European Centre for Modern Languages 2012-2015 programme

Call for submissions

LEARNING THROUGH LANGUAGES
Promoting inclusive, plurilingual and intercultural education
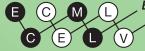
European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

COUNCIL   CONSEIL
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Call for submissions

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Call for submissions for the 2012-2015 ECML programme of activities

1. Introduction

The European Centre for Modern Languages of the Council of Europe (ECML) invites submissions for its fourth medium-term programme (2012-2015).

This new programme reflects both the mission of the Centre and the current concerns of its member states and partners in the area of language education. It is based on a long-term vision aiming at developing inclusive, plurilingual and intercultural pedagogic approaches reaching beyond the foreign language classroom and encompassing all linguistic abilities and needs of all groups of learners in a lifelong-learning process (in-school and out-of-school). This vision is based upon concepts recently developed by the Language Policy Division of the Council of Europe and recommendations adopted by the Committee of Ministers representing the Council's 47 member states.

The following document is designed to stimulate interest in the forthcoming programme and provide key information on the submission process. It contains the framework for the ECML programme 2012-2015, the envisaged content and practical information for experts interested in becoming involved.

Within the Call, the ECML is seeking two kinds of submissions:
- **proposals for projects** on a specified area of the programme scheme and
- **tenders** – individual expressions of interest in leading or contributing to projects outlined by the ECML.

Submissions are sought from:
- experts and researchers in language education, teachers and teacher trainers of all languages;
- experts in education with a strong interest in language education;
- representatives of related organisations/associations with a stake in good quality language education (e.g. parents associations, school boards, business sector).

Applicants should be living and working in a member state of the ECML[1]. The number of submissions per person is not limited (i.e. it is possible to apply for more than one project within the tender process and to submit one or more project proposal). Submissions can be sent at any time before **1 May 2011** to the address call@ecml.at using the submissions templates available from the Call for proposals website www.ecml.at/call. The site acts as an on-line reference tool for persons wishing to be involved in the ECML's 2012-2015 programme and includes a full glossary and FAQ section providing guidance on the submission process.

Persons planning to apply may wish to consult their national authorities (national delegate repre-senting their country on the Governing Board of the ECML) for advice on submissions.
General information on the work of the ECML is provided in appendix I.

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[1] Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", United Kingdom.

2. Call for submissions at a glance

TWO TYPES OF SUBMISSION

PROJECT PROPOSALS

For teams - to propose a project relating to one (or more) of the working areas of the programme (see section 4) **and** to one of the following themes (see section 5.2):

- Support for migrant language education
- Regional or minority languages
- Sign languages and language provision for the blind and visually impaired
- Evaluation and assessment
- Innovative approaches in foreign language learning

Procedure:

submission of a project proposal including:
- A general project outline (development or mediation project, time frame of project, target groups, working languages, etc.)
- A project description (abstract, context, expected outcomes and outputs, etc.)
- A project management plan (planned activities, timing, profile of experts involved, project dissemination and evaluation)
- CV of team members

Submission:

project proposals submission form completed by the prospective project coordinator to be sent to the ECML (call@ecml.at)

TENDERS

For individual professionals - to apply to take part in/coordinate one (or more) of the tender projects, relating to one of the working areas of the programme (see section 5.3):

- Foreign language classroom
- Majority language classroom
- Classroom for other languages
- Subject classroom
- Informal/non-formal learning
- Mediation projects

Procedure:

submission of an individual application including details of:
- Desired project involvement (as listed in section 5.3) and role within the project
- Relevant expertise and experience
- Expected contribution to the project
- Motivational statement

In addition, applications for project coordination will include;
- A fully defined project outline, project description and project management plan based on the respective project outline presented in section 5.3.1

Submission:

tenders application form completed by the expert to be sent to the ECML (call@ecml.at)

Deadline: **1 May 2011**

Project team

Project coordinator
- must be expert in the topic of the proposed project
- responsible for project management and guidance
- must live and work in a member state

Team members
- proposed by the coordinator proposing a project or assigned from the pool of candidates responding to the call for tenders
- 3 (language) education experts familiar with the project topic
- from different member states
- one team member will be assigned the role of the website correspondent
- one team member will be assigned the role of the second working language documentalist
- for development projects one team member will be assigned the role of mediation link person

The coordinator and team members are responsible for the running of the project on the basis of the agreed action plan and for reporting and the evaluation of progress and results.

The four team members are expected to represent four different ECML member states. In exceptional cases, applications from non-member states as team members (not as coordinators) can be accepted.

Selection process

Project proposals
Following the deadline for submissions on 1 May 2011 the selection of project proposals will take place in three phases:
1. Assessment by an expert advisory group: evaluation of the proposals via a 'blind reading' process
2. Examination of projects by the Bureau of the ECML Governing Board and discussion with the expert advisory group: drawing up of a shortlist of projects
3. Presentation of the shortlisted projects to the Governing Board: final selection of project proposals to be included in the programme (September 2011)

Tenders
Following the selection of a coordinator for every project by the ECML Governing Board he/she will be invited in **October 2011** to determine the composition of the project team in consultation with the ECML. This will be based upon all applications received for the particular project through the Call for tender by **1 December 2011**.
Applicants for team membership will be informed on the status of their application no later than **January 2012**.

3. The ECML programme 2012-2015

3.1. The policy context

The Council of Europe aims at maintaining and enhancing linguistic and cultural diversity in Europe and promoting learning and use of languages as a means to support intercultural dialogue, social cohesion and democratic citizenship, and as an important economic asset in a modern knowledge-based society. The Council of Europe's efforts in this respect are well illustrated by the development of such reference documents and tools as the _Common European Framework of Reference for Languages_ (Council of Europe, 2001) and the _European Language Portfolio_ (ELP), conventions such as the European Charter for Regional or Minority Languages, and policy documents such as the White Paper on Intercultural Dialogue "Living together as equals in dignity", the _Guide for the development of language education policies in Europe_ (Council of Europe/Language Policy Division, 2007), and the recent Recommendation (2008)7 on _The use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism_ (Council of Europe, 2008).

The European Union shares these aims and its support for linguistic diversity in Europe is reflected among others in such policy documents as COM(2008) 566: _Multilingualism: an asset for Europe and a shared commitment_ and the 2008 Resolution of the Council of the European Union on a European strategy for multilingualism.

The European efforts are coherent with the principles outlined in the _Universal Declaration on Cultural Diversity_ adopted by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) in 2001 and in its _Convention on the Protection and Promotion of the Diversity of Cultural Expressions_ adopted in 2005.

The Council of Europe promotes strongly the notion of plurilingualism[2], an individual ability to develop competences in and use more than one language, as an important human value.

In the Council's work, as reflected in the documents and tools included on the _on-line Platform of Resources and References for Plurilingual and Intercultural Education_ developed and launched recently by the Language Policy Division in consultation with all 47 member states – adequate development of language competences is viewed as a pre-requisite for unrestricted and fair access to good quality education. This, in turn, constitutes the necessary basis for ensuring social cohesion, promoting democratic citizenship, fostering intercultural dialogue and managing migration – priorities specified by the 2005 Warsaw Summit aimed at building a more humane and inclusive Europe. The long-term vision of the contribution of the ECML and the outline for the Centre's next medium-term programme build on these policy concepts and, in a synergetic way, aim at developing inclusive, plurilingual and intercultural pedagogic approaches for the classroom level.

3.2. Synergies with the Council of Europe's Language Policy Division

In 2010 the Language Policy Division of the Council of Europe celebrates the 50th anniversary of its work in the area of languages. Amongst the major policy planning instruments developed by the

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[2] According to the _Common European Framework of Reference for Languages_ (Council of Europe, 2001), multilingualism is the co-existence of different languages in a given society. Plurilingualism, in turn, "refers to the repertoire … of language which many individuals use, and is therefore the opposite of monolingualism … Thus in some multilingual areas some individuals may be monolingual and some may be plurilingual." (_Guide for the Development of Language Education Policies in Europe, Executive Version_, Council of Europe, 2007, p. 7)

Division are the *Common European Framework of Reference for Languages (CEFR), the European Language Portfolio (ELP) and the Guide for the Development of Language Education Policies in Europe*. These and other instruments of the Division are driving forces of major developments in language education in Europe and provide key references of ECML project work.

The Division's current project on 'Language policies and the right to education for social inclusion 2010-2014' expands the scope of consideration beyond the domain of foreign modern languages by including languages of schooling – learning, teaching and assessment of languages taught as school subjects, language competences required for other school subjects – language across curriculum – and regional, minority and migration languages. With this new instrument the Language Policy Division once more draws the attention to the needs of the individual learner, underlining that access to education and success at school heavily depend on language competences. Some learners may be disadvantaged at school because their competences do not match the school's expectations: children from socially disadvantaged backgrounds, children from migrant families, or children whose first language is a regional or a minority language.

An adequate command of the language(s) of schooling is crucial to success at school and social advancement. A major challenge for today's education systems is then to support learners in acquiring adequate language and intercultural competences which will enable them to develop as strong individuals and operate effectively and successfully as citizens. Regional, minority and migration languages are equally part of this project including work on the linguistic integration of adult migrants. They are a valuable component of the plurilingual repertoires of the learners when they enter the school, as plurilingualism is a condition to participate in democratic and social processes in multilingual societies. The Language Policy Division's education project aims at providing policy guidelines and reference tools designed to assist the learners in developing their language repertoires in a lifelong learning perspective. For example, a concept paper and supporting toolkit has been developed to facilitate the education of children with migrant backgrounds.

3.3. The rationale for the ECML programme 2012-2015

The rationale for the next ECML programme has been developed in complementarity with the other Council of Europe units and addresses the following key issues raised during the thorough consultation process with the ECML partners and stakeholders[3]. These issues and concerns are targeted by the ECML programme.
Context and challenges:

1. Linguistic and cultural diversity combined with migration and mobility characterises contemporary European societies. This phenomenon should not be viewed as an obstacle or a 'problem', but rather as an asset and a potential benefit to society.

2. Social cohesion, intercultural dialogue and democratic citizenship, together with economic prosperity, represent important aims in building a more humane and inclusive Europe.

Implications for the learner:

3. The learner has a fundamental human right to unrestricted and fair lifelong access to good quality education.

[3] Representatives of the ECML member states, ECML project consultants and project coordinators, ECML workshop participants, partners from the Professional Network Forum, including representatives of the Multilingualism Unit of the European Commission.

4. The learner requires adequate support for the development of language competences. The provision for support will take into account, make use of, and build further on the learner's existing language competences. At the same time, the learner seeks, among other things, to develop the language skills required for his or her educational career in a given context.

5. Learners with low socio-economic status, special needs and those whose linguistic or cultural background may disadvantage them in the educational system require special attention and support for the development of the language abilities necessary for educational success in a given context.

Assumptions for good quality education based on inclusive plurilingual and intercultural pedagogy:

6. All education uses language as its vehicle. Therefore well-developed language competences are a necessary basis for access to good quality education and successful learning.

7. Good quality education provides adequate support for the appropriate development of learners' language competence – efficient and effective use of more than one language is both necessary for successful education and one of its desired outcomes.

8. Good quality education acknowledges and includes the learners' "own" languages, especially if they are minority or migrant languages, as they are important features in their successful integration into the world of learning and help them in becoming self-confident and responsible members of society.

9. A modification in approach is required, moving from the teaching and learning of languages as separate, unrelated and thus isolated (school) subjects towards providing coherent support for the lifelong development of transversal, individual strategies for deploying available linguistic resources purposefully, thus making efficient use of one's own range of language competences.

10. Effective use of communication technologies can play an important role in this strategy.

3.4. The programme scheme

Based on the rationale presented above the following scheme illustrates the underlying philosophy of the next ECML programme. It is based on and relates to the concept illustrated by the on-line platform of resources and references for plurilingual and intercultural education developed by the Language Policy Division[4].

THE LEARNER

ECML			
	non-migrant and migrant		majority and minority
long-term	learners with and without special needs	The learner's right to quality education	national, regional, non-territorial language speakers

Inclusive, plurilingual and intercultural pedagogic approaches for all learners

Lifelong learning

Formal learning				Informal/non-formal learning
Foreign language classroom	Majority language classroom	Classroom for other languages	Subject classroom	

Mediation: dissemination of developments and dialogue with stakeholders

ECML regional multipliers Supporting regional networks	Stakeholders in society	Special teacher training support

vision · *Development* · *Towards implementation of the vision* · *Mediation*

Impact on learning

3.5. The ECML long-term vision

The 2012-2015 programme seeks to draw conclusions from the fact that access for all to a good quality education represents a precondition for democratic developments in European societies. Against this backdrop and in line with the well established tradition of the work of the Council of Europe in the area of languages, the ECML programme will focus on the key agent, the 'motor' or promoter of positive and productive multilingual societies: the learner. Within societies and in cooperation between societies developments at all levels, be it social, economic or political, heavily draw upon successful learning taking place at all stages of life and reaching out to all people. Thus, the learner is not only a child or adolescent between the ages of 7 to 16 which marks the period of obligatory schooling in most European countries. Rather, every human being at all stages in life is considered a learner within a lifelong learning process.

The learner and the right of all learners to a good quality education at all levels (as acknowledged by the Council of Europe's Committee of Ministers Recommendation CM/Rec(2008)7) constitute the focal points of the ECML programme. The end-user and beneficiary of all ECML programme activities is the learner. At the same time, projects included in the programme are expected to target language professionals and stakeholders in society functioning as facilitators and supporters of the learning process.

The learner whom we are addressing may be any age, may be representing a majority or a minority population in a given country, speaking a national and/or a regional language. The learner may be a second generation migrant without special needs or a non-migrant with special needs. The extensive range of different linguistic and cultural backgrounds in today's European societies shows that in order to cater adequately for the right of all to a good quality education, provision needs to build on inclusive, plurilingual and intercultural pedagogic approaches.

There is a reason why the learner in the ECML's programme is not categorised as a language learner only. Such a categorisation would reduce the perspective and scope of the programme as it would imply that language learners, out of all learners, are one particular sub-group among others. As high-lighted within the Language Policy Division's programme of activities *'Language policies and the right to education for social inclusion 2010-2014'* all education implies language education. Therefore, all learners are language learners. For example, every mathematics class should build upon and develop language competences. There is no vocational training for specific professional groups such as electricians or accountants without elaboration of language knowledge, skills and attitudes. Given the diverse backgrounds of the learners represented in European classrooms the language of schooling may be the mother tongue of the students but in many cases it is not. In this situation it is important to note that not all teachers consider themselves as language teachers. Teacher training in subjects other than languages, in many cases, does not cater for developing teaching competences for inclusive, plurilingual and intercultural pedagogy.

The ECML's long-term vision on language education builds upon the philosophy of the CEFR, empha-sising that human beings do "not keep … languages and cultures in strictly separated mental com-partments, but rather build… up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact" (Council of Europe, 2001:4). The perspective shifts from a comparatively narrow focus on foreign language learning to learning in all educational contexts and domains always incorporating language learning in the mother tongue of the learner and/or in any other language of the learner's repertoire. In the lifelong learning perspective the transversal aspect of language education becomes even more relevant because the subject areas listed above are not maintained as strictly as they are during the schooling process. Indeed, interdis-ciplinary courses are far more frequently offered for adult education than at schools and this can be an asset in implementing inclusive, plurilingual and intercultural pedagogy.

3.6. The overarching aim:
Promoting inclusive, plurilingual and intercultural education

The growing linguistic and cultural diversity in today's European societies makes it evident that in order to cater adequately for each learner's needs – supporting the development of each learner's linguistic and intercultural capacities required for his/her personal well-being and success and for the benefit of the society they are a part of – provision needs to build on inclusive, plurilingual and inter-cultural pedagogic approaches. Pedagogic approaches are what teachers, educational institutions and society as a whole must provide and apply in implementing education. Consequently, pedago-gical approaches following inclusive, plurilingual and intercultural thinking are practical steps to undertake in order to achieve good quality education for all.

Substantial work in this respect has already been undertaken and significant expertise has been built up in the area of foreign language education. Therefore, foreign language experts will play a vital role in moving forward the relevant approaches by inviting new partners in the educational domain to collabo-rate and contribute to common and coherent developments across subject and language boundaries.

Inclusive education

Inclusive education evolved from Special Needs Education and its philosophy to counteract exclusion and discrimination of children with disabilities. In a broader context, this discussion was brought

forward under the label "integration" targeting other disadvantaged learner groups like migrants, cultural and linguistic minorities, children or adults of low economic or social status, etc.

The discussions about necessary reform and change in education in order to achieve quality education for all have made clear that the challenge of diversity cannot be met by integration efforts on the side of the marginalised group only. Rather, all have to pursue and work towards the common goal of taking a holistic approach ensuring equal opportunities and rights for all.

In this context, inclusive approaches are being promoted as a way to provide learning environments that allow for democratic, effective and sustainable learning processes, outcomes and output for the benefit of all. Following this ideal, the ECML programme intends to further elaborate the obvious link between linguistic and intercultural competences and inclusion to identify approaches for practical implementation in the classroom.

"*Inclusive education* … *looks into how to transform education systems in order to respond to the diversity of learners. It means enhancing the quality of education by improving the effectiveness of teachers, promoting learning-centred methodologies, developing appropriate textbooks and learning materials and ensuring that schools are safe and healthy for all children. Strengthening links with the community is also vital: relationship between teachers, students, parents and society at large are crucial for developing inclusive learning environments.*" (UNESCO web portal, August 2010)*.*

Plurilingual education

Plurilingual education and resulting pedagogic approaches aim at respecting and developing each learner's language repertoire, enabling the speaker to use languages with different degrees of proficiency and adapted to different contexts (home, school, public, private, professional, etc.).

The concept of plurilingualism was first elaborated in the Common European Framework of Reference for Languages (Council of Europe, 2001). It was pointed out that the implementation of plurilingual education would have a profound impact on language education by moving away from the ideal of "mastering" a foreign language to the perspective of developing the learner's unique individual linguistic abilities and competences.

In the context of the discussion on quality education for all it is the social aspect of plurilingual education that has been stressed. Awareness-raising activities targeting languages present in classrooms, but usually not considered as learning objects, are being considered as powerful means to develop peer learning built on tolerance, respect for and knowledge about each other. In view of this dimension, plurilingual education ideally complements the inclusive and intercultural components of the envisaged pedagogic approaches.

"Plurilingual education (is)... not necessarily restricted to language teaching, which aims to raise awareness of each individual's language repertoire, to emphasise its worth and to extend this repertoire by teaching lesser used or unfamiliar languages. Plurilingual education also aims to increase understanding of the social and cultural value of linguistic diversity in order to ensure linguistic goodwill and to develop intercultural competence." (Council of Europe/Language Policy Division, 2007).

The need for European citizens to develop intercultural competences has been widely acknowledged by educational authorities and teaching professionals. In the Council of Europe's White Paper on Intercultural Dialogue (2008) it is pointed out that attitudes, behaviour, knowledge and skills relevant in intercultural contexts are not acquired as a side-effect of developing language competences but need to be explicitly placed on the educational agenda in order to be taught, learned, practised, elaborated and adapted to individual needs and social contexts.

There is a clear link between intercultural education and language (specifically foreign language) education. However, in view of the role of intercultural dialogue in the context of democratic citizenship and human rights education it became clear that intercultural education needs to become a constituent part of formal education and a nurtured element of the informal/non-formal learning context in good quality education in Europe.

"Intercultural Education: education that respects, celebrates, and recognises the normality of diversity in all aspects of human life, promotes equality and human rights, challenges unfair discrimination, and provides the values upon which equality is built" (National Council for Curriculum and Assessment, Ireland, 2005).

4. The Call for submissions for the ECML programme 2012-2015

Projects carried out under the new ECML programme are expected to either contribute to the development or the mediation strand of the ECML work as indicated in the scheme above.

4.1. Development projects – forming the ECML long-term vision

The ECML programme seeks to challenge the continued compartmentalisation of learning provision in educational institutions and, by doing so, it is highlighting the crucial role of languages in all subjects learned in school and out of school in informal/non-formal learning settings. Such a transversal perspective on the role of languages in education does not replace the teaching and learning of particular languages but rather complements and broadens their scope. Consequently, development projects carried out in the ECML programme target the foreign language classroom as well as all other subject areas of education taking place in school and in out of school contexts.

Targeted areas:

- *Foreign language classroom*
- *Majority language classroom*
- *Classroom for other languages*
- *Subject classroom*
- *Informal/non-formal learning*

Development projects are expected to explore, with the help of practitioners, the respective teaching and learning contexts by focusing on inclusive, plurilingual intercultural pedagogic approaches and develop ways of addressing the resulting needs identified by member states. The development projects are to be seen in the continuum of ECML work and build on expertise gained from ECML publications and other European instruments and tools. Project teams will thus refer to and take advantage of language policies of the Council of Europe.

Targeted Areas

4.1.1. Foreign language classroom

The ECML has developed significant expertise in the domains of foreign language learning and teaching. It is intended to make use of the expertise and resources developed within the ECML and the work of other related units at the Council of Europe, as well as to build on developments and results of other relevant organisations and institutions, in particular of the European Commission.

The notion of foreign languages experienced some diversification through the introduction of terms like modern languages, second languages, community languages, migrant languages etc. For the purpose of its programme, the ECML proposes to adopt the following definition:

*"**Foreign language:** designation of a language variety used within a specific geographical area for a language which is not used as a language of communication in that area."* (Council of Europe/Language Policy Division, 2007).

4.1.2. Majority language classroom

In recent years special attention has been paid to the context of teaching and learning of languages taught as subjects in their own right, for example, Polish in Poland, Swedish in Sweden, German in the schools of the German minority in Denmark, etc. Discussions focused on questions like how to ensure the development of relevant language competences of students coming from different linguistic and cultural backgrounds or whether the traditional monolingual approach to teaching the majority language would still be appropriate in this situation. In continuation with initial projects carried out in this domain, the ECML intends to further contribute to quality developments for the benefit of all learners in majority language classrooms.

The notion of majority languages may raise concerns and is subject for intensive discussions as the terminology is emerging and continues to be refined further. In other publications, the term majority language covers such notions as first language, mother tongue, national language, official language, state language, the main language of schooling, etc. The ECML seeks to highlight the high-stake role this language has beyond schooling in society. With this perspective, the ECML addresses the needs of learners in classrooms where these languages are taught as school subjects in their own right. Thus, the following definition is proposed:

*"**Majority language(s):** the language(s) of the majority of the population in (a defined region of) a country. In many cases this/ these will also be the national/ official language(s) of the state and the language(s) of instruction in schools"*. (MARILLE project website, 2010).

4.1.3. Classroom for other languages

In addition to foreign and majority languages the ECML caters for other languages available in a school context as resources for communication and learning. Classes and provision for sign languages, regional, minority, migrant, community or non-territorial languages, language training for the blind and visually impaired and possible other areas are targeted here. By looking at these additional languages the ECML seeks to stress that languages other than foreign and majority do belong to mainstream educational institutions. Students using particular languages for communication with their peers, at home or in any other environment should be given a platform for appreciation of this/these language(s) and space for further development of their skills. At the same time peer students (and their teachers) are invited to explore these languages and the culture their speakers represent.

In this context the ECML seeks to encourage innovative thinking concerning the term "classroom". Two people can establish a classroom in the internet, a student can become a teacher, an exhibit wall-paper can be a textbook and attendance can be a voluntary activity possibly involving parents. At the same time the ECML intends to target the more traditional type of a formal school class, integrated in a curriculum with defined standards and assessment procedures for, for example, German as an additional, minority language in Hungary, or sign language instruction at an adult education institution or a Romani classroom in the Czech Republic.

Classroom for other languages: Educational platform for acknowledgement and development of the learner's repertoire of languages other than foreign languages or (the) majority language(s) in a given context.

4.1.4. Subject classroom

Languages play a key role in all subjects even if a particular language is not the subject matter. The successful development of cognitive academic language proficiency in subject areas has been identified as a key factor for educational achievement or, in the negative case, for failure. Therefore, the key to successful education is the ability to use the language in which schooling is offered.

In concrete terms, school subjects like natural science, for example, do not explicitly feature language on the curriculum but they rely to a great extent on the learner's ability to handle subject-specific instructions, expositions, argumentations, etc. given in the language(s) of schooling. The role of the majority language(s) is unchallenged in this context but there are pressing questions: how to provide access to and appropriate development in the majority language(s) for all in a situation where there are very diverse levels of language competences among the students in this/these language(s)? What is the role of the variety of languages present in the classroom and how can those languages be used for the *cognitive academic language proficiency development* of all students in the class?

In the area of content and language integrated learning, established as the CLIL approach, significant expertise has been built up to provide consultancy for subject teachers not trained in facilitating language learning.

Subject classroom: Environment for teaching and learning of a subject matter (e.g. natural and social sciences, mathematics, arts, sports, etc.) – in the context of the ECML programme with a focus on the role of the learner's languages in this classroom.

4.1.5. Informal and non-formal language learning

From a lifelong perspective, learning that takes place in formal educational settings covers only a limited period of time. This means that to a very substantial degree learning takes place in informal situations and in intentionally organised non-formal settings. It can be assumed, though, that formal education is paving the way for motivation and skills for autonomous language learning. Therefore, language educators can have a strong impact on whether language learning takes place outside school and how this may occur.

In this area, the ECML aims to explore provision for learning and settings that provide a low threshold for learners of any age inviting them to become interested, involved and committed to language learning. The effective use of new communication technology, the exploration of pedagogic approaches introduced with the *European Language Portfolio* are areas to explore in order to impact on the quality of lifelong learning.

Formal learning: Learning typically provided by an education or training institution, structure (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learners' perspective. (European Commission, 2001).

Informal learning: Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or "incidental"/random). (European Commission, 2001).

Non-formal learning: Learning that is not provided by an education or training institution and typically does not lead to certification. It is however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective. (European Commission, 2001).

> ➢ Experts interested in contributing to the development strand of work of the new ECML programme are invited to submit project proposals or tenders and to specify to which of the above specified educational areas they intend to contribute: foreign language classroom – majority language classroom – classroom for other languages – subject classroom – informal/non-formal learning.

4.2. Mediation projects – dissemination of developments and dialogue with stakeholders

How can ECML project publications reach the target groups on a large scale so that the end-user, the learner, can fully benefit from the Centre's work? Results from the ECML evaluation scheme provide evidence of significant take-up and adaptation in member states. However, more needs to be done

in order to assist European countries in implementing change processes. This is why the aspect of mediation will be specifically addressed in the 2012-2015 programme.

The ECML's project work and its publications require adaptation to specific teaching and learning contexts. This adaptation needs to take into account the perspectives, expertise and experience of stakeholders involved in the implementation process on site. Therefore, practical work in the mediation area will imply investigation of cross-border, national or local situations. The intention is to foster regional networks and to provide support for developing applications, real classroom scenarios or adapted strategies for defined contexts.

Mediation, as defined in this context, means communicating the developmental work carried out by ECML language and education experts to practitioners as well as to stakeholders in society who are not experts in language education but are directly concerned with educational processes. For this purpose, the ECML invites the participation of representatives of parent associations, school boards, the business sector or other organisations with a strong interest in influencing the processes and results of education by improving language learning.

Thus, a clear link is established (incorporated by the "mediation link persons", see 5.1) between the development and the mediation area of ECML work. On the one hand, discussions taking place in development projects will feed into mediation projects and on the other hand the mediation process will feed back into the development projects.

> **Mediation** is the process of communicating and disseminating results of ongoing and concluded ECML projects to key stakeholders in order to achieve satisfactory impact on learning.

> *Mediation projects will focus on the following target groups:*
> - ECML regional multipliers: in order to build up, support and sustain regional networks engaging in implementing ECML work. These networks will, in this context, involve cross-border partnerships or other European cooperation.
> - Stakeholders in society: for the 2012-2015 programme the ECML intends to mediate European developments in language education to parents via parent associations, as important partners in the schooling process. Also heads of schools and representatives from the business world may be considered as target groups to be involved in the discussions.

> ➢ Experts interested in contributing to the mediation strand of work of the new ECML programme are invited to submit project proposals or tenders and to specify whether their mediation project intends to target either ECML regional multipliers or stakeholders in society (focusing on the key audience described above).

4.3. Expected outcomes and outputs

Given the wide scope of the ECML long-term vision and its far-reaching implications on education, the Centre will **initiate** European cooperation in the areas indicated in the programme scheme within the 2012-2015 programme and continue this work in a coherent way through future programmes of activities. As described in section 3.6, the overarching aim is to raise awareness of the significance

and inter-relation of inclusive, plurilingual and intercultural approaches in support of good quality education across all educational sectors. Despite the ambitions expressed through this Call for submissions the ECML cannot claim to be able to cover all indicated working areas to a degree where measurable impact on learning is achieved by the end of the programme, nor can it guarantee that all invited new target groups do actively engage in the programme.

The ECML intends to launch work which will require follow-up by member states if it is to successfully contribute to change and development on a national, regional and local level.

Expected outcomes of the programme include:

- Promotion of inclusive, plurilingual and intercultural pedagogic approaches;
- Initiating and supporting dialogue between professionals of language and subject-specific domains:
- Involving new target groups (e.g. parents, the business sector);
- Awareness-raising related to the ECML long-term vision.

Expected outputs of the programme include:

- Publications resulting mainly from development projects, responding to the ECML long-term vision and providing practical tools for quality education at classroom level;
- Networks comprising target groups beyond the foreign language education sector;
- Evidence of positive responses to implementation of the long-term vision through mediation activities;
- Evidence of impact on defined groups targeted by projects within the programme.

The format, scope and target groups of publications will be defined in the individual project descriptions. The ECML expects to produce user-friendly and adaptable tools suited to the purpose of large-scale implementation. An editorial board examining the publication proposals when teams start working on their production will highlight the need for practical (mainly online) documents that can be used without highly specialised training or expert academic knowledge. Training kits, step-by-step manuals and teaching/teacher training modules are examples of typical ECML project publication formats.

In relation to the expected outcomes and outputs of the ECML programme, project descriptions should indicate which of the processes and products listed above they will contribute to in a substantial way, how they intend to achieve this and in which way achievements can be monitored throughout the life of the project (for details on project evaluation see 6.8).

The collective project outcomes and outputs represent the achievements of the ECML programme which are expected to have an impact on learning. Given the intergovernmental structure of the Centre and its limitations to influence educational policies or even practical learning on site, it will not be possible to directly measure the impact on learning. Feedback on whether the programme actually influences learning in member states will be collected indirectly through the stakeholders involved in the programme.

5. The Call for submissions – specification

5.1. General information

Applicants may choose between submitting project proposals or tenders. The main differences between the two kinds of submissions are described here:

Project proposals:

- A team of four experts (plus optional self-funded associate partners) represented by a prospective project coordinator puts forward a project proposal adopting the philosophy and fitting the structure of the ECML programme scheme. The submission template is provided by the ECML.
- The proposal includes details of all team members, indicating their role within the team (for details see 6.2):

  - project coordinator (key responsibility for a project);
  - project website correspondent (team member with responsibility to continuously update the project website);
  - second working language documentalist of the project (team member ensuring availability of key project documents in the second working language of the project);
  - mediation link person (only applicable for development projects where a team member is expected to become actively involved in a mediation project in order to mediate the team's work to a targeted audience).

- The proposal does not duplicate but rather complement the project descriptions presented in the Call for tender.
- The selection of projects will be based principally upon the quality of the proposal, the correspondence to the ECML programme scheme and ECML provision for projects.

Tender:

- An individual expert sends an application targeting a particular project outline provided in the Call for tender. The application form is provided by the ECML.
- In the application the expert indicates in which one the following roles he/she would like to contribute to project work:

  - as project coordinator (key responsibility for a project);
  - as project website correspondent (team member with responsibility to continuously update the project website);
  - as second working language documentalist of the project (team member ensuring availability of key project documents in the second working language of the project);
  - as mediation link person (only applicable for development projects);
  - as a team member without any of the above mentioned responsibilities (only applicable for mediation projects).

- If the expert wishes to assume the role of project coordinator, he/she is requested to further develop the basic project outline provided by the ECML by providing a full project description.

- An applicant will be selected as coordinator for each project. Following this process the coordinator will be invited to determine the composition of the project team in consultation with the ECML on the basis of all applications received for the respective project through the Call for tender.
- The selection criteria for coordinators will focus on the qualification of the applicant and on the project description submitted.

Cooperation with additional partners is welcome for all projects. The ECML encourages the co-funding of projects through national or international institutions and associations where project content and aims are complementary with existing initiatives or planned activities.

Concerted action with activities carried out by the European Commission, particularly in the area of early language learning and in languages for business represents an added value for all projects. The modalities, financing and framework of such cooperation should be clearly detailed in the proposal (submission template of the Call for proposals) or in the application of the expert (application form of the Call for tender).

Further information relevant both for the Call for proposals and the Call for tender

ECML Workshops

To allow for involvement of all ECML member states in all projects, projects usually include an ECML central workshop in their proposed activities. This workshop usually plays a key role in the life of an ECML project. Experts proposing a project and applicants for project coordination will be asked to indicate how they envisage the role of the participants of their workshop. These participants are experts nominated by the National Nominating Authorities of the ECML's 34 member states. The nominations are based upon a profile of qualification provided by the project team.

Reference to Council of Europe and ECML policy documents and tools

As a Council of Europe institution, the ECML operates within the context of the ongoing language education work of the major European organisations. Projects are therefore expected to show how they will take account of existing European language education policies and tools. It is particularly recommended to build on such Council of Europe instruments as the *Common European Framework of Reference for Languages* and the *European Language Portfolio*, and such ECML publications as EPOSTL (*European Portfolio for Student Teachers of Languages*) and CARAP (*Framework of Reference for Pluralistic Approaches*). Depending on the topic selected other Council of Europe and ECML publications may be relevant. A list of references is available in appendix III.

New technologies

The growing influence of new technologies on learning, in particular with regard to media literacy, should be reflected in ECML projects. It is recommended to consider if and how mobile technologies, online social networks and other interactive web applications will impact on further developments in the area of a particular project.

5.2. Call for project proposals

Experts are invited to submit a project proposal on one of the themes listed below. Proposals are expected to correspond and relate to the scheme of the 2012-2015 ECML programme. They shall complement the thematic range of projects envisaged in the Call for tender.

A project proposal will include:

Themes for project proposals:

- *Migrant language education*
- *Regional or minority languages*
- *Sign languages and language provision for the blind and visually impaired*
- *Evaluation and assessment*
- *Innovative approaches in foreign language learning*

- details of the team members (and possible associate partners);
- in the case of a development project, specification of the targeted context: foreign language classroom, majority language classroom, languages in other subjects or informal/non-formal learning (or a possible combination if justified);
- in the case of a mediation project: specification whether ECML regional multipliers or stakeholders in society are targeted;
- the general project outline (key data of the project concerning targeted area of the programme, format, duration, working languages etc.);
- the project description (including an abstract, description of context, expected outcomes and output, etc.);
- the project management plan (including an action plan, evaluation plan and dissemination plan).

Concerning the content of the project proposal, the themes below have emerged as language education priorities in the ECML member states. A project proposal should indicate
- to which of the targeted areas it is subscribing (see 4.1) and
- to which one of the themes for project proposals it is contributing.

Themes for project proposals

5.2.1.Support for migrant language education

Teachers and educational authorities in many ECML member states are developing strategies to cater for the language needs of children and adult migrants. Significant efforts are made to provide support for the learning of the language(s) of the host country in order to facilitate access to the social and professional life of the majority population. It is worth exploring examples of good practice and pooling innovative approaches in order to elaborate practical material, instruction files or tools to effectively support migrant learners' development of competences in the majority language(s).

As outlined in the description of the programme, it is important for migrants to have the opportunity to develop language competences in their home language(s) – the language(s) spoken at home by children and adult migrants. It is argued that "access to literacy in two languages benefits cognitive development. Thus the home language skills of children and adolescents from migrant backgrounds should be fostered by whatever means are practically available, partly as a matter of human rights and partly in order to increase society's linguistic and cultural capital" (Council of Europe/Language

Policy Division 2010). Also, for their peers in classrooms and for adult majority language speakers of the host country, awareness-raising activities through inclusive, plurilingual and intercultural approaches are important features of good quality education and provide positive impact for the society as a whole.

Projects covering the theme "support for migrant language education" can address either the learning of the host country's language(s) or the learning of the home language(s) but are expected to acknowledge the need of the learner to develop both strands.

For further information on ECML work in the area of migrant language education please consult the websites and publications of current/previous ECML projects:

Majority language instruction as basis for plurilingual education: http://marille.ecml.at
Valuing all languages in Europe: http://www.ecml.at/tabid/277/PublicationID/4/Default.aspx

5.2.2. Regional or minority languages

In correspondence with the policies of the European Charter for Regional or Minority Languages the ECML seeks to promote and support educational provision for regional and minority language speakers. Following the principles of inclusive, plurilingual and intercultural approaches a project proposed for this theme will look at how to bring closer together the teaching, learning and use of both, minority and majority languages.

A project could, for example, identify what is needed for the setting-up of a bilingual kindergarten and draft a list of recommendations for such an endeavour. Alternatively, within the framework of informal learning, a project could explore promotional means and measures for giving regional or minority languages enhanced visibility in social, cultural and public life with the aim of making the learning of these languages attractive for a wider public. Other ideas aiming at developing practical tools are welcome.

For further information on ECML work in the area of regional and minority languages please consult the websites and publications of current/previous ECML projects:

Plurilingual education:
http://www.ecml.at/Activities/Plurilingualeducation/tabid/148/language/en-GB/Default.aspx

Coping with linguistic and social diversity – provisions, profiles, materials:
http://www.ecml.at/socialcohesion

5.2.3. Sign languages and language provision for the blind and visually impaired

Based on the experience of the project "Languages for People with Special Educational Needs" carried out in the 2004-2007 ECML programme, the ECML seeks to strengthen cooperation with associations and experts representing the deaf and hearing impaired and the blind and visually impaired. It is planned to target a clearly defined public and to develop and/or promote concrete tools for enhanced learning of this target group.

Examples of possible areas of project work are: the development of a European reference for sign language curricula and other supports for deaf education, a tool of common reference for existing sign languages, modules for teacher education, evaluation and assessment of learning, bilingual classrooms, access to all areas of education etc. The promotion of existing tools could, for example, provide support for using the electronic *European Language Portfolio for the Blind and Visually Impaired* (ELPBVI).

For further information on ECML work in the area of languages for special needs please consult the website of the previous ECML project:
Languages for People with Special Educational Needs:
http://www.ecml.at/mtp2/LangSEN/html/LangSEN_E_pdesc.htm

5.2.4. Evaluation and assessment

The ECML welcomes project proposals contributing to the implementation and further dissemination of its work in the area of evaluation and assessment of language competences. The aim is to improve both the quality of learning through formative assessment and the quality of summative assessment and testing at all levels (i.e. classroom tests, school-leaving tests, other high-stakes language examinations). From the perspective of the learner goal-setting strategies, reflective learning and self- and peer assessment (as examples for formative assessment) are prerequisites for developing knowledge, skills and attitudes necessary for a successful learning career. This normally coincides with positive assessment of educational authorities.

With regard to formative assessment the ECML welcomes proposals building on ELP approaches opening the way to autonomous learning, self-assessment and plurilingualism. Experience has shown that the implementation both of the ELP as a tool and the ELP approach as a learning process represent complex and challenging undertakings. How to manage the change process involved in benefitting from ELP approaches by providing easy access, enjoyable work and rewarding results? Can formative assessment help in developing literacy strategies or oral skills? These and similar concrete questions may help in identifying an entry point for formulating a project proposal.

Summative assessment is of continued importance to learners as well as to educational authorities. Quality assessment adapting to changing policies and taking into account the learners' diversity is a task for highly qualified professionals and teachers need specialised training in this respect. Proposals for summative assessment should take the developments of the EU initiative "European Indicator for Language Competence" and other relevant activities into account. The aim is to provide practical support for enhancing standards in this area incorporating elements of feasible good practice.

For further information on ECML work in the area of evaluation and assessment please consult the following website:
http://www.ecml.at/Activities/Programme20082011/ThematicAreaEvaluation/tabid/161/language/en-GB/Default.aspx

5.2.5. Innovative approaches in foreign language learning

In this context, innovation can be defined as an approach for introducing planned quality changes in language education. Given the diversity of educational contexts in Europe the issues of innovation vary to a great extent. Therefore, a project proposed on the theme of innovative approaches needs to clearly indicate the relevance of the proposed content, ideally to all ECML member states.

The role of English and motivation to learn other languages beyond English are examples of issues of broad relevance. Reportedly, there is a significant decline in enrolment for language classes other than English in many countries. To counteract this tendency it is important to look at ways of enhancing the extrinsic motivation of learners, such as promoting the relevance of languages for the job market, for mobility or for better knowledge and understanding of international developments. A project dealing with this topic could build upon existing material for promoting language learning (e.g. publications of the European Commission: *50 ways to motivate language learners* or *Languages for Europe – 30 projects for promoting language learning*).

For further information on ECML work in the area of innovative approaches in language learning please consult the publications dedicated to this area on the following website:
http://www.ecml.at/socialcohesion

➢ **Development projects** submitted in response to the Call for proposals should give rise to concrete outcomes that can be applied directly in educational practice in formal or informal/learning learning contexts. Also, in view of discussions in mediation projects taking place in parallel to the development project, a proposal should indicate what content of the project the team member acting as mediation link person will communicate to which target group at what stage of work of the project.

➢ **Mediation projects** are expected to specify how they intend to contribute to implementation of the ECML long-term vision and which tools and processes they envisage mediating to stakeholders. The expert who puts in the proposal on behalf of a team will be informed about the selection decision of the ECML Governing Board in October 2011.

5.3. Call for tender

The ECML seeks qualified experts to fully define and carry out the projects outlined below which are directly linked to the ECML programme scheme.

In total, the ECML envisages:
- 7 projects in the development area (projects D-1 to D-7);
- 2 projects in the mediation area (projects M-1 and M-2).

The brief outline of an envisaged activity should be developed by the expert applying to coordinate a specific project, taking into account his/her own perspective and expertise. In addition to issues listed above under "General information" the application of a prospective coordinator should contain:

- a project description including an action plan listing the activities involved in carrying out the project as proposed by the applicant. The proposed activities should be adapted to the format of ECML funded activities (for details see 6.6) and complemented by additional

activities (co-funded by another institution or without extra funding) necessary to produce the expected outcomes and outputs;

- a detailed description of the expected project outcomes and outputs: user-friendly, adaptable and practical products (in the case of development projects) or the facilitation of dialogue with relevant target groups and stakeholders (in the case of mediation projects);
- a motivational statement concerning project management and the European dimension of the project.

Experts applying to become a team member within a project of the Call for tender should provide a profile of their qualifications, in particular with regard to:

- expertise and experience in the topic of the project;
- skills and knowledge concerning the role applied for (project coordinator, second working language documentalist, website correspondent or mediation link person);
- reference to other cooperation carried out in European or international projects;
- motivational statement specifying the individual's interest in working with the ECML;
- the individual's unique contribution to the project and expertise in using Council of Europe and/or ECML materials.

The coordinator for every project, as selected by the ECML Governing Board, will be invited in October 2011 to advise on the composition of the project team on the basis of all applications received for the respective project through the Call for tender by 1 December 2011.
Applicants for team membership other than project coordination will be directly contacted, either by a selected coordinator or they will be informed by the ECML about the status of their application no later than January 2012.

5.3.1. List of tender projects

ECML development projects	
Foreign language classroom	
D-1 tender project	**A European Portfolio for student teachers of pre-school education** *I can play with many languages and in many languages*
Context	Training programmes for pre-school teachers in many cases do not include professional approaches to plurilingual and intercultural pedagogy. To facilitate very early language learning, teachers should be provided with tools allowing for reflective practice in developing professional competences in this area. To bridge the gap between pre-school and primary level the project will provide recommendations for primary teacher education about how to adapt the tool to be used by primary school teachers.
Council of Europe (and other European) tools[5]	Publications: *Framework of Reference for Early Second Language Acquisition*, validated ELP models (http://www.coe.int/portfolio), *European Portfolio for Student Teachers of Languages* (EPOSTL), *A framework of reference for pluralistic approaches* (CARAP), *Language educator awareness and pluricultural awareness in language teacher education: A training kit* (LEA), *European Profile for Language Teacher Education – A Frame of Reference*
Expected outcomes	• Raising awareness of the need for professional competences in language education for teachers of (very) young learners • Linking up pre-school with school teacher education
Expected output	Adapted version of EPOSTL including an ELP for pre-school teachers and recommendations for the use of this tool in the primary context.
Target group	Teachers in pre-school institutions and kindergartens; pre-school teacher trainers
Ultimate beneficiary	Children in pre-school institutions

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[5] Some of the reference tools listed are currently under development. In this case links are provided to the relevant project website rather than to a publication.

Foreign language classroom	
D-2 tender project	**Mobility programmes for plurilingual and intercultural education – a follow-up project** *Abroad I am at home with languages and cultures*
Context	In complement to the European Commission's Lifelong Learning Programme, one project in the ECML's 2008-2011 programme deals with the process of mobility programmes as a whole: the preparatory stages of the study abroad programme, the time spent abroad and the post-mobility programme experience and follow-up phase. For pedagogical monitoring of mobility experiences (real and virtual) a double learning scenario (teachers in training and pupils in primary and secondary school) is being developed. To fully exploit the learning scenarios the new project is expected to adapt the material to the upper secondary context where both students and their teachers would benefit from tools structuring and guiding the study abroad experience.
Council of Europe (and other European) tools	Publications: *Autobiography for Intercultural Encounters* (AIE), (Council of Europe/Language Policy Division, 2008a) *European Language Portfolio* (ELP), *Guide for the development and implementation of curricula for a plurilingual and intercultural education* (Council of Europe / Language Policy Division, 2010. Current ECML project: "Mobility programmes for plurilingual and intercultural education" (PluriMobil)
Expected outcomes	• Encouraging teachers to make use of the ELP and the AIE to support their pupils' successful participation in mobility programmes • Reinforcing the link between perspectives of mobility in teacher training and mobility of pupils
Expected output	• Defined learning objectives linked to a curriculum for plurilingual and intercultural education and related to mobility programmes in upper secondary schools • A coherent set of PluriMobil training scenarios for mobility programmes allowing for continuity in language learning from primary until the end of secondary schooling
Target group	Teachers and teacher trainers of foreign languages
Ultimate beneficiary	Upper secondary school learners and learners at tertiary level (student teachers of languages)

To complement the tender projects listed above additional projects may be included from the Call for project proposals

Majority language classroom	
D-3 tender project	**Complementing the majority language curriculum by inclusive, plurilingual and intercultural teaching and learning** *My inclusive majority language classroom*
Context	Curricula for the majority language classroom usually do not refer to the fact that the teaching and learning takes place in a plurilingual environment. Likewise, the development of the plurilingual repertoire and intercultural competences of students, in most cases, is not on the agenda for teaching and learning languages as subjects in their own right. In order to break out of the prevailing monolingual approach diversity needs to be addressed in the curriculum of majority languages when taught as a subject. For this purpose, competences and respective descriptors based on inclusive, plurilingual and intercultural approaches in majority language learning need to be recognised and implemented in a way that they complement and enrich existing curricula for this domain.
Council of Europe (and other European) tools	Publications: CEFR, *A framework of reference for pluralistic approaches* (CARAP), *Guide for the development and implementation of curricula for plurilingual and intercultural education*, The platform of resources and references for plurilingual and intercultural education ("Language as a subject") (Council of Europe/Language Policy Division, 2009). Current ECML project: "Majority language instruction as basis for plurilingual education" (MARILLE)
Expected outcomes	• Raising awareness of majority language teachers, their teacher trainers and decision-makers concerning the need for revision of majority language curricula • Exploring the effect of curricula that take inclusive, plurilingual and intercultural approaches into account and disseminating the results
Expected output	• Guidelines for developing easy to apply plurilingual components of existing curricula of majority language classes • Sample teaching modules providing practical material for teachers interested in applying the guidelines
Target group	Decision-makers, teacher trainers and teachers of majority language classrooms
Ultimate beneficiary	Learners in primary and secondary schools

To complement the tender projects listed above additional projects may be included from the Call for project proposals

Majority language classroom and subject classroom	
D-4 tender project	**Preparing student teachers of subjects other than foreign languages to facilitate learning in diverse learning groups** *No, this is not a foreign language classroom but I learn a lot about different languages and cultures*
Context	Teachers in their initial training phase build up competences preparing them to respond professionally to the increasing linguistic and cultural diversity of children in most of today's European classrooms. In order to facilitate this learning process student teachers would benefit from a tool helping them to apply inclusive, plurilingual and intercultural pedagogic approaches. As there is a particular need for support in teacher education in the majority language domain and in the subjects other than languages this tool should target student teachers in these domains.
Council of Europe (and other European) tools	Publications: *European Portfolio for Student Teachers of Languages* (EPOSTL), *A framework of reference for pluralistic approaches* (CARAP), The platform of resources and references for plurilingual and intercultural education (Council of Europe/Language Policy Division, 2009)
Expected outcomes	• Defining and building up competences in handling diversity in education among non-foreign language specialists • Supporting practice in teacher education for reflective and autonomous learning • Raising awareness of impact of inclusive approaches on the learning process
Expected output	• Competence descriptors related to inclusive, plurilingual and intercultural teaching outside the foreign language domain • A document following the EPOSTL format and approach
Target group	Trainers of language and subject teachers
Ultimate beneficiary	Learners at tertiary level (student teachers)

Classroom for other languages

There are no tender projects foreseen for this area. Projects to be included in the 2012-2015 programme will selected from the Call for project proposals (see 5.2.).

Subject classroom	
D-5 tender project	**Exploring the plurilingual dimension in subject teaching: enhancing subject competences through enhancing language competence** *In my mathematics, history etc. class we care about language(s)*
Context	Subject classes in mainstream schooling are normally taught in the majority language. But the language dimension of history, science or other school subjects is often a hidden part of the respective curricula. Nevertheless, both, students from diverse backgrounds and students speaking the majority language as their L1 are required to develop academic language proficiency for successful learning. The content and language integrated approach (CLIL) provides an interesting model and significant expertise in this area. CLIL experts can inform subject teachers on how to bring forward the language aspect for the benefit of subject teaching. With a focus on the development of subject competences through the development of language proficiency by embracing all learners' languages, this project provides support for subject teacher education, where little or no attention is yet given to the language component. In this respect, the envisaged project builds on CLIL expertise but is not a typical CLIL-project, as it does not involve bilingual teaching aiming to develop language competences in one defined foreign target language in addition to content learning.
Council of Europe (and other European) tools	Publications: validated ELP models (http://www.coe.int/portfolio), *CLIL Matrix: Achieving good practice in Content and Language Integrated Learning/bilingual education*, The platform of resources and references for plurilingual and education ("Language in other subjects") (Council of Europe/Language Policy Division, 2009), Current ECML projects: "Content based teaching + plurilingual/cultural awareness" (CONBAT+), "Curriculum development for Content and Language Integrated Learning" (CLIL-CD), "Majority language instruction as basis for plurilingual education" (MARILLE)
Expected outcomes	• Establishing a platform for cooperation between CLIL experts and subject teachers with little or no expertise in language education • Encouraging teachers to explore inclusive, plurilingual and intercultural approaches, in particular if they do not consider themselves as language experts
Expected output	• Modules for in-service training of teachers of subjects other than languages helping to develop the students' languages competences necessary for successful subject learning in/through the majority language • Case studies presenting examples of shift from monolingual to plurilingual, intercultural approaches in pilot classrooms • Checklists for teachers - providing guidance in this change process based on CLIL experience
Target group	Teachers and teacher trainers of school subjects other than languages taught in/through the majority language
Ultimate beneficiary	Learners at secondary level

Subject classroom	
D-6 tender project	**CLIL in vocational schools** *Language is not my profession but I can use languages professionally*
Context	CLIL lends itself most logically to vocational education. In particular the commercial and service sectors would benefit from better integration of language and subject teaching. Studies show that a few countries have well-developed structures for CLIL teaching in vocational schools, whereas in many others the benefits of content based language teaching are not fully explored. In this respect, involvement in activities of practice firms (virtual companies set up for learners to provide simulation training in real-life work in businesses) is an option for introducing real learning scenarios. To facilitate transfer of and concrete follow-up to model courses on a larger scale, this project will encourage schools to establish whole-school policies concerning CLIL teaching and learning in their institution.
Council of Europe (and other European) tools	Publications : CLIL Matrix: *Achieving good practice in Content and Language Integrated Learning/bilingual education*, ODYSSEUS: *Second language at the workplace: Language needs of migrant workers* Current ECML projects : "Content based teaching + plurilingual/-cultural awareness" (CONBAT+), "Curriculum development for Content and Language Integrated Learning" (CLIL-CD), "Content and Language Integrated Learning through Languages other than English - Getting started" (CLIL-LOTE-START),"Good practice in Content and Language Integrated Learning for languages other than English" (CLIL-LOTE-GO)
Expected outcomes	• identifying successful models for CLIL education in vocational schools • raising awareness of benefits of CLIL education in vocational contexts
Expected output	• guidelines for whole-school implementation of CLIL approaches • a training kit for head teachers and school-based teacher trainers to set up projects and pilot courses to launch whole-school implementation
Target group	Head teachers, language and subject teacher trainers in vocational schools
Ultimate beneficiary	Learners in vocational schools

To complement the tender projects listed above additional projects may be included from the Call for project proposals

Informal and/or non-formal learning	
D-7 tender project	**Support for informal language learning:** **lifelong – autonomous – web-based** *My languages profile, my biography*
Context	Media literacy and learner autonomy play a major role in lifelong learning processes. In one way or another school curricula cater for the development of competences in these areas but there is no coherent approach as to how to develop media literacy and learner autonomy for the purpose of language learning outside the class-room in informal contexts. This project will help foreign language teachers in the adult education sector to become mentors developing learners' attitudes and providing guidance for the development of the learners' autonomous web-based learning paths focusing on exploring their language competences in parallel to and beyond organised course instruction. The project will also cater for the diversity of the adult learners' backgrounds.
Council of Europe (and other European) tools	Publications: Validated ELP models (in particular electronic versions), (http://www.coe.int/portfolio), *Autobiography of Intercultural Encounters* (AIE) (Council of Europe/Language Policy Division, 2008a) Current ECML project: "Developing online teaching skills" (DOTS)
Expected outcomes	• Raising awareness of teachers concerning their important role as mentors for informal learning • Dissemination of promotional model activities for informal web-based language learning
Expected output	• Teacher support material for developing autonomous e-learning paths • Learner support material for developing and practising autonomous e-learning paths
Target group	Foreign language teachers in adult education institutions
Ultimate beneficiary	Adult learners

To complement the tender projects listed above additional projects may be included from the Call for project proposals

ECML mediation projects "Mediation: dissemination of developments and dialogue with stakeholders"	
M-1 tender project	**ECML regional multipliers supporting regional networks** *My network benefits from the ECML*
Context	Dissemination is the key word when it comes to bridging the gap between ECML projects/publications and the implementation of the material in practice. Experience shows that experts from member states need sustained support from the ECML in order to fully develop their multiplying function. This project will target regional ECML multipliers in order to build up, support and sustain regional networks engaging in implementing the results of ECML work, paving the way from innovation to sustainability. National Contact Points and teacher associations play a key role in this project.
Council of Europe (and other European) tools	Current ECML project: "Language associations and collaborative support" (LACS)
Expected outcomes	• Disseminating the work of the ECML on a regional level • Implementing innovation and ensuring sustainable impact by taking regional/national/local contexts into account
Expected output	• Networks to disseminate ECML results at regional level • ECML materials adapted and further developed according to regional needs
Target group	Regional multipliers such as: • ECML National Contact Points • The International Network of National Language Centres (INNLAC) • Teacher associations (FIPLV)
Ultimate beneficiary	Learners at all educational levels

ECML mediation projects "Mediation: dissemination of developments and dialogue with stakeholders"	
M-2 tender project	**Cooperation with stakeholders in society** *I see the difference good quality education can make to our life*
Context	High impact change processes such as the development from the predominant monolingual approach in schools in Europe to inclusive, plurilingual and intercultural approaches can only be implemented successfully if they are carried out in dialogue and consultation with key stakeholders concerned. In the 2012-2015 programme the ECML intends to liaise with parents and with heads of schools as the parents' direct partners in the education of their children. It is also envisaged to include representatives from the business sector in discussions. The aim is to identify concerns and needs as well as to provide feedback and relevant input to project teams.
Council of Europe (and other European) tools	Publications: *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR), validated ELP models (www.coe.int/portfolio), *European Portfolio for Student Teachers of Languages* (EPOSTL), *QualiTraining – A training guide for quality assurance in language education*, (QualiTraining).
Expected outcomes	• Informing parents and heads of school about the work carried out at European level • Creating a platform for dialogue with representatives of parent associations and heads of schools • Supporting parents and heads of school in the implementation of European instruments.
Expected output	• Networks to disseminate ECML results and foster implementation of European instruments • Common declaration on needs, objectives and strategies concerning the implementation of inclusive, plurilingual and intercultural pedagogy for all learners at all levels
Target group	• Parents associations • Head of schools
Ultimate beneficiary	Learners at pre-school, primary and secondary levels

To complement the tender projects listed above additional projects may be included from the Call for project proposals

6. Practical information

The following information is relevant both for submitting a proposal or a tender. In order to have a step by step guide through the two types of submission please refer to www.ecml.at/call.

6.1. Who can submit a project proposal or a tender?

Teachers of all languages, teacher trainers and other experts and researchers in language and/or education as well as representatives of organisations related to or having a strong interest in education, **living and working in an ECML member state** may submit a project proposal or tender. In exceptional cases, applications from non-member states as team members (not as coordinators) can be accepted. Although submissions may be made by individuals acting on their own behalf, experience shows that it is preferable for individuals to be supported by their institution, network or association. Those applying should ideally be working in a professional area which corresponds to the ECML's field of work, i.e. the practice of teaching and learning languages and/or education in general.

The ECML will welcome project proposals in which cooperation with national and/or European institutions and associations provides visible added value. The modalities, financing and framework of such cooperation should be clearly detailed in the proposal.

➢ General information:
Under its equal opportunities policy, the ECML is aiming to achieve parity in the number of women and men involved in its programme. The ECML welcomes applications from all suitably-qualified candidates, irrespective of gender, disability, marital or parental status, racial, ethnic or social origin, colour, religion, belief, or sexual orientation.

6.2. What are the different roles and functions within the projects?

There are six different team roles possible within the programme which are outlined below:
- Project coordinator
- Website correspondent
- Second working language documentalist
- Team member
- Mediation link person (only for development projects)
- Associate partner

6.2.1. Project coordinator

This task requires significant project management skills and previous experience of project work, preferably in an international context. A project coordinator should expect to spend on average about four weeks a year on project coordination and project activities. Most of the project events take place in Graz, whereas in between meetings, projects are largely coordinated via e-mail or other types of distance communication. The project coordinator liaises with the ECML secretariat over all matters to do with the project. He or she will be required to enter into an individual contractual relationship

with the ECML. This contract will be based on the project as described in the proposal and will be limited in scope and duration to the life of the project and its related activities. The coordinator is responsible for the running of the project on the basis of an action plan agreed with the ECML and for the monitoring, reporting and evaluation of project progress and results.

The project coordinator oversees, in cooperation with the website correspondent, content and quality of the project website set up by the ECML for each individual project. This website is hosted on the ECML web server and its aim is to provide both transparency and visibility of project processes and results, thus promoting participation and dissemination on a wider level.

In summary, project coordinators' responsibilities will include:
- leading the project team and coordinating the project;
- all matters related to project content;
- implementing the agreed action plan to the agreed standards and deadlines;
- regular liaison with the ECML secretariat on all project-related matters;
- ensuring the effective preparation and delivery of all project events and meetings and production of all necessary documentation;
- taking responsibility for the effective flow of information between team members, participants in project activities, and the ECML;
- ongoing evaluation of project activity and reporting on project progress to the ECML;
- submission of the project outputs to the ECML;
- participation at meetings for coordinators in Graz in November 2011 and in 2013.

One of the working languages of the project must be either French or English. The project coordinator will therefore require at least C1 level in written production on the scale of the *Common European Framework of Reference for Languages* in the selected working language (for details see 6.7.).

6.2.2. Team member

Team members will be responsible for assisting in the preparation and delivery of the project outcomes and outputs according to the plan agreed for the project.

6.2.3. Website correspondent

In addition to the responsibilities as team member (listed under 6.2.2) the website correspondent will be responsible for the updating and further development of a project website (established and hosted by the ECML) and the production/uploading of documents/materials related to project content in liaison with the project coordinator, the second working language documentalist and the ECML webmaster. The website correspondent will also be responsible for promoting ongoing communication among the project network established.

6.2.4. Second working language documentalist

In addition to the responsibilities as team member (listed under 6.2.2) the second working language documentalist will be responsible for: ensuring key documents related to project content are available

in the second working language of the project; developing the bilingual project glossary including key project terms in the two working languages; maintaining a second working language version of the project website and liaising with the ECML concerning language questions.

6.2.5. Mediation link person (for development projects only)

In addition to the responsibilities as team member (listed under 6.2.2) the mediation link person is expected to become involved in a mediation project, communicating information on the ongoing work, expected outcomes and benefits to wider society to non-specialist target groups (such as parents, businesses etc). Participation at activities of a mediation project is expected. The scope of participation will be defined together with the relevant mediation project team and the ECML.

6.2.6. Associate partner

Associate partners are persons with a specialisation in the area of work who become involved with the coordinating team of a particular project and are financed by their institution or national authorities. This special form of cooperation has been widely used within the ECML's current programme to further promote cooperation at institutional level and/or as a means of familiarising a non-member state with the activities of the ECML.

6.3. What support is provided by the ECML?

The ECML is responsible for logistics, budgetary matters and financial management relating to the running of all projects within the programme as well as for the production of the final project products. The contribution of the Centre includes:

- travel and subsistence costs for team members (excluding associate partners) and participants[6] for the meetings and events included in the action plan of the project;
- annual coordination fees for each of the roles indicated under 6.2 (except for associate partners);
- a 3-month fellowship, if proposed by the project coordinator and approved by the ECML. The fellow will be a recent graduate assisting a project in its research phase;
- the production of publications selected by the ECML editorial board;
- provision of relevant documentation and materials for events;
- consultancy at all levels of the project (i.e. management, content, technical, website, dissemination, evaluation, project promotion, documentary);
- logistical management of meetings (i.e. invitations, assistance with travel and accommodation).

6.4. In what ways are the national authorities of the member states involved in project work?

The ECML works in direct cooperation with its member states, in particular through the instances listed below which support the Centre's work and ensure effective structures for decision-making, selection of participants for activities and widespread dissemination of results at national level.

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[6] with the exception of national participants' costs for events held outside the premises of the ECML, i.e. regional workshops and national events.

- **Governing Board**
  The Centre's executive organ composed of one representative from each member state. The Board defines and adopts the Call for submissions for the medium-term programme and the resulting composition of the programme. The Board also monitors the implementation of the programme and the management of the Centre's resources and forwards a report on the Centre's activities to the Council of Europe's Committee of Ministers.

- **National Nominating Authorities**
  The official agencies in each member state are responsible for selecting participants for the Centre's workshops, based upon the detailed participant profiles provided by the project teams.

- **National Contact Points**
  The Contact Points assist in disseminating the Centre's products (the end results of the projects) and in supplying information on its work within the member states through national networks.

6.5. Who are the target audiences of the ECML projects?

ECML projects are expected to involve the following groups in its activities and events:
- teachers working as multipliers in networks (e.g. in teacher associations);
- teacher educators;
- decision-makers (head teachers, curriculum developers, ministry officials, etc.);
- other stakeholders (parents organisations, business representatives, etc.).

Some projects may target an audience beyond the four groups listed if the expected outcomes and outputs of the project contribute to the achievement of ECML aims outlined in description of the 4th medium-term programme 2012-2015 (see section 3).
In some cases, the target group for activities during the project will differ from the target audience for the outcomes of the project, e.g. where a group of teacher educators work together on a project to develop materials for teachers. In such cases, both target groups should be clearly identified in the general project outline.

6.6. What organisational format and structure will the projects take?

For the next medium-term programme, flexible project formats will be possible: projects may be planned for 2-4 years of duration within the 2012-15 programme, depending on the character of the activities proposed. With regard to the overall planning of project activities, outcomes and outputs, project coordinators are advised to take account of the fact that the presentation of all project publications is scheduled for September 2015.

The ECML can support and finance a given number of meetings and events for each project (see details below). The events and meetings in the project action plan should be outlined, each with its specific rationale and expected outcomes and outputs. The profile of target participants should also be made clear.

The events below form the basis of typical collaborative work carried out within ECML projects.

Expert meeting (EX)	Meetings of the project team at different stages in the course of a project (normally for a 2-day period in Graz). In exceptional cases a small number of additional experts can also be invited to these meetings.
Workshop (WS)	The central component in medium-term projects, held in Graz. The project team prepares and moderates a 2-4-day workshop with participants selected and nominated by the National Nominating Authorities of the 34 member states of the ECML upon the basis of a given participant profile supplied by the project coordinator. A preparatory meeting usually precedes to plan this type of event. Workshops can serve a number of purposes: the setting up of projects, to work on common approaches to mutual problems or the presentation of project results, as think tanks or awareness raising conferences, or with a clear focus on training for trainers/multipliers.
Network meeting (NW)	2-day network meeting of the project team in Graz together with active members or the spokespersons of project networks, established at an earlier workshop, usually with the task of following up an aspect of the workshop (maximum 16 participants).
Regional workshop (RW)	2–3-day workshop in one of the member states, co-financed by the host authorities / institution, with local or regional participants and up to 8 invited participants from other member states, prepared and moderated by 2 members of the project team. A preparatory meeting usually precedes to plan this type of event.
National event (NE)[7]	A seminar organised in one of the member states and co-financed by the host authorities / institution with local or regional participants. These 1-2-day events are in general organised and moderated by one project team member, possibly with the help of a workshop participant and offer a means of achieving larger scale involvement / piloting / training / dissemination at national level.

The type and number of events within each project will vary depending on the project's objectives and it is not expected that a single project will use all of the activities listed above.

As a means of support, fellowships assisting projects in their research phase will be available for a selected number of projects. They are awarded to young graduates from member states and cover either a period of three months full-time or six months part-time work at the ECML in Graz. Fellows are chosen by the ECML in co-operation with the project coordinator. In the general outline of a project, a coordinator may propose a request for a fellow if the specific task to be carried out by the fellow at a given phase of the project action plan is clearly indicated.

The possible formats and descriptions of the activities and meeting types for project proposals and relating to tenders are also described in detail on the Call website www.ecml.at/call under the respective sections.

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[7]It will be the responsibility of the project coordinator to liaise with the national authorities/institution about the setting up and running of these events.

6.7. What official working languages are used within the projects?

ECML projects will be conducted in two working languages. These languages will usually be English and French, the official working languages of the Council of Europe. Project teams are encouraged to take advantage of this possibility throughout the project lifetime. Interpretation in these languages will be provided for central workshops. However, project teams must be able to communicate without interpretation. Hence, the team members have to have productive and receptive competence in one of the languages used and good receptive skills in the other. General communication with the ECML may take place in English, French or German.

To encourage participation of speakers or teachers of other languages, ONE of the two official languages may be replaced by another language. In such cases, project proposals must indicate the reasons for the choice. The impact on participation that the choice of working languages may entail as well as any administrative and financial constraints will be taken into consideration in the selection process.

In order to encourage language diversity, project teams are strongly encouraged to look for creative ways of involving further languages where possible in project activities (i.e. in group work, regional events, national activities, etc.).

➢ *For further information on this area see http://www.ecml.at/call*

6.8. How are projects evaluated?

Evaluation of project processes is an important part of project management and must be incorporated into project planning from the outset. In particular, project proposal writers need to indicate from where the project is starting so that they can demonstrate progress and achievement during the project.

Ongoing evaluation provides an opportunity to reflect on the project in practice and makes it possible to adjust the working plan so that project objectives can be met.

ECML project evaluation involves the project coordinator, the project team and the ECML secretariat. In addition, the ECML appoints an external programme consultant to offer advice on content matters of individual projects and to assist in the evaluation of the programme.

➢ *For more information on the project evaluation process see http://www.ecml.at/evaluation, http://www.ecml.at/call and refer to the ECML publication: A Guide to Project Management.*

6.9. What are the expected outcomes and outputs of the projects?

Projects should both focus on achieving outcomes in terms of processes (i.e. training, exchange, networking, development of competences, etc.) and give rise to products (outputs) which are of practical use to clearly defined target groups.

All projects should seek to engage as large a targeted audience as possible over the duration of the project. This is why web-based presentation and documentation of project processes, plans and outcomes play a major role. In addition to online documentation, initiatives for further dissemination will be undertaken by the project teams.

To ensure high quality standards, a review editorial board will assess publication proposals (for printed, digital and online formats) against the expected outcomes and outputs indicated in project descriptions and make suggestions on the format for publication and methods of promotion and distribution.

The ECML will finance and assure the production and dissemination of products recommended by the editorial board. Cooperation with publishers will also be welcomed.

➢ *For more information and examples possible options for the production of project outputs for the projects and for examples of previous ECML project products, please consult: www.ecml.at/call*

6.10. When are the submission deadlines?

Proposals can be submitted at any time before **1 May 2011** using the submissions templates for project proposals (**project proposals submission form**) and tenders (**tenders application form**) available from the Call website: www.ecml.at/call.

An additional Call for proposals specifically for shorter-term projects for years 3 and 4 of the programme (2014 + 2015) will be launched in **summer 2013** via the ECML website and mailing lists.

6.11. How and when are projects and tenders selected?

Project proposals

The selection of project proposals will take place in three phases:

1. Assessment by an expert advisory group: evaluation of the proposals via a 'blind reading' process
2. Examination of projects by the Bureau of the ECML Governing Board and discussion with the expert advisory group: drawing up of a shortlist of projects
3. Presentation of the shortlisted projects to the Governing Board: final selection of project proposals to be included in the programme (September 2011)

A grid indicating the set of criteria on which proposals will be assessed is included in appendix II and on the Call website. These correspond to the following main categories:

- Relevance to the mission of the ECML;
- Added value for developing and implementing the ECML long-term vision presented in the Call for submissions;
- Quality of project design;
- Sustainability of project processes and results;
- Potential impact on learning for the benefit of the learner.

Tenders (see also 5.1)

For the selection process for tenders

Following the selection of a coordinator for every project by the ECML Governing Board he/she will be invited in October 2011 to advise on the composition of the project team on the basis of all applications received for the particular project through the Call for tender by 1 December 2011.

Applicants for team membership other than project coordination will either be directly contacted by a selected coordinator or informed by the ECML about the status of their application no later than January 2012.

Appendix I: The ECML - an overview

The European Centre for Modern Languages (ECML), a Council of Europe Partial Agreement based in Graz, Austria, has been serving the community of language education professionals in its 34 member states for over 15 years. This unique intergovernmental centre – integrated within the Council of Europe's Department of Language Education and Policy[8] offers concrete approaches to dealing with issues and challenges facing Europe's multicultural societies in a period of unparalleled change and mobility. The ECML seeks to make a positive difference to language education in Europe by supporting the implementation of Council of Europe language education policies through:

- advancing the quality of teaching and learning languages;
- promoting innovative approaches;
- fostering dialogue between language education researchers, practitioners and decision makers.

The ECML works in direct cooperation with its member states, collaborating in particular with three instances at national level: the Governing Board, the National Nominating Authorities and the National Contact Points. For further information on these instances see section 5.

➤ For more information and the contact details of national representatives see: http://www.ecml.at/Aboutus/ECMLMemberStates/tabid/149/language/en-GB/Default.aspx

The Centre has successfully completed two large-scale medium-term programmes of activities comprising more than 50 projects coordinated by international teams of experts and directly involving over six thousand language professionals in Europe and beyond, with the impact reaching as afield as Canada and Japan. Empowering language professionals is the overarching objective of the current, 3rd, programme of ECML activities to be concluded in 2011. At this moment (November 2010), 23 international project teams established by the Centre are finalising their work on developing practical approaches and tools for language education.

The ECML was set up in Graz, Austria, in 1994, as an Enlarged Partial Agreement of the Council of Europe[9]. The Austrian authorities fund the infrastructure of the Centre and put at its disposal modern premises in Graz where the secretariat is based and where the great majority of ECML events are held.

Through its medium-term programmes consisting of projects, workshops and conferences to which participants from the member states are invited, the ECML provides a platform for cooperation with experts, associations and institutions involved in enhancing European standards in language education. It also maintains Europe-wide networks for teacher trainers, researchers and educational administrators.

The ECML works in synergy and coherence with other units of the Council operating in related areas. The activities within the new medium-term programme will be built upon the results of the ECML work delivered under the previous programmes and will also assist member states in implementing policy recommendations and reference instruments developed by the Language Policy Division, and address the relevant aspects of the European Charter for Regional or Minority Languages (a Council of Europe monitoring instrument) relating to language education.

➤ *For more information on the ECML see*: www.ecml.at
➤ *For more information on the Language Policy Division see*: www.coe.int/lang
➤ *For more information on the European Charter for Regional or Minority Languages see*: www.coe.int/minlang

The hallmark of the ECML is the organisation of international language education projects. Coordinated by teams of experts, these projects primarily target multipliers in language education such as teacher trainers, textbook authors and experts in the area of the development of curricula, educational standards, evaluation/assessment and certification.

A characteristic feature of Council of Europe projects (in Strasbourg and in Graz) is the vision of an overall concept of language education, integrating all languages rather than focusing on the teaching and learning of individual languages. This vision is promoted by the Language Policy Division through its Language Education Policy Profile activity, the *Guide for the Development of Language Education Policies in Europe*, and its recent *Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education* (Council of Europe / Language Policy Division, 2010a). This approach has proved to be highly effective in the work of the Division and the ECML creating synergies between different linguistic and educational cultures and communities. In addition, this working concept promotes plurilingualism by addressing overall features of language education responding to linguistic and cultural diversity.

The Centre's projects are organised within a four-year programme. The second medium-term programme (2004–2007) grouped 22 projects under the title *Languages for social cohesion – language education in a multilingual and multicultural Europe*. The projects covered a wide range of themes under four general headings:
- Coping with linguistic and social diversity
- Communication in a multicultural society
- Professional development and reference tools
- Innovative approaches and new technologies

➢ *For more information on the projects of the second medium-term programme see*: www.ecml.at/socialcohesion

The Centre's third medium-term programme (2008-2011) entitled *Empowering language professionals: Competences – Networks – Impact – Quality* encompasses 23 different projects and addresses the following four thematic areas:
- A. Evaluation
- B. Continuity in language learning
- C. Content and language education
- D. Plurilingual education

The third medium-term programme of the ECML will come to a conclusion in September 2011 with a large-scale international conference in Graz. This event will serve to present and disseminate the outcomes of the programme to a wide professional public in Europe.

The results of the conference – as with all the publications, reports and CD-Roms resulting from the ECML's activities – will be available on the ECML website and will be distributed by the Communication, Documentation and Resource Centre via the ECML's networks. More information about these two essential services, which are at the disposal of ECML projects and participants, can be found on www.ecml.at.

➢ *For more information on the ECML projects within its third medium-term programme see*: www.ecml.at/empowerment

Appendix II: Criteria for the selection of proposals and applicants

A. Relevance to the mission of the ECML

The project …

1. contributes to the promotion and implementation of Council of Europe positions on language education as expressed in relevant Conventions, Recommendations and Resolutions (see http://www.coe.int/t/dg4/linguistic/Conventions_EN.asp)
2. takes account of and/or builds on the results of previous and ongoing work of the ECML, of other units of the Council of Europe and/ or of other European/international institutions (and does not duplicate previous or ongoing work)
3. offers a clear added value for the ECML and for the project (i.e. it could not be better organised by another institution or agency)
4. demonstrates creativity and innovation

B. Added value for developing and implementing the ECML long-term vision presented in the Call for submissions

The project …

5. will promote inclusive, plurilingual and intercultural approaches and raise awareness relating to the ECML long-term vision as presented in the ECML programme scheme
6. does not duplicate but rather complements the project descriptions presented in the Call for tender
7. envisages to produce practical tools for implementing inclusive, plurilingual and intercultural approaches (applicable for development projects)
8. can provide evidence of positive responses to implementation of the ECML long-term vision, for example, through feedback from participants in the project (applicable for mediation projects)

C. Quality of project design

The project …

9. is represented by a fully qualified team (e.g. expert knowledge, complementary experience and expertise, representation of different ECML member states, competence in two working languages)
10. is adapted to the formats of project activities funded by the ECML
11. targets well-defined groups, has a clear starting point, inner logic and is based on sound project methodology and theoretical underpinning
12. is realistic in terms of timeline and balance between planned activities and available resources
13. has an evaluation plan that states relevant performance indicators for monitoring the progress and quality of the work

D. Sustainability of project processes and results

The project …

14. incorporates efficient and effective activities for larger-scale dissemination including use of ICT
15. offers itself for national and regional adaptation and wider-scale application
16. involves cooperation with other organisations/networks/associations
17. contains a strategy for implementing a multiplication process

E. Potential impact on learning for the benefit of the learner

The project …

18. builds on the perspective of learners
19. has a clear plan for providing evidence of impact on target groups involved in the project activities
20. specifies the tangible added value to inclusive, plurilingual and intercultural learning practice
21. specifies how it will help making inclusive, plurilingual and intercultural learning more attractive

II.II Selection criteria for tenders

A. For candidates applying as project coordinators

The application contains a full project description building on the basic project outline provided by the ECML in the list of tender projects. This project description will be analysed against the selection criteria of project proposals, i.e.

I. *Relevance to the mission of the ECML*
II. *Added value for developing and implementing the ECML long-term vision presented in the Call for submissions*
III. *Quality of project design*
IV. *Sustainability of project processes and results*
V. *Potential impact on learning for the benefit of the learner*

Additional selection criteria related to the professional qualification of the candidate to coordinate a particular project:

I. *Expertise and experience in the relevant project domain*
II. *Affiliation to relevant networks*
III. *Experience in international cooperation*
IV. *Project management skills and motivation*

B. For candidates applying as a team member

In cooperation with the ECML the coordinator selected for a project will look at the following selection criteria:

I. *Expertise and experience in the relevant project domain*
II. *Affiliation to relevant networks*
III. *Experience in international cooperation*
IV. *Expertise and experience*

a. *in managing a website and in the presentation and organisation of online information (applicable for candidates applying as website correspondent)*
b. *or in working professionally in two languages (translation and proofreading) with at least one of them being an official Council of Europe language (applicable for candidates applying as second working language documentalist)*
c. *or in a multiplying/dissemination function, preferably in the context of communicating and promoting expert knowledge to a non-expert public (applicable for candidates applying as mediation link person)*

Appendix III: Links and references

Council of Europe/Language Policy Division, 2010: The linguistic and educational integration of children and adolescents from migrant backgrounds. Strasbourg

Council of Europe / Language Policy Division, 2010a: Guide for the development and implementation of curricula for a plurilingual and intercultural education. Strasbourg

Council of Europe/Language Policy Division, 2009: A platform of resources and references for plurilingual and intercultural education. The publication is available online at:
http://www.coe.int/t/dg4/linguistic/Source/LE_texts_Source/PlatformResources_en.pdf

Council of Europe/Language Policy Division, 2009a: Plurilingual and intercultural education as a project. The publication is available online at:
http://www.coe.int/t/dg4/linguistic/Source/LE_texts_Source/EducPlurInter-Projet_en.pdf

Council of Europe 2008: White Paper on Intercultural Dialogue. Living together as equals in dignity. The publication is available online at:
http://www.coe.int/t/dg4/intercultural/Source/Pub_White_Paper/White%20Paper_final_revised_EN.pdf

Council of Europe/Language Policy Division, 2008a. Autobiography of Intercultural Encounters. Available online at: http://www.coe.int/t/dg4/autobiography/default_EN.asp?

Council of Europe, 2008: Recommendation (2008)7 on The use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism (Council of Europe, 2008)

Council of Europe/Language Policy Division, 2007: Guide for the development of language education policies in Europe. The publication is available online at:
http://www.coe.int/t/dg4/linguistic/Guide_niveau3_EN.asp#TopOfPage

Council of Europe/Language Policy Division, 2001: Common European Framework of Reference for Languages. The publication is available online at:
http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Council of Europe, 1992: European Charter for Regional or Minority Languages (ECRML) (CETS 148)

Council of the European Union, 2008: Resolution of 21 November 2008 on a European strategy for multilingualism

European Commission, 2008: COM(2008) 566: Multilingualism: an asset for Europe and a shared commitment

European Commission, 2001: Making a European area of lifelong learning a reality. The publication is available online at:
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0678:FIN:EN:PDF

European Commission, 2007: Languages for Europe - 30 projects for promoting language learning. The publication is available online at:
http://ec.europa.eu/dgs/education_culture/publ/pdf/lingua/br2007_en.pdf

European Commission: 50 ways to motivate language learners. The publication is available online at:
http://ec.europa.eu/education/languages/pdf/doc439_en.pdf

European Language Portfolio for the Blind and Visually Impaired (ELPBVI). Project website:
http://elpforblind.eu

Kelly, Michael & Grenfell, Michael, 2004: European Profile for Language Teacher Education – A Frame of Reference. University of Southampton

Krausneker, Verena, 2008: The protection and promotion of sign languages and the rights of their users in Council of Europe member states: needs analysis. Council of Europe, Strasbourg

Leeson, Lorraine, 2006: Signed Languages in Education in Europe – a preliminary exploration. Council of Europe, Strasbourg

National Council for Curriculum and Assessment, 2005: Intercultural education in the primary school. Enabling children to respect and celebrate diversity, to promote equality and to challenge unfair discrimination. Dublin. The publication is available online:
http://www.ncca.ie/uploadedfiles/publications/Intercultural.pdf

Timmermans, Nina, 2005: The Status of Sign Languages in Europe. Council of Europe, Strasbourg. UNESCO web portal, August 2010: Ten questions on inclusive education.
http://www.unesco.org/en/inclusive-education/10-questions-on-inclusive-quality-education/

United Nations Educational, Scientific, and Cultural Organisation (UNESCO), 2005: Convention on the Protection and Promotion of the Diversity of Cultural Expressions

United Nations Educational, Scientific, and Cultural Organisation (UNESCO), 2001: Universal Declaration on Cultural Diversity

The projects and publications of the European Centre for Modern Languages referred to in the Call have not been specifically listed within this appendix but are available via the Centre's website:
http://www.ecml.at