	40	83	49	116	111	13	18	1394
RO	37	12	15	37	10	284	56	37	77	19	52	45	63	34	3	15	796
SI	8	8	0	14	13	12	8	1	20	6	10	6	14	11	3	5	139
SK	7	5	26	24	21	91	9	12	21	5	23	11	8	15	2	11	291
TR	32	11	19	34	27	51	9	15	21	10	7	31	33	31	3	5	339
NMS/CC	303	112	388	646	405	1187	226	226	781	165	404	324	390	401	64	154	6176
TOTAL	708	564	1387	2353	1775	2803	622	890	2922	767	1169	1239	1019	1838	332	489	20877

d) What is interesting about this table, is that it indicates two things, always in relation to the corresponding table regarding students: Firstly, the number of Greek teachers who visit EU countries and the number of foreign teachers who come to Greece is by far inferior to the ones referring to students. Secondly, the relation of incoming/outcoming students in Greece is in inverse proportion to the relation of Greek teachers/foreign teachers. In other words, foreign teachers coming to Greece are more than foreign students coming to Greece, while Greek teachers visiting foreign universities are much fewer than Greek students going abroad for the same purpose.

Table 4: Erasmus teacher mobility 2004/05: Number of teachers by country

											Host Country																					
	BE	DK	DE	GR	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	UK	IS	LI	NO	BG	CY	CZ	EE	HU	LV	LT	MT	PL	RO	SI	SK	TR	TOTAL
BE fr		5	3	14	28	61	1	20	0	2	4	21	9	2	5	1	0	2	5	0	7	2	5	1	3	0	21	22	0	1	1	246
BE nl		14	30	23	78	36	15	24	0	56	22	39	80	26	16	1	0	11	9	1	21	5	17	5	10	4	31	31	6	5	16	636
BE		19	33	37	106	97	16	44	0	61	26	60	89	28	21	2	0	13	14	1	28	7	22	10	13	4	52	53	6	6	17	886
DK	21		26	8	24	15	4	17	0	5	3	6	20	10	67	4	0	15	2	2	6	2	13	4	16	1	16	3	2	0	6	326
DE	34	30		67	256	298	35	185	1	36	111	66	187	67	183	1	1	40	61	2	165	24	149	40	59	5	230	120	16	33	63	2676
GR	24	4	55		22	74	2	30	0	5	18	13	16	5	37	0	0	3	10	14	11	3	7	4	3	0	15	28	4	4	4	417
ES	75	18	232	37		345	33	524	6	56	56	248	61	42	154	2	0	14	13	1	31	5	28	2	6	4	76	28	6	10	4	2115
FR	82	23	189	69	255		33	272	1	22	30	70	55	33	126	6	1	22	46	6	87	3	97	5	27	11	176	312	8	18	9	2090
IE	6	3	37	5	25	27		5	0	3	8	5	10	5	10	1	0	5	1	0	7	0	3	0	4	1	9	3	1	1	0	188
IT	29	6	116	28	271	182	5		0	5	24	49	34	21	56	7	0	8	8	3	28	9	46	1	10	6	54	45	5	15	13	1086
LU	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NL	63	19	79	8	28	47	9	21	0		18	30	52	28	53	0	0	21	5	0	34	2	26	7	7	1	44	16	2	11	25	666
AT	19	14	82	24	48	32	12	46	1	16		28	49	12	32	3	1	22	9	1	40	5	31	10	18	2	25	24	19	5	15	647
PT	40	10	45	8	142	60	5	53	0	17	5		26	6	29	0	0	6	4	2	19	2	16	1	11	1	30	20	7	4	1	670
FI	60	14	135	23	70	58	11	45	0	53	48	27		15	107	11	0	7	5	10	35	61	64	19	41	3	38	14	4	12	2	992
SE	21	9	53	20	43	35	6	27	0	17	11	16	22		53	5	0	9	2	0	16	8	20	8	29	0	35	8	4	1	6	484
UK	36	40	185	37	158	148	7	92	0	53	35	40	117	53		2	0	28	24	9	63	8	20	16	12	16	59	30	8	8	6	1308
EUI	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
IS	0	2	12	0	4	5	0	6	0	1	3	1	5	3	6				0	0	1	1	0	3	0	0			1	0		54
LI	0	0	1	0	1	0	0	0	0	0	1	0	0	0	2				0	0	0	0	0	0	0	0			2	0		7
NO	17	23	42	3	26	10	1	11	0	20	9	11	13	19	37				0	13	3	5	7	6	0	17			0	2		296
EUR18	526	233	1323	372	1479	1432	179	1392	9	384	406	670	766	347	976	44	3	213	204	51	583	143	548	134	266	58	876	702	96	129	174	14701
BG	29	4	85	33	13	47	3	27	0	5	12	17	13	7	28				0		6	0	4	0	7	0	1	2	0			349
CY	2	3	3	15	1	2	0	0	0	0	0	0	7	1	4	0	0	0	1		0	0	0	0	0	0	0	0	0	0	0	38
CZ	28	7	275	28	77	138	13	71	0	35	73	55	82	34	115	0	0	10	5	0		3	14	0	9	3	36	4	17	68	28	1226
EE	10	8	30	7	6	6	3	13	0	4	8	5	96	6	11	1	0	5	1	0	1		5	4	7	0	0	0	0	0	0	243
HU	24	5	126	14	21	71	2	64	0	24	23	9	50	16	27	0	0	21	0	0	5	2		1	2	1	9	1	1	5	0	628
LV	10	4	41	2	9	12	1	6	0	3	13	4	29	5	2	0	0	7	0	0	3	8	0		28	0	16	0	7	1	0	206
LT	31	37	113	3	29	29	2	27	0	13	15	33	70	41	35	2	0	14	4	1	13	6	3	17		0	27	1	1	1	3	671
MT	1	0	6	0	1	5	0	17	0	4	1	1	0	5	12	0	0	0	0	0	2	0	0	0	0		2	0	0	0	0	57
PL	66	27	338	43	132	178	13	121	0	31	40	88	62	28	62	0	0	14	7	1	26	2	11	11	18	0		5	24	19	9	1394
RO	58	5	103	65	57	302	1	102	0	15	18	32	9	2	15				0	0	1	0	2	0	1	0	8		0	0	0	796
SI	1	2	22	2	6	10	0	15	0	4	18	9	16	1	10	0	0	0	0	1	7	0	4	0	0	0	9	0		0	2	139
SK	9	3	58	8	11	20	4	23	0	12	9	14	22	7	15	0	0	6	1	0	38	0	3	3	6	0	16	0	0		2	291
TR	24	7	99	21	12	13	0	25	0	20	13	8	4	3	6				0	0	35	1	4	0	7	0	20	0	8	9		339
NMS/CC	293	116	1300	241	376	829	42	505	0	174	243	275	460	156	368	3	0	77	19	3	137	22	47	36	82	4	160	11	69	105	44	6176
TOTAL	818	349	2623	613	1854	2261	221	1897	9	558	649	945	1216	503	1343	47	3	290	223	54	720	165	595	170	347	59	1026	713	154	234	218	20877

e) Regarding the total number of students by country for the year 2004-05, Greek students who visit foreign universities in order to pursue their first degree in higher education studies, outnumber foreign students who visit Greece for the same purpose by a small percentage.

Table 5: Erasmus student mobility 2004/05-Total number of students by country

Host Country

Country of home institution	BE	DK	DE	GR	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	UK	IS	LI	NO	BG	CY	CZ	EE	HU	LV	LT	MT	PL	RO	SI	SK	TR	TOTAL
BE fr		54	144	28	624	179	77	228	0	185	52	54	77	66	177	3	0	17	6	0	31	3	17	2	4	4	49	16	6	0	2	2106
Be fl		69	164	37	701	561	45	192	0	150	85	144	142	110	131	4	0	23	10	3	34	2	22	0	5	8	55	7	12	5	7	2728
BE		123	308	65	1325	740	122	420	0	335	137	198	219	176	308	7	0	40	16	3	65	5	39	2	9	12	104	23	18	5	9	4833
DK	58		326	16	296	285	34	95	0	117	56	12	16	29	326	11	0	30	0	3	20	1	14	1	4	4	25	0	1	5	8	1793
DE	319	477		175	4710	4308	861	1796	5	905	429	345	1028	1762	3067	70	12	529	39	16	310	49	259	36	78	46	569	41	45	26	96	22427
GR	151	43	380		413	427	24	245	0	110	79	93	114	88	114	5	0	24	3	3	90	5	25	0	5	0	28	14	6	0	4	2491
ES	1151	596	2509	173		3362	545	4631	0	1190	331	1130	547	769	2844	16	0	231	27	10	222	14	87	5	19	17	248	76	31	25	1	20819
FR	364	603	2863	211	5167		1071	1574	5	850	403	279	772	1179	4564	33	0	279	17	12	264	42	233	14	38	65	578	172	48	30	37	21661
IE	35	27	269	16	271	462		87	0	81	48	15	64	60	52	0	1	9	6	1	28	0	3	0	0	19	6	1	0	0	0	1572
IT	588	329	1772	162	6005	2651	255		0	519	301	796	324	377	1341	34	0	154	10	10	87	35	134	10	29	67	212	167	31	21	9	16440
LU	2	0	28	0	12	26	2	7		4	14	1	2	1	10	1	0	2	0	0	2	0	0	0	0	0	2	0	0	0	0	116
NL	205	183	409	46	926	536	103	306	0		115	96	309	425	617	11	0	123	5	1	58	17	79	2	5	14	62	12	14	3	60	4743
AT	73	101	231	46	646	510	140	443	0	205		87	220	344	374	17	0	59	3	4	68	15	39	6	17	14	52	6	34	16	4	3809
PT	194	71	281	44	989	308	21	668	0	228	55		89	95	164	3	0	28	6	3	151	7	76	7	47	1	194	66	37	17	9	3845
FI	125	30	613	77	508	422	96	194	0	378	231	79		96	502	17	0	13	10	10	158	44	148	4	27	19	75	8	23	14	8	3832
SE	81	24	411	30	314	465	80	160	0	226	156	38	15		513	13	0	13	0	1	41	3	39	1	5	7	41	2	9	1	3	2698
UK	115	137	988	34	1651	2144	31	668	0	381	130	93	213	251		3	0	80	7	12	133	9	29	2	5	19	56	7	5	12	1	7214
EUI	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
IS	3	42	31	4	26	18	2	10	0	6	12	0	6	12	16				0	1	0	0	8	1	0	1		0	0		199
LI	0	5	0	0	4	0	3	2	0	0	0	0	2	4	1				0	0	2	0	0	0	0	0		0	0		26
NO	27	57	199	12	220	171	17	99	0	106	50	26	13	36	164				0	34	5	16	0	2	3	19		2	1		1279
EUR18	3601	2851	11887	1111	23483	16861	3410	11408	10	5649	2548	3290	3965	5702	15001	244	13	1640	149	91	1734	251	1221	106	291	307	2065	596	304	178	249	119802
BG	72	9	216	47	48	135	4	48	0	26	43	32	26	9	34				0	9	0	0	0	1	0	13	0	3	2	0	779
CY	6	3	5	34	5	7	0	1	0	0	0	0	3	14	2	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	93
CZ	143	136	1008	69	354	553	66	168	0	226	244	194	289	181	367	2	0	42	6	0		1	11	2	15	0	49	2	15	21	12	4178
EE	11	24	67	6	43	40	1	36	0	26	20	10	85	33	20	0	0	2	0	0	2		6	1	0	0	27	3	2	3	2	444
HU	125	69	610	43	157	282	4	162	0	162	120	44	205	63	108	0	4	33	2	0	5	1		0	17	0	9	1	0	10	2316
LV	40	23	157	6	21	39	5	21	0	27	29	14	83	46	22	1	0	12	0	3	2	4	0		29	0	14	0	1	4	0	607
LT	79	156	294	21	81	102	18	65	0	35	48	54	190	131	33	4	0	31	2	0	24	3	8	22		0	42	1	5	4	3	1473
MT	6	6	1	0	17	9	3	56	0	2	0	2	4	3	21	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	130
PL	436	480	2237	167	764	1066	96	628	1	405	229	298	376	336	475	2	0	79	16	0	64	14	35	11	42	3		2	28	41	21	8590
RO	163	43	421	75	316	1116	16	442	0	73	38	114	27	28	78				0	0	2	0	1	0	0	0	10		0	1	0	2962
SI	34	27	142	6	94	65	4	68	0	40	69	38	33	31	30	0	0	2	0	13	0	1	2	1	0	17	0		0	2	742
SK	62	20	202	29	98	130	6	71	0	34	73	41	57	28	37	0	0	9	0	0	36	1	3	1	4	0	31	2	1		0	979
TR	50	31	326	44	32	104	5	83	0	135	57	32	17	33	27				0	1	35	0	15	0	4	0	72	0	9	30		1142
NMS/CC	1.227	1.029	5.686	547	2.028	3.668	239	1.965	6	1.193	988	876	1.386	924	1.265	9	4	201	30	4	212	24	76	44	97	3	267	7	74	105	50	24.235
TOTAL	4.728	3.880	17.273	1.658	25.511	20.519	3.649	13.370	16	6.842	3.536	4.166	5.351	6.625	16.266	253	17	1.841	179	95	1.946	275	1.297	150	388	310	2.332	602	378	284	299	144.037

- In the context of Intensive Language Courses (EILCs), the following higher education institutions in Greece organize Modern Greek Language Courses for foreign students in the periods:

a) Summer/Autumn 2006
The organizing institutions are: Aristotle University of Thessaloniki, University of Crete, University of Ioannina and University of the Aegean.

b) Winter 2007
The organizing institutions are: Aristotle University of Thessaloniki and the National and Kapodistrian University of Athens.

Among the communicative objectives of the courses is the exchange of information, expressing views, feelings or making descriptions. Language skills that have to be developed, among others, include comprehension and production of oral and written forms of Greek language.

2. Range of languages

- The dominant foreign language taught is English, since a continuously growing number of university departments use it as a language of instruction of certain subjects (usually economic faculties or management faculties).
- The education of the foreign language teachers is realized at the University of Athens, as well as at the Aristotle University of Thessaloniki, for the English, French, German, Italian and Spanish language.
- At the University of Athens (Philosophical Faculty) belongs also the "*Didaskaleio*", which is a special school providing courses in 32 foreign languages to students of the University of Athens and outside. Although the foundation of this school was realized before 2004, we have to point out that during the last two years the number of foreign languages was increased, while at the same time special terminology courses had started (terminology in the sectors of medicine, law and economy). A very important change can also be seen in the number of students (today there are more than 4 thousand persons).
- From the year 2000, special lessons of the Dutch language (teaching languages are German and English) are realized in the Faculty of German Philology in the Aristotle University of Thessaloniki, in cooperation with and support of the Dutch government. During the last 2 years, this program has had a great development regarding the number of persons participating, while a lot of education visits to Dutch cities were realized. Regarding the activities of the particular program, we also have to refer to the international congress for teachers of the Dutch language from Southern Europe, Turkey and Israel, that was organized by the University of Thessaloniki in cooperation with the Dutch and Belgian Embassy (April 2006) and regarded new approaches and teaching methods in the Dutch language.

3. Greek language

- Concerning the Greek language itself, which falls within the category of the least widely used languages, important efforts have been made during the last 2 years by a) the Institute for Language and Speech Processing, b) the School of Modern Greek and c) the Greek Language Teaching Centre.

Institute for Language and Speech Processing: The Institute for Language and Speech Processing (ILSP) was founded in Athens (Greece) in 1991 under the auspices of the General Secretariat of Research and Technology of the Ministry of Development. ILSP began its activities in May 1992. The goal of ILSP is to support the growth of <u>Language Technology</u> in Greece. For this purpose it has brought together a team of experts and has created the necessary technical infrastructure in accordance with the EC policy towards safeguarding the European cultural heritage through technology. ILSP aims to be a pole of attraction for the language industry, which will grow both in Greece and in the rest of Europe, thus contributing to the expansion of activities in this particularly important area of modern IT. The industrial direction which maintains, the experience of its researchers and the close relations with key research centres in other European countries, are the three basic elements in the profile of ILSP.

ILSP carries out applied research in Speech Processing, Text Processing and Language Learning Technologies. Expertise used by the Institute includes basic fields as NLP, DSP and Pattern Recognition. Its mission is mainly to support basic research, promoting on the other hand the development of new products in the form of laboratory prototypes.

- **School of Modern Greek:** Its activities mainly focus on organizing and providing courses in Modern Greek language to foreign students and students of Greek origin who wish to learn the Greek language or more generally improve their knowledge of Greek history, literature, art and tradition. Furthermore, the School offers special teacher training courses for teachers of Greek as a second/foreign language who teach foreign students and students of Greek origin. The permanent teaching staff of the School includes experienced teachers and internationally known textbook writers. Every year the School hosts hundreds of students from all over the world, creating a multicultural environment. Although it was founded prior to 2004, during the last 2 years became more active in organizing new thematic units and special language courses.
- **Greek Language Teaching Centre:** In 1991 the Interdepartmental Program of Modern Greek as a Foreign Language was founded and has been working ever since under the supervision of the Section of Linguistics of the Department of Philology (of the Aristotle University of Thessaloniki) and in 1994 it began to accept post-graduate students to be trained in teaching Modern Greek as a Foreign Language. Due to the constantly increasing demand, the Teaching Centre started expanding both in size and scope and in 1994 it became independent and was integrated into the Interdepartmental Program.

The Teaching Center is a member of ALTE (Association of Language Testers in Europe) and certifies the required level of knowledge of Greek for the matriculation of foreign students in any Greek University.

The program called "Interdepartmental Program of Teaching Modern Greek as a Foreign Language" is a cooperation of the Department of Philology and the Department of Philosophy-Pedagogy-Psychology. It is directed by a five-member committee of professors, whose director is the elected Proctor. The program is two scoped: apart from teaching Greek to foreigners (prospective students or not), it is responsible for the post-graduate training course for teachers of Greek as a Foreign Language, the first of its kind in Greece, which leads to the acquisition of the masters degree. The teaching staff is all highly experienced teachers and /or graduates of post-graduate programs like the one mentioned above.

Other actions

▪ *International Hellenic University*: According to the Law 3391/2005 the International University of Greece will operate in Thessaloniki and will constitute an independent and fully self-governed higher education institute bearing the name "International Hellenic University". The institute is a legal entity of public law supervised by the State. Its mission is to provide higher education to foreigners interested in studying in Greece. In order to attain its mission, it will organize and carry out study programmes at undergraduate and postgraduate level, buy using distance teaching and distance learning. English language will be the instruction language of the courses.

▪ Since 1998-1999, the Foreign Language Departments in the University of Athens and the Department of Italian Language and Literature in the Aristotle University in Thessalonica have organized and run a common post-graduate programme in the Translation and Translation related Studies. This programme is co-funded by the European Union and the Ministry of Education and Religious Affairs, according to the articles 10-12 of Law 2083/92 and it is supported on an administrative level by the Department of French Language and Literature.

▪ At the initiative of the Department of French Language and Literature, the University of Athens has been a member of the University Union for Francophonie (AUF) which supervises a well organized network of University Departments with common targets of development and solidarity in the area of Higher Education and Research.

b) What obstacles to the implementation of this recommendation have been identified?

▪ Lack of sufficient resources for the operation of additional actions in the direction of multilingualism.

▪ In many cases there is a lack of suitable foreign language teachers mainly regarding the teaching of the least widely used languages.

▪ Problems that are related with the diffusion of the scientific research results of the universities in the sector of teaching foreign languages on the other educational levels.

c) What are the proposed initiatives to overcome these obstacles?

▪ The enforcement of the autonomy of the higher education institutes, along with a more active dialogue being promoted between the academic area and central institutions (e.g. the Ministry of Education), is considered to contribute in a positive way to the overcoming of problems that were reported previously.

1.4. Adult language learning

Every adult should be encouraged to carry on learning foreign languages, and facilities should be made readily available to make this possible. Workers should have the opportunity to improve the language skills relevant to their working life. Cultural activities involving foreign music, literature or films, holidays

a) What concrete actions (if any) have been accomplished in this field since 2004?

I. Main activities promoting multilingualism in Adult Education

In the frame of promotion of multilingualism in the field of adult education, the *Adult Education General Secretariat* of the Greek Ministry of National Education and Religious Affairs organizes and brings into effect, via the *Centers of Adult Education*, concrete learning programs of languages. According to the relative law (L. 3369/05), the study and the successful completion of the education programs of more than 75 hours leads to the acquisition of the Lifelong Training Certificate, while the successful completion of the programs of smaller duration leads to the acquisition of the Further Education Certificate.

Specifically, the 56 Centers of Adults Education which operate in the country today, provide 2 thematic units (in total 8) which are related to the promotion of multilingualism, on the level of foreign language learning as well as on the level of learning the Greek language.

Structure:

1. Thematic unit: *Greek Language - Greek History*: It includes 16 individual education programs, which cover a wide spectrum of didactic units, from learning the Greek language, the culture and history of the country until new communication skills in different environments (especially in the working environment and in the state services), as well as the development of the possibility of creative writing of students.

2. Thematic unit: *European Languages - European History*: It includes 10 individual education programs, which aim at the learning of English, German and French. The teaching of the particular languages is focused on the acquisition of basic elements (reading, writing and speaking) of the above languages, and also on their use in the working environment and more specifically in the tourist sector.

Mission and Target Group:

Central aim of these programs is the promotion and improvement of communication in the mother tongue, as well as in the mentioned foreign languages.

The target group is all the adult citizens (above 18 years), irrespective of the level of education, who wish to improve their oral and written communication in their mother tongue (1st Thematic unit), or aim at strengthening their capabilities in the European languages, in order to act more effectively in their working and social life (2nd Thematic unit).

Program results:

1. Period 2004-2005: 173 learning courses have been realized and totally 2.872 citizens have been educated.

2. Period 2005-2006: For the 1st thematic unit (*Greek Language - Greek History*) 386 learning courses have been realized and totally 6.735 citizens have been educated. For the 2nd thematic unit (*European Languages - European History*) 772 learning courses have been realized and totally 15.273 citizens have been educated.

II. Other activities promoting multilingualism

Apart from the programs of the Centers of Adult Education that were mentioned, the Adult Education General Secretariat, in its effort for better embodiment of immigrants, has made up and brought into

effect, via Institute of Continuing Adult Education, the education program "*Teaching Greek as a second language for employed immigrants*", that concerns the promotion of the basic knowledge of the Greek language, the history and the institutions of the country.

The education program is structured into 4 learning levels, with a total duration of 425 hours. Each level consists of 100 hours, except for the fourth level which consists of 125 hours and includes courses with elements of the Greek history and the Greek culture. With the completion of each level, a Lifelong Training Certificate is granted, while the completion of the fourth level gives the immigrants the possibility to participate in the examinations of the Greek language certification.

Mission and Target Group:

Mission of the program is the learning of the Greek language by means of the most effective integration of the adult immigrants in a different linguistic and cultural society from that of their origin, the strengthening of the employability, the improvement of their job and the discouragement of their exclusion from the social and economic life.

Target group of the program are the working immigrants and the citizens of third countries who wish to acquire the attribute for a long time residence in Greece, for which an essential prerequisite is also the certified knowledge of the Greek language and elements of the Greek history and culture.

 Program results:

The program has been realized since September 2004. Up to June 2006 193 learning faculties had been created and 3.435 immigrants were educated, while their corresponding number for the period 2005-2006 is 1.998. Moreover, the available education places for the period 2006-2007 come to 3.675. Totally, until the spring of 2008, the program is going to educate in total 7.455 immigrants.

Moreover, during the period 2006-2007 the Adult Education Centers will offer a new thematic unit entitled "*Education and Advisory Support of Roma Families, Repatriates and Immigrants*", which aims at the development of communication skills of the parents and their advisory support, and aims to the cognitive and social support of their children as well as of the entire family. The thematic units (Greek language, Greek culture, Advisory, Education of Health) that will be developed will consist of totally 150 hours. The available education places for the period 2006-2007 come to 4.500.

III. Special action concerning Public Administration:

▪ Special attention has to be paid to the Institute of Training. The Institute is charged with the training of newly appointed civil servants as well as those already in service through specially designed short-term programmes. The understanding of issues and problems public sector is called upon to resolve as well as the needs it has to meet with respect to the Information Society, figures among the qualifications the Institute of Training must supply civil servants with.

▪ It is within this scope that foreign language learning has become imperative for public servants. And this is where the Department of foreign languages of the Institute comes in. More precisely, foreign language programmes aim at further educating civil servants and introducing them constantly to challenges emanating from the European Union's demands for a more efficient Public Sector.

▪ Consequently, the foreign languages Department has a two-fold objective: enhancing already existing language skills in view of improving the employees' administrative competence and empowering cultural approach and aspects of language learning through the use of information and technology tools.

▪ The languages taught are English, French, German, Italian and Spanish. Teaching of the Turkish language is provided in Northern Greece and specifically, in Thrace where a Muslim minority exists.

b) What obstacles to the implementation of this recommendation have been identified?

▪ Particular difficulties in the application of the language learning programs were not found. However, we need to point out certain hindrances that emerged through the concretization of the educational process. A first hindrance, specifically in the Adult Education Centres during the educational

period 2004 - 2005, was related with the educational textbooks and its correspondence in the special cognitive and educational needs of adults. An additional question was related with the certification of graduates and the need for the connection between languages educational programs and titles of graduation that are internationally recognized. A last hindrance concerned the programs that were addressed to special teams of population (resettlers, ROM).

        c)   What are the proposed initiatives to overcome these obstacles?

▪   The hindrance with regard to the educational material was tidied over previous period (2005 - 2006), via its readjustment – improvement and via trainers' seminars on the more complete use and exploitation of these new educational textbooks. As for the question of certification, in the learning of Greek language, certain actions were promoted and henceforth the graduates of the program "Teaching Greek as a second language for employed immigrants" have the possibility to participate in the examinations of certification that will be held by the General Secretariat for Adult Education (according to Presidential Decree 160/2006). Similar actions are to begin, in order for the graduates of the rest of the languages educational programs to have the possibility to take part in examinations for the acquisition of diplomas that are internationally recognized. Also, particular attention, in the previous educational period, was also given to the way of approach of special teams of the population, aiming at the increase of their attendance in the programs of G.S.A.E..

Table 6

Elements for Teaching Languages and Learners in Structures and Autonomous Educational Programs of G.S.A.E.

Educational Period	Teaching Languages	Learners	Structures/ Autonomous Educational Programs
2004 – 2005	English	2.872	Adult Education Centres
	English	1.989	Second Chance Schools
	Greek	1.849	Prefectorial Committees of Further Education
	English	145	
	Greek	1.437	Teaching Greek as a second language for employed immigrants
Total		**8.292**	
2005 – 2006	English	9.537	Adult Education Centres
	French	2.879	
	German	2.857	
	Greek	6.735	
	English	3.005	Second Chance Schools
	English	40	Prefectorial Committees of Further Education
	German	15	

	Greek	3.146	
	Bulgarian	15	
	Greek	1.998	Teaching Greek as a second language for employed immigrants
	Total	**30.227**	

Source: G.S.A.E.

Note: The teaching of the Greek language from the structures and autonomous programs is addressed to special categories of the population (immigrants, resettlers, ROM, etc).

1.5.   Language learners with special needs

Language learning is for everybody. Only a very small minority of people has physical, mental or other characteristics that make language learning impossible. Provision for learners with special needs of one kind or another is increasingly being made within mainstream schools and training institutions; however, such learners are still excluded from language lessons in some cases. Good practice in teaching languages to learners with special needs can be further developed and new methods and approaches need to be developed for the teaching of foreign languages to such learners

Teaching foreign languages within the legislation and social context in Greece is a main concern of the educational system. Parents encourage and –sometimes- oblige their children to learn as many foreign languages as possible.

Attendance of foreign languages is obligatory and no student can be excluded from the national curriculum framework. According to the Circular Γ2/4997/18-09-1997 foreign language teaching is registered in the obligatory educational system and there is no case of excluding any student from the oral and written assignment. In addition, special laws (e.g. Presidential decree 174 (ΦΕΚ 113 τ.Α` 6-7-94)) allow students to select the language of their preference.

a)   What concrete actions (if any) have been accomplished in this field since 2004?

▪   Concrete actions [1] and measures are taken with regard to foreign languages at all levels. Children with special educational needs, according to the Greek system of education as determined by the Greek Constitution, are included in the mainstream teaching too. Nevertheless students with special educational needs may be excluded by the written testing procedures. This exception concerns all lessons at all levels. Assistance may be provided by a specialist so as to facilitate the assessment process.

▪   Within the general educational framework, the Law 2817/2000 for special education clarifies the methods and flexible approach of all lessons of the national curriculum including foreign language teaching.

b)   What obstacles to the implementation of this recommendation have been identified?

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[1] E.g. for secondary education: Circular Γ2/29569/26-03-2003 ΥΠ.Ε.Π.Θ. parallel teaching of foreign languages in the secondary education for the school year 2003-2004, Circular Γ2/32183/05-04-2004 ΥΠ.Ε.Π.Θ.,Presidential Decree . 174 (ΦΕΚ 113 τ.Α` 6-7-94) from Presidential Decree 78 (ΦΕΚ 65 τ.Α` 2-5-97), Circular Γ2/2016/17-03-1998 ΥΠ.Ε.Π.Θ and many others.

▪ Success or failure in learning at school depends greatly on the genetic, biological, psychological and social factors. Symptoms of learning disabilities and learning retardation (e.g. Dyslexia) as well as impairments in vision, hearing and motion (e.g. Dyscalculia, Mental Retardation, Autism and other types of Learning Disabilities) have a great impact in learning in general. Nevertheless only a very small number of people make language learning impossible, where communication problems occur not only in the foreign language teaching but in teaching generally (e.g. the case of children with autism where special attention should be paid to the selection of questions, wording, semantics, communication functioning, alternative use of communication 'tools' etc).

▪ A bigger number of students with disabilities present difficulties in learning foreign language. These difficulties are often related to the selected teaching materials, to the educational and training background of teachers as well as to the supportive teaching that schools provide to every child according to the ITP as advised by the Special Centers of assessment (KDAY).

▪ Currently there is a wide range of technology 'tools' which facilitate learning of foreign languages and present feasible effects in the teaching performance. Yet this new field presupposed skills in the use of technology by the teacher and infrastructure of the school. As this is not always the case, foreign language teaching present more difficulties taking under consideration the interference of the mother tongue to the already existing learning problems (i.e. severe mental retardation and other physical deficiencies and/or disabilities.

▪ In all cases, parents expect their children to try to learn foreign languages and schools are obliged to provide equal opportunities to all pupils at all levels with or without disabilities.

c) What are the proposed initiatives to overcome these obstacles?

1.6. Range of languages

Promoting linguistic diversity means actively encouraging the teaching and learning of the widest possible range of languages in our schools, universities, adult education centres and enterprises. Taken as a whole, the range on offer should include the smaller European languages as well as all the larger ones, regional, minority and migrant languages as well as those with 'national' status, and the languages of our major trading partners throughout the world. The imminent enlargement of the European Union will bring with it a wealth of languages from several language families; it requires a special effort to ensure that the languages of the new Member States become more widely learned in other countries. Member States have considerable scope to take a lead in promoting the teaching and learning of a wider range of languages than at present.

a) What concrete actions (if any) have been accomplished in this field since 2004?

1. Compulsory education:

▪ As it was reported in previous points of the Action Plan (1.1. and 1.2.) the promotion of multilingualism in the school environment is materialized mostly with the introduction of new foreign languages in the primary and compulsory secondary education (Italian and Spanish).

▪ Special attention has to be paid in the introduction of Turkish language, as a minority language, in certain schools of Thrace. It should be pointed out that the particular pilot project does not refer to the minority schools of the region of Thrace (which operate both in Greek and Turkish language) but to the other public high schools of the region.

2. Other actions outside the school environment

▪ See sections 1.3. and 1.4.

b) What obstacles to the implementation of this recommendation have been identified?

- The most important obstacle for the growth of a really multilingual environment is based on the dominant position that the English language has in the choice for a foreign language.

c) What are the proposed initiatives to overcome these obstacles?

BETTER LANGUAGE TEACHING

1.7. The language-friendly school

It is important that schools and training institutions adopt a holistic approach to the teaching of language, which makes appropriate connections between the teaching of 'mother tongue', 'foreign' languages, the language of instruction, and the languages of migrant communities; such policies will help children to develop the full range of their communicative abilities. In this context, multilingual comprehension approaches can be of particular value because they encourage learners to become aware of similarities between languages, which are the basis for developing receptive multilingualism.

a) What concrete actions (if any) have been accomplished in this field since 2004?

Multilingual comprehension approaches are materialized through the new cross-curriculum programme for the foreign language teaching. A good example is the cross-curriculum educational material for the Flexible Zone at the 3rd and 4th grades in the primary education that concerns the Popular Culture and the Awakening to the Disparities of Languages and Cultures.

There are 6 teaching units entitled as follows: a) Sensitization, b) Linguistic Portrait, c) Oral speech-part A', d) Oral speech-part B', e) Written speech-part A', f) Written speech-part B'.

The teaching targets of these units are:

Sensitization:

- Being acquainted with the differences among languages and cultures.

- Encouraging the exchange of ideas, views, experiences and emotions.

- Development of critical and creative spirit

- Student's profile: grades of self ruling/meditation.

- Profile of the class/dynamics of the class

Linguistic Portrait:

- Developing positive attitudes towards the linguistic differences.

- Being aware of the meaning of multilingualism and multiculturalism.

- Development of communicative skills.

- Emotional approach of languages and cultures

Oral speech:

- Sensitization to language differentiation.

- Emotional approach to unfamiliar hearings of language.

- Awareness of the presence of languages in the school and socio-family environment.

- Developing the ability to distinguish among languages and compare unfamiliar languages to the mother tongue.

- Finding out new sounds in the oral speech of different languages. Expansion of hearings.

- Development of creative and expressive skills.

- Development of communicative skills in a multilingual and multicultural environment

  Written speech:

- Awareness of the variety and complexity of Languages.

- Sensitization to multilingualism and multiculturalism via different ways of written expression.

- Development of 'decoding' ability of Languages. Distinguishing the differences and similarities among the languages.

- Comparison of words and sentences of unfamiliar languages with the mother tongue.

- Development of the applied linguistic ability.

- Awareness of the presence of Foreign Languages in the socio-family environment.

- Getting familiar with group learning methods.

b) What obstacles to the implementation of this recommendation have been identified?

See section 1.1. and 1.2.

c) What are the proposed initiatives to overcome these obstacles?

See section 1.1. and 1.2.

1.8.   Language teacher training

Language teachers have a crucial role to play in building a multilingual Europe. They, more than teachers of other subjects, are called upon to exemplify the European values of openness to others, tolerance of differences, and willingness to communicate. It is important that they have all had adequate experience of using the target language and understanding its associated culture. All teachers of a foreign language should have spent an extended period in a country where that language is spoken and have regular opportunities to update their training.

The skills and personal resources required to teach languages well are considerable. Initial training should equip language teachers with a basic 'toolkit' of practical skills and techniques, through training in the classroom; language teachers need the advice of trained mentors as well as regular opportunities to keep their language and teaching skills up to date, inter alia via e- learning and distance learning.

Language teachers may often feel isolated, unaware of developments elsewhere with the potential to improve their work; they may not have access to adequate professional support networks; it is therefore important to facilitate contacts and effective networks between them at a regional, national and European level.

In this field, Member States have a crucial role to play in ensuring that all teachers of a foreign language have:

- appropriate initial training including practical training in the pedagogy of foreign languages, and experience of living in a country whose language they teach, and

- regular paid access to in-service training.

Member States will recall that the Council Resolution of 14 February 2002 invited them to encourage future language teachers to take advantage of relevant European programmes to carry out part of their

studies in a country or region of a country where the language which they will teach later is the official language.

Member States are invited to review their current arrangements for foreign language teacher training in the light of the findings of the study 'European Profile for Language Teacher Education';[2]

    a)   What concrete actions (if any) have been accomplished in this field since 2004?

▪   Within the framework of the *Pre-Service EFL Teacher Training Programme* of the Faculty of English Studies of the University of Athens various innovations have been introduced since 2004 aiming at improving the quality of training offered to our student teachers and at increasing the effectiveness of our future teaching workforce. In 2004 new textbooks and materials were developed for the courses "Applied Linguistics" and "ELT methods and practices" offered to 5th and 6th semester students respectively, bringing students up to date with the most recent developments in the field of European foreign language education.

▪   The *Teaching Portfolio* was also introduced giving students the chance of accumulating documentation and evidence of their knowledge and teaching skills. The Portfolio which is completed during the last two years of their studies, has been an extremely useful tool in applying for postgraduate studies and finding employment.

▪   Moreover, within the framework of the Teaching Practice course which is one of the courses offered to final year students of the Faculty of English Studies, in 2005 our Faculty was funded by the Operational Programme for Education and Initial Vocational Training (O.P. "Education"- ΕΠΕΑΕΚ ΙΙ – Ενέργεια 3.4β΄) in order to materialize two programmes/aims: a) the programme *Practice Teaching of Students*, which, inter alia, gave the opportunity to 60 students to function as paid student teachers for two months in public and private primary or secondary schools and b) the programme *Mentor Education/Training* through which we were given the opportunity to train the English language teachers that supervised our students during their practice as *Mentors* and to develop accompanying mentor training packs.

▪   The effectiveness and impact of both programmes is being evaluated through the use of questionnaires that were given to student teachers and their supervising teachers/mentors (of the conventional and the funded programmes) before and after the teaching practice period. The questionnaire data is currently being analysed. The results of this research will be presented at a two-day Conference cum training seminar in March 2007.

▪   The *Mentor education/training* programme will continue on a pilot basis during the academic year 2006-7 and its effectiveness will be further investigated. After the end of the second pilot phase, proposals will be made to the Ministry of Education and Religious Affairs for the establishment of a training programme for mentors and for the recognition of their role and work, either by a reduction of their workload during the practice teaching period or by the award of points leading to their promotion/ professional development.

Open University (postgraduate courses)

Masters' Programme in the Teaching of English to Speakers of Other Languages

Educational Technology for ELT

- Introduction to educational technology for ELT
- Using the video in ELT: general teaching material, developing listening skills
- ESP video and resource video
- Using computers in ELT
- Authoring, word processing, exploring text

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[2]   *European   Profile   for   Language   Teacher   Education –   A   Frame   of   Reference* http://europa.eu.int/comm/education/policies/lang/doc/profile_en.pdf

- Communicating with computers
- Integrating technologies

Teaching German as a Foreign Language
Course and syllabus design in German language teaching
- Theoretical principles of teaching
- Methods of teaching
- Course design based on the coursebook as well as other material
- Syllabus design

Teaching French as a Foreign Language

Course and syllabus design in French language teaching

This module gives teachers a unique opportunity to familiarize themselves with the basic principles underlying the design of the teaching/learning process through an inter-scientific and critical approach. It sets the theoretical framework for the modern Language/Civilization Teaching, while it examines the basic core for lesson designing and planning in the foreign language class. Teachers will also be able to familiarize themselves with the basic principles of "Differentiated Paedagogics", which aims at creating psychological incentives with a view to improving teaching/learning practice. Finally, an attempt is made at approaching the inter and extra-lingual, psychological and ideological factors affecting course and syllabus design in the foreign language class.

Intercultural education in French language teaching

This module enables you to :

▪   understand culture and its various expressions, especially that of "behavioural" or every day culture

▪   investigate the relationship between language and culture

▪   discover "difference"

▪   realise the stereotypes and ethnocentrism undermining the opening to other cultures and peaceful the coexistence of nations.

This module is practice orientated and aims at sensitising teachers on the new data of teaching culture. To this end the relevant conclusions of the Council of Europe are urtilized and activities are suggested for use in the mixed ability classroom aiming at adopting cultural knowledge, attitudes and ideas as well as at acquiring intercultural skills.

b)   What obstacles to the implementation of this recommendation have been identified?

c)   What are the proposed initiatives to overcome these obstacles?

1.9.   Supply of language teachers

Some Member States face shortages of adequately-qualified language teachers; these may be general shortages or may relate to certain languages or certain types of education or training; these shortages need to be addressed and sustainable solutions found. More can be done to exchange teachers between Member States; such teachers may work as teachers of their mother tongue, teachers of another language or as teachers of another subject through their mother tongue. In linguistic border areas there is particular scope for initiatives targeting neighbouring languages in this field.

- At present, there is no shortage of language teachers at primary and secondary education. The only problem concerning the teaching of English language is centred on some primary schools. Due to their size (under 6 teachers) these schools doesn't have the opportunity for an earlier age implementation of the English language teaching (see section 1.1., part b).

I. MOBILITY OF FOREIGN LANGUAGE TEACHERS IN EUROPE

1a. If a teacher from another European country, with qualifications to teach a foreign language obtained in that country wishes to work in a school in our country he/she should submit an application for the recognition of the professional equivalence of his/her degree to the Council of Recognition of Professional Equivalence of Higher Education Diplomas.

The Council is responsible to decide for the recognition of the applicant's right to pursue a regulated profession in Greece, according to the Presidential Decree 165/2000.

Applicants who are eligible to apply for recognition of their professional qualifications to the Council of Recognition of Professional Equivalence of Higher Education Degrees should meet the following criteria:

- They should be Nationals of a member State of the European Union.
- Hold a Degree awarded by a recognized Higher Education Institution of a Member State of the European Union, after at least three years of study in that State.
- They should be fully qualified to practice the profession in question in the State of Origin (which means that apart from the three years of studies, they should have obtained a license of professional practice or have already completed the relevant procedures in their state of origin in order to become fully qualified professionals).
- The profession in question should be regulated in Greece (i.e. the profession is subject, directly or indirectly by virtue of laws, regulations or administrative provisions to the possession of a diploma) or
- Their education should be considered as regulated in the Member State of Origin, according to the directive 2001/19/EU and lead to the specific profession whose practice they apply for in Greece .The competent authority to certify that a specific education is regulated is the Member State in which the graduate has studied.

The procedure for the recognition of professional qualifications is outlined below:

- Submission of application and all the required documents by the applicant to the Section of Recognition of Professional Qualifications.
- Examination of the applicant's documents by the Council of Recognition of Professional Equivalence of Higher Education Degrees, after the completion of the applicant's file.
- Issue of an 'Act of Recognition of professional Qualifications' for the applicant or
- Imposition of compensatory Measures (aptitude test or adaptation period) on the applicant or
- Rejection of the application.

- After the applicant has submitted all the required documents (certified and officially translated in Greek) the Council of Recognition of Professional Equivalence of Higher Education Diplomas issues a Decision for the application within 4 months.

- The applicant who holds an 'Act of Recognition of Professional Equivalence' from the Council of Recognition of Professional Equivalence of Higher Education Diplomas can acquire the license of practice

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[3]   by the Recommendation of the European Parliament and of the Council on Mobility … for Students, Persons Undergoing Training, Volunteers, Teachers and Trainers (2001/613/EC)

of the profession in question in Greece, following the procedures needed for the graduates of the Greek Institutions of Higher Education and can become a member of the relevant professional body.

▪ A foreign language teacher wishing to be appointed in a **public /state school** should pass the Higher Council for the Selection of Personnel (A.S.E.P.) exams, a procedure for selection that Greek Higher Education graduates have to go through.

▪ A certificate of Competence in the Greek Language is also a prerequisite.

▪ As far as teaching in **private schools** is concerned, a teacher who wishes to teach a foreign language should hold a teaching license which is issued by the Ministry of Education and Religious Affairs through the Offices of Education the private school belongs to.

▪ The aforementioned procedures concerning language teachers apply to all teachers alike.

II. **Data concerning the mobility of foreign language teachers from and to our country:**

a. Greek foreign language teachers on secondment to teach in other European countries

For the academic year **2005/2006** , **50** Greek foreign language teachers teach on secondment in Greek schools in different European countries: 14 English, 33 German and 3 French language teachers.

Source: Ministry of Education and Religious Affairs, 2005

b. Foreign language teachers' mobility within the European Programme Socrates /Action: Comenius 2.2.b for the school years 2003-04 and 2004-05:

Foreign language Teachers from other European countries (placement to teach as student –teachers in Greek educational institutions).

2003-04

Total: 14 teachers

Country of Origin	United Kingdom	Lithuania	Spain	Germany	Italy	France	Austria	Czech Republic	Belgium
teachers	1	2	1	2	2	3	1	1	1

Languages taught: English, French, German, Italian, Spanish and Finnish.

2004-05

Total: 11 teachers

Country of Origin	Germany	United Kingdom	Belgium	France	Iceland	Italy	Spain
teachers	2	1	1	3	1	1	2

Languages taught: English, French, German, Italian and Spanish.

c. Foreign language teachers from Greece to other European Countries

(Placement to teach as student –teachers in educational institutions abroad).

2003-04

Total: 8 teachers

Country of Reception	Germany	Spain	Austria	Italy
teachers	2	2	1	3

Languages taught: English, French, German, Italian and Greek.

2004-05

Country of Reception	Denmark	United Kingdom	Portugal	France	Austria	Norway	Italy	Spain	Czech Republic
teachers	1	3	3	3	3	1	2	2	1

Total: 19 teachers

Languages taught: English, French, German, Italian, Greek and Spanish.

Source: The State Scholarships Foundation (2005)

d. Foreign language teachers' mobility within the European Programme Socrates /Action: Comenius 2.2.c for the years 2003-05:

2003: 43, foreign language teachers participated in the programme

2004: 27 teachers

2005: 45 teachers

Source: The State Scholarships Foundation (2005)

e. Number of Foreign Language Teachers in Greek state schools

According to the statistical data available at national level, for the school year 2003/2004 the number of foreign language teachers in the different levels of education was the following :

Primary Education (2003-2004)

Branch/Speciality	Number and % Percentage of Teachers

	Total		Women	
	N	%	N	%
Foreign Language Teachers	3,054	28.3	2,862	93.7

General Lower Secondary Education (Gymnasio) (2003-2004)

Speciality	Number and % Percentage of Teachers			
	Total		Women	
	N	%	N	%
English	2,279	7.0	2,082	91.4
French	2,090	6.4	1,972	94,4
German	969	3.0	864	89.2

General Upper Secondary Education (Lykeio) (2003-2004)

Speciality	Number and % Percentage of Teachers			
	Total		Women	
	N	%	N	%
English	1,263	6.4	1,139	90.2
French	379	1.9	363	95.8
German	70	0.4	61	87.1

Technical Vocational Education Schools (T.E.E.) 2003-2004)

Speciality	Number and % Percentage of teachers			
	Total		Women	
	N	%	N	%
English	510	3.7	469	92.0
French	97	0.7	92	94.8
German	17	0.1	14	82.4

Source : Centre for Educational Research (2005)

1.10. Training teachers of other subjects

Most pupils and trainees could study at least some of their curriculum through the medium of a foreign language. Many more members of the teaching profession should in future be able to teach their subject(s) through at least one foreign language; to this end, trainee teachers should study language(s) alongside their area of specialisation and undertake a part of their teaching studies abroad.

    a) What concrete actions (if any) have been accomplished in this field since 2004?

    b) What obstacles to the implementation of this recommendation have been identified?

    c) What are the proposed initiatives to overcome these obstacles?

1.11. Testing language skills

The Common Reference Scales of the Council of Europe's Common European Framework of Reference for Language[4] provide a good basis for schemes to describe individuals' language skills in an objective, practical, transparent and portable manner. Effective mechanisms are needed to regulate the use of these scales by examining bodies. Teachers and others involved in testing language skills need adequate training in the practical application of the Framework. European networks of relevant professionals could do much to help share good practice in this field.

The European Language Portfolio[5] can help people to value, and make the most of, all their language skills, howsoever acquired, and to carry on learning languages by themselves

In this respect, Member States were invited by the Council Resolution of 14 February 2002 to set up systems of validation of competence in language knowledge based on the Common European Framework of reference for languages developed by the Council of Europe, and to stimulate European cooperation in order to promote transparency of qualifications and quality assurance of language learning.

    a) What concrete actions (if any) have been accomplished in this field since 2004?

During the pilot implementation of Portfolio, actions took place within the scope of which teachers and other members of the teaching community were trained and became conscious of the principles and the necessity in the use of the Portfolio.

More precisely (actions during the period 2004-2006):

▪ Scientific Meeting for Education on 'Educational issues-innovations', organised by the Prefecture Direction of Primary and Secondary Education of Achaia. The proposal was entitled 'Portfolio: Management of language and intercultural skills through self-assessment procedures'.

▪ International Conference on 'Intercultural education – Greek as a second foreign language' organised by the University of Patra. The proposal bearing the title 'European Portfolio: strategies for developing language skills and intercultural competencies'.

▪ French Book Exposition organised by the Liaison of French language teachers of primary education. The proposal being 'Greek Portfolio': General principles-Objectives-Applications.

▪ Meeting on 'Nouvelles pratiques de classe pour une pedagogie active', organised by the French language School Advisor of the 3th Secondary Education Direction of Athens. The proposal bearing the title 'Pratiques du Portfolio europeen des langues en classe'.

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4   http://www.coe.int/T/E/Cultural_Co-operation/education/ Languages/Language_Policy/Common_Framework_of_Reference/default.asp

5   http://culture2.coe.int/portfolio/inc.asp?L=E&M=$t/208-1-0-1/main_pages/welcome.html

- 5th Panhellenic Conference of French language teachers organised under the auspices of the University of Athens. A workshop with the title 'Integration du Portfolio dans l'enseignement/apprentissage des langues'.

- Meeting on 'French as a foreign language into a new orbit: Teacher maker, pupils happier', organised by the Panhellenic Association of French language teachers. The proposal bearing the title 'European Portfolio: an innovative dimension in language education'.

- 17th foreign book exposition, organised by PALSO. The proposal being 'The European Portfolio as a means of multilingualism and multiculturalism management'.

- Intensive educational programme entitled 'School class problem management', organised by the Pedagogical Institute. The proposal being 'The European Portfolio as a means of multilingualism and multiculturalism management'.

The 'State Certificate of Language Proficiency'

1. General outline of Language Proficiency Assessment and Certification

- The 'State Certificate of Language Proficiency' began in 2002 and is deemed to provide a worthy examination system for the certification of foreign language proficiency. The 'State Certificate of Language Proficiency', known both within Greece and abroad as the KPG, is developing systematically, following the time plan set by the committee of Greek experts in foreign language teaching, learning and assessment whom the Ministry of National Education and Religious Affairs entrusted with the design and realization of the project from the beginning.

- The decision that the central committee of the KPG made to develop a unified system of assessment and certification for foreign language proficiency aimed at supporting multilingualism and plurilingual citizenry in Greece, promoting foreign language learning as an important asset in the world of education and in the workplace at a European and international level, recognizing the value linguistic diversity and legitimating the knowledge of the different languages as a significant work qualification.

2. Alignment with international examination systems

- The KPG is similar to other state language examination systems which treat languages equally and certify language knowledge, communicative competence and skills through the use of adequately tried and tested standardized procedures. As such it aims to respond to social, educational and research needs in Greece and other European member states.

- As of 2003, when administration of the examinations began, and up to this day, the KPG offers exams in the four most widely used European languages at two levels – the level of 'independent user' (B2 on the framework of the Council of Europe) and 'advanced user' (C1 level). Within 2007, work by the expert teams will lead to the administration of exams for the certification of the 'intermediate user' level (B1).

- A long-term aim of the project is for the state to proceed to examinations for many other European languages in all six levels of language proficiency as defined by the Council of Europe. It also has to be noted that the Ministry of National Education and Religious Affairs sees to providing the certificates that are issued with a local and international recognition.

- The 'State Certificate of Language Proficiency' is used as a work qualification, especially in the civil service but also in the general work force. It aims to become a qualification confirming the proficiency in a foreign language required for university studies in Greece and abroad.

- The KPG, which operates alongside other international certification systems which issue language certificates in Greece and elsewhere, is actively supported: at a symbolic and practical level, by the Ministry of National Education and Religious Affairs which is equipped with the necessary infrastructure to administer exams throughout Greece, and at a scientific level, by foreign language and literature university departments. The KPG, as well as other systems of foreign language certification systems with

equal status as the KPG, are included in the employment 'qualifications' list of the Supreme Council for Personnel Selection (known as ASEP).

- Having clearly in mind the aim of its recognition as a reliable system of assessment and certification of language proficiency by the European or international work force and foreign universities, the KPG has been designed taking into account the outcomes from the experiences of other examination systems operating at an international level. The levels of proficiency it certifies have been defined on the basis of the global scale descriptors and the specific language use descriptors of the Council of Europe, as described in the Common European Framework of Reference for Languages.

- Like other internationally accepted systems of certification of language proficiency, the KPG is involved in the programme of the Council of Europe which specifically aims towards calibration and benchmarking of the objectives of its examinations with reference to the levels of language proficiency the CoE has defined and it is a member of the International Certificate Conference (ICC).

3. Characteristics of the State Certificate of Language Proficiency

- Among the conditions that make the KPG reliable, are the separate bodies for assessing knowledge and competences on the one hand and certifying language proficiency on the other. Additionally, it is based on very detailed specifications to which tests must strictly adhere and it is subject to continuous quality assessment and evaluation.

- The KPG aims at assessing and certifying levels of language proficiency in 4 different levels, for general purposes. When the designing of the examinations for the 4 levels is completed, there are plans for the assessment and certification of 'basic user' proficiency (possibly linked to foreign language learning at school) and the certification by using computer adaptive tests which would be cost effective for both the state and the candidates. There are also plans for more extensive training and evaluation of examiners and script raters, the creation of an interactive website with multiple search engines and integrated application systems to help the system itself as well as interested parties.

- The Ministry of National Education and Religious Affairs has appointed a group of experts who make up the Central Examination Board of the KPG, simultaneously acting as an Executive Committee. The members of the Committee are responsible for the designing of the whole system and for the development of common specifications for the examinations in all KPG languages. The relevant research-educational programmes have been assigned by the Ministry of Education and Religious Affairs to foreign language and literature departments in the universities of Athens and Thessaloniki.

- The validity and reliability of the measurement/control instruments is insured among others by statistically analyzing test-takers performance, interpreting and assessing the results in each examination period, and then taking the outcomes into consideration for the standardization of test content.

- The reliability in marking is secured by objective answers which are marked mechanically by Optical Mark Recognition for the items in Module 1 and in Module 3 and by a body of selected and trained examiners and assessors for module 2. This body must follow the evaluation criteria and the assessment grid developed by the university project team, based on instructions provided by the Central Examination Committee.

b) What obstacles to the implementation of this recommendation have been identified?

- More advertisement and more promotion is needed. Despite this fact, more than 130.000 candidates have taken part since the first examinations took place in 2003.

c) What are the proposed initiatives to overcome these obstacles?

- An external evaluation of the system will be completed by the end of 2006 which will give us the first real data in order to upgrade the KPG system.

BUILDING A LANGUAGE-FRIENDLY ENVIRONMENT

1.12.   An inclusive approach to linguistic diversity

National and regional authorities are encouraged to give special attention to measures to assist those language communities whose number of native speakers is in decline from generation to generation, in line with the principles of the European Charter on Regional and Minority languages.

Member States are encouraged to give special attention to measures to assist language communities whose number of native speakers is in decline from generation to generation, in line with the principles of the European Charter on Regional and Minority languages.

▪   The Ministry of Education and Religious Affairs has taken a line of measures in order to vindicate the right of all students in education. The measures aim to meet the problems that are caused, and the challenges that are created by the increase of cultural variation in the Greek society and the extension of the school population. They correspond to the obligation of Greece, as a modern democratic state, to provide equal opportunities of education and social integration to all citizens.

▪   The main principle governing the Greek educational system is that **it should be provided to all individuals and it should be of equivalent high quality**.There is , therefore, a continuous effort to attract attendance and study at school of all children of school age. The legislative frame of intercultural education has been defined by the laws 2413/1996 and 2817/2000 and by a line of ministerial decisions, the most important of which is the Decision f12/20/C1/7-9-99 for the foundation and operation of reception and support classes for students in need.

a)What concrete actions (if any) have been accomplished in this field since 2004?

The measures concerning the immigrant students are:

1.   According to Presidential Decrees 201/98 and 155/78 that are in effect in the Primary Education, and the 100758/C2/29-09-05 and 120839/C2/01-11-2005 circulars that were in effect in the school year 2005-2006 for the Secondary Education, the minor immigrants can not only register to all public schools of the country, but they can also register with insufficient supporting documents in the cases of those minors :

    ▪   who are protected from the Greek state as refugees and who are under the protection of High Commission of the United Nations ;
    ▪   who immigrate from regions in which a potential war prevails;
    ▪   who are asylum-seekers;
    ▪   who are immigrants that reside in Greece even if their legal stay has not been regulated.

2.   Moreover, there are in effect special provisions that state the obligations of educational officials regarding the application of the law for the mandatory education of all students. With coordinated efforts and the collaboration of all institutions the essential conditions for the school attendance have been created for all children (immigrants and coming home Greeks), for whose registration, special circulars have been dispatched. Furthermore, for the application of programs (reception and support classes) for immigrants and coming home Greeks, permanent teaching posts have been created in certain schools.

3.   In the school year 2005-6, in Elementary Education there were 322 reception classes for 4.437 immigrants and coming home Greeks and 147 support classes for 972 immigrants and coming home Greeks .In the Secondary Education, in the school year 2004-2005, there were 39 reception classes , and 42 support classes. At the same time, immigrants and coming home Greeks benefited by the institution of additional instructive support which is available to all high school students. Finally there are 26 intercultural elementary and high schools.

I. Main actions promoting multilingualism

▪ *"Education of Immigrants and coming-home Greeks"*

Nowadays, there are 130,000 immigrant students attending mainstream Greek schools. Valuable aid for these students has been offered in years 1998-2004 through the programme "Education of Immigrant and coming-home Greeks ".Special innovative teaching material (112 books) has been drafted in the frame of this programme with a twofold aim:

1. To endorse respect for foreign cultures and civilizations and
2. To enable the students develop their skills in the new teaching environment.

▪ The "Centre for Intercultural Education" of the University of Athens implemented the project with a network of 820 scientists.

▪ In the third phase (2006-8) the programme has been divided into two. The first is ''Education of Immigrant and coming-home Greeks'' which is again carried out by University of Athens under the supervision of Prof. Koitas. The budget is 7.000.000 Euros and it is co-funded by the Greek State and the European Union. The second is "Education of Immigrant and coming-home Greeks for Secondary students" which is carried out by the Aristotle University of Thessaloniki, with the scientific supervisor of Prof. Z. Papanaoum, and a budget of 3.000.000 Euros.

▪ *"Education of Muslims"*

In Thrace there is a special **quota of 0.5 percent** for the entrance of Muslim students to higher Education and at the same time by Law 3404/2005 there is a delegated number of posts for entrance in Technical Institutions for Muslim graduates of Vocational Schools.

▪ At the same time, 10 grants of 500 Euros per month were given to Muslim students for the academic year 2005-06.

▪ A special scholarship has been drafted for the students coming from schools of the Muslim minority. For the school year 2006-7, the Turkish language as an optional language course will be introduced into 5 school units on a pilot base.

▪ Moreover, the third phase of the programme "Education of Muslims" offers many educational opportunities to ameliorate the school performance of Muslim students. Genuine books on various subjects including Greek grammar have been drafted in order to facilitate their progress. In the framework of the project new policies have been introduced combating the phenomenon of dropping out from schools and encouraging integration of students into the Greek institutions.

▪ The Support Centers for the Muslim Students' Education offer systematic information and lessons in Greek for parents, counseling for teachers, introduction in the new technologies for students and organization of social activities.

▪ *"Education of Greek Roma Students"*

The primary policy for Greek Roma Students is to endorse enrollment of Roma students into the Greek schools and to combat drop-out rate. Furthermore, the students are encouraged to develop their skills (i.e. music) and to improve their cognitive abilities.

▪ The third phase of the project "Education of Greek Roma Students" co-funded by the Greek State and the European Union is carried out by the University of Thessalia, under the scientific guidance of Prof. Napoleon Mitsis. It aims at the educational support and pedagogical monitoring of the students, the training of teachers in order to meet the special necessities of the group, the production of teaching material and sensitization of the local community. It spreads out to all Greek prefectures. One of the most successful innovations is the initiation of a "card of itinerant students", which helps the Roma students register in whichever region they move. (632 cards in 2004).

II. Other action promoting the linguistic diversity

▪ **"Foreign Schools operating in Greece"**

The Ministry of Education, in order to facilitate the education of immigrants that live and work in our country, has granted authorisation of operation of foreign private schools that function under the direct

monitoring and responsibility of their Embassies. The foreign schools either provide both foreign and Greek speaking education or follow foreign educational program with parallel obligatory teaching of the Greek language. Lectures, meetings and other events of common interest (e.g. Greek-French, Greek-German) are often organised in these schools, enhancing their intercultural character.

- " **Human Rights Education for Elementary School pupils** "

From the school year 2006-7, in the frame of the subject called "Olympic Education" in all schools the project "Kalipatira" will be introduced. The "Kalipatira" will refer to:

- Physical education and Olympic ideals
- Equality of the sexes and society
- Social inequalities and social exclusion
- Xenophobia and racism
- Multiculturalism
- Human rights

- The aim of the subject is to contribute to the active participation of the students in the abovementioned projects, through the everlasting ideals of Olympics.

- **" School of European Education"**

A school of "European Education" was founded in Heraklion, Grete. The school provides education to students from the European Organization for the Security of Information (ENISA), but it aims to become a benchmark of multilingual and intercultural education with a European orientation. For the time being there are only two departments: Greek and English.

3.1. Building language-friendly communities

Every community in Europe can become more language-friendly by making better use of opportunities to hear and see other languages and cultures, thereby helping to improve language awareness and learning. It is in the interest of the Union to capitalise on the skills and experiences of its many bi- and tri-lingual citizens, and temporary residents such as Erasmus students; monolingual citizens have much to learn from them; public authorities can make better use of their skills in schools, adult education centres, cultural establishments and workplaces.

Tourism projects, cross-border projects and town twinning schemes can form the nuclei of local language learning schemes, enabling citizens to learn the language(s) of their neighbours or twin town(s), and offering an incentive to do so.

3.2. Improving supply and take-up of language learning

It is essential to improve the take-up of language learning opportunities by continuous activities to raise awareness of the benefits of language learning, and by bringing language resources closer to the people

who need them. The Council of Europe's initiative the European Day of Languages[6] can be valuable in motivating people to learn foreign languages.

European Union initiatives such as the European Languages Label[7] also have a key role in this by highlighting local, regional, or national projects that have found creative ways to improve the quality of language teaching.

The provision of language learning facilities and courses is the responsibility of local, regional and national authorities. Both within and outside formal systems there is still considerable unmet demand not only for language lessons but also for information and advice on language learning.

Appropriate structures are required to motivate people of all ages to learn languages, to offer guidance about how to start, and to provide easy access to a variety of different language learning activities. This is likely to require some investment in new provision, though there is also much to gain by making better use of existing language learning resources and staff in schools and universities, libraries, local learning networks and adult education centres.

a) What concrete actions (if any) have been accomplished in this field since 2004?

European Languages Label

Actions promoted in 2005:

1. Illustrated course book in teaching English as a foreign language: 'Persepolis' of Marzan Satrapi

- Cross-curricular approach and analysis of the course book (history, literature, civics).
- Emphasis on Content and Language Integrated Learning (CLIL)**.**
- Oral presentations on the behalf of the participants.

2. Content based programme of selected courses in English language for graduate students of a Greek upper secondary education school in Thessaloniki

- Emphasis put on CLIL**.**
- Selection of classes specializing in different fields**.**
- Exchange of ideas between teachers and students.

3. Supporting teaching of French language through creative writing

- Creative writing workshop.
- Student-centred activities, games.

4. Conducting a research on the CLIL teaching method

- Engaging a group of students in the writing of an Olympic Scrapbook in English and of another one in creating the proper visual material.
- Scrapbook used as teaching material**.**
- Increased interest of student to become involved.
- Increased oral speech production**.**
- Gain in fluency rather than accuracy.

5. European Union and the Constitution: "The Spring of Europe"

- Emphasis on the values of cooperation, communication and discussion**.**

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[6] 26 September each year; see http://www.coe.int/T/E/Cultural_Co operation/education/Languages/Language_Policy/European_Day_of_Languages/default.asp

[7] http://europa.eu.int/comm/education/language/label/index.cfm

- Culture and language incentives**.**
- Use of information and technology tools**.**
- Cross-curricular approach (English and law)**.**
- Acquisition of empirical knowledge.

6. Viens danser and sing with us tonight!

- Participation in a theatre play.
- Cultural incentives and interests.
- Emphasis on cooperation.

7. French language learning for children aged 6-7 through playing

- Acquisition of elementary knowledge.

Actions promoted in 2006:

1. Teaching Modern Greek as a foreign language with the use of New Technologies

A model for a teacher training programme

- Teaching of Greek as a foreign language with the use of new technologies.
- Twelve European partners involved, coordinated by the Amsterdam University.
- Improvement of language teaching approaches and ICT competence.

2. Students' teaching practice and Mentors' Education/Training

- Practice teaching of students in public and private primary or secondary schools.
- Training of the English language teachers entrusted with supervising and guiding the students.
- Evaluation of both programmes through the use of questionnaires.

3. Tele-education Programme: "Teaching Methodology / Technique of German as a Foreign Language": Participants' introduction to the internet platform "Blackboard"

- Further training of German language teachers.
- Concrete information available at any time to teachers.
- Discussion panels including more hesitant participants.
- Familiarization with the use of new technologies.

4. The pedagogical use of information and communication technologies in the teaching of the French language

- Use and pedagogical exploitation of authentic audio-visual documents.
- Planification and presentation of interactive lessons.
- Use of multimedia in the class.

5. The production of techniques for the teaching of vocabulary: diagrams and games

- Student-centred activities.
- Teacher-centred approach.

b) What obstacles to the implementation of this recommendation have been identified?

c)   What are the proposed initiatives to overcome these obstacles?

OVERALL NATIONAL LANGUAGE STRATEGY

Member States are invited to describe how the Action Plan fitted into their national language policies

a)   How has the follow-up of the Action Plan been coordinated at national level?

b)   Has it been included in national policy initiatives?

c)   Was there a coordination group / committee?

Member States may provide information on other relevant national initiatives for languages which do not fit into the framework of the Action Plan

a)   Were there any language initiatives and priorities which were either planned or carried out and which did not fit into the framework of the Action Plan?

Member States are invited to establish national plans to give structure, coherence and direction to actions to promote multilingualism, including increasing the use and presence of a variety of languages in daily life[8]

a)   What initial steps have been taken on this issue?

b)   What obstacles to the implementation of this recommendation have been identified?

c)   What are the proposed initiatives to overcome these obstacles?

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[8]   These plans should be based upon Integrated Guideline N° 23 and form part of the national plans that Member States are producing in the context of the Lisbon Action Plan for growth and jobs. (http://europa.eu.int/growthandjobs/pdf/integrated_guidelines_en.pdf)