EUROPEAN CENTRE FOR MODERN LANGUAGES, GRAZ

54th meeting of the Bureau of the Governing Board
Graz, 24 - 25 June 2013

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ITEM VII

ECML training and consultancy for member states **(D)**

INTRODUCTION

AREAS IDENTIFIED AND PROPOSED

1. ON-LINE TECHNOLOGY FOR LIFELONG LANGUAGE EDUCATION

a. Coordinated by Mateusz Stanojevic

b. Coordinated by Bärbel Kühn

2. TESTING AND ASSESSMENT IN LANGUAGE EDUCATION

Coordinated by José Noijons

3. REGIONAL AND MINORITY LANGUAGES

Coordinated by Alex Riemersma (tbc)

4. YOUNG MIGRANTS AND THE LANGUAGE OF SCHOOLING

a. Coordinated by Andrea Young

b. Coordinated by Claudia Popov-Jenninger

5. ADULT MIGRANTS

a. Coordinated by Richard Rossner / Laura Muresan

b. Coordinated by Mira Kadric

6. PLURILINGUAL EDUCATION

Coordinated by Anna Schröder-Sura

Background

This new format for ECML activities is intended to:

- reinforce the value of the ECML to the member states;
- enhance the impact of ECML activities in the member states and make that impact more explicit;
- reinforce the ability of the ECML to react to the developments in the member states;
- enhance the dissemination and mediation of the ECML work in the member states;
- strengthen the proactive approach of the ECML in support of the member states;
- enhance the flexibility of ECML programmes in unstable times, allowing for expansion of activities if possible or contraction if required;
- exploit the potential of the results of the 3rd medium-term programme;
- take advantage of the potential generated by the call for the 4th medium-term programme.

In the long term, all ECML projects may evolve to offer training and consultancy activities to the ECML member states.

Developments so far

Following advice and approval by the ECML Governing Board at its meeting in September 2011, nine top-rated proposals were recommended for inclusion under the 4th medium-term programme were identified as offering potential for immediate training and consultancy for member states, subject to further negotiations with the applicants.

The applicants (project team coordinators) were invited to a meeting at the ECML in November 2011, during which the training and consultancy for member states concept was presented and discussed, raising their interest in the new format and obtaining their agreement to revise their proposals accordingly.

The following timeline for further planning was agreed upon:

- November 30, 2011: Decisions by applicants whether they were ready to draft an offer communicated to the ECML
- December 12, 2011: first drafts of offers (2-3 pages) sent to the ECML
- December 20, 2011: first feedback from ECML sent to applicants, including comments by the programme consultants
- January 31, 2012: final versions of offers agreed upon
- February 15-17, 2012: offers discussed at the enlarged Bureau meeting, recommendations made and communicated to applicants
- March 30, 2012: offers adjusted or revised, if required
- April 26-27, 2012: offers presented at the full Governing Board meeting and discussed; decisions taken, approved offers to be promoted
- May, 2012: Governing Board decisions communicated to applicants, invitations to attend initial team meetings sent out
- June 2012: two- or three-day working meetings of all training and consultancy teams at the ECML
- September – December 2012: first Network workshops at the ECML setting the ground for training and consultancy actions in the member states
- September 26, 2012: possible additional actions in the member states linked to the European Day of Languages activities
- January 2013 – June 2015: training and consultancy actions in the member states

Seven proposals which were successfully negotiated with the applicants and standardized as two-page descriptions were presented at the enlarged Bureau meeting of the ECML Governing Board in February 2012 for discussion. The enlarged Bureau discussed the proposals thoroughly, offering several practical recommendations and suggestions for further adjustment or revision of the proposals before the new format was presented to the ECML Governing Board in April 2012 for inclusion under the 4th medium-term programme. Representatives at the enlarged Bureau meeting raised concerns mainly related to the operational issues of the new format, such as:

- Should limits be set for member states to take advantage of the training and consultancy offer?
- Which principles of participation are required to ensure transparency?
- Should a minimum limit of requests from member states be set in order for an activity to be activated?
- Is it feasible for the Secretariat to handle this offer if it is fully taken up?

Representatives at the enlarged Bureau meeting also underlined the need for developing ideas on how to communicate this offer to member states and the need to invite Board members to indicate further national priorities in language education, for which they would wish to request assistance, beyond the proposals made so far.

In preparation for the meeting of the ECML Governing Board on 26-27 April and in order to stimulate discussions during the meeting, the ECML secretariat has invited representatives from the enlarged Bureau meeting to take the lead in discussing the new format envisaged for the ECML activities by taking a close look at the proposals presented so far and selecting, as an example, one or more (of relevance for their country) reflecting on practical arrangements necessary at national level (as indicated under point 9 of each offer: "Cooperation required from member state"). These arrangements relate primarily to implementation issues (including communication, organisation, finance, evaluation and follow up) which could be considered both feasible and desirable from the perspective of a given institution and country. Such simulations – together with the revised proposals prepared by the ECML secretariat – would advance the discussions and facilitate the decision-making process. Although the secretariat is seeking practical examples of states taking up an offer from the training and consultancy for member states area, this does not commit anyone to pursuing this activity: the aim, at this stage, is to highlight the implications involved, in both financial and organisational terms, from the perspective of a member state. To date, four participants from the enlarged Bureau meeting have offered to prepare such simulations.

1.   ON-LINE TECHNOLOGY FOR LIFELONG LANGUAGE EDUCATION

A. DEVELOPING ON-LINE TEACHING SKILLS

1.	**Project team**	Mateusz-Milan Stanojević (coordinator), Ursula Stickler, Martina Emke, Regine Hampel, Pauline Ernest, Joseph Hopkins, Aline Germain-Rutheford
2.	**Needs identified**	Many language teachers want to use up-to-date online technology in their teaching, because they recognize the many benefits of using online tools for their students, including enabling students to become autonomous learners, work collaboratively, reflect on their learning and enjoy learning. This ties in with the research which shows that using online technologies can help teachers foster interaction and collaboration. Moreover, it is also in line with a number of policy documents, which single out digital competences and communication in the mother tongue and foreign languages as key competences for every citizen of the knowledge society (The European Parliament and the Council of the European Union, 2006), and stress the need of teachers' use of online technologies (Lisbon strategy). In a survey conducted among teachers (members of ECML countries), teachers identified the need to receive both face-to-face and online hands-on training in using online tools, which would combine technical aspects as well as pedagogical considerations on how to implement the tool within the classroom.
3.	**Overall objective**	The aim of this initiative is to offer training on the use of one or several of the following tools in a variety of different language teaching settings: wikis, forums, blogs, surveys, audio-conferencing, Audacity®, podcasting, YouTube, quizzes, the Moodle platform. The settings can vary from classroom teaching to distance learning, blended tuition and online courses. The workshops will focus on two aspects: using the tool in teaching and cascading training to other interested teachers and trainers. In effect, the participants will become experts in pedagogic implementation of ICT tools able to provide training to other teachers and trainers in the member state country, both face-to-face and on-line using the DOTS Moodle platform (http://moodle.dots.ecml.at/).
4.	**Target group(s)**	• secondary school and tertiary teachers • teacher trainers • part-time language teachers • language mediators The focus of the targeted area is to be identified by the interested ECML member state(s)
5.	**Action/ activities and outputs proposed**	• 2-day workshops • Post-workshop activities offered to the workshop participants via the Moodle website • Providing experts as speakers and/or moderators at national/regional/international conferences/events
6.	**Results and impact envisaged**	The immediate **result/benefit** will be that the participating education professionals become aware of the pedagogical and technological issues involved in using the particular tool(s) in language teaching, and are able to set up a learning activity involving the use of the tool(s) which fits with their teaching context. Participants, supported through the community of practice (http://moodle.dots.ecml.at/), will

		be able to cascade their knowledge to their colleagues both online (using the translation of the training activities) and face-to-face. LEADING TO: **Enhanced efficient use of modern technologies in language education in the member states (upper secondary and tertiary)**
7.	**Evaluation measures suggested**	The following methods may be considered: • Pre and post workshop evaluation questionnaires sent out be ECML, including some questions designed by the DOTS team, • Evaluating sample activities and translations uploaded on the DOTS Moodle workspace, • Measuring the quality and quantity of interaction in the community of practice on the DOTS Moodle workspace, • A 6-month post workshop evaluation questionnaire (the use of the tool, the number of people trained, translations).
8.	**ECML input defined**	- One expert meeting for preparatory work - One network meeting with representatives from interested member states - Support for sending experts to provide training in interested member states (up to 5 times per project year) - Support with identifying contacts in interested member states - Maintenance of the DOTS Moodle website and workspace
9.	**Cooperation required from MS**	- Nomination of appropriate institutions and individuals to participate in the project - One or more interlocutors at senior level to discuss relevant needs and objectives as seen by the member state - Commitment to support for online language teaching and learning - Co-organisation and co-financing of local workshops -
10.	**Time estimates**	2012: preparatory activities 2013 – 2015: training and consultancy activities in the ECML member states

1. ON-LINE TECHNOLOGY FOR LIFELONG LANGUAGE EDUCATION

B. SUPPORTING LOCAL NETWORKS OF USERS OF THE EUROPEAN LANGUAGE PORTFOLIO THROUGH AN E-PLATFORM

1.	**Project team**	Bärbel Kühn– coordinator, Raili Hildén, Michael Langner, Maria Luisa Perez Cavana
2.	**Needs identified**	It has been now a decade since the launch of the first version of the European Language Portfolio (ELP) by the Council of Europe. The ELP allows to integrate learners' plurilingualism, autonomy and self-assessment within a pedagogical context. Currently, most of the ELPs in use are paper based. However, nowadays learners are increasingly mobile and internet is part of their lives on a daily basis. Not the school but the internet is the partner of choice not only for young people but also for companies to communicate and act in a multilingual and multicultural way. Internet is also increasingly offering features suitable for informal learning, such as all the recent Web 2.0 developments. Within this context a digital version of the ELP with its pedagogical tools of reflecting, self-assessing and documenting the learning process as well as the learning outcomes may play a significant role in consolidating the integration of the new media and the well established pedagogical approach. E-learning platforms such as the open source platform MOODLE, whose pedagogical principles - constructivism and learner autonomy - are in line with those of the ELP and CEFR, have been extensively developed. These digital resources appear to have a significant motivational potential for learners as well as for teachers and pedagogic developers. This training and consultancy will introduce electronic European Language Portfolios offered through an e-platform as powerful tools fostering innovative language education.
3.	**Objectives**	• To promote efficient use of the ELP • To initiate and support networks of ELP users • To set up of an e-platform to support local networks of ELP users • To train users of the ELP to make efficient use of the e-platform in formal and informal language learning • To stimulate regular exchange of expertise and good practice, and to consolidate communities of good practice
4.	**Target group(s)**	• Language teachers, teacher trainers, school heads • Decision makers in public and private sectors (e.g. language education departments of ministries, educational institutes, companies) • INGOS (e.g. parent organizations) • Multipliers (e.g. the media) The focus of the targeted area is to be identified by the interested ECML member state(s)
5.	**Actions/ activities and outputs proposed**	• **Networking,** 1 – 2 days**:** Local meetings to set up local / regional networks • **Workshops,** 1 – 2 days**:** training on the use of the e-ELP / the e-platform • **Online consultancy to the network members** • **Case studies promotion on-line**: reports on successful use of the e-ELP / the e-platform published on-line • **Providing experts** as speakers and/or moderators at national/regional/international conferences/events focusing on the use of the ELP and the use of online resources in language education
6.	**Results and**	**Immediate benefits for the member states:**

impact envisaged	- existing networks of ELP users consolidated and supported via an e-platform - new networks of ELP users set up and supported via an e-platform - users of the ELP trained to make efficient use of the e-platform in formal and informal language learning - regular exchange of expertise and good practice in the use of the ELP in language education ensured **Long-term benefits:** - Quality and efficiency in the use of the ELP across contexts and groups of users enhanced - Effectiveness of formal and informal language learning enhanced - Effectiveness of using internet for lifelong language learning enhanced LEADING TO: **enhanced quality and efficiency in language education**
7. Evaluation measures suggested	- Systematic feedback from network members via e-platform (questionnaire) - Feedback from participants in training courses and workshops
8. ECML input defined	- One expert meeting for preparatory work - One network meeting with representatives from interested member states - Support for sending experts to provide training and other inputs in interested member states (up to 5 times per project year) - Support with identifying contacts in interested member states - Support with production of project tools and resources
9. Cooperation required from MS	- Nomination of appropriate institutions and individuals to participate in the project - One or more interlocutors at senior level to discuss needs and objectives as seen by the member state - Information about current use of the ELP, existing networks of ELP users, etc. - Co-organisation and co-financing of local conferences and workshops
10. Time estimates	2012: preparatory activities 2013 – 2015: training and consultancy activities in the ECML member states

2. TESTING AND ASSESSMENT IN LANGUAGE EDUCATION

CONSTRUCTING AND VALIDATING LANGUAGE TESTS LINKED TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

1.	**Project team**	José Noijons, Jana Berešová, Gilles Breton, Gabor Szabo
2.	**Needs identified**	The Council of Europe's *Common European Framework of Reference for Languages (CEFR)* is rapidly becoming a powerful instrument for shaping language education policies in Europe and beyond. The task of relating language policies, language curricula, teacher education and training, textbook and course design and content, examinations and certification systems to the CEFR is currently being undertaken by a growing number of public and private stakeholders in all of the Council of Europe member states. The European Qualifications Framework currently being implemented in all states members of the European Union is listing language skills among key competences of an educated citizen calling for the outcomes of language education to be properly linked to the reference scales of the CEFR. In this situation, it is important to ensure that tests, examinations and assessment procedures take full account of the relevant aspects of language use and language competences as set out in the CEFR, that they are conducted in accordance with internationally recognised principles of good practice and quality management, and that the procedures to relate these tests and examinations to the common reference levels (A1-C2) of the CEFR are carried out in a reliable and transparent manner.
3.	**Overall objective**	To support relevant stakeholders in the member states in their effort to ensure quality and equity in language testing and assessment, to provide valid language tests and examinations – in terms of their content and function, and their claims of links to the CEFR - and in their effort to implement – where applicable - the European Qualifications Framework
4.	**Target group(s)**	- teachers and teacher trainers - language testers and examiners, item writers - curriculum developers - language inspectors - policy makers, decision takers The focus of the targeted area is to be identified by the interested ECML member state(s)
5.	**Actions/ activities and outputs proposed**	- 3-day workshops with selected target groups addressing issues such as: - principles of test construction and linking tests in relation to the CEFR - the application of these principles - practical tips and exercises - Providing experts as speakers and/or moderators at national/regional/international conferences/events focusing on quality assurance in language testing and examining and relating examinations to the CEFR - Development of support materials adapted to the specific needs of the interested member states
6.	**Results and impact envisaged**	The immediate **result/benefit** will be that the participating education professionals are supported in their effort to ensure validity and equity in language tests and examinations, in terms of their content, of their function and of their claims of links to the CEFR. The **impact/long term-benefit** will be that language examinations used in the participating member states ensure that learners are assessed in valid and equitable ways and that learners' test performances are expressed in terms of CEFR levels that are valid, understood and widely accepted.

	LEADING TO: **Enhanced quality in foreign language testing and examining**
7. **Evaluation measures suggested**	The following methods may be considered: • Member state representatives to be interviewed orally/through questionnaires • Network members to be interviewed orally/through questionnaires • Participants in workshops to be interviewed orally/through questionnaires • Inventory of press coverage of related actions in member states • Inventory of related actions in member states
8. **ECML input defined**	- One expert meeting for preparatory work - One network meeting with representatives from interested member states - Support for sending experts to provide training and other inputs in interested member states (up to 5 times per project year) - Support with identifying contacts in interested member states - Support with production of project tools and resources
9. **Cooperation required from MS**	- Nomination of appropriate institutions and individuals to participate in the project - One or more interlocutors at senior level to discuss relevant needs and objectives as seen by the member state - Information about relevant current measures and procedures - Co-organisation and co-financing of local training courses and workshops
10. **Time estimates**	2012: preparatory activities, incl. a pilot workshop in a selected member state around the European Day of Languages 2013 – 2015: training and consultancy activities in the ECML member states

3. **REGIONAL AND MINORITY LANGUAGES**
    (Activity not confirmed)

4. YOUNG MIGRANTS AND THE LANGUAGE OF SCHOOLING

A. COMMUNITY SUPPORT FOR (LANGUAGE) EDUCATION OF YOUNG MIGRANTS

1.	**Project team**	Andrea Young – coordinator, Vicky Obied, Ruth Garcia Carrasco, Roula Tsokalidou
2.	**Needs identified**	*"It takes a whole village to raise a child"* (African proverb) In order to close the achievement gap between native and migrant students, the OECD recommends a whole school approach which develops new ways of communicating and collaborating to support parental and community involvement in schools with a diverse student intake and which supports migrant students in an integrated way across the curriculum and throughout all school- and after-school activities. The need to support and encourage migrant parents to participate more actively in their children's education, while encouraging educators to develop a better understanding of the migrant communities has been well documented. Being aware that education needs community and vice-versa, this training and consultancy has the purpose of promoting collective activities involving different members of the educational community.
3.	**Objectives**	The main objective is to raise awareness of the importance of the community for students' learning, especially in multicultural and multilingual settings by: • Attracting students' families and helping them to feel comfortable at the school site • Encouraging parents to become more involved in education projects • Promoting teacher participation in events organised outside school by (migrant) community organisations (such as complementary schools and community celebrations, events offered by local museums and libraries) • Supporting teachers in co-constructing dynamic interactive activities in cooperation with parents and community members, in and out of the classroom
4.	**Target group(s)**	➢ teachers operating in multilingual settings ➢ decision makers of national/regional/local school authorities ➢ school heads and head-teachers ➢ complementary school/mother tongue teachers ➢ classroom assistants ➢ community associations ➢ librarians ➢ parents The focus of the targeted area is to be identified by the interested ECML member state(s)
5.	**Actions/ activities and outputs proposed**	a) **Workshops,** 2-3 days: **offering school development programmes,** including activities such as**:** • Dialogic Literary Gatherings (reading groups with parents, teachers and children) • Film-fora (films on migrant or educational issues followed by open discussions) • Volunteering: parents and other volunteers take part in classroom activities, such as Interactive Groups • Majority language classes for migrant parents • Conferences or seminars for parents and teachers • Creating a network which links parents, bilingual children, community schools and educators and which promotes and publicises the exchange of good language practices for emergent bilingual children • Involving children in art activities to promote home culture inclusion at school • Exchanging ideas between educators (informal/formal) and parents in an organised manner • Providing examples of good language practices and materials which can be used and enriched b) **Consultancy** for decision makers on related matters c) **Providing experts** as speakers and/or moderators at national/regional/international conferences/events focusing on the related aspects

		of education d) **Support through a cooperation platform** (Moodle) offering relevant materials, literature, related project results e) Series of **online guidelines** targeting different stakeholders
6.	**Results and impact envisaged**	• improved access to and achievement in the majority language for migrant children • development of bi- and multi-literacies promoted and enhanced • structured networks established between education administrators, parents, complementary teachers and mainstream teachers • migrant children's plurilingual repertoires recognised and developed and linguistic and cultural diversity viewed as a resource rather than a problem • improved home-school-community relations with members of the community given a more visible profile in mainstream education • sustainable on-line resources provided which will outlive the training and consultancy programme and continue to support other teachers, parents and educators to improve the educational achievement of migrant children in their communities LEADING TO: **enhanced quality and efficiency in language education, enhanced social cohesion and economic progress**
7.	**Evaluation measures suggested**	- Systematic feedback from network members via e-platform (questionnaires) - Feedback from participants in training courses and workshops - Informal interviews and discussions with participants and an annual report
8.	**ECML input defined**	- One expert meeting for preparatory work - One network meeting with representatives from interested member states - Support for sending experts to provide training and other inputs in interested member states (up to 5 times per project year) - Support with identifying contacts in interested member states - Support with production of project tools and resources
9.	**Cooperation required from MS**	- Promoting the training and consultancy offer amongst administrators and educators in both formal and informal learning environments - Nomination of appropriate institutions and individuals to participate in the project - One or more interlocutors at senior level to discuss needs and objectives as seen by the member state - Information about current approaches and specific needs at local level - Establishing contacts to the relevant target groups - Co-organisation and co-financing of local conferences and workshops
10.	**Time estimates**	2012: preparatory activities 2013 – 2015: training and consultancy activities in the ECML member states

4. YOUNG MIGRANTS AND THE LANGUAGE OF SCHOOLING

B. ENHANCING LEARNERS' SUBJECT COMPETENCES THROUGH ADEQUATE LANGUAGE SUPPORT

1.	**Project team**	Claudia Popov-Jenninger - coordinator, Catherine Carré-Karlinger, Áine Furlong, Sofie Jonckheere
2.	**Needs identified**	As all education uses language as its vehicle, well-developed language competences are a necessary basis for adequate access to good quality education and successful learning. Good quality education cannot be achieved without adequate support for the appropriate development of learners' language competence – efficient and effective use of the language(s) of schooling is both necessary for successful education and one of its desired outcomes. Adequate support for the development of learners' language competence takes into account, makes use of, and builds further on learners' existing language competences and seeks, among other things, to develop the language skills required for their education to be successful in a given context. Special attention and support for the development of the language abilities required for educational success needs to be provided to 'vulnerable' learners: such as those whose linguistic background may disadvantage them in the educational system. School classrooms in many ECML member states are becoming increasingly multilingual. Non-language teachers in multilingual schools/classrooms usually mention the following challenges they are facing: ➠ How to meet the objectives set by subject curriculum while at the same time teaching the majority language (language of schooling) to young migrants? ➠ How to support development of **C**ognitive **A**cademic **L**anguage **P**roficiency (CALP)?
3.	**Objectives**	Supporting non-language teachers who teach in multilingual schools/classrooms by: ➠ raising awareness of findings offered by relevant specialist literature and projects and thus enhancing the level of expertise of teachers and teacher trainers in delivering education in multilingual settings ➠ presenting solutions for daily occurring problems in multilingual classrooms ➠ offering guidelines for successful subject teaching in multilingual classrooms ➠ stimulating the regular exchange of expertise and good practice in the field, and consolidating communities of good practice
4.	**Target group(s)**	➠ teachers of subjects other than languages ➠ teacher trainers of subjects other than languages ➠ decision makers of national/regional/local school authorities ➠ school heads The focus of the targeted area is to be identified by the interested ECML member state(s)

5.	**Actions/ activities and outputs proposed**	• **Workshops,** 2-3 days**: offering flexible module contents** such as:
		  ▪ Creating a positive environment for plurilingual education within a school (attitudes, facilities, etc.);
		  ▪ Language and cultural awareness;
		  ▪ Language learning in multilingual subject classrooms
		  ▪ Learners' support and assessment in subject classrooms
		• **Consultancy** for decision makers on related matters
		• **Providing experts** as speakers and/or moderators at national/regional/international conferences/events focusing on the related aspects of education
		• **Support through a cooperation platform** (Moodle) offering relevant materials, literature, related project results

6.	**Results and**	➠ plurilingual learners in multilingual settings take part of subject lessons more

	impact envisaged	actively and efficiently ➤ adequate language support offered/enhanced, leading to enhanced subject competences and better chances in education and on the job market ➤ enhanced transparent goal setting in subject lessons ➤ enhanced fair assessment of student performance ➤ changed attitude to L2 learners' educational potential LEADING TO: **enhanced quality and efficiency in language education, enhanced social cohesion and economic progress**
7.	**Evaluation measures suggested**	- Systematic feedback from network members via e-platform (questionnaires) - Feedback from participants in training courses and workshops
8.	**ECML input defined**	- One expert meeting for preparatory work - One network meeting with representatives from interested member states - Support for sending experts to provide training and other inputs in interested member states (up to 5 times per project year) - Support with identifying contacts in interested member states - Support with production of project tools and resources
9.	**Cooperation required from MS**	- Nomination of appropriate institutions and individuals to participate in the project - One or more interlocutors at senior level to discuss needs and objectives as seen by the member state - Information about current approaches and specific needs at local level - Establishing contacts to the relevant target groups - Co-organisation and co-financing of local conferences and workshops
10.	**Time estimates**	2012: preparatory activities 2013 – 2015: training and consultancy activities in the ECML member states

5. ADULT MIGRANTS

A   QUALITY ASSURANCE IN LANGUAGE AND CITIZENSHIP COURSES FOR ADULT MIGRANTS

1.	**Project team**	Richard Rossner, Laura Muresan, Ludka Kotarska, Pernelle Benoit
2.	**Needs identified**	In order to ensure that the objectives of any educational provision are met and that it is cost effective, quality assurance (QA) and quality development are a must. However, language and related courses for adult migrants often take place in contexts where there is little scope for focused QA, and little support available internally or externally for the development of quality.
3.	**Overall objective** **Specific objectives**	**To enhance the quality of language and citizenship courses focusing on the integration of adult migrants by providing training and consultancy in QA and quality initiatives** To enable national & regional authorities to establish or upgrade quality assurance and quality control measures for optimum effectiveness To enhance the level of expertise of teachers, teacher trainers and course directors in delivering language education to adult migrants To stimulate the regular exchange of expertise and good practice in this field, and to consolidate communities of good practice
4.	**Target group(s)**	a. Managers of institutions and/or directors of courses for migrants b. Decision makers c. Trainers of teachers of migrants and teachers, as well as other personnel involved in course delivery The focus of the targeted area is to be identified by the interested ECML member state(s)

5.	**Actions/ activities and outputs proposed**	- Training courses of 2-3 days and workshops of 1-2 days with a focus on internal & external QA for people involved in language education for migrants
		- Consultancy visits on:
		  o institutional QA, self-assessment and auditing of language courses (including context-adapted self-assessment tools for teachers) adapted to the specific requirements of the relevant local contexts;
		  o designing and organising teacher education for people involved in language education for migrants;
		  o establishing or reviewing national QA methods and documentation, and if required, assistance with the development of an accreditation system for language & citizenship courses for migrants;
		- Providing experts as speakers and/or moderators in national conferences/events focusing on language education for migrants

6.	**Results and impact envisaged**	• More managers and personnel trained to work on quality assurance and quality development in the field • Models of training courses and workshops that can be replicated flexibly after the life of the project are offered, incl. materials and tools to support training, quality assurance and quality development in this field • Creation/consolidation of communities of good practice, and greater awareness of QA options and procedures at all levels • (Optional) National or international benchmarking of provision for migrants against

		agreed standards, and development of course or centre accreditation systems
		• LEADING TO: **Higher quality course provision that meets the needs of this vulnerable group while fulfilling national objectives**
7.	**Evaluation measures suggested**	- Systematic feedback from main stakeholders, especially decision-makers and national contacts - Feedback from managers and teachers who have participated in training courses and workshops - Analysis of changes and developments in provision of courses for migrants following quality assurance training, both in educational and in administrative areas.
8.	**ECML input defined**	- One expert meeting for preparatory work - One network meeting with representatives from interested member states - Support for sending experts to provide training and other inputs in interested member states (up to 4 times per project year) - Support with identifying contacts in interested member states - Support with production of project tools and resources
9.	**Cooperation required from MS**	- Nomination of appropriate institutions and individuals to participate in the project - One or more interlocutors at senior level to discuss QA needs and objectives as seen by the member state - Information about current course objectives, arrangements for provision, existing QA measures etc - Co-organisation and co-financing of local training courses and workshops
10.	**Time estimates**	2012: preparatory activities 2013 – 2015: training and consultancy activities in the ECML member states

5.   ADULT MIGRANTS

B. TRAINING AND EDUCATION IN PUBLIC SERVICE INTERPRETING AND TRANSLATION FOR MIGRANTS AND SECOND-GENERATION MIGRANTS

1.	**Project team**	Mira Kadric (coordinator), Danielle D'Hayer, Carmen Valero Garcés, Maurizio Viezzi
2.	**Needs identified**	As a result of internal mobility and migration most, if not all European countries, are characterised by the growing presence of residents with a very diverse linguistic and cultural background. This causes a growing demand for translation services: interpretation is needed in the framework of immigration authorities, police, local authorities, education authorities, healthcare service, social security systems etc. Several legal acts and recommendations of the Council of Europe and the European Union (e.g. Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings[1]) require the member states to train interpreters and translators, and to guarantee high quality in public service interpreting. Currently, in most European countries, interpreter training is only offered for conference interpreting and mainly for the major world or European languages, with little or no attention paid to languages needed every day in many public settings. Examples of good practice in the teaching of interpretation and the training of interpreters for public services do exist, though, and new training courses can be developed based on the experience of existing models. Migrants and second-generation migrants with an adequate knowledge of both the migrant and the local languages can be the main addressees of such efforts. Even if they may only possess informally acquired competences, they may be regarded as the ideal candidates for public service interpreting and translation courses. The suggested training and consultancy aims at raising awareness of the need for public service interpretation and translation, providing examples of interpreter training and practice in these contexts and showing ways to set up new or improve existent training schemes and curricula.
3.	**Overall objective** **Specific objectives**	The overall objective is to assist member states to raise awareness of the need to address the issue of public service interpreting and translation. The project teams proposes to offer training and consultancy to ECML member states wishing to set up or develop further public service interpreting and translation programmes addressed to migrants and second-generation migrants. Such courses are meant to develop professional figures – translators and interpreters – properly trained to operate in public service settings. Through proper training and the professionalisation of public service interpreting and translation the member states can ensure adequate language assistance serving the needs of both foreign residents and public service providers. Support can either consist in consultancy on existing training curricula for interpreters and translators, i.e. evaluation and further development of such curricula; or in the development of new training curricula according to the needs of the member state.
4.	**Target group(s)**	• national and local authorities • healthcare authorities • education authorities and institutions • public service providers • migrant associations The focus of the targeted area is to be identified by the interested ECML member state(s)
5.	**Actions/ activities and outputs**	• 3-day workshops with selected target groups showing in a practical way how to organise, implement or enhance the quality of public service interpreting and translation

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[1] http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2010:280:0001:0007:en:PDF

proposed		• Consultancy offered to specific target groups (education authorities, healthcare authorities etc.) on issues identified during the workshops • Consultancy fore decision makers on related matters • Providing experts as speakers and/or moderators at national/ regional/ international conferences/ events • Creating a network which promotes and publicises the exchange of relevant good practices
6.	**Results and impact envisaged**	• Existing training programmes improved • New training programmes developed and implemented • Communities of good practice created or consolidated LEADING TO: **Quantitative and qualitative enhancement of interpreting and translation in public services**
7.	**Evaluation measures suggested**	- Feedback from national contacts - Feedback from workshop participants - Reports on possible revisions in existing training programmes and new training programmes developed and implemented following the workshops
8.	**ECML input defined**	- One expert meeting for preparatory work - One network meeting with representatives from interested member states - Support for sending experts to provide training and other inputs in interested member states (up to 4 times per project year) - Support with identifying contacts in interested member states - Support with production of project tools and resources
9.	**Cooperation required from MS**	- Nomination of appropriate institutions and individuals to participate in the project - One or more interlocutors at senior level to discuss relevant needs and objectives as seen by the member state - Information about relevant current measures and procedures - Co-organisation and co-financing of local training courses and workshops

10.	**Time estimates**	2012: preparatory activities at the ECML
		
		   2013 – 2015: training and consultancy activities in the ECML
		                member states

6   PLURILINGUAL EDUCATION

PLURILINGUAL AND INTERCULTURAL COMPETENCES: DESCRIPTORS AND TEACHING MATERIALS
(FREPA)

1.	**ECML expert team**	Anna Schröder-Sura, Ildikó Lörincz, Michel Candelier, Petra Gilliyard Daryai-Hansen, Jean-François de Pietro, Switzerland.
2.	**Needs identified**	Drawing on the recommendations of the Council of Europe, many countries advocate the development of plurilingual and intercultural competences as key objectives of school education. In this context language education in the 21st century approaches languages not as separate universes independent from one another. Integrated and interdependent parts of one overall language competence enable individuals to move around in, and integrate into, a multilingual and multicultural environment. It is the "integrated" language repertoire which organises the relationships between all the varieties internalised in the individual's competences. Thus, efficient and effective management of a range of languages is a characteristic of plurilingual speakers of which modern societies are in need.
		Plurilingual and intercultural education does not replace existing language learning, but facilitates it by helping learners to establish links with what they already know or can already do.
		But how is this to be achieved? How can relevant competences be defined? How can curricula target at the development of those competences? Which school subjects are concerned? How to train teachers for this purpose? The set of instruments developed by the FREPA team opens ways for developing plurilingual and intercultural competences of learners of all ages, from early learners and adult learners – and in all contexts, e.g. "normal" schools, bilingual schooling, minority language contexts, (re-) migrant learners, European schools, vocational training.
3.	**Overall objective**	Based on the needs expressed by the partners in the member states the team offers training and consultancy for enhancing plurilingual and intercultural education at grassroot level (teacher training and classroom teaching) or at a policy level (curriculum design, reform of educational policies) or any level in between. The team will help identifying relevant elements of the FREPA instruments, adapting them to the context and will show examples of use.
		As a result of the activities:
		• Teachers should be able to identify objectives pertaining to plurilingual and intercultural education, to select, adapt and use relevant teaching materials
		• Teacher trainers should be able to design training modules presenting key aspects of pluralistic approaches for the development of plurilingual and intercultural competences
		• Textbook writers should be able to develop context adequate relevant teaching materials
		• Decision-makers should be able to identify areas where FREPA instruments can be usefully exploited for further developments; new initiatives supported by FREPA concepts should be launched.
4.	**Target group(s)**	• teachers of languages and other subjects • teacher trainers • curriculum developers • textbook writers • policy makers, decision takers The target groups should be clearly identified and prioritized by the interested ECML member state(s)
5.	**Actions/ activities and outputs**	Proposed activities: - 3-day workshops with defined target groups addressing issues such as:

	proposed	• Knowledge, attitudes and skills to be developed in plurilingual and intercultural education • Adapting and using online teaching materials developing those competences • Adapting curricula targeting specific educational contexts Proposed outputs: - Development of support materials adapted to the specific needs of the interested member states - Action plans drafted by the participants for implementing the ideas discussed at the workshop
6.	**Results and impact envisaged**	The immediate **result/benefit** will be that the participating education professionals are supported in their effort to review existing practice in (language) teaching and to identify areas where materials and approaches presented by the team will be of use. The **impact/long term-benefit** will be that • the need for coherent development of plurilingual and intercultural education is understood and widely accepted by relevant stakeholders, • priorities are set for areas of development and • practical instruments are made available to implement the new approaches
7.	**Evaluation measures suggested**	The following methods are envisaged: • Feedback of participants in workshops • Collation of relevant publications in member states • Feedback on related actions in member states
8.	**ECML input defined**	- One expert meeting for preparatory work - One network meeting with representatives from interested member states - Support for sending experts to provide training and other inputs in interested member states - Support with identifying contacts in interested member states - Administrative support from the ECML
9.	**Cooperation required from MS**	- Nomination of appropriate institutions to participate in the activity - One or more interlocutors at senior level to discuss relevant needs and objectives as seen by the member state - The professional background and expertise of the participants in the envisaged event(s) need to be communicated to the project team - Information about the context and relevant current measures and procedures - Co-organisation and co-financing of local training courses and workshops