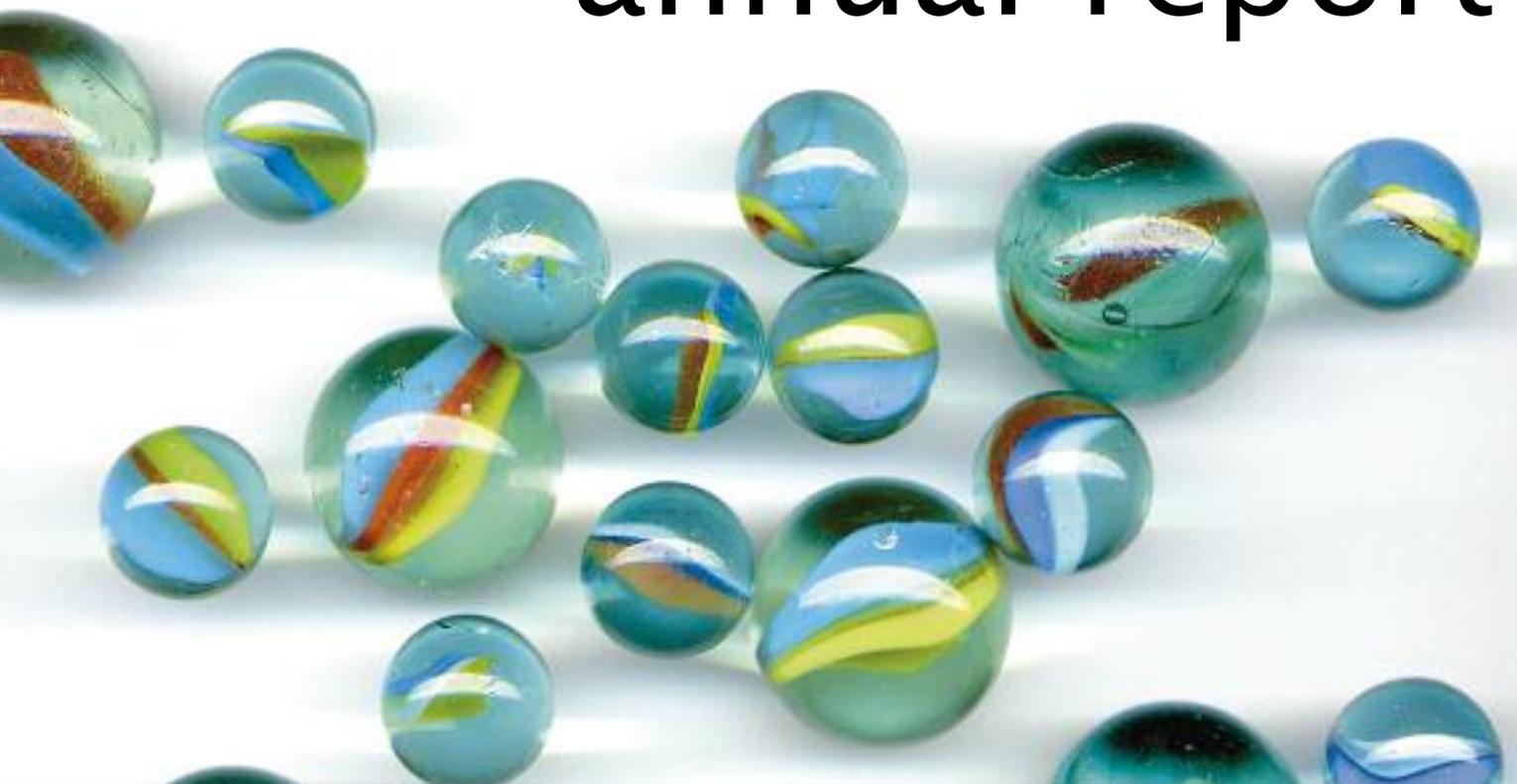


2013 annual report



European Centre for Modern Languages
**Promoting excellence in
language education**

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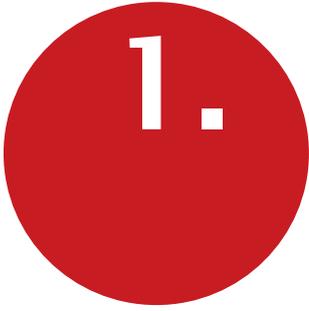
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The ECML: Promoting excellence in language education

The European Centre for Modern Languages (ECML) in Graz is an Enlarged Partial Agreement of the Council of Europe, set up in 1994 to provide a practical response to a need expressed by the Council of Europe's member states: the reinforcement of cooperation in the field of language education and respect for the cultural and linguistic diversity in Europe. 33¹ states were party to the Partial Agreement in 2013.

The ECML's mission is to support its member states in the implementation of their language education policies taking account of the recommendations of the Council of Europe. It does so by promoting innovative approaches and disseminating good practice in the learning and teaching of modern languages and in this way addresses issues directly relate to good quality education as a pre-requisite for social cohesion, intercultural dialogue, and democratic citizenship.

The projects and activities of the ECML address key issues faced by states, provide professional development, establish ongoing international networks and promote quality to the target groups of the programme. In a bottom-up approach, working with professionals at grassroots level, the Centre acts as a catalyst for innovation, seeking to assist member states in implementing change in practice. Over the life span of any given project or activity between 100-200 professionals can be involved.

As defined within a memorandum of understanding between the Austrian authorities and the Council of Europe, the host authorities cover the Centre's costs related to the seat in Graz and the associated running costs, i.e. the rental of the premises and its infrastructure. In 2013 Austria invested €373,500 in the ECML, in addition to its contribution to the Centre's budget as a party to the Partial Agreement. This sum is managed by the Austrian Association. The other member states of the Enlarged Partial Agreement benefit through this financing as their contributions to the budget of the Centre are directly invested into the ECML programme and assure its functioning through appropriate staffing.

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



The Centre's work is situated within the international context of language education and takes account of and feeds into major recent reports, recommendations, surveys and initiatives relating to this area e.g. Committee of Ministers Recommendation (2012)¹³ to member states on ensuring quality education, the Parliamentary Assembly's draft Recommendation on integration tests, the European Commission's Survey on Language Competences, SurveyLang (2012), the final report of the European Universities' Network on Multilingualism (EUNoM) "Globalisation, Modernity and Language: New perspectives on Language in Education" (2012), the Language Rich Europe study, "Trends in policies and practices for multilingualism in Europe" (2013), the Barometer report, Europeans and their languages (2012), UNESCO's World Data on Education (2013) and Eurydice's Key Data on Teaching Languages at School in Europe (2012).

2.

Summary of 2013

2013 began very positively for the European Centre for Modern Languages with Denmark becoming the ECML's 32nd member state. With Denmark's accession as of 1 January, announced by the Danish Ministry of Education and Children, all Nordic and Baltic states are now members of the Partial Agreement. In July, the Centre expanded further with Žarko Obradović, Minister of Education Science and Technological Development, announcing Serbia's accession to the ECML.

Approximately 1,000 language education professionals were trained during the year in activities directly financed by the ECML. Despite financial pressures, the Centre was successful in further widening the scope of its activities and its offer of services to member states.

4 further projects (2-3 years duration) were launched in 2013 within the Centre's *Learning through languages* programme. These focused on new areas of activity for the ECML: pre-primary education, migrant language education within communities, involving parents in plurilingual and intercultural education and promoting and implementing ECML's results within national contexts. The Centre also addressed a new target group in Deaf learners through the Pro-sign project which coordinated a successful conference and training workshop in April on the use of signed languages for professional purposes.

The Centre's offer of training and consultancy activities to member states continued to expand in 2013, with two new areas of ECML expertise launched: 'quality in language education for adult migrants' and 'developing plurilingual and intercultural competences'. 112 language professionals in 6 countries benefited from national training and consultancy workshops in 2013. Demand for this form of activity for 2014 has already exceeded expectations.

Following ongoing negotiations with the European Commission, a formal cooperation agreement entitled 'Innovative methodologies and assessment in language learning' was signed in May. The agreement covers two key areas of activity: using ICT effectively in language education, and relating language examinations in a valid and reliable way to the common European reference levels of language proficiency (a worldwide standard in language education developed by the Council of Europe). Over a 12 month period the ECML will provide a series of 16 national workshops involving approximately 300 language professionals in member states of ECML and the European Union. During 2013, 140 language professionals in 7 countries were trained in the two areas. With very positive feedback received from the workshops delivered to date, the action has helped the Centre to reinforce its profile at national level.

A new format of cooperation was also launched in March through the signing of an agreement with Moscow State Linguistic University. The cooperation relates specifically to two of the Centre's projects. As well as further developing the Centre's outreach and creating synergies in both organisations' work, the agreement has brought additional funding into the Centre's programme of activities.



The European Day of Languages also continued to grow in 2013, with a host of new activities offered for language learners. Coordinated jointly by the Centre and the Language Policy Unit, the dedicated EDL website received over 1.5 million visits (a 30% increase compared to 2012), and is now available in 25 languages. On 26 September a highly successful language festival, involving around 1,500 visitors of all ages, was coordinated by the Centre on the island in Graz's river Mur. The event also marked a smooth transition in the post of Executive Director, with Sarah Breslin taking over the function from Waldemar Martyniuk.

As in previous years, the ECML cooperated actively with civil society through its Professional Network Forum, comprised of 13 international associations and institutions which share common values and expertise in the area of language education and assessment.

The ECML's involvement within the "Quality education in Romani for Europe" (QualiROM) project, co-financed by the European Union and involving partners from Austria, Czech Republic, Finland, Slovakia and Serbia, concluded in 2013. The project produced teacher training modules and 33 packages of online teaching materials in different dialects of Romani. This represents the largest resource of its kind and is set to have a significant impact on the teaching of Romani.

3.

Learning through languages: Promoting inclusive, plurilingual and intercultural education



The *Learning through languages* programme, launched in 2012, aims to develop inclusive, plurilingual and intercultural pedagogic approaches to education. The learner, the learner's needs and the learner's perspective are at the core of the programme. Focusing on ensuring access of the learner to good quality language education, the programme builds upon the Centre's

previous work, widening the scope of its activities to move beyond the foreign language classroom and include all linguistic abilities and the needs of all groups of learners. The projects within the programme seek to promote approaches for valuing all learners' languages and cultures as a means of successful integration in learning communities and societies.



 LACS ECML @LACSECM - May 24
Workshop discussing collaborations across teacher associations in a hot and sunny Graz @ECMLCELV @FIPLV #lacs2014
pic.twitter.com/TKooc38tp

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In 2013, 15 language education projects were active within the programme, together with 4 areas of training and consultancy for member states which respond in a targeted and bilateral way to the needs of ECML members on areas of the Centre's expertise.

5 new projects were introduced to the programme in 2013:

- “European portfolio for student teachers of pre-primary education” (Pré-élémentaire)
- “Literacies through Content and Language Integrated Learning” (CLIL and literacy)
- “Collaborative Community Approach to Migrant Education” (Community)
- “ECML publications for plurilingual and intercultural education in use” (PIU)
- “Involving parents in plurilingual and intercultural education” (Parents)

One of the key features of the *Learning through languages* programme is to widen the scope of the ECML’s work by targeting new groups who represent important stakeholders in education such as teachers in pre-primary education, parents, parent associations and community language associations.

December 2013 also marked the conclusion of 4 of the programme’s 2-year projects:

- “Language descriptors for migrant and minority learners' success in compulsory education” (Language Descriptors)
- “Languages in corporate quality” (LINCQ)
- “Plurilingual and intercultural competences: descriptors and teaching materials” (FREPA national networks)
- “Using open resources to develop online teaching skills” (MoreDOTS).





In the case of the Language Descriptors project, the team focused on children whose home language is not the language of schooling. The aim is specify language requirements for young learners in subject classes using a language of instruction which is not their first language. The project has developed sets of descriptors in 6 languages targeting migrant learners of history/civics and mathematics, related to the levels of the Common European Framework of Reference for Languages. The descriptors could potentially have a wider application in other subjects in helping children who need support in developing language competences needed for successful subject learning.

The LINCQ project addressed options for businesses and their employees by promoting informal approaches to language learning and assessment. It has sought to make employers aware of the different resources available for language learning and assessment.

The project has developed a set of guidelines to support the integration of language expertise into corporate quality programmes.

Two of the 4-year projects which clearly exemplify the overall programme aim of contributing to inclusive, plurilingual and intercultural education, are “Plurilingual whole school curricula” (PlurCur) and “Mobility programmes for sustainable plurilingual and intercultural learning” (PluriMobil).

The PlurCur project, through its impressive network of 13 schools covering 7 different countries, piloted elements of whole school curricula, such as initiation and promotion of language awareness, in all language classes, including the majority language class.

The PluriMobil project has developed plurilingual and intercultural approaches for teachers responsible for mobility programmes and the learners participating in them. To assist in implementation, materials based on good practice in the field have been prepared for various age groups and divided according to educational levels. The activities developed for each educational level and type of school are varied, attractive and pedagogically sound, providing support for the linguistic growth of the learners and the development of their intercultural competence. A regional workshop in St Gallen (Switzerland) in August trained 65 teacher trainers and college teachers in developing new skills of integrating linguistic and intercultural competences in pre- and in-service teachers for organizing exchange and mobility programmes.

Language for Work
Developing migrants' language competences at work

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- Conference notes
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Registration helps us to ensure this website meets your needs.

Why a Language for Work network?

Language for Work is a European learning network for an emerging field: work-related language learning for adult migrants and ethnic minorities.

Europe offers a rich diversity of approaches to learning, labour market structures and policies. The Language for Work network helps practitioners, researchers, employers, trade unions and policy makers and others to benefit from this diversity.

Join the network to learn more about what is happening in different European countries, to share news and expertise, collaborate on projects and, together, to help shape future developments.

Join the network

The network is open to anyone with an interest in language for work. As a network member you can:

- [Add news here](#) (not yet available)
- [Add resources here](#)
- [Comment on news and resources](#) (not yet available)

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4.

The ECML in member states

4.1

ECML national contacts

The Centre operates primarily through 3 instances at a decision-making level in its member states: the Governing Board, the Centre's executive organ, National Contact Points, responsible for dissemination of information on the ECML at national level, and the National Nominating Authorities, responsible for selecting participants for the Centre's activities.



These functions ensure key links at different operational levels between the Centre and national instances. In order for a state to gain maximum benefit from its membership of the Partial Agreement, it is important that its national representatives are closely connected with the major expert networks and can act as relays between policy-makers, the expert community in the country and the ECML.

In 2013, following a period of fluctuation in the membership of the Partial Agreement, the Governing Board members developed strategic measures to strengthen the ECML as an institution and ensure its close alignment with the needs of the member states. A set of recommendations for adoption, focusing on the areas indicated below, will be presented to the Governing Board at its meeting in March 2014.

- A) Consolidating membership
- B) Strengthening the profile of the Centre
- C) Consolidating funding
- D) Developing partnerships

It is intended that the recommendations contribute to a framework for the development of the Centre's 2016-2019 programme.

As the first step in developing the outline for the ECML's call for submissions for the next programme, the national representatives on the Centre's Governing Board were invited, in December, to con-

sult with their authorities and national stakeholders and indicate their country's national priorities in language education. These will be used as a basis for preparing the call.

In 2013 the ECML National Contact Points were invited to indicate examples of dissemination in their countries from the Centre's previous programme. The replies illustrate several common approaches for promoting and applying the ECML's work at national level, such as:

- working closely with national teachers' associations and other national networks, focusing on ECML projects and developments relating to the Centre's activities;
- using the European Day of Languages as an opportunity to present the ECML publications and approaches;
- promoting the application of results through case studies and guides on how to introduce and implement ECML approaches/instruments in a national context in a step by step way;
- launching adapted versions of ECML projects at national level;
- introducing ECML instruments directly into teacher education programmes, e.g. The European Portfolio for Student Teachers of Languages (EPOSTL);
- requesting ECML consultancy on specific priorities areas (such as the development/ implementation of a European Language Portfolio);
- taking inspiration from ECML publications in the development of national quality assurance systems;
- using educational descriptors developed by the ECML within national developments;
- aligning national teaching and learning policies to the Council of Europe's language policy (ECML programmes).

It is also planned to further involve both the National Contact Points and the National Nominating Authorities in the development of the Centre's next programme at a joint workshop in May 2014.

4.2 ECML training and consultancy for member states

The ECML offer of training and consultancy represents a flexible format of activities intended to provide direct, targeted assistance to member states. Established in 2012 on a pilot basis, the training and consultancy activities also seek to highlight the Centre's areas of expertise. Further weight has been added to this initiative through the signing of the cooperation agreement with the European Commission in May 2013 (see section 5.2). This has enabled the Centre to provide a significant number of workshops adapted to states' particular contexts and needs in the areas of ICT and relating language examinations to the common European reference levels of language proficiency.

Including the activities co-financed by the European Union, the Centre has trained a total of 308 participants through 13 workshops covering 11 different countries. These related to the following areas:

- "Supporting local networks of users of the European Language Portfolio through an e-platform"
- "Quality assurance in language and citizenship courses for adult migrants"
- "Plurilingual and intercultural competences: descriptors and teaching materials" (FREPA)
- "Use of ICT in support of language teaching and learning" (ICT-REV) – co-financed by the European Commission
- "Relating language examinations to the common European reference levels of language proficiency (RELANG)" – co-financed by the European Commission

4.3 European Day of Languages

The 2013 European Day of Languages was celebrated in over 50 countries with 625 events recorded in the EDL online calendar of events www.coe.int/edl. Austria again confirmed its position as the country where the Day is most popular, with over 100 events, followed by France with 75. It is, however, likely that thousands, rather than hundreds, of creative and innovative activities are taking place around the continent in and around the 26 September. Thanks mainly to cultural institutes, EDL events took place on all of the world's continents this year.



The 2013 winner of the ‘most innovative’ event award, receiving over 1000 votes, was Croatia’s Grabrik Primary School with its ‘Language fun fair’ activity. The event involved a series of language-related games and activities taking place over a

whole week. A huge variety of different events with intriguing titles and activities took place around the Day, such as ‘Linguistic Scenery’, ‘Tag des Strudels am Tag der Sprachen’, ‘Transpoesie’, and ‘Allensbankvision song contest’.

In the Council of Europe statement, on the occasion of the Day, Ólöf Ólafsdóttir, the Council of Europe’s (former) Director of Democratic Citizenship and Participation, described the Day as “an occasion to celebrate all languages present in Europe, also those with non-European origins used on a daily basis around the continent. With some 225 indigenous languages in Europe and between 6000-7000 languages spoken around the world, the Day is a reminder of the many benefits of language learning, not least to further develop cognitive competences, break down cultural barriers and open the door to new friendships and professional opportunities.”

Androulla Vassiliou, European Commissioner for Education, Culture, Multilingualism and Youth, also stated that: "the European Day of Languages is the day when we celebrate Europe's linguistic diversity and the benefits of language learning. We stand for both because linguistic diversity is a fundamental part of our European cultural identity – and the ability to speak different languages is a passport to a world of opportunities".

The success of the Day was further reflected by the NGOs, schools and individuals offering to take up the role of National Relays in countries where this function had been vacated, such as Hungary, the Netherlands, Turkey and the United Kingdom. The network of the EDL National Relays played a vital role in the dissemination of the Council of Europe’s EDL promotional materials (in Sweden alone over 300 requests for materials were answered by the Relay).



4.4 Example of impact of ECML work in France

The report “La contribution française aux travaux du CELV de Graz”² compiled by the French Ministry of Culture in 2012, on the involvement of France in the ECML Partial Agreement was presented at a conference organised by the General Delegation on the French Language and the Languages of France on 7-9 February 2013. The event, “Ressources pour des démarches innovantes - Le Centre européen pour les langues vivantes de Graz” took place within the framework of an Expolangues fair in Paris.

The report represents a significant example of a member state reviewing the impact the ECML has achieved at national level. In the document, Xavier North, General Delegate for the French Language and the Languages of France, describes the Centre as “genuine laboratory for language didactics” which aims to “promote language education of quality”. France is one of the 8 founding members of the ECML and with 59 project / activity coordinators or facilitators (by 2012), has provided more experts than any other country in the different programmes of the ECML. This input has had a profound impact on the Centre’s work. Especially in the domains of plurilingualism and intercultural aspects of language education, the influence of ideas initiated in French contexts has been of great importance. At the same time, the influence has been reciprocal, and the opportunities provided by the ECML for initiatives to be developed and enriched in an international environment has enabled these initiatives to be refined by further expertise and the application in a wider range of contexts. For example, the decision to integrate the levels of the Common European Framework of Reference for Languages (CEFR) as targets for language learning in the Baccalauréat and to encourage the use of European Language Portfolios at primary and secondary level creates a need for expertise and training to support these. The ECML provides a range of relevant publications and offers training and consultancy in these domains³.

In a follow-up survey conducted by the ECML evaluation consultant, Frank Heyworth, in early 2013, several respondents to an informal questionnaire noted that the impact of ECML projects is greater when they are directly linked to the major policy developments of the Council of Europe in Strasbourg such as the CEFR and/or the projects of the European Union.



² La contribution française aux travaux du CELV de Graz – Ministère de la Culture et de la Communication, Paris: 2012

³ *Relating language examinations to the Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR) – Highlights from the Manual*, 2011, Noijons, José et al.

Pathways through assessing, learning and teaching in the CEFR, 2011, Piccardo, Enrica, Berchoud, Marie et al.

Preparing teachers to use the European Language Portfolio – arguments, materials and resources, 2007, Little, David / Hodel, Hans-Peter / Kohonen, Viljo / Meijer, Dick / Perclová, Radka

Using the European Language Portfolio website: <http://elp.ecml.at> , Nezbeda, Margarete et al.

Learning through languages, Promoting inclusive, plurilingual and intercultural education. 2012 – 2015 Programme, ECML 2012

4.5

Example of impact of ECML work in the Netherlands

The projects within the Centre's *Empowering language professionals* programme (2008-2011) produced 21 publications. In 2013, 12 of the publications were reviewed by a Dutch board of experts for their application in the educational system in the Netherlands.

The success and impact of the ECML's work depends, on the one hand, on the quality and usefulness of the publications and, on the other hand, on the way in which each country organises a constructive way of mediating and disseminating them. In the Netherlands, a system has been developed in which the publications are reviewed by an expert in the relevant field; the review consists of an evaluation of the content and interest of the publication, followed by an assessment of its applicability in the Netherlands, with indications of the educational context where it would be most of use. The experts also make specific suggestions about dissemination.

Mediating the publications in this way is potentially a much more effective approach to dissemination, than a more generalised, unfocused communication of the whole list of the productions of a four-year programme. In the review some of the publications were seen as providing information and food for thought, with others considered to have immediate practical implementation – and occasionally as having less direct relevance to the Netherlands' specific needs. Topics such as the application of Content and language integrated learning (CLIL), the European Language Portfolio, task-based testing of university language competences, approaches to plurilingual teaching were seen as being of more general interest, providing useful background to work already undertaken in the Netherlands.

One of the difficulties in assessing the impact of the ECML's work is the fact that educational change is a long-term process; it takes a considerable time for initiatives introduced in 2011 to be institutionalised in regular school operations. However, the approach taken in the Netherlands to ensuring that proper consideration of the publications is linked to a specific policy for dissemination and application is an important step in furthering their implementation. The reviews illustrate how the ECML's work in the areas of teacher development, plurilingual education and intercultural competences can provide significant added value for the Netherlands.

4.6 ECML in Austria

The Austrian Association of the ECML (Verein EFSZ in Österreich) plays a valuable role in acting as an interface between the Centre and local, national and regional bodies. As part of this function, the Austrian Association organises initiatives and facilitates synergies between the ECML and the region. It supports events aimed at a broader interested local or regional public and works to facilitate the transfer of ECML project results to the region.

The Association has also invited all institutions in Graz involved in the field of languages to come together in the Sprachennetzwerk Graz (the Graz Language Network). This provides a platform for building up and strengthening synergies and exchange of information, with the European Centre for Modern Languages at the core of the network. Beyond the general objective of promoting plurilingualism, the Network aims to make the competences of the institutions based in Graz more visible both nationally and at European level and to underline the city's specificity as a place of language-related expertise. On 26 September, all partners within the Network celebrated together with the general public the European Day of Languages on the 'Island in the river Mur' (Murinsel) in Graz. The event was aimed at a non-expert broader public and sought to motivate everyone to take an interest in languages - the motto of the event being

'Talk to me'. Around 1,500 visitors came to the island and participated in what proved to be a highly successful event which was also covered extensively in the local media.

The series "Connecting Tertiary Education Experts - CONTEXT of the Austrian Association seeks to promote ECML projects at a regional level, in addition to the national activities of the Austrian Centre for Language Competence (Österreichisches Sprachen-Kompetenz-Zentrum), the National Contact Point of the ECML. In 2013 the CONTEXT initiative was extended to national level to promote the ECML project "Using open resources to develop online teaching skills" (MoreDOTS) (12 events).

To raise the profile of the Centre and establish its reputation as an international meeting point, an Austrian Pestalozzi workshop "Sign language in the European Classroom" and a post-conflict seminar of the Council of Europe were held at the Graz Centre.



4.7

QualiROM



The QualiROM project (Quality Education in Romani for Europe), which focused on raising literacy levels in Romani came to a conclusion in November 2013. The project, co-financed by the European Commission, was coordinated by a consortium including the ECML and headed by the Plurilingual Research Unit of the Karl Franz University, Graz. QualiROM piloted the Curriculum Framework for Romani (CFR), developed by the Council of Europe's Language

Policy Unit in co-operation with the European Roma and Travellers' Forum, and the corresponding European Language Portfolio Models (ELPs), providing training for teachers of Romani, elaborating teaching materials for various educational contexts, and using the materials in Romani courses.

The teaching materials developed through the project represent the largest resource for the teaching and learning of Romani based on European standards, comprising 39 sets of materials (some 16,000 pages!) The materials in six Romani varieties: Arlije, East Slovak, Finnish, Gurbet, Lovara and Kalderaš range from proficiency levels A1 to B2 for learners on primary, secondary and tertiary levels. The materials production as well as the resulting teaching activities focused on proficiency levels A1 and A2 for primary and secondary learners. Teaching materials were tested in schools in Austria, the Czech Republic, Finland, and Slovakia. Romani courses were also offered for students and adult learners at tertiary level at the universities of Graz and Prague. All activities were carried out in close cooperation with local Romani teachers and local as well as national educational authorities. In order to ensure that the successes of the project are fully exploited and sustainable, the external evaluators of the project highlighted in their report the need, among others, to design and implement programmes of teacher development and gradually embrace other countries with Roma populations.

The QualiROM materials are freely available online to all teachers of Romani from the site: <http://qualirom.uni-graz.at>.

5.

Cooperation

5.1

Council of Europe

The secretariats of the ECML and the Language Policy Unit actively promote complementarity and coherence between work undertaken and ensure that relevant results from the ECML's activities feed into the Unit's work, where appropriate, and vice-versa.

The two secretariats cooperate, in particular, on the coordination of the European Day of Languages, on the Centre's projects which deal with migrant language education, the European Language Portfolio and the Common European Framework of Reference for Languages. Following 13 years of the CEFR and its widespread implementation in Europe and beyond, it has become a key document in the field of language education. The influence of the CEFR continues to grow. This is reflected in a 2013 study of the European Parliament entitled "The implementation of the Common European Framework for Languages in European education systems".

The CEFR is regularly referred to in areas such as national curricula, school examination systems, national and European qualification frameworks, in EU surveys as well as in Council of Europe recommendations and policy documents. The proficiency levels of the CEFR have also been used by states in integration tests for migrants, despite not being designed for this purpose – as highlighted by the Parliamentary Assembly's report and draft resolution, Integration tests – helping or hindering integration?. In May 2013, a meeting of a number of the original authors of the text was held, and discussions launched between the secretariats of the ECML and LPU to look at work to be carried out to further address the users of the document and take account of the major societal changes and developments, such as increased migration, mobility, ICT, lifelong learning, intercultural dialogue, qualification frameworks which have occurred over the past decade. Proposals for work in this area are to be put to ECML member states at the 2014 meeting of the Centre's Governing Board.



The European Charter for Regional or Minority Languages was also regularly updated on relevant activities of the Centre in particular in relation to the “Minority languages, collateral languages and bi-/plurilingual education” (EBP-ICI) project, which released its printed publication in 2013.

At the request of the Division for post-conflict programmes in the Directorate of Political Advice, the ECML organised a teacher training seminar on foreign language learning for foreign language teachers and teacher trainers from Tbilisi and Sukhumi (Georgia) in October 2013. The seminar which took place in the ECML premises brought together some 20 professionals from both sides of the administrative border line in South Ossetia around a theme of common interest. The event which focused primarily on intercultural and plurilingual education introduced the participants to a number of the ECML’s teacher training instruments and proved highly successful in fostering closer contacts among the participants and in equipping them with new skills and tools which they could use within their contexts. As a result, follow-up seminars are proposed for autumn 2014.

The secretariat also began preparations in autumn 2013 for the conference “Quality education and language competences for 21st century society: traditions, challenges and visions” which takes place in Graz within Austria’s chairmanship of the Committee of Ministers. The conference which is one of the flagship events of the chairmanship represents an excellent opportunity to promote the ECML and raise its visibility, in particular, among high-level officials. Also within Austria’s period of the chairmanship, the Centre has been invited to set up an exhibition promoting its work during the April 2014 session of Parliamentary Assembly.



5.2 European Commission

In May 2013 the ECML and the European Commission Directorate-General for Education and Culture signed a contribution agreement on “Innovative methodologies and assessment in language learning”. This joint management agreement covers a period of 12 months.

The title of the action reflects an intention to focus on two particular areas which can contribute in a significant way to quality in language education:

- the need to improve the efficiency of language teaching in schools;
- the use of new technologies for improved and more accessible language learning, and the adoption of the tools developed by the Council of Europe for the assessment of language competences.

As a result, two initiatives based on training and consultancy activities were launched in June 2013:

- “Use of ICT in support of language teaching and learning” (ICT-REV);
- “Relating language examinations to the common European reference levels of language proficiency” (RELANG).

By the deadline of the call for national events, positive replies had been received from 18 countries – in total 25 requests for ICT-REV and RELANG training workshops. As this exceeded the number workshops which could be catered for, 16 workshops were foreseen in total, 7 of which took place in 2013, involving 165 participants.

The feedback received to date on this new type of activity has been overwhelmingly positive, with 5 out of the 7 countries wishing to request follow-up events. In certain countries, the initial workshop involving multipliers has marked the start of a national process. In the case of Iceland, further events conducted by the Association of Foreign Language Teachers are planned in order to train teachers to link examinations to the proficiency levels of the CEFR in a valid way.

Following the success of the cooperation with the Commission, discussions are currently underway to renew and extend the action, possibly opening up further areas of common interest. RELANG is particularly relevant for the Commission’s ongoing work on the European Survey on Language Competences Initiative, contributing to the Europe 2020 strategy. Further cooperation is underpinned by a number of common objectives for language education and training. Both organisations:

- value, support and promote multilingualism and linguistic diversity;
- recognise the importance of developing the language competences of European citizens in more than one language in addition to the mother-tongue;
- recognise the contribution of languages as a transversal skill to increase employability;
- promote the lifelong learning of languages;
- recognise the key role of languages in the integration of migrants and in the fostering of intercultural dialogue and social cohesion.

5.3

Other partners



In March 2013, Irina Khaleeva, Rector of Moscow State Linguistic University, signed a Memorandum of Cooperation which focuses on specific cooperation within two ECML projects “Developing migrants’ language competences at work” (Language for Work) and “Signed languages for professional purposes” (PRO-Sign) which represent areas of particular interest for MSLU.

Canada (Official Languages and Bilingualism Institute (OLBI))

Although the ECML’s networks are primarily based in Europe, since the signing of a Memorandum on Cooperation and Liaison with the Official Languages and Bilingualism Institute (OLBI) based at the University of Ottawa in 2008, the Centre has developed ever closer contacts with Canada. In 2012, based on the success of the initial period of cooperation and with the intention of Canada becoming a member state of the Partial agreement, the ECML Governing Board and the Canadian authorities decided to renew and extend the scope of the Memorandum for the period of the Centre’s 2012-15 programme. In 2013 there was ongoing cooperation between Canadian and European experts within seven of the Centre’s projects, which are most relevant to the Canadian context, and where Canadian experts are invited to contribute to the development of the projects. OLBI has also been an active partner within the Professional Network Forum.

INGO Professional Network Forum

The INGO Professional Network Forum (<http://www.ecml.at/professionalsnetworkforum>), coordinated by the ECML, is formed of international associations and institutions that share common values and expertise in the field of language education and assessment. The Graz Declaration of 2010 defines the basis and objectives of cooperation. Each of the partners has signed an individual Memorandum of Cooperation with the Centre.

The INGO Forum represents a major pillar of cooperation for the ECML and has attracted a worldwide audience to the work of the Centre through the partners’ operating networks and memberships. At their meeting in February 2013 the partners focused, in particular, on proposals for the conference on quality education to be held in March 2014 within the framework of Austria’s chairmanship of the Committee of Ministers. Individual members of the Professional Network Forum were

active within the majority of the Centre's projects in 2013 and in particular in projects involving access to large dissemination networks, such as "Empowering language networks" or involving contacts to new target groups to the ECML, such as "Languages for Corporate Quality".

6.

Budget and staffing

Within the 2012-2015 programme the direct costing of project activities is based upon an overall figure of €2 million. In establishing the programme, the secretariat has sought to balance the numbers of activities, in so far as possible, equitably over the four years so that the budget required for each of the years is approximately the same.

The 2013 budget for the Partial Agreement, amounting to €1,454,200, was adopted by the Committee of Ministers by CM/Res(2012)27 on 24 October 2012.

This was supplemented by a carry-over of approximately €238,000 from the 2012 programme account and €32,000 from the 'staffing and overheads' budget. The Centre was also successful in attracting additional budgetary funding for the programme through a number of sources:

- A partnership agreement with the European Commission (€240,000)
- A Memorandum of Cooperation with Moscow State Linguistic University (€40,000)
- The accessions of Denmark (1 January) and Serbia (1 May) (€44,000)
- The QualiROM project co-financed by the European Commission (€5,400)
- A generous donation from John Trim's family setting up a fellowship in his name (€3,000)

The ECML's working budget in 2013 therefore totalled approximately €2,058,000. Total expenditure for 2013 amounted to €1,583,402 (status 11 March 2014).



In 2013 the host country, Austria, provided an additional budget of € 373,500, administered by the Austrian Association of the ECML (Verein EFSZ in Österreich) in close cooperation with the ECML secretariat. It acts as the local partner of the ECML in Graz, thereby fulfilling Austria's commitment as the host country to provide a seat for the Centre and a local secretariat. Any further revenue generated (e.g. by external events in the ECML seminar facilities and organised by the Austrian Association) goes directly into the Austrian budget for the ECML as additional funding.

Staffing

At Waldemar Martyniuk's final statutory meeting as Executive Director in June the members of the Bureau of the Governing Board thanked him for the excellent results he had achieved as Director of the Centre from 2008-2013 under very challenging circumstances. Under his stewardship the Centre had become a well-known entity in the world of education and he had left the ECML in a state of expansion. Following an external recruitment competition, Sarah Breslin, previously Director of SCILT, Scotland's National Centre for Languages, was selected as the new Executive Director of the ECML.

Ms Breslin took up her functions at the ECML at the start of October.

In 2013 the Centre recruited 8 trainees (for a period of 6 months) and 3 fellows (young researchers working directly on ECML projects for 3 months). Such is the popularity of the scheme that over 800 applications were received by the ECML for the 11 positions available. Both the trainees and the fellows contributed significantly to the successful results achieved during the year.

At their meeting in March the members of the Governing Board agreed to the establishment of two new formats of fellowships: a 'Research fellowship', focusing on presenting the Centre's key results according to thematic category and target audience, and a 'John Trim fellowship' dealing with on an innovative aspect of language education. The John Trim fellowship is dedicated to the memory and achievements of the world renowned expert in the field of phonetics, linguistics, language didactics and policy (John Trim was director of the Council of Europe's Modern Languages Projects from 1971 to 1997, overseeing developments ranging from the Threshold Level to the Common European Framework of Reference).

7.

2013 in figures

Activities and participation

- 997 language professionals took part in capacity building activities directly financed by the ECML
- 62 events directly organised and financed by the ECML
- 139 events (in total) were supported by the ECML
- 15 active projects within the Learning through languages programme
- 5 sets of training and consultancy activities



Programme statistics

- 92% of survey respondents “agreed” or “strongly agreed” that the ECML event they participated in has contributed to developing their professional competence
- 90% of survey respondents “agreed” or “strongly agreed” that participating in an ECML event has motivated them to become more active in networking within the professional community
- 84% of survey respondents “agreed” or “strongly agreed” that participating in an ECML event has encouraged them to play a more influential role in reform processes in their professional environment
- 91% of survey respondents “agreed” or “strongly agreed” that the ECML event they participated in has highlighted quality aspects of language education that they will promote in their professional environment

Web dissemination

- 36 websites within the Centre’s web platform
- 5.6 million page views of all sites on the ECML’s web platform
- 7500 subscribers to the European Language Gazette
- 71 events registered in the ECML’s International Events Calendar
- 211 language education experts promoted their services via the ECML’s Experts’ Database



Publications

- 2 new publications produced by the ECML
- 4 translations of existing publications



Publication statistics

- 90% of survey respondents assessed the relevance and clarity of the professional content of ECML publications as "good" or "excellent"



- 80% of survey respondents evaluated the design, up-to-dateness and usefulness of ECML publications as "good" to "excellent"



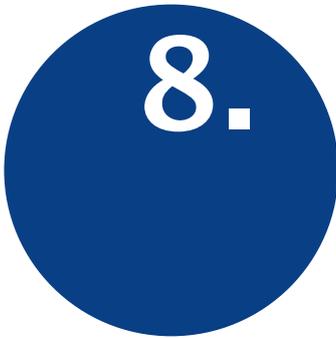
European Day of Languages

- 625 events organised in 45 countries registered in the European Day of Languages events calendar
- Website made available in 25 language versions
- 1.5 million page views of the European Day of Languages website

Expenditure

- €1.583 million total expenditure of the ECML





List of projects within the ECML medium-term programme 2012-2015

A. Development projects

PlurCur

Plurilingual whole school curricula
Schulische Gesamtsprachencurricula
Coordination: Britta Hufeisen,
TU Darmstadt, Germany
<http://www.ecml.at/plurcur>

Pré-élémentaire

European portfolio for student teachers
of pre-primary education
Europäisches Portfolio für die
Erstausbildung von Erzieher(innen) in
vorschulischen Einrichtungen
Coordination: Francis Goullier, Ministère
de l'Éducation nationale, de la Jeunesse
et de la Vie associative, France
<http://www.ecml.at/preelementaire>

PluriMobil

Mobility programmes for sustainable
plurilingual and intercultural learning
Programmes de mobilité pour un
apprentissage plurilingue et
intercultural durable
Coordination: Mirjam Egli Cuenat,
Pädagogische Hochschule des Kantons
St. Gallen, Switzerland
<http://plurimobil.ecml.at>

MALEDIVE

Diversity in majority language learning –
Supporting teacher education
Sprachliche und kulturelle Vielfalt im
Unterricht der Mehrheitssprache – Fokus
LehrerInnenbildung
Coordination: Eija Aalto, University of
Jyväskylä, Finland
<http://www.ecml.at/maledive>

PRO-Sign

Signed languages for professional
purposes
Langues des signes à des fins
professionnelles
Coordination: Lorraine Leeson,
Trinity College, Ireland
<http://www.ecml.at/pro-sign>

LANGUAGE DESCRIPTORS

Language descriptors for migrant and
minority learners' success in compulsory
education
Descripteurs linguistiques pour favoriser
la réussite des apprenants issus de
l'immigration et des minorités dans
l'enseignement obligatoire
Coordination: Eli Moe, University of
Bergen, Norway
<http://www.ecml.at/language-descriptors>

CLIL and literacy

Literacies through Content and Language Integrated Learning: effective learning across subjects and languages
Diskurskompetenzen und bilingualer Sachfachunterricht: sprachen – und fächerübergreifende Kompetenzen für erfolgreiches Lernen
Coordination: Oliver Torsten Meyer, Catholic University of Eichstätt, Germany
<http://www.ecml.at/clilandliteracy>

LINCQ

Languages in corporate quality
Les langues dans la qualité des entreprises
Coordination: Wolfgang Mackiewicz, European Language Council (CEL/ELC), Germany
<http://www.ecml.at/lincq>

LANGUAGE FOR WORK

Developing migrants' language competences at work
Développer les compétences langagières des migrants sur le lieu de et pour le travail
Coordination: Matilde Grünhage-Monetti, Deutsches Institut für Erwachsenenbildung, Germany
<http://www.ecml.at/languageforwork>

Community - EDUCO MIGRANT

Collaborative community approach to migrant education
Approche communautaire à l'éducation des migrants – Co-construire l'éducation des migrants
Coordination: Andrea Young, IUFM d'Alsace, Université de Strasbourg, France
<http://www.ecml.at/community>

B. Mediation projects

LACS

Empowering language networks
Sprachnetzwerke stärken
Coordination: Terry Lamb, International Federation of Language Teacher Associations (FIPLV), United Kingdom
<http://lacs.ecml.at>

PIU

ECML publications for plurilingual and intercultural education in use
EFSZ – Publikationen für plurilinguale und interkulturelle Bildung in der Praxis
Coordination: Ulrike Haslinger, Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ), Austria
<http://www.ecml.at/piu>

CARAP national networks

Plurilingual and intercultural competences: descriptors and teaching materials

Compétences plurilingues et interculturelles: descripteurs et matériaux didactiques

Coordination: Anna Schröder-Sura, Justus-Liebig Universität Giessen, Germany

<http://carap.ecml.at>

CARAP for parents

Involving parents in plurilingual and intercultural education

Implication des parents dans l'éducation plurilingue et interculturelle
Coordination: Stéphanie Clerc, Université de Provence, France

<http://carap.ecml.at>

MoreDOTS

Using open resources to develop online teaching skills

Die Entwicklung von online Lehrfähigkeiten mit Hilfe von frei verfügbaren Ressourcen

Coordination : Mateusz-Milan Stanojević, University of Zagreb, Croatia

<http://dots.ecml.at>

C. ECML training and consultancy for member states

<http://www.ecml.at/trainingandconsultancy>

Developing online teaching skills

Coordination: Mateusz – Milan Stanojević, Croatia

Supporting local networks of users of the European Language Portfolio through an e-platform

Coordination: Bärbel Kühn, Germany

Constructing and validating language tests linked to the Common European Framework of Reference for Languages (CEFR)

Coordination: José Noijons, Netherlands

9.

Useful addresses

European Centre for Modern Languages

<http://www.ecml.at>

Facebook: <http://www.facebook.com/ecml.celv>

Twitter: <https://twitter.com/#!/ECMLCELV>

YouTube: <http://www.youtube.com/user/ecmlat>

European Day of Languages / Journée européenne des langues

26 September / 26 septembre

<http://www.coe.int/edl>

European Language Gazette / La Gazette européenne des langues

<http://www.ecml.at/gazette>

ECML publications / Publications du CELV

<http://www.ecml.at/publications>

ECML National Contact Points / Points de contact nationaux du CELV

<http://contactpoints.ecml.at>

ECML National Nominating Authorities / Autorités nationales de nomination

<http://nomination.ecml.at>

ECML Governing Board / Comité de direction du CELV

<http://govboard.ecml.at>

Council of Europe / Conseil de l'Europe:

· Language Policy Unit / Unité des politiques linguistiques

<http://www.coe.int/lang>

· European Charter for Regional or Minority Languages /
Charte européenne des langues régionales ou minoritaires

<http://www.coe.int/minlang>

· Education Newsletter / Bulletin de l'éducation

<http://www.coe.int/education>

The European Centre for Modern Languages Promoting excellence in language education

Established in 1994 in Graz, Austria, as a Council of Europe institution, the ECML focuses on bridging the gap between language policy theory and classroom learning practice. This unique intergovernmental centre offers concrete approaches to issues and challenges facing Europe's culturally diverse societies in a period of unparalleled change and mobility.

The ECML, guided by its member states, is committed to the Council of Europe's policy of fostering linguistic and cultural diversity as a means of promoting intercultural dialogue, democratic citizenship and human rights.

