Ministers' Deputies

Information documents

CM/Inf( )   Date

Annual Report of the Governing Board of the Enlarged Partial Agreement on the European Centre for Modern Languages (Graz) to the Committee of Ministers (January-December 2012)

Appendices

Table of contents

Appendix 1 – Budget of expenditure 2012

Breakdown of expenditure according to Budget Heads (status 28 March 2013)	*2012 Expenditure* *€*
Head 1.1- Staff (7 permanent/1 temporary)	647,589
Head 1.2 - Statutory meetings/official journeys	25,550
Head 1.3 - Interpretation/production of documents (statutory meetings)	11,769
Head 1.4 - Pensions and contributions to the Council of Europe general budget	128,800
Sub total	**813,708**
Head 1.5 - Programme activities	
Central events (2)	81,796
Network meetings (6)	73,046
Studies and publications (6)	52,323
Expert meetings (26) / national events (2) / project + consultant fees (21)	145,596
Programme related costs	39,765
Traineeships and fellowships	31,389
Resource centre	932
Outsourcing services	23,918
Reserve for programme activities	51,119
Sub total	**499,884**
TOTAL EXPENDITURE	*1,313,592*

Appendix 2 – Statutory decisions in 2012[1]

The Centre's executive organ is composed of one representative from each member state. The Board defines and adopts the medium-term programme, monitors its implementation and the management of the Centre's resources and forwards a report on the Centre's activities to the Council of Europe's Committee of Ministers.

The Bureau of the Governing Board is composed of 7 elected representatives and a permanent observer from the host country: it monitors the execution of the medium-term programme adopted by the Governing Board; adopts the annual programme of activities and monitors its implementation; prepares the Board meetings and carries the tasks which the Governing Board entrusts it with.

The following section provides a summary of decisions made by the statutory bodies in 2012.

Procedural decisions
In accordance with the Rules of Procedure of the Governing Board, the following candidates were elected to the Bureau:
- Irena MASKOVA was elected as Chair of the Governing Board for the term 2012-2013 (with the term starting immediately after the Board meeting);
- Jorunn BERNTZEN was re-elected as Vice-Chair of the Governing Board for the term 2013-2014;
- Ursula NEWBY was elected as Bureau member for the term 2013-2014;

The Board also agreed to extend the mandate of Eva ENGDELL as Bureau member until the end 2013. Ms ENGDELL, whose mandate was originally due to end in 2012, had acted as Vice-Chair during Jorunn BERNTZEN's period of office as Chair (ad interim) of the Governing Board.

Post of Executive Director (52nd meeting of the Bureau of the Governing Board, 11-12 October 2012)
With the term of office of the current Executive Director due to expire in September 2013, the Bureau drafted a letter to the Secretary General of the Council of Europe highlighting the excellent work conducted by the Waldemar Martyniuk. Whilst evoking the possible extension of Mr Martyniuk's contract through modifications in the Council's contractual policy, the Bureau also stressed the need to avoid any gap in leadership occurring at an important phase in the Centre's development. As a Council of Europe recruitment procedure, in general, takes up to twelve months from its launch to the taking up of duties of the post holder, the Bureau requested that the recruitment procedure be initiated without delay. In the letter the Bureau also expressed the wish that the post be filled by an external procedure, made suggestions regarding the profile of the Executive Director and requested that the Governing Board be represented on any recruitment panel established.

PR version of the Annual report 2011
The Annual report was adopted by the Governing Board on 5 March and presented to the Rapporteur Group on Education, Culture, Sport, Youth and Environment of the Committee of Ministers on 13 March 2012. A promotional version of the report intended for widespread distribution was made also available for download at http://govboard.ecml.at.

Annual programme 2012 (meeting of the Enlarged Bureau of the Governing Board, 15-17 February 2012)
The 2012 annual programme was adopted by the enlarged Bureau at its meeting, with the exception of the 'training and consultancy' activities.

Training and consultancy for member states strand of the programme
The Governing Board adopted the training and consultancy strand as part of the ECML programme of activities. In doing so the Board recommended a two-stage approach to the implementation of this new format:
- Stage 1 (2012-2013): piloting activities within a limited number of areas and member states;
- Stage 2 (2014-2015): possible extension of areas and activities based upon the recommendations and requests expressed at the next ECML Governing Board meeting in March 2013.

On the basis of a questionnaire presented at the meeting (and subsequently sent to member states which had not been represented at the Board meeting), twelve ECML member states indicated their priorities with regard to the proposals which covered seven areas of training and consultancy activities. Three areas ("Constructing and validating language tests linked to the CEFR", "Developing on-line teaching skills" and

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[1] Unless otherwise indicated the decisions relate to the 21st meeting of the Governing Board on 26-27 April 2012.

"Supporting local networks of users of the European Language Portfolio through an e-platform") were prioritised for inclusion in Stage 1 with piloting activities to start in autumn 2012.

Further areas of training and consultancy identified by member states
Initial suggestions were made by Board members for the inclusion of additional areas, such as literacy and the work conducted by the project "A Framework of Reference for Pluralistic Approaches to languages and cultures" (CARAP), following the piloting phase of training and consultancy.

Cooperation initiatives within the programme
The members of the Board agreed with the fundamental importance of cooperation, in particular in light of the Centre's reduced budgetary resources

Existing agreements with the OLBI and the Professional Network Forum members (meeting of the Enlarged Bureau of the Governing Board, 15-17 February 2012) The enlarged Bureau of the Governing Board extended the Memorandum of Cooperation and Liaison between the ECML and the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa, Canada to the duration of the *Learning through languages* programme. A new paragraph relating to the possible co-financing of activities had been introduced within the updated agreement;

Criteria and procedures for establishing and approving cooperation agreements
In order to enable the secretariat to negotiate agreements with potential partners in a transparent manner the ECML Governing Board defined the following procedures and criteria for the initiation and establishment of formal cooperation agreements:

Procedure adopted by the Governing Board for establishing cooperation agreements:
1. The Governing Board is formally notified by the ECML secretariat that it intends to engage in negotiations with a view to establishing a cooperation agreement involving:
    - an institution from a member or non-member state
    - or a political international organisation
      likely to make a financial contribution to the ECML budget.
2. Governing Board representatives have a three week period in which to object or to make suggestions, via the online forum, which will be taken into account in the ensuing negotiations. An objection by a member state or states will mean that negotiations are postponed until a decision is taken at the next statutory meeting.
3. The secretariat will respect the set of criteria agreed upon by the Governing Board in the negotiating process.
4. If an agreement does result from the negotiations this will be sent to the Board members for final approval. Any objections at this stage should only relate to the non-respect of the criteria and procedures agreed upon by the Governing Board and not to other matters. The agreement will be considered approved if no objections are received from Board members within two weeks. If an objection is raised a final decision will be taken by vote.

Criteria adopted by the Governing Board for establishing cooperation agreements:

1. The partnership is in conformity with and relevant to the mission of the ECML- promoting quality education, implementing language policies, fostering innovative approaches and promoting plurilingualism in language education.

    The partnership is in conformity with the ECML's current programme.

2. There is a clear added value for the implementation of the mission of the ECML and, in principle, it reflects the interests of the membership of the Centre.

3. The visibility of the ECML is enhanced through the partnership.

4. In the agreement, activities are included and co-funding is specified.

5. The agreement is limited in duration and renewable after evaluation.

The above procedure and criteria would not apply to additional partners joining the Professional Network Forum.

Evaluation measures for cooperation agreements
The secretariat proposed to report on cooperation agreements at statutory meetings and within the Centre's annual report, by focusing on examples of impact and including financial and statistical data where relevant.

The Board agreed that this point be revisited in the light of a cooperation agreement being established.

Cooperation with British Council and other initiatives
Following negotiations between the secretariat and the British Council, the Board decided (by vote) that the actual proposal should not be submitted to a further vote. Therefore, as no formal decision was taken by the Board on whether negotiations with the British Council should be reopened, the point was postponed until the next meeting of the Bureau of the Governing Board on 11-12 October.
(52nd meeting of the Bureau of the Governing Board, 11-12 October 2012)
The Bureau also confirmed that the procedures and criteria adopted by the Board for the establishment of cooperation agreements should be applied to all future formalised partnerships where a financial component was envisaged (including the potential partners proposed at the meeting: British Council, Moscow State Linguistic University and the Vigdis Finnbogadottir Insitute).

Cooperation partnership with the European Commission: (52nd meeting of the Bureau of the Governing Board, 11-12 October 2012)
The Bureau expressed its support for the establishment of a partnership agreement for the period 2013-2015 with the European Commission in the areas of 'Information and Communication Technologies' and 'Relating language examinations to the common European reference levels of language proficiency'. The Bureau invited the secretariat to formally notify the members of the Governing Board of the proposed form of cooperation in accordance with the procedures and criteria for the establishment of cooperation agreements adopted by the Board at its 21st meeting on 26-27 April 2012. Each of the areas would involve approximately 15 workshops hosted in member states of the ECML and member states of the European Union which are not currently members of the Partial Agreement. In financial terms, the proposed cooperation would amount to up to 600,000 EUR in contributions from the Commission and up to 400,000 EUR by the Centre (mostly through staff time).

The Bureau also recommended that the procedure for the establishment of cooperation agreements be amended to also include a recommendation from the Bureau to the Governing Board on proposed agreements, wherever feasible. Board members would be informed of the recommendation of the Bureau at the same time as receiving formal notification that the secretariat intended to engage in negotiations with a view to establishing a specific cooperation agreement. This point will be addressed at the next meeting of the Governing Board.

Budget for the 4th medium-term programme (52nd meeting of the Bureau of the Governing Board, 11-12 October 2012)
The Bureau requested that the overall level of the Austrian contribution (amounting to approximately 420,000 EUR in 2011) be clearly indicated within the ECML's budgetary document on the 4th medium-term programme.

As a cost-saving measure the Bureau members asked that, in future, printed copies of the documents for statutory meetings should only be prepared by the secretariat for those Board members requesting this service.

Staff restructuring
The members of the Board supported the secretariat's proposal to look into the possibilities for creating a position for the function of Webmaster, in order to assure continuity and efficiency and to ensure that the high quality services provided by Mr Christian FRIEDRICH could be retained in this area.

Research fellowships (52nd meeting of the Bureau of the Governing Board, 11-12 October 2012)
The Bureau approved the introduction of a new research fellowship scheme on a pilot basis from 2013, whilst requesting that the fellowships be clearly focused and that feasibility be re-examined.

European Day of Languages – ECML involvement
Michael ARMSTRONG presented a series of options to the Governing Board relating to the ECML's future involvement in the coordination of the European Day of Languages.
The members of the Board commented that:
- the European Day of Languages remained an important activity for the Centre, both in terms of recognition at a political level and among the general public. Through the national and international media the Day had achieved a high degree of visibility;
- the Centre should continue its work on the coordination of the Day, although it was not necessary to maintain a constant level of financial support for EDL each year. When necessary, funding should be taken from elsewhere in the programme, such as the area of targeted support, to ensure the ECML's

support for the Day. In addition, the Centre should examine possible external sources of funding for the Day;

- the link between the ECML programme and the European Day of Languages should be strengthened.

(52nd meeting of the Bureau of the Governing Board, 11-12 October 2012)

Given the success of the Day this year, with the website accessible in 16 languages, almost 700 events registered in the Events' calendar, over half a million page views of the site in September, and the EDL video broadcast on ARTE throughout 26 September, the Bureau members highlighted the importance of the Day for the ECML and the need to continue to invest appropriate resources in the coordination of the Day at European level.

Strategic discussion on the ECML

Individual Board members commented that:

- the introduction of the training and consultancy support area demonstrated that the Centre was responding to the needs of its member states;
- through better knowledge of the language education priorities of the member states the Centre would be better placed to attract new states;
- based upon the procedures and criteria agreed at the meeting the Centre should seek to establish cooperation agreements with suitable partners;
- the Centre should develop more closely its ties with the European Commission, both with regard to projects within the current programme and possible common themes for future programmes;
- in order to promote greater impact of the Centre's activities a half-day could be added within each workshop to focus specifically on teacher training for the implementation of the projects' objectives in member states;
- communication with decision-makers was particularly important in the current economic context. In some countries, where this was requested by the Board member, the ECML should envisage direct contacts with the Minister of Education;
- the mission of the ECML, as outlined in the working document DGII/EDU/GRAZ(2012)13, remained relevant and should not be modified;
- the ECML should encourage its partners within the Professional Network Forum to organize activities at the Centre's premises.

(52nd meeting of the Bureau of the Governing Board, 11-12 October 2012)

The Bureau members requested that the secretariat prepare a background document on the areas of 'Communication' and 'Impact' to focus the discussion of Board at its meeting in March 2013.

The Bureau also asked that the format of a letter from the ECML to Ministers of Education (where Board members felt this would be valuable for their country) be discussed at the meeting. The objective of the letter would be to highlight the added value of being an ECML member state. The letter would be accompanied by the summary report of the 3rd medium-term programme focusing on the achievements over the years 2008-2011 and on the value of the programme 2012-2015 in support of national educational priorities.

Appendix 3 – List of ECML publications distributed in 2012

Online access: www.ecml.at/publications

Thematic Area: Evaluation

AYLITT
Assessment of young learner literacy linked to the Common European Framework of Reference for Languages
The handbook for teachers is designed to assist in the assessment of reading and writing in the primary language classroom.
Flyer
Website

CEFESTIM
Common European Framework of Reference for Languages - level estimation grid for teachers
The online CEF-ESTIM training kit provides a grid, examples and guidelines to apply to classroom   activities   and   texts   targeting   the   range   of   A2   to   B2   levels.
Flyer
Website

ECEP
Pathways through assessing, learning and teaching in the CEFR
"Pathways" - guide and kit - aims at supporting ownership and contextualization of the Common European Framework of the Reference for Languages (CEFR). The guide provides a user-friendly tool for accessing the 'nitty gritty' of the CEFR. The kit assists teacher educators in devising training paths for understanding the principles of the CEFR and for envisaging links with classroom practice.
Flyer
Website
Presentation

EPOSTL2
Using the European Portfolio for Student Teachers of Languages
The publication presents examples, discussions and research findings of how the EPOSTL is used in initial teacher education courses, in bi-lateral teacher-education programmes and in teaching   practice.
Flyer
Website

GULT
Guidelines for university language testing
The publication explains how languages for specific purposes (LSP) can be tested in the university context using a task-based approach. It shows how such an approach to language testing can be used in various settings and how task-based language tests are devised and administered.
Flyer
Website
Presentation

QUALITRAINING
QualiTraining at Grassroots Level
The "QualiTraining Guide" provides a framework and the tools for facilitating the implementation of quality principles and procedures at grassroots level. It is, thus, relevant both for individual professional development and for team / institutional contexts focusing on consolidating their "quality culture"

.Flyer
Website

RelEx
Relating language examinations to the Common European Framework of Reference for Languages Highlights from the Manual
The publication offers an introduction to linking examinations to the Common European Framework of Reference for Languages in a valid way. The highlights are targeted at producers of language examinations, who are less familiar with psychometric procedures and who are not (yet) assessment experts.
Flyer
Website
Presentation

Thematic Area: Content and Language Education

CLIL-CD
European Framework for CLIL Teacher Education
The provides a set of principles and ideas for designing curricula for professional teacher development in the area of content and language integrated learning (CLIL).
Flyer
Website
Presentation

CLIL-LOTE-GO
Good practice in Content and Language Integrated Learning for languages other than English
Enseigner une discipline dans une autre langue : Méthodologie et pratiques professionelles
La théorie et la pratique de l'enseignement d'une matière par l'intégration d'une langue étrangère (EMILE, également appelé « formation bilingue ») sont présentées et complétées par des exemples tirés à la fois des classes de langues et des classes de matières. Il s'agit d'un manuel de formation pour l'enseignement des disciplines non linguistiques en langues française et allemande s'adressant à la formation initiale et continue.
Flyer
Website
Presentation

CLIL-LOTE-START
Content and Language Integrated Learning through languages other than English – Getting   started
The publication (brochure and website) provides insights into different forms and ways of putting into practice content and language integrated learning (CLIL) in primary and secondary education, pre- and in-service teacher education, as well as in the field of research and school development. It promotes the CLIL approach to a wider target public, beyond the area of specialists.
Flyer
Website

CONBAT+
Plurilingualism and pluriculturalism in content teaching
The training kit shows in which way the languages and cultures present in the classroom can be developed as a cross-curricular resource at primary and secondary level. It offers twenty-six content-based didactic units in English, French and Spanish to be used in classrooms.
Flyer
Website
Presentation

EPLC
Content-based teaching for young learners
Enseignement précoce des langues par des contenus disciplinaires
La publication propose des modules basés sur des contenus disciplinaires pour l'enseignement et l'apprentissage des langues étrangères dans les écoles primaires. Ces modules proposent des feuilles de travail pour les élèves, ainsi que des lignes directrices pédagogiques pour les enseignants du primaire.
Flyer
Website
Presentation

Thematic Area: Continuity in Language Learning

DOTS
Developing Online Teaching Skills
The training kit is a tool for language teachers which promotes up-to-date online teaching technology including bite-size activities for online language teacher training, suggestions for reflective activities and collaborative tools for sharing "self-training" experiences.
Flyer
Website

ELP-TT3
Training teachers to use the European Language Portfolio
Following the development of a new Council of Europe portal for the European Language Portfolio including a new registration system for ELP models the ECML presents a dedicated section on the use of the ELP in a wide set of contexts including teacher training.
Flyer
Website
Presentation

ELP-WSU
The European Language Portfolio
A guide to the planning, implementation and evaluation of whole-school projects
The guide explains how to use the European Language Portfolio to support the learning and teaching of all foreign languages at all levels in a school. Case studies carried out in ten countries illustrate different approaches to ELP use.
Flyer
Website
Presentation

E-VOLLUTION
Exploring cutting edge applications of networked technologies in vocationally oriented language learning
The website and publication are targeted at teachers and teacher-trainers in VOLL Vocationally Oriented Language Learning). They explain the background to the different aspects of ICT in VOLL, describe the steps involved in carrying out various ICT-based activities and provide practical examples and links to case studies on the VOLL website.
Flyer
Website

PLURIMOBIL
Mobility for plurilingual and intercultural education – tools for language teachers and teacher trainers
The publication offers a 'double learning scenario' for trainee teachers and pupils in primary and secondary school including a user guide for pedagogical monitoring of mobility experiences, both real and virtual.
Flyer
Website

Thematic Area: Plurilingualism

CARAP
A framework of reference for pluralistic approaches to languages and cultures
This set of publications opens ways for implementing pluralistic approaches in classrooms in order to develop the plurilingual and intercultural competences of learners of all subjects.
Flyer
Website
Presentation

EBP-ICI
Minority languages, collateral languages and bi-/plurilingual education
Based on European objectives to favour linguistic diversity and plurilingual and pluricultural education, the publication presents piloted materials, activities and didactic tools. These are related to a theoretical framework which creates links between dominant languages and minority or regional languages in Europe and beyond. A teaching kit also offers a collection of practical examples and recommendations for policy-makers in the area of education.
Flyer
Website

LACS
Language associations and collaborative support
The publication is aimed at those involved in the running of language teacher associations at international, national, regional and local levels. This may include paid employees or, more frequently, volunteers. It provides guidance on the effective running and networking of associations.
Flyer
Website

MARILLE
Majority language instruction as basis for plurilingual education
To show how plurilingualism can be fostered in majority language teaching (for example, the teaching of Spanish in Spain or Polish in Poland) in secondary schools, this publication offers concrete examples for teacher development and strategies for change management.
Flyer
Website
Presentation

Appendix 4 – Calendar of activities 2012

January 2012

Meeting of consultants

9-10 January 2012
Meeting on the evaluation of the ECML programme activities
Venue: ECML, Graz, Austria
Experts: Frank Heyworth, Switzerland; Christopher Tribble, United Kingdom

Participation of ECML staff in an event

10-11 January 2012
QualiRom coordinators' meeting
Venue: Prague, Czech Republic
Organiser: Charles University in Prague, in cooperation with the Czech Ministry of Education
ECML contribution: participation of Waldemar Martyniuk, Executive Director; documentation
Website: QualiRom project
(http://www.ECML.at/Programme/Specialisedsupportactivity/tabid/210/language/en-GB/Default.aspx)

Training Seminar 3

11-14 January 2012
QualiRom training seminar: "Teaching in heterogeneous situations"
Venue: Prague, Czech Republic
Experts: David Little and Barbara Simpson, Ireland
Website: QualiRom project
(http://www.ECML.at/Programme/Specialisedsupportactivity/tabid/210/language/en-GB/Default.aspx)

Visit of the ECML

19 January 2012
Participants: John Knagg, Tony Jones, British Council

Hosted event at the ECML premises

19-21 January 2012
Network meeting "Interkulturalität und Mehrsprachigkeit – Pädagogische Hochschulen im Dialog"
Organisers: Pädagogische Hochschule Steiermark, Austrian Federal Ministry for Education, the Arts and Culture (BMUKK), Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ), Verein EFSZ
Programme (German)

Participation in an external event

20 January 2012
Language teacher training
Venue: Tokyo, Waseda University, Japan
Organiser: Waseda University
ECML expert: Michel Candelier, coordinator of the ECML project "A Framework of Reference for Pluralistic Approaches to languages and cultures (CARAP)" (2008-2011)
ECML contribution: documentation

Hosted event at the ECML premises

23 January 2012
Board meeting of the Austrian Association
Website: http://verein.ECML.at/

Expert meeting

23-25 January 2012
"Language descriptors for migrant and minority learners' success in compulsory education" (Language descriptors)
Venue: ECML, Graz, Austria
Coordinator: Eli Moe, Norway
Participants: project team

Hosted event at the ECML premises

25 January 2012
Styrian working group for teachers of Romance languages
Organiser: Landesschulrat Steiermark

Expert meeting

26-27 January 2012
"Developing plurilingual and intercultural competence through pluralistic approaches" (CARAP national networks)
Venue: ECML, Graz, Austria
Coordinator: Anna Schröder-Sura, Germany
Participants: project team

Participation of ECML staff in an event

27 January 2012
Meeting with representatives of the Directorate General for Education and Culture of the European Commission
Venue: Brussels, Belgium
ECML contribution: participation of Waldemar Martyniuk, Executive Director

Participation in an external event

28 January 2012
Study day for teachers of French language of Kansai
Venue: Kyoto University, Japan
Organisers: N. Nishiyama, École doctorale des études sur l'homme et l'environnement
ECML expert: Michel Candelier, coordinator of the ECML project "A Framework of Reference for Pluralistic Approaches to languages and cultures (CARAP)" (2008-2011)
ECML contribution: documentation

February 2012

Participation in an external event

1-4 February 2012
Expolangues - 30th edition
Venue: Paris, France
Organiser: L'Etudiant
ECML contribution: documentation for the exhibition stand of CIEP (National Contact Point for the ECML in France)

ECML Professional Network Forum on Language Education

2 February 2012
Venue: ECML premises, Graz
Organiser: ECML
Participants: Forum members
Website

Expert meeting

3-4 February 2012
"Plurilingual whole school curricula" (PlurCur)
Venue: ECML, Graz, Austria
Coordinator: Britta Hufeisen, Germany
Participants: project team

Participation in an external event

4-5 February 2012
Teacher training seminar for the Finnish Association of Spanish Teachers
Venue: Tarttila, Finland
Organisers: Consejería de Educación de la Embajada de España en Finlandia, Finnish Association of Spanish Teachers and Päivölän Kansanopisto

Participants: 29 teachers of Spanish
ECML expert: Mercè Bernaus, coordinator of the ECML project "Plurilingualism and pluriculturalism in content teaching (CONBAT+)" (2008-2011)
ECML contribution: documentation
Programme
Website: www.suomenespanjanopettajat.fi/

Hosted event at the ECML premises

6 February 2012
Meeting of the Pädagogische Hochschule Steiermark
Organiser: Pädagogische Hochschule Steiermark

Participation of ECML staff in an event

8-9 February 2012
Council of Europe: internal meetings
Venue: Council of Europe, Strasbourg, France
ECML contribution: participation of Waldemar Martyniuk, Executive Director

Hosted event at the ECML premises

14 February 2012
Meeting of the Graz Language Network (Sprachennetzwerk Graz)
Organiser: Austrian Association of the ECML
Website: www.sprachennetzwerkgraz.at/

Visit of the ECML

15 February 2012
Participants: Honorary Consuls of Brazil, Bosnia and Herzegovina, Croatia, Denmark and Slovak Republic in Graz

Statutory meeting: 50th meeting of the Bureau of the Governing Board

15-17 February 2012

Expert meeting

22-24 February 2012
"Languages in corporate quality" (LINCQ)
Venue: ECML, Graz, Austria
Coordinator: Wolfgang Mackiewicz, Germany
Participants: project team

March 2012

Expert meeting

5-7 March 2012
"Diversity in majority language learning" (MALEDIVE)
Venue: ECML; Graz, Austria
Coordinator: Eija Aalto, Finland
Participants: project team

Participation of ECML staff in an event

7-8 March 2012
Intergovernmental Seminar "Meeting the challenge of multilingual classrooms: exploiting plurilingual repertoires, managing transitions and developing proficiency in the language(s) of schooling"
Venue: Council of Europe, Strasbourg, France
Organiser: Language Policy Unit of the Council of Europe
ECML contribution: presentation of the ECML by Susanna Slivensky, Deputy Executive Director / Head of programmes; documentation
Website: www.coe.int/t/dg4/linguistic/Conference_EN.asp

Hosted event at the ECML premises

9 March 2012
COFACE event
Organiser: COFACE - Confederation of Family Organisations in the European Union

Participation of ECML staff in an event

9-10 March 2012
19th Annual Conference on "Perception and Reality in Language Education"
Venue: Pilsen, Czech Republic
Organiser: International Language Network (ICC)
ECML contribution: keynote by Waldemar Martyniuk; book exhibition

Expert meeting

12-14 March 2012
"Using open online resources for language teaching" (More DOTS)
Venue: ECML, Graz, Austria
Coordinator: Mateusz-Milan Stanojević, Croatia
Participants: project team

Hosted event at the ECML premises

13 March 2012
"SWITCH" Language Contest
Organiser: Landesschulrat Steiermark

Participation of ECML staff in an event

13 March 2012
Meeting of the Committee of Ministers' Rapporteur Group on Education, Culture, Sport, Youth and the Environment (GR-C)
Venue: Council of Europe, Strasbourg, France
Organiser: Council of Europe
ECML contribution: presentation by Waldemar Martyniuk; documentation
Website

Visit of the ECML

19-22 March 2012
Participant: Rosa Margarita Galán Vélez, Head of the Academic Department of Languages of the Instituto Tecnológico Autónomo de México (ITAM)

Internal staff training

20 March 2012
Participants: ECML staff members

Expert meeting

21-23 March 2012
"Signed languages for professional purposes" (PRO-Sign)
Venue: ECML, Graz, Austria
Coordinator: Lorraine Leeson, Ireland
Participants: project team

Hosted event at the ECML premises

23 March 2012
Preparatory meeting of the Austrian Association of Language Didactics (ÖGSD, Österreichische Gesellschaft für Sprachendidaktik)
Organiser: ÖGSD

Participation of ECML staff in an event

27-29 March 2012
Inaugural meeting of the new Steering Committee for Education Policy and Practice
Venue: Council of Europe, Strasbourg, France
Organiser: Council of Europe
ECML contribution: presentation of the ECML by Waldemar Martyniuk; publication exhibition

Expert meeting

28-30 March 2012
"Developing migrants' language competences at workplace" (LanguageforWork)
Venue: ECML, Graz, Austria
Coordinator: Matilde Grünhage-Monetti, Germany
Participants: project team

Participation in an external event

29 March 2012
Symposium "Mut zur Mehrsprachigkeit - Neues aus Theorie und Praxis"
Venue: University of Applied Science Vorarlberg, Dornbirn, Austria
Organisation: Research Group DYME of the University of Innsbruck in cooperation with okay.zusammen leben/Projektstelle für Zuwanderung und Integration and the University of Applied Science Vorarlberg
ECML contribution: presentation of selected project results by Ursula Newby, Manager of the Austrian Association of the ECML; documentation
Website: http://www.okay-line.at/deutsch/aktuelles/symposium-mut-zur-mehrsprachigkeit/

Visit of the ECML

30 March 2012
Participants: students of the University of Graz (contact: Klaus-Börge Boeckmann)

April 2012

Participation in an external event

3-4 April 2012
Anniversary event "20. Jahresfeier des Bestehens der bilingualen Studiengänge im Elsass" including a presentation of CLIL and the European Framework for CLIL Teacher Education (CLIL-CD)
Venue: Strasbourg, France
Organiser: Institut de formation des maîtres (IUFM) d'Alsace
ECML expert: Dieter Wolff, team member of the ECML project "Curriculum development for content and language integrated learning (CLIL-CD)" (2008-2011)
ECML contribution: documentation

Expert meeting

3-5 April 2012
"Language and intercultural learning through mobility programmes" (PluriMobil)
Venue: ECML, Graz, Austria
Coordinator: Mirjam Egli Cuenat, Switzerland
Participants: project team

Expert meeting

3-5 April 2012
"Empowering language networks" (LACS)
Venue: ECML, Graz, Austria
Coordinator: Terry Lamb, FIPLV
Participants: project team

Participation in an external event

12-13 April 2012
Training "FREPA - A set of instruments for the development of plurilingual and intercultural competences"
Venue: Tallinn, Estonia
Organiser: Maire Keppinau (Integration and Migration Foundation Our People, MISA), Tallinn, Estonia
Experts: Petra Daryai-Hansen, Anna Schröder-Sura
Participants: 25 teachers, teacher trainers, decision makers, material designers
ECML contribution: publication "FREPA- A Framework of Reference for Pluralistic Approaches to languages and cultures"
Website: http://carap.ECML.at

Hosted event at the ECML premises

13 April 2012
Meeting of the Steering Group (on Competence Descriptions) of the Austrian Federal Ministry for Education, the Arts and Culture (BMUKK)
Organiser: Austrian Federal Ministry for Education, the Arts and Culture (BMUKK)

Hosted event at the ECML premises

16 April 2012
Sprachenforum: Mehrsprachigkeit in Graz - Das Sprachennetzwerk Graz im Dialog mit der Stadt Graz
Organiser: Language Network Graz
Press release (German)

Participation of ECML staff in an event

18-20 April 2012
41st Meeting and Conference of the Association Language Testers in Europe (ALTE) on "The Impact of Language Testing on Learning and Teaching"
Venue: Lisbon, Portugal
Organiser: Association Language Testers in Europe (ALTE)
ECML contribution: presentation by Waldemar Martyniuk; exhibition of publications
Programme: www.alte.org/documents/lisbon-april-2012-programme.pdf
Website: www.alte.org

Participation in an external event

18-21 April 2012
XXVIIIth Forum "Junge Romanistik"
Venue: University of Graz, Austria
Participants: students, teachers, researchers
ECML contribution: publication exhibition

Hosted event at the ECML premises

20 April 2012
Meeting of the Board of the Austrian Association
Website: http://verein.ECML.at

Statutory meeting: 51st meeting of the Bureau of the Governing Board

25 April 2012

Statutory meeting: 21st meeting of the Governing Board

26-27 April 2012

Participation in an external event

26-27 April 2012
CCERBAL 2012 Conference on Innovative Practices in CALL
Venue: online event
ECML experts: Hilaire Lemoine, National Contact Point for the ECML in Canada; Ursula Stickler, coordinator of the ECML project "Developing Online Teaching Skills (DOTS)" (2018-2011)
ECML contribution: documentation
Website: www.distance.uottawa.ca/direct2.htm

Participation of ECML staff in an event

30 April 2012
National language conference: "Den nationale konference om fremmedsprog på de videregående uddannelser I" / Conference on « Languages are key to the world »
Venue: Aarhus, Denmark
Organisers: Aarhus University, VIA University College, Danish Ministry for Research, Innovation and Higher Education
Participants: about 120 business representatives, scholars and teachers from the higher education in Denmark
ECML contribution: presentation by Waldemar Martyniuk, Executive Director: "Strategic language initiatives in Europe"; documentation

Programme: http://konferencer.au.dk/fremmedsprog/program/
Conference report (in Danish)

May 2012

Hosted event at the ECML premises

10-12 May 2012
Pestalozzi Workshop "Roma and Human Rights: cultural and linguistic aspects in society"
Organisers: Austrian Federal Ministry for Education, the Arts and Culture (BMUKK), Council of Europe
Website: http://www.coe.int/t/dg4/education/pestalozzi/home/default_en.asp

Participation in an external event

11-12 May 2012
XVIIe Seminar of the Italian Association of University Language Centres (AICLU): "La certificazione e il riconoscimento delle competenze linguistiche dello studente universitario"
Venue: Milan, Italy
Expert: presentation from Mathilde Anquetil on the GULT project of the ECML: "GULT, un guide européen pour l'évaluation actionnelle des compétences langagières à des fins spécifiques à l'université"
ECML contribution: documentation
Programme

Participation in an external event

11-13 May 2012
Annual Conference ofthe Croatian Applied Linguistics Society
Venue: Zagreb Faculty of Humanities and Social Sciences
Organiser: Croatian Applied Linguistics Society
ECML expert: Mateusz-Milan Stanojevic, coordinator of the ECML project "Using open resources to develop online teaching skills (MoreDOTS)" (2012-2015) and team member of the ECML project "Developing Online Skills (DOTS)" (2008-2011)
ECML contribution: documentation
Website: www.hdpl.hr

Hosted event at the ECML premises

14 May 2012
Meeting of Europazentrum
Organiser: Eurropazentrum, Graz
Website: http://www.europahaus-graz.at/start.html

National support event

18-20 May 2012
5th National Conference of the Albanian English Language Teachers Association (ELTA)
"English teaching in the next decade"
Venue: Tirana, Albania
Organiser: English Language Teachers Association (ELTA)
Experts: David Little, Ireland; David Newby, Austria
Participants: teachers and teacher trainers
Project sites: http://elp-wsu.ECML.at; http://epostl2.ECML.at
Programme

Hosted event at the ECML premises

23 May 2012
10th Anniversary event of IKEMBA (Verein für Interkultur, Konfliktmanagement, Empowerment , Migrationsbegleitung, Bildung und Arbeit): "Fit für Vielfalt ?"
Organiser: IKEMBA
Website: www.ikemba.at

Participation in an external event

24-25 May 2012
Workshop on the "UNIcert system – towards task-based language testing" within the framework of the International Conference "Quality assurance of language programmes at European higher education

institutions IV"
Venue: Comenius University Bratislava, Slovak Republic
Organisers: CASAJC (Česká a slovenská asociace učitelů jazykových center na vysokých školách), Comenius University Bratislava
Expert: Johann Fischer, coordinator of the ECML project "Guidelines for university tasks-based language testing (GULT)" (2008-2011); Helena Sajgalikova, CercleS representative at the ECML Professional Network Forum
ECML contribution: documentation

Hosted event at the ECML premises / Participation in an external event

25 May 2012
13th Transnational Expert Forum on Languages and Migration /
13. Transnationales ExpertInnenforum Sprache und Migration
ECML contribution: presentation of the ECML and publication exhibition at the Centre's premises
Programme (German)
Website: http://www.spracheundmigration.eu

Visit of the ECML

29 May – 4 June 2012
Erasmus staff training mobility programme
Participant: Veronika Piccinini

Network meeting

30 May – 1 June 2012
Network meeting "Plurilingual and intercultural competences: Descriptors and teaching materials" (CARAP national networks)
Venue: ECML, Graz, Austria
Coordinator: Anna Schröder-Sura, Germany
Co-animators: Michel Candelier, France; Petra Daryai-Hansen, Denmark; Ildikó Lörincz, Hungary
Participants: ECML National Contact Points

Participation in an external event

30 May - 3 June 2012
9th EALTA Conference "Validity in Language Testing and Assessment"
Venue: Innsbruck, Austria
Organiser: EALTA, European Association for Language Testing and Assessment
ECML contribution: documentation
Website: http://www.uibk.ac.at/news/ealta-conference2012/; http://www.ealta.eu.org/

Visit of the ECML

31 May 2012
Participant: Ilka Dönhoff, University of Paderborn, Germany

June 2012

Hosted event at the ECML premises

4 June 2012
Meeting of the Board of the Austrian Association of the ECML
Website: http://verein.ECML.at

Participation in an external event

4-9 June 2012
Teacher training seminar
Venue: Instituto Cervantes, Alcalá de Henares, Spain
Organiser: Instituto Cervantes
ECML expert: Mercè Bernaus, coordinator of the ECML project "Content-based teaching plurilingual/cultural awareness (ConBaT+)" (2008-2011)
ECML contribution: documentation

Hosted event at the ECML premises

5 June 2012
Meeting of Europahaus
Organiser: Europahaus, Graz

ECML training and consultancy for member states

5-7 June 2012
Expert meeting "Developing on-line teaching skills" (DOTS)
Venue: ECML, Graz, Austria
Coordinator: Mateusz-Milan Stanojević, Croatia
Participants: project team

ECML training and consultancy for member states

6-7 June 2012
Expert meeting "Supporting local networks of users of the European Language Portfolio through an e-platform"
Venue: ECML, Graz, Austria
Coordinator: Bärbel Kühn, Germany
Participants: project team

ECML training and consultancy for member states

6-8 June 2012
Expert meeting "Constructing and validating language tests linked to the Common European Framework of Reference for Languages (CEFR)" (RelEx)
Venue: ECML, Graz, Austria
Coordinator: José Noijons, The Netherlands
Participants: project team

Participation of ECML staff in an event

8-9 June 2012
FIPLV World Congress
Venue: Helsinki, Finland
Organiser: International Federation of Language Teacher Associations / Fédération internationale des professeurs de langues vivantes (FIPLV)
ECML contribution: presentation by Waldemar Martyniuk, Executive Director; documentation
Website: http://www.sukol.fi/fiplv2012 ; http://www.sukol.fi/toiminta/koulutus-_ja_tapahtumakalenteri/fiplv2012/speakers_and_topics

Participation of ECML staff in an event

12 June 2012
Seminar "Plurilingualism and priorities of language education" /
Seminář „Vícejazyčnost a priority jazykového vzdělávání"
Venue: Prague, Czech Republic
Organiser: Ministry of Education, Youth and Sport of the Czech Republic; contact: Irena Maskova (e-mail: maskova@msmt.cz)
ECML contribution: keynote by Susanna Slivensky, Deputy Executive Director / Head of programmes; documentation
Programme (Czech / English)

Expert meeting

13 June 2012
"ECML publications for plurilingual and intercultural education in use" (PIU)
Venue: Budapest, Hungary
Coordinator: Ulrike Haslinger, Austria
Participants: project team

Hosted event at the ECML premises

14 June 2012
CONTEXT event "Developing Online Skills" (DOTS)
Participants: participants in a course on multilingualism in school practice (pre-and primary school teachers) provided by the teacher training college (Pädagogische Hochschule, Graz)

Organiser: Austrian Association of the ECML
Website: http://verein.ECML.at

Hosted event at the ECML premises

19-20 June 2012
Meeting of the Austrian Language Competence Centre (Österreichisches Sprachen-Kompetenz-Zentrum, ÖSZ)
Organiser: ÖSZ

Participation of ECML staff in an event

21 June 2012
General Assembly Meeting of the Austrian Language Committee (Österreichisches Sprachenkomittee, ÖSKO)
Venue: Vienna, Austria
Organiser: ÖSKO
ECML contribution: participation of Susanna Slivensky, Deputy Executive Director / Head of Programmes
Hosted event at the ECML premises / Participation of ECML STAFF in an event
21-23 June 2012
ACTFL-CEFR Symposium 2012: "Making Frameworks Useful"
Organisers: American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of German (AATG), the Language Policy Unit and the European Centre for Modern Languages of the Council of Europe
Website: http://www.unileipzig.de/actflcefr/

Hosted event at the ECML premises

26 June 2012
Meeting of Europahaus
Organiser: Europahaus, Graz

Participation of ECML staff in an event

28 June 2012
Special meeting of the Subgroup of the European Indicator of Language Competence Advisory Group on the language benchmark
Venue: Brussels, Belgium
Organiser: European Commission, Subgroup of the European Indicator of Language Competence Advisory Board
ECML contribution: participation of Waldemar Martyniuk, Executive Director

July 2012

Hosted event at the ECML premises

6-8 July 2012
International Conference "The European Portfolio for Student Teachers of Languages: Experiences and Perspectives"
Organisers: Austrian Society for Language Didactics (ÖGSD), University of Vienna; Austrian Association of the ECML
Coordinators: David Newby; Barbara Mehlmauer-Larcher; Ursula Newby
Participants: Language teacher educators, school mentors, representatives of school authorities and ministries, student teachers
Conference languages: German and English
Invitation: English - German (PDF format)

Coordinators' meeting / Participation of ECML staff in an event

11 July 2012
"Enhancing Romani language education in schools in Europe" (QualiRom)
Venue: University of Helsinki, Finland
Organiser: University of Helsinki
ECML contribution: participation of Waldemar Martyniuk, Executive Director; documentation
Website: QualiRom

Training Seminar 4

12-14 July 2012
"Enhancing Romani language education in schools in Europe" (QualiRom): Evaluation and self-evaluation of the teaching process
Venue: University of Helsinki, Finland
Experts: Isabel Landsiedler, Austria; Barbara Lazenby Simpson, Ireland

Hosted event at the ECML premises

16 July - 18 August 2012
German language courses
Organiser: Deutsch in Graz

Participation in an external event

16-27 July 2012
Trainer development course: "From teacher to trainer - Developing effective trainer skills for ELT"
Venue: Norwich Institute of Language Education (NILE), UK
Organiser: NILE
Participants: 6 international participants; intended for teachers who are interested in becoming or who have recently become teacher trainers
Expert: Uwe Pohl, member of the coordination team of the ECML project "TrainEd - Training Teacher Educators - Changing roles and responsibilities of language educators" (2004-2007)
ECML contribution: project publication First steps in teacher training: A practical guide - "The TrainEd Kit" (online publication in English - also available in French and Hungarian on the ECML website)
Programme

Visit of the ECML premises

17 July 2012
EU seminar (Grundtvig Programme) "Stressfrei in den Unterricht mit Neurolinguistischem Programmieren und Coaching"
Organiser: European Union
Website: http://www.marc-ortlieb.com/index.php?option=com_content&view=article&id=152&Itemid=208

Visit of the ECML

23-24 July 2012
Participants: Borys Zhebrovskyi, Deputy Minister of Education of Ukraine; Oksana Kovalenko, Leading Specialist of the Department of General and Pre-school Education, Ministry of Education and Science of Ukraine

August 2012

Participation of ECML staff in an event

2 August 2012
European Day of Languages 2013: video contest
Venue: Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ), Graz, Austria
Organiser: ÖSZ
ECML contribution: participation of Waldemar Martyniuk, Executive Director, as a contest jury member
Website: winner videos on Youtube, www.youtube.com/user/ETSjuryauswahl

ECML training and consultancy for member states

20-22 August 2012
"Supporting local networks of users of the European Language Portfolio through an e-platform": European Language Portfolio summer workshop
Venue: Prague, Czech Republic
Expert: Michael Langner, Switzerland/Luxembourg
Local organiser: Kamila Sladkovská, National Institute for Education, Czech Republic
Participants: teachers and teacher trainers

Expert meeting

27-28 August 2012
"Diversity in majority language learning" (MALEDIVE)
Venue: ECML, Graz, Austria

Coordinator: Eija Aalto, Finland
Participants: project team

September 2012

Network meeting - ECML training and consultancy for member states

5-6 September 2012
"Constructing and validating language tests linked to the Common European Framework of Reference for Languages (CEFR)"
Venue: ECML, Graz, Austria
Coordinator: José Noijons, The Netherlands
Co-animators: Jana Bérešová, Slovak Republic; Gilles Breton, France; Gábor Szabó, Hungary
Participants: 1 representative of each of the following ECML member states: Croatia, Cyprus, Czech Republic, Estonia, Iceland, Lithuania
Website: RelEx

Participation in an external event

6-8 September 2012
12th Conference of the European Confederation of Language Centres in Higher Education (CercleS): "University Language Centres: Going for gold – Overcoming hurdles"
Venue: London School of Economics - Language Centre, United Kingdom
Organiser: CercleS, member of the ECML Professional Network Forum
Participants: teachers and researchers from language centres, departments, institutions, faculties and schools in higher education whose main responsibility is the teaching of language
ECML contribution: stand, documentation
Website: www2.lse.ac.uk/language/CercleS2012/Cercles2012.aspx

Hosted event at the ECML premises

12 September 2012
Meeting of the Europahaus
Organiser: Europahaus, Graz

National support event

13 September 2012
Seminar and workshops on "Intercultural education – pluralistic approaches to languages and cultures"
Venue: Podgorica, Montenegro
Expert: Ildikó Lőrincz, Hungary (team member of CARAP - A Framework of Reference for Pluralistic Approaches to languages and cultures)
Local organiser: British Council with the collaboration of Nataša Perić, Bureau for Education Services Montenegro (Samostalni savjetnik za međunarodnu saradnju, Zavod za školstvo) and ECML National Contact Point in Montenegro
Participants: up to 200 teachers of English, French, Italian, German and Russian as well as decision makers from the main educational institutions in Montenegro
Programme: Intercultural Education / Interkulturna nastava MNE

Expert meeting

13-14 September 2012
"Languages in corporate quality" (LINCQ)
Venue: ECML, Graz, Austria
Coordinator: Wolfgang Mackiewicz, Germany
Participants: project team

Network meeting

13-14 September 2012
"Mobility programmes for sustainable plurilingual and intercultural learning" (PluriMobil)
Venue: ECML, Graz, Austria
Coordinator: Mirjam Egli Cuenat, Switzerland
Co-animators: Chantal Muller, Belgium; Kristin Brogan, Ireland; Anna Czura, Poland
Participants: selected participants of the workshop in 2011
Participation in an external event

14 September 2012
Conference and workshop on Plurilingual education in Europe - objectives and implementation ("Mehrsprachige Bildung in Europa: Ziele und Umsetzung / L'éducation plurilingue en Europe: objectifs et mise en œuvre")
Venue: Taipei, Taiwan
Organisers: French and German authorities
ECML experts: Michel Candelier and Anna Schröder-Sura, coordinators of the ECML project "A Framework of Reference for Pluralistic Approaches to languages and cultures(CARAP)" (2008-2011)
ECML contribution: documentation

Participation in an external event

17-19 September 2012
Sign Language Interpreter Training: An Integrated Approach
Venue: University of Graz, ECML
Organiser: European Forum of Sign Language Interpreters (efsli)
Website: http://www.uni-graz.at/uedo1www/uedo1; www-veranstaltungen/programme.htm

Visit of the ECML (traineeship)

17-21 September 2012
Participant: Carine Espigares, Institut National des Langues, Luxembourg

Visit of the ECML

17-21 September 2012
Participant: Prof. Katsuaki Okihara, Kolbe, Japan

Network meeting - ECML training and consultancy for member states

18 September 2012
"Supporting local networks of users of the European Language Portfolio through an E-Platform"
Venue: ECML, Graz, Austria
Coordinator: Bärbel Kühn, Germany
Co-animators: Michael Langner, Switzerland/Luxembourg; Maria Luisa Perez Cavana, United Kingdom
Participants: representatives of the Czech Republic, Germany, and Poland

Hosted event at the ECML premises

19-21 September 2012
Conference of the EU project "chance4change"
Organiser: Chance4Change
Website: http://chance4change.eu/

ECML training and consultancy for member states

24 September 2012
"Developing on-line teaching skills" (DOTS): ICT and Social Media in Language Education - 3rd Warsaw Language Conference
Venue: Warsaw, Poland
Experts: Mateusz-Milan Stanojevic, Croatia; Pauline Ernest, Spain
Local organiser: Anna Grabowska, Foundation for the Development of the Education System
Working languages: English and Polish
Participants: 300 Polish and foreign language policy decision makers, ICT experts, language education providers, teacher trainers, researchers, teacher trainers, trainee teachers, social and business partners, language education stakeholders
Conference website

European Day of Languages

25 September 2012
Press information with Sonja Grabner (City of Graz), Patrick Schnabl (Province of Styria), Manuel P. Neubauer (Europahaus - Europazentrum), Waldemar Martyniuk (Executive Director, ECML), Michael Armstrong (Administrator, ECML)
26 September 2012
Website: http://www.coe.int/edl

Participation of ECML staff in an event

26-28 September 2012
"Multilingualism in Europe" conference
Venue: Limassol, Cyprus
Organiser: European Commission
ECML contribution: keynote by Waldemar Martyniuk, Executive Director; publication stand
Website: http://multilingualism-in-europe.teamwork.fr/en/programme

Participation in an external event

26-28 September 2012
3rd International Colloquy "Interférences culturelles à travers la traduction et l'interprétation" , European Day of Languages and 11th Anniversary of the Translation and Interpretation Departement (DTI) of the Faculty of Philology Blaže Koneski
Venue: Skopje, "the former Yugoslav Republic of Macedonia"
Organiser: Faculty of Philology Blaže Koneski - Translation and Interpretation Department, Faculty of Philology - University Sts Cyril &Method
ECML contribution: documentation

ECML training and consultancy for member states

27-28 September 2012
"Constructing and validating language tests linked to the Common European Framework of Reference for Languages (CEFR)"
Venue: Nicosia, Cyprus
Experts: Gilles Breton, France; José Noijons, The Netherlands
Local organiser: Sotiria Hadjichristofi-Neocleous, Ministry of Education and Culture, Cyprus
Participants: teachers
Project site: Relex

Hosted event at the ECML premises

29 September 2012
Annual meeting of the Austrian-Slovenian Friendship Society
Organiser: Austrian-Slovenian Friendship Society (Graz, Austria)

October 2012

Hosted event at the ECML premises

1-4 October 2012
German language courses
Organiser: Deutsch in Graz

Hosted event at the ECML premises

3 October 2012
Abschlussveranstaltung für das Sprachennetzwerkprojekt in der Steiermark „Besser Sprachen lernen mit dem ESP" (Closing event of the project initiated by the Language Network Graz in Styria "Better language learning with the ELP")
Venue: ECML, Graz, Austria
Organiser: Austrian Association of the ECML
ECML contribution: participation of Waldemar Martyniuk, Executive Director; documentation
Website: www.sprachennetzwerkgraz.at

Participation in an external event

3-4 October 2012
In-Service Teacher Training « Rencontres interculturelles - Lycée Idéal Nabeul / GIBS Graz » within the framework of an International School Network Project (30 September 2012 – 7 October 2012)
Venue: Nabeul, Tunisia
Organisers: International school network / Lycée Idéal Nabeul and GIBS Graz
Participants: 20 primary and secondary language teachers; languages: French, Arabic
Presenters: Elisabeth Pölzleitner and Marion Radl (GIBS)
ECML contribution: general documentation, European Portfolio for Student Teachers of Languages

(EPOSTL)
Website: www.schulpartnerschaften.at/start.asp?ID=231247&b=4098

Participation in an external event

4 October 2012
2012 FLAVA Conference: Workshop "Pathways through assessing, learning and teaching the CEFR"
Venue: Wiliamsburg, Virginia, USA
Organiser: Embassy of France, Cultural Service, Washington, USA; contact: Glaser Marie-Catherine (marie-catherine.glaser@diplomatie.gouv.fr)
Participants: secondary and university teachers of French as a foreign language
ECML expert: Enrica Piccardo, coordinator of the ECML project entitled "Encouraging the culture of evaluation among professionnals (ECEP)" (2008-2011)
ECML contribution: documentation, publication Pathways through assessing, learning and teaching tin the CEFR (2011)
Website: www.flavaweb.org
Programme et catalogue FLAVA

Expert meeting

4-5 October 2012
"Language descriptors for migrant and minority learners' success in compulsory education" (Language descriptors)
Venue: ECML, Graz, Austria
Coordinator: Eli Moe, Norway
Participants: project team

ECML training and consultancy for member states

5 October 2012
"Supporting local networks of users of the European Language Portfolio through an E-Platform"
Venue: Paderborn, Germany
Experts: Bärbel Kühn and Jürgen Friedrich, Germany
Local organiser: Sigrid Behrent, University of Paderborn, Germany
Participants: teachers of university language centres
Programme "Einführung in das Europäische Sprachenportfolio und in die Arbeit mit der EPOS-Plattform"
Programme "MultiplikatorInnen-Workshop zum EFSZ-Beratungsprojekt: Supporting local networks of users of the European Language Portfolio through an E-Platform"

Participation in an external event

5-6 October 2012
Training "Pathways Through Assessing, Learning and Teaching the CEFR"
Venue: Bâton-Rouge, Louisiana
Organiser: Consulate General of France in New Orleans, Cultural Service, USA;
contact: philippe.aldon@diplomatie.gouv.fr
Participants: secondary and university teachers of French as a foreign language
ECML expert: Enrica Piccardo, coordinator of the ECML project entitled "Encouraging the culture of evaluation among professionnals (ECEP)" (2008-2011)
ECML contribution: documentation, publication Pathways through assessing, learning and teaching tin the CEFR (2011)

Hosted event at the ECML premises

8-11 October 2012
German language courses
Organiser: Deutsch in Graz

Participation in an external event

9 October 2012
Symposium "Plurilingual and pluricultural awareness in language teacher education"
Venue: University of the Basque Country, San Sebastian, Spain
Organiser: University of the Basque Country
ECML expert: Mercè Bernaus, coordinator of the ECML project "Content based teaching and plurilingual/cultural awareness (CONBAT+)" (2008-2011)
Participants: 25 students of the European Master in Multilingualism and Education (EMME)

ECML contribution: documentation
Website: http://multilingualeducation.eu/en/master/

Network meeting

9-10 October 2012
"Plurilingual whole school curricula" (PlurCur)
Venue: ECML, Graz, Austria
Coordinator: Britta Hufeisen, Germany
Co-animators: Elisabeth Allgäuer-Hackl, Austria; Kristin Brogan; Ireland; Joachim Schlabach, Finland
Participants: researchers/experts in the field; teachers from pilot schools

Statutory meeting: 52nd meeting of the Bureau of the Governing Board

11-12 October 2012

Participation of ECML staff in an event

15-16 October 2012
Meeting on standard-setting and benchmarking
Venue: Goethe Institut, Munich, Germany
Organiser: Goethe Institut
ECML contribution: participation of Susanna Slivensky, Deputy Executive Director / Head of programmes

Participation of ECML staff in an event

15-16 October 2012
Training and internal meetings at the Council of Europe
Venue: Strasbourg, France
Organiser: Council of Europe
ECML contribution: participation of Waldemar Martyniuk, Executive Director

Hosted event at the ECML premises

16 October 2012
Multiplier conference: Dissemination of 3 ECML projects of the third medium-term programme of activities
Organisers: Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ), Austrian Association of the ECML

Participation of ECML staff in an event

18 October 2012
Conference on "Plurilingualism for today and tomorrow: curricular changes and further developments"
Venue: Brdo, Slovenia
Organiser: Slovene Ministry of Education
ECML contribution: participation of Waldemar Martyniuk, Executive Director; documentation

Hosted event at the ECML premises

18 October 2012
Styrian working group for teachers of English
Organiser: Landesschulrat Steiermark

Participation in an external event

22 October 2012
Seminar "Imparare a certificare: quali competenze per il docente?"
Venue: Catania, Italy
Organiser: LEND – Lingua E Nuova Didattica
ECML expert: Maria Jesus Frigols, coordinator of the ECML project "Curriculum development for content and language integrated learning" (CLIL-CD, 2008-2011)
Participants: 100 teachers
ECML contribution: documentation
Website: http://www.lend.it/chi-siamo.html
Programme

ECML Training and consultancy for member states

25 October 2012
"Supporting local networks of users of the European Language Portfolio through an E-Platform" - European

Language Portfolio Conference
Venue: Prague, Czech Republic
Experts: Michael Langner, Switzerland/Luxembourg; Margarete Nezbeda, Austria
Local organiser: Kamila Sladkovská, National Institute for Education, Czech Republic and Regional Centre of Education and Language School Providing State Language Exams, Pilsen in cooperation with Goethe-Institut Prague, Ministry of Education, Youth and Sports
Participants: stakeholders in the area of language education in the Czech Republic; teachers and teacher trainers, representatives from universities, policy makers, decision makers, experts
Programme of the Conference (in German)

Preparatory meeting of Workshop 1/2012

29 October 2012
"Using open online resources for language teaching" (More DOTS)
Venue: ECML, Graz, Austria
Participants: project team

Workshop 1/2012

30-31 October 2012
"Using open online resources for language teaching" (More DOTS)
Venue: ECML, Graz, Austria
Coordinator: Mateusz-Milan Stanojević, Croatia
Co-animators: Martina Emke, Germany; Pauline Ernest, Spain; Ursula Stickler, United Kingdom
Working languages: English and German, with simultaneous interpretation
Participants: 1 delegate per member state, nominated by the ECML national nominating authorities

November 2012

Hosted event at the ECML

6 November 2012
Meeting of Europahaus
Organiser: Europahaus, Graz

Expert meeting

6-7 November 2012
Finalisation of the publication of products within the framework of the project "A Framework of Reference for Pluralistic Approaches to languages and cultures (CARAP)"
Venue: ECML, Graz, Austria
Participants: Michel Candelier, France; Anna Schröder-Sura, Germany

Expert meeting

6-7 November 2012
Finalisation of the publication website "Content-based teaching + plurilingual/cultural awareness" (CONBAT+)
Venue: ECML, Graz, Austria
Participant: Mercedès Bernaus Queralt, Spain

Participation in an external event

7 November 2012
Closing event of the project "Besser Sprachenlernen mit dem ESP" of the Language Network Graz
Venue: Pädagogische Hochschule Steiermark, Graz, Austria
Organiser: Language Network Graz

Hosted event at the ECML

7 November 2012
Meeting "IdeenGarten"
Organiser: Ideentriebwerk
Website: www.ideentriebwerkgraz.com

Participation of ECML staff in an event

8-9 November 2012
High-level Conference on 'Diversity in Europe: a Strength for the Future - The role of Education, Youth and Intercultural Dialogue and the Dialogue and Co-operation with Europe's Neighbouring Regions'
Venue: Tirana, Albania
Organisation: in the framework of the Albanian Chairmanship of the Committee of Ministers of the Council of Europe
ECML contribution: participation of Waldemar Martyniuk, Executive Director; documentation

Hosted event at the ECML

8-10 November 2012
National seminar "Tage der Literatur"
Organiser: Austrian Federal Ministry for Education, the Arts and Culture (BMUKK)

Visit of the ECML

13-14 November 2012
Participants: 60 12-13 year-old students from the school BG Klusemannstraße (Graz, Austria
Organisers: NMS BG BRG Klusemann (Graz, Austria), Austrian Association of the ECML, ECML

Hosted event at the ECML premises

14 November 2012
Meeting of the Language Network Graz
Website: http://www.sprachennetzwerkgraz.at/

Participation of ECML staff in an event

14-18 November 2012
2012 Annual Convention and World Language Expo of the American Council on the Teaching of Foreign Languages (ACTFL)
Venue: Philadelphia, USA
Organiser: ACTFL
ECML contribution: participation of Waldemar Martyniuk, Executive Director, in the plenary session "Language education in the United States: Current status and future vision"; documentation
Website: http://www.actfl.org/conventions/2012-annual-convention-and-world-languages-expo

Participation of ECML staff in an event

16-17 November 2012
International conference "A path for the learning family: parents as providers of early language learning and development of thinking" (PASS Conference)
Venue: Vienna, Austria
Organiser: European Parents Association (EPA)
ECML contribution: participation of Susanna Slivensky, Deputy Executive Director / Head of programmes
Website: http://www.epa-parents.eu/

Participation in an external event

16-17 November 2012
13th UNIcert Workshop (focus on task-based language learning and language testing)
Venue: Göttingen, Germany
Organiser: UNIcert
ECML contribution: documentation
Website: www.zess.uni-goettingen.de/unicert2012

Hosted event at the ECML premises

19 November 2012
Meeting of Europahaus
Organiser: Europahaus, Graz

Preparatory meeting of Workshop 2/2012

20 November 2012
"Plurilingual and intercultural competences: Descriptors and teaching materials" (CARAP national networks)
Venue: ECML, Graz, Austria
Participants: project team

Workshop 2/2012

21-23 November 2012
"Plurilingual and intercultural competences: Descriptors and teaching materials" (CARAP national networks)
Venue: ECML, Graz, Austria
Coordinator: Anna Schröder-Sura, Germany
Co-animators: Michel Candelier, France; Petra Gilliyard Daryai-Hansen, Denmark; Jean-François de Pietro, Switzerland ; Ildikó Lőrincz, Hungary
Working languages: English and French, with simultaneous interpretation
Participants: 1 delegate per member state, nominated by the ECML national nominating authorities

Participation of ECML staff in an event

26-27 November 2012
Consultation meeting
Venue: Prague, Czech Republic
Organiser: Czech Ministry of Education
ECML contribution: participation of Waldemar Martyniuk, Executive Director

Hosted event at the ECML premises

28-30 November 2012
EU project meeting "chance4change"
Organiser: Chance4Change
Website: http://chance4change.eu/index.php/de

Visit of the ECML

29 November 2012
Participants: 15 students and a teacher from the Faculty of Education of West-Hungarian University, Sopron (specialization: English in the kindergarten)
Organiser: Arianna Kitzinger, lecturer, West-Hungarian University, Faculty of Education, Institute of Communication and Social Sciences, Sopron

Participation of ECML staff in an event

30 November - 1 December 2012
Forum to mark the fifteenth anniversary of the foundation of the Conseil européen pour les languages / European Language Council (CEL/ELC): "Rethinking multilingualism: challenges and opportunities"
Venue: Brussels, Belgium
Organiser: CEL/ELC
ECML contribution: participation of Waldemar Martyniuk, Executive Director
Website: http://www.celelc.org/matrix_engine/content.php?page_id=2382

Visit of the ECML

30 November 2012
Participants: group of 11 teachers from Serbian universities within the framework of their visit in Graz for teacher training purposes (in the framework of the REFLESS project).
Organiser: Jasmina Nikolić, Adviser to the Dean, Higher Education Reform Expert, Serbia,
REFLESS TEMPUS Project Coordinator

December 2012

Hosted event at the ECML premises

3 December 2012
Meeting of the Styrian School Inspectorate (Landesschulrat Steiermark)
Participants: 25 experts
Organiser: Landesschulrat Steiermark

Participation in an external event

3 December 2012
University seminar on language awareness
Venue: Akademie Sankelmark (bei Flensburg), Germany
Participants: 25 students of the Department of German studies, Akademie Sankelmark

ECML expert: Albert Raasch
ECML contribution: documentation

Visit of the ECML

4 December 2012
Hueber Verlag (publishing house)

Network meeting

6-7 December 2012
"Developing migrants' language competences at the workplace" (Workplace)
Venue: ECML, Graz, Austria
Coordinator: Matilde Grünhage-Monetti, Germany
Co-animators: Alex Braddell, United Kingdom; Florence Mourlhon-Dallies, France; María Teresa Hernández García, Spain
Participants: learning providers, researchers, employer or trade union official, skills agency representative or policy-maker

Hosted event at the ECML premises

10 December 2012
Meeting of the Board of the Austrian Association of the ECML
Website: http://verein.ECML.at

Visit of the ECML

10-12 December 2012
Participants: Polish educational delegation
Venues: ECML, school 'BG/BRG Kirchengasse' (Graz)
Organisers: ECML, Austrian Association

Hosted event at the ECML

12 December 2012
Meeting of Europahaus
Organiser: Europahaus, Graz

Expert meeting of the programme consultants of the ECML's medium-term programme of activities 2012-2015

13-14 December 2012
Venue: ECML, Graz, Austria
Experts: Marisa Cavalli, Italy; Frank Heyworth, Switzerland; Hanna Komorowska, Poland; Isabel Landsiedler, Austria

Participation of ECML staff in an event

17-19 December 2012
Working group meeting "Linguistic Integration of Adult Migrants (LIAM)"
Organiser: Language Policy Unit, Council of Europe
ECML contribution: participation of Susanna Slivensky, Deputy Executive Director / Head of programmes

Appendix 5 – List of members of the Governing Board in 2012

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Appendix 6 – List of projects within the ECML medium-term programme 2012-2015

A. Development projects

PLURCUR
Plurilingual whole school curricula
Schulische Gesamtsprachencurricula
Medium-term project/Projet à moyen terme (2012-2015)
Coordination: Britta Hufeisen, TU Darmstadt, Germany
http://www.ecml.at/F1/tabid/756/language/en-GB/Default.aspx

EPOSTL préélémentaire
European portfolio for student teachers of pre-primary education
Europäisches Portfolio für die Erstausbildung von Erzieher (innen) in vorschulischen Einrichtungen
Medium-term project/Projet à moyen terme (2012-2015)
Coordination: Francis Goullier, Ministère de l´Education nationale, de la Jeunesse et de la Vie associative, France

PLURIMOBIL
Mobility programmes for sustainable plurilingual and intercultural learning
Programmes de mobilité pour un apprentissage plurilingue et intercultural durable
Medium-term project/Projet à moyen terme (2012-2015)
Coordination : Mirjam Egli Cuenat, Pädagogische Hochschule des Kantos St. Gallen, Switzerland
http://plurimobil.ecml.at/Home/tabid/2331/language/en-GB/Default.aspx

MALEDIVE
Diversity in majority language learning – Supporting teacher education
Sprachliche und kulturelle Vielfalt im Unterricht der Mehrheitssprache – Fokus LehrerInnenbildung
Medium-term project/Projet à moyen terme (2012-2015)
Coordination: Eija Aalto, University of Jyväskylä, Finland
http://www.ecml.at/Home/tabid/59/language/en-GB/Default.aspx

PROSIGN
Signed languages for professional purposes
Langues des signes à des fins professionnelles
Medium-term project/Projet à moyen terme (2012-2015)
Coordination: Lorraine Leeson, Trinity College, Ireland
http://www.ecml.at/F5/tabid/867/language/en-GB/Default.aspx

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
Medium-term project/Projet à moyen terme (2012-2015)
Coordination: Eli Moe, University of Bergen, Norway
http://www.ecml.at/F6/tabid/696/language/en-GB/Default.aspx

CLIL
Literacies through Content and Language Integrated Learning: effective learning across subjects and languages
Diskurskompetenzen und bilingualer Sachfachunterricht: sprachen – und fächerübergreifende Kompetenzen für erfolgreiches Lernen
Medium-term project/Projet à moyen terme (2012-2015)
Coordination: Oliver Torsten Meyer, Catholic University of Eichstätt, Germany
http://www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx

LINCQ
Languages in corporate quality
Les langues dans la qualité des entreprises

Medium-term project/Projet à moyen terme (2012-2015)
Coordination: Wolfgang Mackiewicz, European Language Council (CEL/ELC), Germany
http://www.ecml.at/l1/tabid/790/language/en-GB/Default.aspx

LANGUAGE FOR WORK
Developing migrants' language competences at work
Développer les compétences langagières des migrants sur le lieu de et pour le travail
Medium-term project/Projet à moyen terme (2012-2015)
Coordination: Matilde Grünhage-Monetti, Deutsches Institut für Erwachsenenbildung, Germany
http://www.ecml.at/l2/tabid/891/language/en-GB/Default.aspx

EDUCO MIGRANT
Collaborative community approach to migrant education
Approche communautaire à l'éducation des migrants – Co-construire l'éducation des migrants
Medium-term project/Projet à moyen terme (2012-2015)
Coordination: Andrea Young, IUFM d'Alsace, Université de Strasbourg, France

B. Mediation projects

LACS
Empowering language networks
Sprachennetzwerke stärken
Medium-term project/Projet à moyen terme (2012 - 2015)
Coordination: Terry Lamb, International Federation of Language Teacher Associations (FIPLV), United Kingdom
http://lacs.ecml.at/M1/tabid/2937/language/en-GB/Default.aspx

PIU
ECML publications for plurilingual and intercultural education in use
EFSZ – Publikationen für plurilinguale und interkulturelle Bildung in der Praxis
Medium-term project/Projet à moyen terme (2012 - 2015)
Coordination: Ulrike Haslinger, Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ), Austria

CARAP
Plurilingual and intercultural competences: descriptors and teaching materials
Compétences plurilingues et interculturelles: descripteurs et matériaux didactiques
Medium-term project/Projet à moyen terme (2012 - 2015)
Coordination: Anna Schröder-Sura, Justus-Liebig Universität Giessen, Germany
http://carap.ecml.at/FREPAfornationalcontactpoints/tabid/2855/language/en-GB/Default.aspx

CARAP project for parents
Involving parents in plurilingual and intercultural education
Implication des parents dans l´éducation plurilingue et interculturelle
Medium-term project/Projet à moyen terme (2012 - 2015)
Coordination:Stéphanie Clerc, Université de Provence, France

DOTS
Using open resources to develop online teaching skills
Die Entwicklung von online Lehrfähigkeiten mit Hilfe von frei verfügbaren Ressourcen
Medium-term project/Projet à moyen terme (2012 - 2015)
Coordination : Mateusz-Milan Stanojević, University of Zagreb, Croatia
http://dots.ecml.at/M5/tabid/2893/language/en-GB/Default.aspx

C. ECML training and consultancy for member states

THEME: Offers for online technology for lifelong language education
- **Developing online teaching skills**
Coordination: Mateusz – Milan Stanojević, University of Zagreb, Croatia
http://www.ecml.at/ECMLtrainingandconsultancyformemberstates/Developingonlineteachingskills/tabid/1056/language/en-GB/Default.aspx

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

Coordination: Bärbel Kühn, Universität Bremen, Germany
http://www.ecml.at/ELP/tabid/1063/language/en-GB/Default.aspx

THEME: Offer for testing and assessment in language education
- **Constructing and validating language tests linked to the Common European Framework of Reference for Languages (CEFR)**

Coordination: José Noijons, Cito, Netherlands
http://www.ecml.at/RELEX/tabid/1066/language/en-GB/Default.aspx

Appendix 7 – Consultants' annual report 2012 with statistical data from the programme evaluation

Summative evaluation for the ECML Governing Board	
Consultant: Frank Heyworth	

1.   Contribution of the projects of the ECML programme – annual evaluation 2012

Specific examples of how the projects contribute to inclusive, plurilingual and intercultural education. Describe in what way they are innovative and give concrete examples of their (potential) impact on the improvement of language education in Europe.	In the five projects in this report we see how the ECML is achieving its aim to become more fully inclusive. New stakeholder groups are being addressed by the projects – deaf learners, teachers of subject areas (History and Mathematics), majority language teachers, corporate human resources managers, school managers (in the whole school languages project). Plurilingualism is addressed in a variety of ways – as an essential feature of schools' overall approaches to education; as a feature which can enrich the teaching of the majority language and make it more accessible to those who come from another language environment; as a way of making intercommunication between different sign languages more effective; in the development of descriptors in four languages – Norwegian, Lithuanian, Portuguese and Finnish – which are not "dominant" languages; as an encouragement to companies to find new informal ways of encouraging plurilingual approaches in working life. All of the projects have clear intercultural aims, both in the processes and methodologies the international teams develop to make their projects relevant to all the member states of the ECML's constituencies, and in the way in which they all ultimately address the learner, with an emphasis on those whose access to learning may be difficult – especially migrant children's success in education systems and in the Pro-Signs project for deaf learners.
Give concrete examples of how the activities, approaches and materials the project teams develop will be of benefit to learners / users.	• Children whose home language is not the language of schooling frequently perform less well in education because they have not mastered the discourse of subject learning. The Language Descriptors project is carrying out an analysis of the kind of discourse required for learning history and mathematics and relating this to the levels of the CEFR, so that children whose language levels are not yet completely fluent can progressively develop the cognitive academic proficiency needed to achieve academic success. • Teachers of the majority language face a challenge when they are teaching classes in which many of the children come from linguistic and cultural backgrounds which are not that of the school. The Maledive project is providing a set of plurilingual activities which teachers will be able to try out and experience; the activities establish relationships between, for example, folk tales and literature from different cultures in a way which will enable the learners to relate more closely to the language and traditions of the school. This allows them to have a real contribution to make to the culture of the class, instead of being excluded from it. • The activities being developed in the Language Descriptors and Maledive projects are put into a coherent overall approach in the Plur-Cur whole school project. The aim of this is to help schools become more effective; through integrating all the different elements in which language affects educational effectiveness – in the subject areas, in the learning of foreign languages, in the language of schooling, in the acknowledgement of the learners' home languages and the value given to them. The work of the project can provide an important tool for schools in ensuring that learners from all backgrounds can be

| | successful.
•   The Pro-Signs project extends the know-how which has been developed in Council of Europe work on the CEFR and in the Languages in Education project to deaf learners. It will provide a number of tools and assessment procedures. Its major outcome will be to provide ddeaf communities and employers (especially of signed language interpreters) with standard levels to guide them; and teachers and lecturers will be able to benchmark curricula across Europe and benefit from networks of shared practice. A proposed language portfolio for deaf learners will contribute to their integration generally into mainstream education.
• The Lincq project addresses the needs of corporate language users and their employees by developing the use of informal approaches to language learning and assessment. It seeks to make employers aware of the different resources available for language learning and assessment – those that avoid the frequent logistical problems involved in setting up formal courses and using formal examinations. There will be a development of the use of language portfolios as a way of achieving this, together with awareness-raising on the feasibility of cost-effective development of the language resources of companies. |

2.	Individual evaluation of projects

Project title and acronym	**Languages in corporate quality (LINCQ)** **Type of project: Development** **Medium-term project 2012-2015**
Give a brief summary of the year's activities	There were two expert meetings, in February and September. Plans were made for gathering information on corporate attitudes and practice with regard to informal language training through a series of interviews with human resources managers; each member of the team will carry out a number of interviews. The input data for the project will be collected through a panel of companies based in various European countries, who will be interviewed and provide feedback as a focus group throughout the remainder of the project. An extensive review of literature has been made and the development of the glossary is work in progress.
What do you consider to be the main achievements of the year?	The first year of the project has achieved an understanding of the need for informal language training in corporate environments and the need to involve relevant corporate stakeholders. The plan for direct contact with a focus group of representatives of companies is a useful methodological step. The literature review provides a good background to the field of informal learning and assessment. There has been extensive contact and presentation of the project with other European projects in the same area.
Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	Yes – the project has been mentioned at a number of international meetings: At the final workshop of the LLP CELAN project, at the meeting of the LLP Vale project held in Rome, at the Multilingualism Conference in Limassol in September 2012, in bilateral meetings with colleagues involved in other European projects. LINCQ was presented at a working meeting of the CEL/ELC Consultative Group "Rethinking Multilingualism", held at Freie Universität Berlin on 10 May 2012. and at the 2012 CEL/ELC Forum (Brussels, 30/11-01/12/2012) in a thematic session on "Informal/Non-formal language learning, especially with regard to the validation of learning outcomes by enterprises".
Is there effective cooperation with other ECML projects? If yes, please give an example.	Alex Braddell of the Languages for Work project attended the September meeting and constructive cooperation between the two projects was established.
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	The projects has established a good understanding and review of the field of informal learning and assessment in corporate contexts and developed a methodology – through the plans to assemble a focus group of corporate stakeholders – for enabling the project to have a genuine impact. The main task for the coming year, in addition to effectively implementing these contacts, is to develop a coherent and practical set of tools and instruments based on corporate needs; the ELP, especially in its electronic versions will be a key feature of these tools.
Feedback and suggestions for the coordinator and the team	The work of the project has begun well with team responsibilities clearly defined and development of the literature review and glossary well under way. For 2013 the most important steps will be the carrying through of the intensive interviews with corporate stakeholders and the analysis of the results of this to get a clear picture first of the requirements for informal language training in corporate contexts, then of identification or development of the relevant tools to meet these needs. This will enable the team to address the quality aspects of the projects and the development of quality criteria and associated self-assessment instruments.
Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 22 – 24 February 2012 Expert meeting, 13 – 14 September 2012

Project title and acronym	**Plurilingual whole school curricula (PlurCur)** **Type of project: Development** **Medium-term project 2012-2015**
Give a brief summary of the year's activities.	A first project meeting was held in February. The main initial activity was to recruit partner schools to implement whole school plurilingual policies in the context of the project. 30 invitations were sent and 10 schools accepted to take part. A network meeting with the 10 partner schools in the project was held in October. A doctoral student is attached to the project and is in contact with the partner schools with regard to research in connect with the project.
What do you consider to be the main achievements of the year?	The project started with a background of well-developed conceptual approaches to whole school approaches to plurilingualism in schools. The major challenge was to find partners in which the concepts can be tried out, assessed and developed further. This has been achieved with the participation of 10 partner schools – from Germany, Austria, Lithuania, Estonia and the Czech Republic.
Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	The project coordinator presented the concepts behind the project in a symposium in Dornbirn, Germany with the title of "Mut für Multilingualism" (Have the courage to be multilingual). It is the subject of a course at the University of Darmstadt, and of teacher training in Innsbruck, Austria.
Is there effective cooperation with other ECML projects? If yes, please give an example.	Yes. There was participation from the project in the CARAP network meeting in November.
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	The project has started well, with schools undertaking activities and a number of initiatives under way or already achieved for disseminating the project either through presentations or publications. The geographical spread of the schools taking part is relatively limited with all the partners in central or Eastern Europe; recruiting schools from a wider range of countries would provide a more comprehensive testing of the concept and give a richer basis for research.
Feedback and suggestions for the coordinator and the team	See above – although there may be difficulties in achieving this in countries with very centralized school systems, a wider geographical spread would be very important for establishing the credibility of the project at a European level. This is especially true because of the potential value of the project as a means of bringing together the various elements of Council of Europe policy on the languages of education. The links between a clear concept, practical applications and structured research can make this a key development project for the 2012 – 2015 programme. Note: the annual report for 2012 is very succinct, and a fuller description of the activities of the year would be welcome.
Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 3 – 4 February 2012 Network meeting, 8 – 10 2012

Project title and acronym	**Language descriptors for migrant and minority learners´success in compulsory education (Language descriptors)**

	Type of project: Development **Medium-term project 2012-2015**
Give a brief summary of the year's activities.	The team held five meetings during the year, two in Graz in January and October, three further ones on the occasion of ALTE meetings. The main activities of the year consisted of establishing the links between the CEFR descriptors and the kinds of discourse used in mathematics and history lessons; on the basis of this, tables have been developed describing reading in school, listening in school, spoken production in school, spoken interaction in school and writing in school. These have been calibrated to the CEFR levels. Descriptors are being produced for Norwegian, Lithuanian, Portuguese and Finnish, and they will be tested by the relevant educational authorities in the respective countries.
What do you consider to be the main achievements of the year?	The substantive work of the project has made excellent progress in the first year of the project. The application of CEFR levels and descriptors of discourse in school lessons is original work, and is of direct relevance to the Council of Europe's work on languages in education n and to the priorities of this medium term programme.
Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	The web site is up and running, the glossary is finished and a text for a flyer has been drafted. The project has been presented at the ALTE conference in November, and at ALTE young learner special interest group meetings, as well as in the universities where the team members work.
Is there effective cooperation with other ECML projects? If yes, please give an example.	Not so far; two projects have made contact suggesting cooperation, but time pressures in a two year project, have prevented this being arranged.
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	The project has made considerable progress during the year, and has managed to integrate the CEFR and the work in the development of subject area in teaching in a very innovative way. The descriptors are drafted for the four languages of the project; the methodology being developed will be relevant to all languages and one of the challenges for the project will be to make sure that in the final product this ground-breaking approach is made generally available.
Feedback and suggestions for the coordinator and the team	See above. The project has ambitious aims for a two year project, and perhaps an extension to a third year might be envisaged (a question for the ECML). This could make it possible to think of producing a short guide on adapting CEFR descriptors to specific subject areas. The discourse features for history and maths are probably transferable to a fair degree for other subjects.
Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 23 – 25 January 2012 Expert meeting, 4 – 5 October 2012

Project title and acronym	**Diversity in majority language learning – Supporting teacher education (Maledive)** **Type of project: Development** **Medium-term project 2012-2015**
Give a brief summary of the year's activities.	There were two expert meetings, in March and August, together with a number of Skype meetings for the team. Finance has been obtained for regional meetings in addition to the central project and

	the first of these was organized in Helsinki in June. The project is based on the principles developed in the Marille project in the previous medium-term programme, and it has been decided to put the focus on teacher training and development, stressing practice-based approaches rather than theory. A major element of the content will be to show in practice how plurilingual approaches can be of value in majority language curricula. A draft outline of the project scenario has been developed and the programme for the workshop in February 2013 has been prepared.
What do you consider to be the main achievements of the year?	The responsibilities of the different team members have been clearly defined and clear aims have been set for the project. Although the coordinators report mentions some frustration in not being able to complete fully all the work planned, much has been achieved and there is a solid base for the workshop and the further development of the concept.
Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	The website is planned and it is planned to have it ready in time for the February workshop. The national workshops will be an effective way of dissemination of practice. The major emphasis of the year has been in developing a coherent approach rather than in the production of content to disseminate. An online forum on plurilingualism is planned in association with FIPLV.
Is there effective cooperation with other ECML projects? If yes, please give an example.	Yes, contact has been developed with three other projects – CARAP, LACS and the Literacies through Content projects, all of which have clear relevance to the project's centres of interest.
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	Not all the plans for the year have been achieved, but the ground work for them is in place and the first year of the project has been a successful one overall. In my view, it would be of interest to develop a closer relationship between the ideas of plurilingualism and the more general concerns of majority language teaching – from the development of literacy to giving access to and appreciation of the literary traditions of the majority language.
Feedback and suggestions for the coordinator and the team	The project is innovative and an important issue for linking plurilingual approaches to mainstream education. It would be useful to find ways of instituting dialogue with mainstream teachers, through the central and national workshops, and addressing this theme directly in the project activities.
Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 5 – 7 March 2012 Expert meeting 27 – 28 August 2012

Project title and acronym	**Signed languages for professional purposes (PRO-Sign)** **Type of project: Development** **Medium-term project 2012-2015**
Give a brief summary of the year's activities.	The project has undertaken an impressive range of activities in 2012, with a first expert meeting in March in Graz: • The general descriptive statement of the project has been prepared in written English, with a German version, now on the PRO-Signs website. A video recording of the project in International Sign is also on the website. • The first expert meeting prepared the structure of the PRO-Sign website (now established with bilingual content in English and

	International Sign), began to prepare a glossary of terms for the project in English which will then need to be recorded in International Sign for the website. • The main focus has been on preparing a review of existing proficiency levels for SLs, through (1) desk research regarding existing CEFR aligned curricula for signed languages exist and to what levels and (2) an online survey with educational providers. The survey was completed in December. A deaf PhD intern at Gallaudet University in Washington DC has been recruited to work in coding and analyzing the data from the survey. • Work is proceeding on the development of a set of draft proficiency levels for signed languages. These will be ready for consideration in early 2013.
What do you consider to be the main achievements of the year?	This is the first project in this area carried out by the ECML and the team has succeeded in innovative work in relating the CEFR levels to the needs of hearing users of signed languages and in developing the website to communicate the project aims in video recordings of signed languages. The online survey to be completed is one of the first surveys internationally to be available for completion via either a written or a signed language. The team consisting of both hearing and deaf experts has established constructive and effective collaboration.
Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	The website is already well developed with both written and signed input. Through the dissemination of "work in progress" reports/ presentations the ECML has been introduced to a new body of sign language specialists. The project has been presented to the European Forum of Sign Language Interpreters, the European Forum of Sign Language Interpreter Trainers (at a workshop attended by 75 participants from 23 countries in Utrecht in November 2011). The project will liaise closely with the Conference of Interpreter Trainers (USA/International), the Sign Language and Linguistics Society (SLLS) and the Association of Language Testers in Europe (ALTE).
Is there effective cooperation with other ECML projects? If yes, please give an example.	None is reported as yet, and the project's centres of interest are very specific. It would, however, be of interest to make contact with CARAP and the language descriptors projects in which the work on adapting descriptors to different contexts might be of relevance to the work of Pro-Signs
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	Overall, an impressive set of achievements in an ambitious project in an area new to the ECML's work, yet of importance in the ECML's aims to serve a broader range of stakeholder group. The project has succeeded both in the development of level descriptors in this area and in initiating effective dissemination processes.
Feedback and suggestions for the coordinator and the team	The project has made an excellent beginning to achieving the ambitious aims it has set. The workshop will provide an opportunity to make contact with experts in the field from a broad range of countries and ensuring that the impact is Europe-wide can be a further ambitious aim.
Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 21 – 23 March 2012

Summative evaluation for the ECML Governing Board	
Consultant: Hanna Komorowska	

1. Contribution of the projects of the ECML programme – annual evaluation 2012

Specific examples of how the projects contribute to inclusive, plurilingual and intercultural education. Describe in what way they are innovative and give concrete examples of their (potential) impact on the improvement of language education in Europe.	The project promotes mobility at various educational levels in both general and vocational schools. It does so by means of integrating the mobility programme with the day-to-day work of teachers and students as it offers useful and practical lesson scenarios and ideas for activities to be carried out before, while and after the mobility programme. The project, therefore, helps to provide a high educational value of both school language learning and mobility programmes, helps to increase contact with other languages, leads to intercultural understanding, enhances language acquisition, develops tolerance and intercultural competence and encourages reflection not only on other and languages cultures, but also on the learner's own language and culture. What is also extremely important, the project promotes valuable tools developed by the Council of Europe: e.g. the ELP and the Autobiography of Intercultural Encounters and by the European Centre for Modern Languages in Graz such as FREPA, ICCinte or EPOSTL.
Give concrete examples of how the activities, approaches and materials the project teams develop will be of benefit to learners / users.	In the times of the growing educational mobility taking place at all levels of education what is needed are plurilinguistic and intercultural approaches with their very practical implementation in the daily work of teachers and learners. The PluriMobil project offers assistance in this field to teachers responsible for mobility programmes and to learners participating in them. The project does so by offering practical materials in the form of lesson scenarios. Materials - based on good practice in the field - have been prepared for various age groups and divided according to educational levels. They can, therefore, serve primary, secondary general and vocational schools. Lesson plans have been structured so as to provide material for activities before the mobility, preparing learners for the mobility programme, helping them structure their experiences while mobility takes place and facilitating their reflection on their experiences after the mobility programme. Activities offered for each educational level and type of school are varied, attractive and at the same time pedagogically valuable aiming both at the linguistic growth of the learners and at the development of their intercultural competence. Networks of teachers involved in mobility programmes strongly contribute to the empowerment of the profession.

2. Individual evaluation of the projects

Project title and acronym	**Mobility programmes for sustainable plurilingual and intercultural learning (PluriMobil)** **Type of project: Development** **Medium-term project 2012-2015**
Give a brief summary of the year's activities.	In 2012 the team held an expert meeting (3-5 April) and a network meeting (13-14 September), designed and administered a questionnaire among participants of the 2011 workshop, collected examples of good practice, piloted some of the materials in the teacher education programme, adopted a revised structure of both the whole publication and of particular scenarios for particular levels of education and worked on adapting their earlier materials for the new structure of the final product.

What do you consider to be the main achievements of the year?	The main achievements of the year are in my opinion a) the collection of examples of good practice, b) agreeing on and deciding the format and the content of the publication which under one cover will contain lesson scenarios for primary, secondary and vocational education c) finalizing the structure of lesson plans, d) establishing a direct link of activities suggested in the publication with ECML tools and documents such as FREPA, ICCinte or EPOSTL as well as those of the Language Policy Division of the Council of Europe such as the ELP or the Autobiography of Intercultural Encounters
Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	The project website has been considerably enriched. Materials for trainee teachers have been added, glossary is ample, recent events have been reported. Achievements have also been communicated successfully through important presentations by the coordinator offered at two seminars held at the Language Policy Division in Strasbourg, one in relation to primary and one in relation to vocational education curricula. The project has also been promoted through internet publications and an international conference Languages in the Globalised World in Leeds. Promotion has also been enhanced through team members and associate partners from Austria, Belgium, Ireland, Poland, UK and Switzerland.
Is there effective cooperation with other ECML projects? If yes, please give an example.	Synergies can be found as between PluriMobil ,CARAP, PIU, LACS and LINCQ. Contacts with LACS, LINCQ, PIU and CARAP have already been established by the coordinator, the mediation link person and other project team members.
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	In my opinion the project is developing very well, the team provides expertise in relation to all the educational levels targeted, cooperation in the team is smooth and efficient, members of the team contribute according to their responsibilities and expertise, important links have been forged and maintained with the participants of the 2011 workshop, strongly contributing to 2012 activities, the network is functioning very well which can be seen in the amount of examples of good practice, in the way of decision-making on the structure, format and content of the final product and in the way the piloting process is conducted. Finalization of the product towards deadlines is realistic and the expected output has every chance of being a very high quality product, extremely useful for teachers and also for learners across educational levels and age groups. Considering the importance of mobility programmes and the usefulness of scenarios for teachers and students, the project contributes significantly to the promotion of plurilingual and intercultural education and as such to the mission of the ECML. Its impact is strengthened by its appeal not only to teachers, but also to teacher trainees, which enables broad dissemination of good practice in this field.
Feedback and suggestions for the coordinator and the team	As I have been communicating my suggestions in relation to cohesion, coherence and user-friendliness of the final publication to the team in the course of their work , my suggestions now will relate to two issues only - the first one being the enrichment of the website through synergies with other projects and the second one being the user-friendliness of section titles in the now very well structured publication (e.g. the present title " anecdotal report" is not very informative and needs to be changed, and brief keywords "before / during and / after" in lesson plans need to be extended as it has been done inside the chapters: "scenarios before/during and after mobility".
Possible topics: Project organisation	• Has the project team developed a clear plan for the working years of the project? • Has the website been established with glossaries, bibliographies,

	news items etc. and is it being developed, with resources, reports, interaction with the network? • Are the team members contributing to the project according to their different responsibilities in the team (coordinator, web correspondent, second language documentalist, mediation link person)? • Has cooperation with other ECML projects been established and is it being used for project developments? • Has the project established active networks involved in developments of the project?
Possible topics: **For development projects**	• Have the formats and contents of the project publications been agreed upon? • Has the proposed project publication / website etc. been submitted to and commented upon by the consultant? • Is the progress in producing the final products well under way so that they can be delivered in good time?
Possible topics: **For mediation projects**	• Have the target groups and existing networks for mediation been clearly identified? • Have appropriate materials for dissemination been adapted from the existing project materials? • Have the proposed mediation activities been devised and prepared? • What kind of mediation activities have been carried out? – presentations, workshops, online activities, social media…?
Possible topics: **For all projects**	• How will the actual outcomes of the project contribute significantly to the mission of the ECML and to the overall outcomes of the current programme?
Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 3 – 5 April 2012 Network meeting, 13 – 14 September 2012

Summative evaluation for the ECML Governing Board
Consultant: Isabel Landsiedler

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1.   Contribution of the projects of the ECML programme – annual evaluation 2012

Specific examples of how the projects contribute to inclusive, plurilingual and intercultural education. Describe in what way they are innovative and give concrete examples of their (potential) impact on the improvement of language education in Europe.	In the projects mentioned above plurilingual, inclusive and intercultural education is addressed differently. In the developmental project Language for Work the focus is on majority language learning by migrants and ethnic minorities for work. It is essential to develop materials that are relevant to the target group and to learn from others and build up a strong network because this area is a big challenge for a lot of countries. Guidelines and a tool kit with practical information for all different fields of learning will contribute to improvement as this project also concentrates on non-formal and informal learning, which is highly relevant for language development at the workplace. The first network meeting has already shown the rich variety of different ways of solving similar problems and therefore this network will enable practitioners to get insight into different ways of dealing with this challenge. In the mediation projects More DOTS and LACS the focus is on disseminating project results. More DOTS will raise awareness of language mentors to use online technologies, which is essential in the field of life-long learning. New technologies have a great potential and if teachers know about the possibilities, they can motivate their learners to start to use these new tools. An online community will share experience and know-how and especially language mentors are frequently left alone in their need of

adapting materials. This project will show them how to tailor materials to the specific needs of their learners, which will be to the great benefit to the learner.

LACS will mediate between ECML projects and language teacher associations. The ECML projects that have been identified for mediation contribute to plurilingual, inclusive and intercultural education. Now the big challenge is to reach as many teachers as possible in order to inform them about the useful tools of the ECML. Case studies and guidelines will help to make dissemination more efficient because mediation is the key to success. Possible ideas for adaptation of materials to specific contexts will allow teachers to see the benefit more directly.

Give concrete examples of how the activities, approaches and materials the project teams develop will be of benefit to learners / users.	• The National Profiles of the Language for Work project include information on useful projects and contact details and the case studies provide teachers with ideas of how to approach the target group. These different ideas will be of use for the learners because the more ideas teachers have, the more specific and target group-oriented their materials will be. • The guidelines for adaptations of existing DOTS materials will help language teachers from different contexts to adapt their materials to the needs of the learners. The more learner centred the materials the better for the learner, as this will highly contribute to the learners' motivation. • Teachers being informed about the possibilities of online materials will be able to use these new tools. The new tools are motivating for the learners, especially young learners and also have potential for informal and non-formal learning environments, which will contribute to life-long learning of languages and therefore support the learners. • The more teacher associations and teachers know about the innovative approaches that are being or were developed in ECML projects, the higher the impact on the learner. The LACS network will contribute to reach individual teachers that might not have been reached otherwise. The learners will benefit from materials developed in the projects of DOTS, MARILLE, Plurimobile and CARAP.

2.	**Individual evaluation of the projects**
Project title and acronym	**Developing migrants' language competences at work (Language for work)** **Type of project: Development** **Medium-term project 2012-2015**
Give a brief summary of the year's activities.	There was an expert meeting in April and a Network Meeting in December. The structure for the website was drafted. A database was initiated and different material (links, articles etc.) was collected. A fellow was appointed for doing research. The glossary has been drafted as well as first dissemination activities have been started. Three country profiles have been written.
What do you consider to be the main achievements of the year?	The first year has achieved a rich collection of materials and research into this field, a first meeting of the new network with very enthusiastic colleagues, a first understanding of the challenges of the project and an understanding of the need to involve relevant stakeholders.

Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	Yes, the project team has started to disseminate the project, see the following examples: • « Le français langue professionnelle : un renversement de paradigme ? » présentation à la table ronde "La langue et les affaires » au colloque ACEDLE 2012, Association des Chercheurs et des Didacticiens en Langues étrangères (ACEDLE), Nantes (7-9 juin 2012). • "Le français professionnel : le nommer, le penser, agir" Présentation d'une heure, au premier séminaire du Réseau Langage, Travail, Formation, le 29 juin 2012 à l'université de Nancy. • "Enseñanza de Español como Segunda Lengua a inmigrantes Menéndez Pelayo International University (UIMP) summer school (2nd-6th July) " • Fachtagung Berufsfeld-Kommunikation, Warschaw 24th -26 th September • Fachtag im Rahmen des IQ-Netzwerkes NRW, Bielefeld, 25.10.2012 • Seminar for European masters degree in education Sciences (Adult education): Migration, language, work, University of Geneva , Genève 23rd and 24th November • Workshop Grundtvig partnership MIVAL (Migration-Values-Languages), Herten (28 Nov 2012)
Is there effective cooperation with other ECML projects? If yes, please give an example.	A colleague from the More DOTs-Project and a colleague from the LINCQ project took part in the network meeting in December and constructive cooperation between the projects has been established and certain ideas are being discussed.
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	The project has established a good understanding and review of this field and started off very enthusiastically. In my opinion the project is developing very well, the project team provides a lot of expertise and is highly motivated. I am convinced that in the network meeting the team has managed to establish a functioning network that will be very active in the future. The structure of the website has been established. The country profiles (three examples) have received a lot of positive feedback and attention as they are interesting, although establishing country profiles for all countries might be a very big effort. The project has gained a lot of interest as its outcomes and outputs are considered to be very important. The project team has involved a great number of associate partners, which will be very useful for disseminating activities.
Feedback and suggestions for the coordinator and the team	The work of the team has begun extremely well with team responsibilities clearly defined and a very enthusiastic and highly motivated team. The development of the web site, the glossary and project flyer are finished or well under way. The first country profiles have been developed, which was considerable effort and work. It is important though to consider what they will be used for in practical terms and in consideration of time and effort to make sure the information can be updated regularly and is of practical use. I would suggest limiting information in the country profiles (leaving out information that has to be updated regularly – e.g. certain figures). One could structure the information according to topics, showing solutions and answers from different countries that might be useful for people from other countries. The establishment of country profiles is a lot of work and a lot of time for research is needed and this goal might be too ambitious for this kind of project, even though the information is highly interesting. I would suggest focusing on case studies, project information and examples of how certain challenges are dealt with in different countries. I also suggest looking at what has already been done (e.g. LIAM website) in order to avoid duplicating information or work, but the team is doing this anyway.

Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 28 – 30 March 2012 Network meeting, 5 – 7 December 2012

Project title and acronym	**Using open resources to develop online teaching skills (More DOTS)** **Type of project: Mediation** **Medium-term project 2012-2015**
Give a brief summary of the year's activities.	There was an expert meeting in March and a workshop in October. A powerpoint presentation and a video clip were produced. Preliminary guidelines for activity adaptation were produced. Contact with multipliers has been established.
What do you consider to be the main achievements of the year?	The powerpoint presentation is very useful and the video clip will be used for presenting the tools of the project. The workshop was a very good event with very positive feedback from participants. The first steps towards the creation of a community of practice have been set.
Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	Yes, the team is very efficient at disseminating the project and the DOTS project of the former programme has received a lot of attention. Here are some examples of dissemination activities: • The DOTS Project, presented at the Eurocall CMC & Teacher Education SIGs Annual Workshop, Università di Bologna, 29-30 March 2012. • The DOTS project presented at the CCERBAL conference, 24 April 2012, at the OLBI institute, University of Ottawa, Canada • Workshop to Verein EFSZ in collaboration with Paedagogische Hochschule Graz, held at the ECML premises, 14 June 2012 • Book proposal: sent to Palgrave (awaiting response)
Is there effective cooperation with other ECML projects? If yes, please give an example.	The team is very good at establishing contacts and synergies between different projects. The following examples show how they cooperate: • LACS – has been provided with a project description and regular news items on the project and T&C activities which LACS have disseminated via their online platforms , planning to share the resources of a Research Fellow with LACS • Language for Work – MoreDOTS mediation link person (Martina Emke) took part in the project's network meeting on 7 Dec 2012 to discuss further cooperation • Electronic Portfolios – two team members (Ursula Stickler and Martina Emke) will inform about MoreDOTS project results at a conference in Bremen, Germany, on 1-2 March 2013. • PRO Sign – preliminary contact established, currently talking about how to reach teachers working in non-formal contexts.
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	The project team has a lot of expertise and is very active in disseminating the tools of the project DOTS. The number of people using the workspace has increased, which is an indicator of the interest for (More)DOTS. First contacts to teachers from non-formal contexts have been established, which is a new target group that is not so easy to reach. Reaching this new target group is one of the future goals and ideas how to reach them have already been collected.
Feedback and suggestions for the coordinator and the team	The project has started very well and the team is highly motivated. The activities for disseminating the project tools are varied and very efficient. The target group of language teachers from non-formal contexts is more difficult to reach and therefore it will be decisive to create a very active and self-sustaining community of teachers from various contexts exchanging experience and know how. The more

	ideas and various strategies of how to create and sustain this active community of practice will be decisive for the success of this project. The needs analysis that will be distributed next year is very important as well and the results will support to create tools and materials that are relevant to the community of practice.
Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 12 – 14 March 2012 Workshop, 29 – 31 October 2012

Project title and acronym	**Empowering language networks (LACS)** **Type of project: Mediation** **Medium-term project 2012 - 2015**
Give a brief summary of the year's activities.	There was an expert meeting in Graz in April and a follow-up meeting on Skye in August. Six work packages have been developed. A first-pilot seminar with a specific focus on the Marille project was held in Helsinki. The projects that will mainly be disseminated have been defined (DOTS, Marille, Plurimobil and Carap). Facebook, Twitter and google+ accounts have been set up.
What do you consider to be the main achievements of the year?	The identification of six work packages gives the project a good structure. It was important to see how a regional seminar can work as this can be used as a model for other regional events in the future. The use of social media will be important for the next mediation activities of the project team. Social media are gaining importance and a lot of teachers can be reached with the help of these tools.
Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	Yes, there was a lot of activity • 882 tweets this year – many of these were on general issues of interest to language teachers to build up a network of followers. • Facebook account was set up – approximately 350 members • ECML work was presented in Helsinki • Wherever the team went, ECML projects were mentioned and referred to.
Is there effective cooperation with other ECML projects? If yes, please give an example.	DOTS, Marille and Plurimobil have been identified as priorities and have been sent information on how to cooperate and how the LACS team intends to disseminate the outputs of the above mentioned projects. Similar communications with Carap have been started as well. The team would wish more communication being sent to their Mediation Link person.
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	The project work started off very well, with responsibilities clearly defined. The expert meeting was very efficient and well-structured and very good ideas were collected. The structure of the project was defined and work packages were established. The different accounts for social media were set up and are being used. The different media could be used more frequently ad more specifically focusing more on the ECML projects. The Marille workshop in Helsinki was very successful and proved to be a good model of disseminating projects. There will be a follow-up online discussion, which again is a useful tool that should be analysed and evaluated to see how it can be used efficiently in future activities.
Feedback and suggestions for the coordinator and the team	The first year is a year of structuring and planning, which was really well done by the team. Now it is decisive to show more activity that is project specific – the tools of twitter and facebook should be used regularly for specific information about useful projects. It is always a challenge to create a network, which as the first step and has already been achieved, but now it is decisive to form an active network that

	also multiplies the information to other teachers. Therefore more information and updated information on ECML projects should be posted regularly. The website could be used more as well. A big challenge for the team is how to motivate teams to send information actively to the LACS team – I am convinced that this point is essential for the success of mediation projects that disseminate the outputs and outcomes of other projects. Therefore in the next coordinators' meeting the importance of disseminating project results and passing on news to mediation projects should be stressed again by the ECML secretariat and the team as well.
Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 3 – 5 April 2012

Summative evaluation for the ECML Governing Board Consultant: **Marisa Cavalli**

1. Contribution of the projects of the ECML programme – annual evaluation 2012

| **Specific examples of how the projects contribute to inclusive, plurilingual and intercultural education. Describe in what way they are innovative and give concrete examples of their (potential) impact on the improvement of language education in Europe.** | Que les approches plurielles telles que l'éveil aux langues, l'intercompréhension, la didactique intégrée des langues, les approches interculturelles et, j'ajouterais pour mon compte, les enseignements bilingues possèdent un potentiel énorme pour l'éducation aux langues en Europe aura sans doute déjà été amplement argumenté à propos des précédents projets liés à ces approches.
Les principes qui président aux approches plurielles sont ceux qui sont à la base de l'éducation inclusive, plurilingue et interculturelle. L'inclusion concerne, dans les approches plurielles, la valorisation et l'utilisation des ressources que constituent les répertoires premiers de tous les élèves (qu'ils proviennent de contextes régionaux, minoritaires ou migratoires ou qu'ils parlent une variété non légitime de la langue de scolarisation). Le plurilinguisme touche au fait que l'on vise le développement d'un répertoir global et unique, cohérent et bien assis chez tous les apprenants à travers un enseignement coordonné et harmonieux de ses composantes scolaires et la prise en compte des ressources premières. L'interculturel vise à confronter, ouvrir et former l'apprenant à l'altérité, dans ce cas spécifique à travers les langues et le langage.
Les outils du CARAP sont novateurs puisqu'ils contribuent à la qualité des acquisitions que l'éducation inclusive, plurilingue et interculturelle favorise, en ce qu'ils induisent chez les professionnels des langues l'habitude à définir de façon précise ce que l'apprenant acquiert en termes de savoirs, savoir-être et savoir-faire à travers ces approches plurielles et le type de ressources qui sont mobilisées. Ils peuvent de la sorte en rendre conscients leurs apprenants et donner ainsi plus de sens à leurs apprentissages. |
| **Give concrete examples of how the activities, approaches and materials the project teams develop will be of benefit to learners / users.** | Les approches plurielles ne sont pas également répandues dans tous les pays européens. Ce projet de médiation vise à mettre à la disposition de tous les pays membres qui le désirent les outils élaborés dans le cadre du projet CARAP. Le réseau constitué se chargera de traduire dans la langue des pays qui s'y sont engagés les outils disponibles : ce qui est d'une importance capitale, car les approches plurielles concernent de près tous les enseignants. Or si les enseignants de langues vivantes étrangères sont facilités par leur connaissance d'une ou deux langues étrangères, cela n'est souvent pas le cas pour les enseignants des langues de scolarisation ou d'autres matières. Qu'ils puissent disposer d'outils et de matériels didactiques dans leurs langues respectives peut constituer une garantie de diffusion de ces approches auprès d'eux et donc de leurs éléves.
Les initiatives de formation au niveau national, régional ou local vont assurer la qualité et la pertinence de l'utilisation de ces outils et leur adaptation aux besoins et aux caractéristiques de chaque contexte. |

2. Individual evaluation of the projects

Project title and acronym	**Plurilingual and intercultural competences: descriptors and teaching materials (CARAP and national networks)** **Type of project: Mediation** **Medium-term project 2012-2015**

Give a brief summary of the year's activities.	L'équipe de ce projet a organisé une réunion d'experts pour planifier les démarches de diffusion des outils CARAP et des approches plurielles dans les pays européens (fin janvier 2012) ; une réunion de réseau des membres d'un ancien réseau CARAP au cours de laquelle ont été élaborés des plans d'actions (31.05 et 01.06.2012) ; un atelier de diffusion tenu à Graz (les 20 - 23.11.2012) avec la mise en place d'actions d'information et de formation auprès de deux groupes cibles différents (membres de l'ancien réseau et points de contact nationaux). Au cours de cet événement, les plans d'actions élaborés ont été perfectionnés. L'équipe a veillé également à la production de matériels didactiques pour la banque du site (42 fiches dont 33 nouvelles et 9 traductions en anglais, encore à revoir), elle a mis au point le CARAP en version française (en ligne et sur support papier) et préparé ses versions en langue anglaise, allemande et italienne et son adaptation en langue espagnole et japonaise. Elle dispose maintenant d'une nouveau site - CARAP - RESEAUX NATIONAUX - avec un lien vers l'ancien site du CARAP.
What do you consider to be the main achievements of the year?	Les réussites majeures dans la perspective du CELV et de son programme 2012-2015 sont : la création du réseau des points de contacts nationaux (au nombre de 10) et de ses sous-réseaux ; la mobilisation et la motivation de leurs représentants au cours de la réunion de réseau du mois de mai et de l'atelier du mois de novembre ; la création des pages pays (pour tous les pays membres du CELV et pour la Hongrie et l'Italie) sur le nouveau site et l'élaboration d'un sorte de protocole pour l'activation des pages pays por la documentation des activités connexes dont la responsabilité revient aux points de contact. Sans compter la très ample œuvre de diffusion des outils du CARAP rendue possible par la forte cohésion de cette équipe, par son extraordinaire dynamisme et par son travail acharné.
Have the achievements been effectively communicated (on the website and elsewhere)? If yes, please give examples.	La communication autour des réalisations est assurée de façon très efficace par l'équipe et de différentes façons. Le nouveau site, qui présente les pages pays dont l'implémentation revient à chaque point de contact national, va constituer l'outil majeur pour la communication directe avec les pays membres au sujet du CARAP, la diffusion de ses outils et la réalisation d'événements nationaux, régionaux ou locaux ainsi pour une plus grande visibilité du CARAP et de ses outils. En ce qui concerne leur diffusion internationale, les outils CARAP ont été présentés lors de colloques, journées d'études, conférences et, notamment, au cours de deux événements nationaux : en Estonie en avril 2012 et au Monténégro en septembre 2012. L'équipe a écrit six articles en commun. De très nombreux articles et séances de formation ont été aussurés par chacun des membres de l'équipe. Quant à la fréquentation du site du CARAP, le relevé des données quantitatives montre qu'elle se chiffre entre entre 140 et 350 visites par semaine (200 visites hebdomadaires en moyenne). Je peux, enfin, témoigner par expérience directe que les outils CARAP sont devenus une référence citée au même titre que le CECR dans des contextes extra-européens aussi divers que le Liban et le Japon.
Is there effective cooperation with other ECML projects? If yes, please give an example.	OUI, tout à fait : cette équipe entend collaborer avec 4 autres projets du CELV (un projet de développement Whole School Curricula (PLURCUR)) et trois autres projets de médiation (Empowering language networks (LACS), Implication des parents (CARAP et parents) et PIU, ces deux derniers ne commençant qu'en 2013). Tous les contacts ont déjà été activés et les reponsables de la médiation de deux projets (PLURCUR et CARAP et parents) ont déjà participé à un voire deux événements de ce projet. Le responsable de la médiation du projet LACS (un autre projet de médiation) a proposé diverses initiatives de diffusion pour ce projet CARAP auprès des associations

	des enseignants en Europe (présentation du projet via le site du LACS, via Facebook, Twitter and Google+ ; diffusions des actualités à travers le site et les médias sociaux ; création d'un forum de discussion sur le site FIPLV et d'autres plateformes ; diffusion auprès des enseignants et des décideurs ; insertion d'associations nationales et internationales recommandées par l'équipe CARAP dans les réseaux de LACS qui dispose d'une base de donnés sur les associations d'enseignants; possibilité de participer aux ateliers organisés par le projet LACS).
Overall evaluative comments indicating to what extent the expected outcomes and outputs of this year have been achieved.	L'équipe de ce projet s'est donné toutes les conditions nécessaires pour pouvoir pleinement atteindre, au cours des deux années de ce projet, les résultats qu'elle s'était fixés dans son projet intial en termes de produits et d'effets. Pour cette première année, le projet a déjà assuré tous les résultats/ produits (outputs) qu'il avait prévu de réaliser : planification des démarches de diffusion et diffusion des outils CARAP et des approches plurielles ; mise en place du réseau de diffusion, avec des sous-réseaux plus locaux ; formation des membres de ce réseau et des points de contact en vue également de l'enrichissement progressif de la banque des matériaux didactiques en ligne en différentes langues (travail qui se poursuivra en 2013) ; diffusion du référentiel CARAP et des outils par des traductions en plusieurs langues ; création du nouveau site regroupant les « pages pays » destinées à la documentation des événements qui auront lieu au niveau national ou local; élaboration de plans d'actions (pour 2013 et pour 2014 aussi sous forme de publications) par les membres du réseau prévoyant des actions d'information et la mise en place de réseaux nationaux ; la formation, la motivation et l'implication de deux groupes cibles au cours de l'atelier de novembre (les membres du réseau et les points de contacts) ; les perspectives - qu'il a été possible d'envisager au cours des échanges lors de l'atelier - concernant l'introduction des idées liées au CARAP dans les curriculums et dans les réformes nationales qui ont lieu dans différents contextes autour des politiques linguistiques éducatives ; le début d'un suivi en ligne des réseaux et sous-réseaux. Tous ces résultats sont étroitement orientés par les processus et les effets que l'équipe entend atteindre dans le plus long terme et qui concernent différents types d'acteurs (enseignants, formateurs d'enseignants, les reponsables de curricula) dont la formation aux approches plurielles et à l'utilisation des outils CARAP est considérée comme devant profiter à la cible première - les apprenants - dans l'optique d'une éducation inclusive, plurilingue et interculturelle.
Feedback and suggestions for the coordinator and the team	Il me semble que le défi majeur pour l'année prochaine sera celui de maintenir le haut degré de motivation que l'événement de novembre a su créer chez les membres du réseau : en témoignent les évaluations très positives des participants qui, bien qu'appartenant à un ample spectre de contextes de travail dans le domaine de l'éducation, ont unanimement apprécié la valeur des outils CARAP pour les apprenants. Le suivi et le soutien que l'équipe saura donner dès le début aux membres du réseau devraient garantir l'acquisition du degré d'autonomie nécessaire pour que le réseau ainsi constitué puisse continuer de façon autonome son œuvre de diffusion des outils CARAP dans les contextes nationaux ou régionaux. Il est sans doute opportun de concentrer les efforts sur les contextes où les approches plurielles sont moins connues et développées en mettant l'accent en particulier sur les démarches de contextualisation et d'adaptation des approches et des outils proposés aux besoins et aux caractéristiques de chaque contexte. Je me demande dans quelle mesure, au cours de l'année 2013, il serait possible d'impliquer de nouveaux points de contact. Enfin, je crois qu'il faudrait réfléchir sur les conditions

	minimales à assurer pour que le réseau puisse continuer son action au-delà de l'année 2013. Il est à vérifier si la formule « Service de formation et conseils » pourrait aider à les garantir et sous quelles formes. D'un autre point de vue, je crois que cette équipe pourrait fournir, après cette première année de (première) expérience de création d'un réseau, des conseils et une aide concrète aux coordinateurs et aux équipes d'autres projets de médiation qui commenceront leur activité cette année. Non seulement du point de vue des contenus mais également du point de vue méthodologique et stratégique.
Complementary statistical data on project workshop or network meeting 2012	Expert meeting, 26 – 27 January 2012 Network meeting 31 May – 01 June 2012 Workshop, 21 – 23 November 2012

ECML Training and consultancy for member states
Requesting country: Czech Republic
Consultant: Hanna Komorowska

Complementary statistical data on project workshop or network meeting 2012	Expert meeting, Graz 6-8 June 2012 Supporting local networks of users of the European Language Portfolio through an e-platform, 20-22 August 2012, Kutná Hora, Czech Republic Supporting local networks of users of the European Language Portfolio through an e-platform,18 September 2012, Graz, network meeting with the country representative Supporting local networks of users of the European Language Portfolio through an e-platform,25 October 2012, a conference, Prague, Czech Republic
Give a brief summary of the activities.	On the basis of the analysis and diagnosis prepared during the expert meeting held in Graz 6-7 June a workshop was planned for disseminators, teachers and teacher trainers from all the educational levels from the primary to the tertiary, aiming at the promotion of the e-ELP as a self-assessment tool suitable for enhancing intercultural and plurilingual competences of the learners. The workshop was held 20-22 August in Kutná Hora. On September 18t a network meeting was organized with the participants from the Czech Republic, Germany and Poland to help to precisely identify needs of the requesting countries and more precisely outline future activities. More activities aimed at dissemination of examples of good practice then took place during a conference in Prague on 25 October 2012 in which more than 60 participants were present.
Have the activities contributed to meeting the needs presented in the national request?	The national request related to supporting skills of self-assessment as well as to developing intercultural competence and plurilingual repertoire of Czech learners. With a view to the content of this request, the ECML activities contributed to meeting those needs as the European Language Portfolio is the ideal tool for the purpose and its electronic version can best respond to the needs of the learners. The workshop offered in Kutná Hora for 35 teachers and teacher trainers, due to the presentation and discussion of examples of good practice,

	was in line with the national request and as such was very highly evaluated by the participants – 83% were satisfied or fully satisfied with the workshop, more than 80% were motivated to take a more active part in networking and to take more influential role in reform processes. The network meeting held in Graz on 18 September helped to focus activities on teacher training. Further successful promotion of good practice coming from Austria, Switzerland and the Czech Republic took place during the Prague conference (25 October).
Have the activities contributed to the expected longer term impact?	ECML activities definitely contribute to the expected longer term impact through their help in redesigning in-service teacher training programs. It is through these programs that new self-assessment tools can best be promoted across all the educational levels, and therefore, this approach guarantees access to large numbers of learners of various age groups. The impact is going to be strong as the participants discussed conditions indispensable for the implementation of the ELP as well as difficulties encountered in the process of implementation, which means they are not going to give up easily on facing organizational problems. A model designed to promote good practice based on triangle networking (one experienced teacher trainer, one inexperienced teacher trainer on the Czech part work with one expert from another country) will provide longer term impact as well and the exchange of ideas for good practice starting from examples coming from Austria and Switzerland will help promote new ideas in the Czech Republic.
How does the implementation of the approaches and materials developed by the teams benefit (or will benefit) the learner/ the user?	Benefits spring from a high quality of expertise of the ECML team and of the materials used during the Kutná Hora workshop, as well as from the value of activities offered by M. Langner and M. Nezbeda during the Prague conference. The way the key issue, i.e. teacher training, has been addressed was of great importance here. Teacher trainers' benefit from the training and consultancy concentrated on the e-ELP as new, redesigned in-service teacher training programs are being developed. Teachers benefit as they get new possibilities of motivating students to learn languages, to reflect on their own learning. Learners benefit as they become empowered through new possibilities of self-evaluation and new learning strategies which form an added value to their learning process.
What further recommendations can be given to the Secretariat? a) **In relation to follow up activity/activities in answer to the national request.**	Considering a huge variety of needs in the target group (experienced workshop managers, active teacher trainers, practicing teachers who want to become teacher trainers, teachers with no experience of work with the ELP, etc) - another workshop is here recommended for those who could become trainers of future trainers. Such a workshop could include discussions of the work of "the training triangles"to plan further in-country cascade activities in the future.
b) **In relation to future training and consultancy activity of the ECML.**	Participants' needs tend to vary quite considerably - varied types of group work should be planned for participants with particular types of needs. This is especially recommended for two-day workshops where day one can be related to issues important for all the participants and day two can provide for particular types of needs, e.g. those connected with the educational level, the age group or the type of school.

ECML Training and consultancy for member states **Requesting country: Germany** **Consultant: Hanna Komorowska**	

Complementary statistical data on project workshop or network meeting 2012	Expert meeting (Graz 6-7- June, 2012)
	
	    Supporting local networks of users of the European Language Portfolio through an e-platform 18 September 2012, Graz, network meeting with the country representative
	
	    Supporting local networks of users of the European Language Portfolio through an e-platform – workshop and conference (Paderborn, October 5, 2012)

Give a brief summary of the activities.	On the basis of the analysis and diagnosis prepared during the expert meeting held in Graz 6-7 June a network meeting was organized in Graz on September 18 with participants from requesting countries to help identify national needs. The ECML offer for Germany was adjusted to the national request. In consequence a one-day workshop was then held at the Paderborn University for a group of university teacher and student teachers with the aim to reflect on the aims of the ELP, to get acquainted with the e-Portfolio and to prepare for the practical use of the e-ELP. Participants developed background knowledge of the Portfolio as a tool for reflection on the learning process, got acquainted with its format and content and developed ideas of ways of its implementation. The workshop was combined with a conference with stakeholders interested in the promotion of the ELP such as stakeholders of the AKS (Arbeitskreis der Sprachenzentren in Deutschland), LSI (Landesspracheninstitut NRW/ of the federal state of Nord-Rhein- Westfalen, the "Seminar für Sprachlehrforschung" of Universität Bochum" and the Goethe-Institut /Zentralverwaltung, Bereich Medien.
Have the activities contributed to meeting the needs presented in the national request?	The national request concentrated on the development of both teacher and learner autonomy through the implementation of the language portfolio. The workshop offered responded to that need to a significant extent, especially in the theoretical part when teachers, student teachers and other participants were acquainted with the ELP and the e-ELP. The practical part could not receive adequate emphasis as the workshop - for organizational reasons – had to be shortened from the requested 1,5 days to 1 day. Although the focus and the plan of the event was in line with the national request, practical implementation may be endangered in spite of the high quality of expertise and useful materials used, because - as one of the participants stated - " The hands-on phase was far too short". Yet more than 92% of the participants agree or strongly agree that the workshop was relevant to their work, which shows a significant contribution to meeting the needs of the national request.
Have the activities contributed to the expected longer term impact?	The activity contributed to the expected long term impact which was envisaged in the field of teacher and learner autonomy. Participants developed understanding of the ELP as a tool of reflection and autonomy and got acquainted with the tool's format and content. More than 90% envisage engaging in follow-up activities, and 99% agree or strongly agree that materials presented at the workshop will prove useful in their work.
How does the implementation of the	Activity offered by the ECML benefits the users thanks to its high quality which can be attributed to the high expertise of the moderators, to the

approaches and materials developed by the teams benefit (or will benefit) the learner/ the user?	good quality of the materials prepared and to the positive atmosphere of the workshop. Participants give evidence here by expressing favourable opinions on the value of the event and its usefulness. More than 90% agreed or strongly agreed that the event raised their professional competence and the same percentage declared motivation not only to participate in reform processes, but also to promote the idea in the professional environment, which - considering the critical approach of university students manifested in the choice of "agree" rather than "strongly agree" options - is a very high proportion. Stakeholders participating in the conference increased the circle of users who benefit from the activity. The fact that the workshop was also addressed at trainee teachers guarantees future benefits for school learners.
What further recommendations can be given to the Secretariat a) **In relation to follow up activity/activities in answer to the national request**	An extra workshop seems necessary at Paderborn University, as otherwise some student teachers might not set up e-Portfolios for the coming semester for the lack of practical, technical skills and this would undermine the value of the piloting phase.
b) **In relation to future training and consultancy activity of the ECML?**	1) Time management issues It seems that organizational problems come to the fore in this particular technology-oriented domain. We can see that participants did not feel that they had enough time to engage in practical activities to set up the e-Portfolio and that it has reduced the value of this useful and initially well planned event. For that reason workshops in this strand need to be planned with a half-day surplus to avoid unexpected developments negatively impacting the practical phase. 2) Evaluation issues The rating scale is relatively narrow and - considering the fact that tertiary education students are not likely to use extreme ends of the scale – their systematic choice of the second option ("agree" rather than "strongly agree") should be interpreted very positively. This means that interpretation of participant evaluation forms has to be level-sensitive, especially in its presentation to the Governing Board. It is also interesting to note, that although 69% of the participants were satisfied or fully satisfied with the event, more than 90% declare future engagement in follow-up activities and 99% agree or strongly agree that materials they received were very useful for their work, which points to the motivational role of T&C activities, a phenomenon worth stressing in ECML reports for the Governing Board.

ECML Training and consultancy for member states
Requesting country: Cyprus
Consultant: Hanna Komorowska

Complementary statistical data on project workshop or network meeting 2012	Expert meeting – Graz 6-8 June 2012 Constructing and validating language tests linked to the Common European Framework of Reference for Languages (CEFR) – network meeting in Graz with the representative of the country (5-6 September 2012)

	Constructing and validating language tests linked to the Common European Framework of Reference for Languages (CEFR) – workshop in Nicosia, Cyprus (27-28 September 2012)
Give a brief summary of the activities.	The expert meeting was held in Graz (6-8 June 2012) during which the project team analyzed details of the national request. In the course of the Graz network meeting with participants from the requesting country (held 5-6 September 2012) information on the project was given by members of the team. Needs of the country in the field of training and consultancy were identified and discussed and a precise focus of the workshop to be offered was agreed on. In consequence materials were prepared for a 2-day workshop held 27-28 September 2012 at the Pedagogical Institute in Nicosia. The workshop, moderated by Gilles Breton and José Noijons, was offered to 15 teachers and teacher trainers responsible for developing a new mock-exam to be consulted with the team. The workshop presented concepts of validity, reliability, fairness and equity, opened the floor for discussions and enabled group work on multiple-choice and open-ended tests.
Have the activities contributed to meeting the needs presented in the national request?	The needs of the country were presented in the national request as related to the new curricula based on the CEFR which in turn call for a revision of state examinations of English at CEFR level B2 and in consequence call for the development of teachers' skills to construct and validate tests linked to the CEFR. Teachers participating in the workshop expressed enthusiastic opinions on the value of the workshop offered ('Excellent overall impression", 'An eye-opening experience"). 100% participants were fully satisfied with the event and 93 % strongly agreed with the statement that the activity was relevant to their context and needs.
Have the activities contributed to the expected longer term impact?	The workshop offered by the team definitely contributed very strongly to ensuring longer term impact. The high level of expertise on the part of Gilles Breton and José Noijons, event moderators, the high quality of the materials presented, careful preparation on the part of the organizer and a precise plan for the future have all been factors which guaranteed the effects desired. Evidence for that can be found in extremely positive reaction on the part of workshop participants as well as in the practical outcomes in the form of the new mock-exam and the consultancy on it. All of the participants agreed or strongly agreed with the statement that they will participate in networking in the professional community in the future and all of them stated in the evaluation questionnaire that they felt motivated to play a more influential role in the reform process.
How does the implementation of the approaches and materials developed by the teams benefit (or will benefit) the learner/ the user?	Activities offered benefit the user owing to their quality based on a high expertise of the moderators and the value of the materials prepared. The network meeting in Graz led to a more precise identification of national needs and then to the well-focused activity in the form of the in-country workshop. Activities will benefit the whole educational administration as a new examination linked to the CEFR will be introduced in the Cyprian school system. The introduction of such an exam will then benefit the entire learner, while developing skills to construct and validate language tests will benefit school teachers in Cyprus. In this way the whole educational system in the field of languages will benefit from the approach adopted.
What further recommendations can be given to the Secretariat a) **In relation to follow up activity/activities in answer to the**	Further consultancy related to the new mock examination being developed by the local team of teachers is needed as well as probably one more workshop developing skills to construct and validate achievement tests for both lower and upper secondary education in Cyprus.

national request	
b) In relation to future training and consultancy activity of the ECML?	Initial formulation of national requests seems to be far from being precise, which in the future is likely to lead to a number of unfocused activities on the part of T&C teams and might the credibility of the ECML T&C programme. Negative consequences of this kind have successfully been avoided in the case of the Cyprian request due to the quality of the network meeting where issues were clarified and a precise plan of the workshop was designed. This was possible due to a small scale of the event and a well-defined group of teacher trainers and language teachers in a relatively small country. Careful attention needs, therefore, to be paid in the future to providing contacts of country representatives with the ECML before network meetings in order to guarantee a) inviting a sufficient number of participants from bigger countries or countries with more complex administrative structure b) inviting people who have actual influence on the selection of local workshop participants as well as on the management of the event and c) providing sufficient time after the network meeting to prepare the national event.

ECML Training and consultancy for member states
Requesting country: Poland
Consultant: Isabel Landsiedler

Project title and acronym	**Developing Online Teaching Skills (DOTS)**
Give a brief summary of the activities.	Expert Meeting, Graz, June 5-7 2012 Developing on-line teaching skills (DOTS): ICT and Social Media in Language Education – 3rd Warsaw Language Conference, Warsaw24 September 2012 A workshop on 'Developing online teaching skills for the 21st century classroom, using online resources for language teaching' at the above mentioned conference was planned by the DOTS-team.
Have the activities contributed to meeting the needs presented in the national request?	This question is difficult to answer as I have only received the moderators' report and the local organizer has not sent a report. In the moderators' report it is mentioned that the expectations of the event were not really clear to both sides. Participants did not really know what to expect – the team prepared a workshop and the event was advertised as discussion group, which lead to some confusion and unclear expectations. Nevertheless the event contributed to one important goal of the national request: to make know different approaches towards developing online teaching skills for the 21st century classroom.
Have the activities contributed to the expected longer term impact?	Yes, the activities have contributed to the longer term impact because one of the expectations was dissemination and to make different target groups aware of the possibilities of online teaching materials. This has definitely been the case as 300 people attended the conference. As feedback from the local organizer is missing, it is difficult to answer this question in more detail.
How does the implementation of the approaches and materials developed by the teams benefit (or will benefit) the	The materials developed by the DOTS-team are very useful tools for future learners as online teaching materials have a high motivational impact on learners. How to use online tools, ICT and different kinds of social media is very natural for learners, but teachers have to get acquainted with the possibilities of these tools and therefore this event

learner/ the user?	was important to raise teachers' awareness and to show them possibilities of how to learn about these tools on their own by using the DOTS materials. This will enable teachers to use these tools in their actual teaching, which will be to the benefits of learners.
What further recommendations can be given to the Secretariat a) In relation to follow up activity/activities in answer to the national request	The communication before another national event has to be very clear and well-structured. Email sometimes is not enough and one suggestion of the team was to make online meetings, which I would also suggest. The expectations should be talked about very clearly before a next event.
b) In relation to future training and consultancy activity of the ECML?	Clear and very specific guidelines about the different tasks of the parties involved (what has to be done by whom until when) would be useful. Guidelines specifying tasks have been developed, but some more specific guidelines (Before – During – After the event) might be useful. One should critically analyse the existing guidelines and think of how to address the challenges of the individualistic approach of T&C events. Communication before the event has to be very clear and well-structured; expectations have to be clarified – what can really be offered by the team and the ECML and what is not feasible and why it is not feasible. Evaluation should be integrated, in the above mentioned T&C event evaluation was not foreseen because of the type of event. Nevertheless I would suggest preparing a short questionnaire (paper&pencil) in any case (there is a good questionnaire, which could be adapted to specific types of events) especially as these new T&C events are a new tool. The team tried to get some feedback online, which did not really work out. A model questionnaire (short and precise) could be developed that can be adapted by the teams (obligatory questions and additional questions). All different types of questionnaires used for T&C can be put up onto the platform for information.
Complementary statistical data on project workshop or network meeting 2012	No workshop or network meeting in 2012.