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 2010)

Information document for the GR-C meeting on (date)

Table of contents

1.   Background

The European Centre for Modern Languages (ECML) in Graz, Austria, is an Enlarged Partial Agreement of the Council of Europe, set up in 1994 to promote the learning and teaching of languages in Europe. The ECML currently has 34[1] member states.

The ECML's mission is to support its member states in the implementation of their language education policies taking account of the recommendations of the Council of Europe. It does this by promoting innovative approaches and disseminating good practice in the learning and teaching of modern languages and in this way addresses issues directly related to good quality education as a pre-requisite for social cohesion, intercultural dialogue, and democratic citizenship – priority issues identified for the work of the organisation as a whole at the Warsaw Summit in 2005.

The ECML runs 4-year medium-term programmes of projects organised in cooperation with European experts in the field of language education.

Through its programmes, consisting of expert meetings, workshops, conferences and research projects to which participants from the member states are invited, the ECML provides a platform for gathering and disseminating information, stimulating discussion and training multipliers in matters related to language education. It also maintains Europe-wide networks for teacher trainers, researchers and educational administrators.

The ECML in Graz works in close cooperation with the Language Policy Division (LPD) and the secretariat of the European Charter for Regional or Minority Languages within Directorate General IV, Education, Culture and Heritage, Youth and Sport of the Council of Europe. The role and activities of the Graz Centre are complementary to those of the Language Policy Division, whose primary responsibilities are the elaboration of policies and guidelines for promoting linguistic diversity and plurilingualism and the development of policy planning and standard-setting reference instruments.

The Centre maintains close links with professional bodies, international non-governmental organisations (INGOs), working in language education. Formal cooperation agreements have been signed so far between the ECML and ten INGOs having participatory status with the Council of Europe.

As defined within a memorandum of understanding between the Austrian authorities and the Council of Europe, the Austrian host authorities invest approximately 400,000 Euros each year in the ECML, in addition to the obligatory contribution to the ECML budget. This sum is managed by the Austrian Association and largely covers the Centre's costs related to the seat in Graz and the associated running costs, i.e. the rental of the premises and its infrastructure. The other member states of the Enlarged Partial Agreement benefit through this financing as their contributions to the budget of the Centre are directly invested into the ECML programme and assure its functioning through staffing.

2.   Introduction to the 2010 Annual Report

In 2010 the European Centre for Modern Languages, in particular, developed the networking, consultancy and cooperation aspects of its work.

The Centre intensified its cooperation with civil society by establishing an INGO-Professional Network Forum on language education. The Forum comprises 12 international associations and institutions which share common values and expertise in the field of language education and assessment. This new pillar of cooperation has attracted a different clientele to the work of the ECML and opened up significant further channels for dissemination. The Graz Declaration on language education "Quality education for plurilingual people living in multilingual societies", based upon the results of the first meeting of the network, had a significant influence on the strategic orientations of the participating organisations (see section 7 of the report). In this respect the Centre has clearly demonstrated its competence as a network leader.

---

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

In total the *Empowering language professionals* programme for 2010 comprised 119 events organised and/or supported by the ECML. The 3rd year of the programme was characterised by ongoing networking within all of the Centre's projects. These took different forms, such as piloting materials and activities in different contexts, drafting case studies on examples of implementation, proposing training and classroom activities to be included in training kits or databases and assisting in quality assurance procedures. Ultimately this work has created a strong platform from which to prepare the final results of the projects which will be published in 2011.

The networking function of the Centre was also enhanced through the complete redesign and restructuring of the ECML portal, which now offers a host of new features encouraging feedback and linkage with social networks. The further development of over 30 ECML websites offers projects and existing networks an effective platform for collaborative working.

In terms of consultancy the Centre was requested to provide widespread support and expertise on the themes of its programme. Interest in the Centre's work extended beyond member states with cooperation initiatives with Japan, Morocco (in cooperation with ALECSO) and most notably Canada, which re-emphasised its desire to develop closer cooperation, building upon the current Memorandum on Cooperation and Liaison. Keynote interventions at selected major conferences and events throughout the year served to further raise the visibility of the ECML and enhance its reputation as a primary reference point in its domain of work.

With regard to cooperation the ECML continued to develop its outreach in 2010 and carried out effective initiatives at international, national and local levels as well as within the Council of Europe on a transversal level.

Ongoing dialogue and cooperation with the European Commission highlighted the areas of competence of the ECML and, in particular with regard to dissemination, opened further opportunities for synergy. The ECML was involved in 5 EU funded projects either as a full- or associate partner and the Centre's special support activity "Enhancing Romani language education in schools in Europe" received funding from the European Commission for its activities in 2011-2013.

The Centre cooperated effectively with the Austrian authorities on a number of initiatives which were successful in promoting the work conducted by the Centre and in ensuring that its expertise is recognised and can be practically applied at a local level. On 1 July, the ECML organised an event on the occasion of its 15th anniversary, hosted jointly with the Austrian Minister for Education, Arts and Culture, Claudia Schmied and the Austrian Minister for Science and Research, Beatrix Karl. The event looked towards the future role of the Centre, based upon 15 years experience of promoting excellence in language education. In the audience were the representatives of the Council of Europe member states at two levels: Ministry officials responsible for nominating experts to the ECML's activities and the Committee of Ministers' Deputies of the Council of Europe. The event was also attended by experts and decision-makers from the host country. Particular tribute was paid to the Centre's networking skills and for the ECML becoming a "landmark in encouraging excellence and innovation in language teaching".

With regard to promoting internal synergies the Centre participated in the flagship events of the Language Policy Division, such as the "Intergovernmental Policy Forum on the right of learners to quality and equity in education and the role of linguistic and intercultural competences" (Geneva, 2-4 November). The inclusion of activities supporting the implementation of recommendations and other policy instruments developed by the Division within the Call for submissions for the 2012-2015 ECML programme reflects the ECML's motivation to pursue and further build upon the fundamental values and principles underlying the Council of Europe's work in language education. The programme will also address regional and minority language issues, with the aim of further promoting synergies with the work of the secretariat of the European Charter for Regional of Minority Languages.

The ECML involved all target groups in a broad consultation on the orientations of its 2012-2015 programme. Workshops with the Centre's National Contact Points and National Nominating Authorities served to gather valuable feedback and promote the ideas behind the new programme, prior to the adoption of the Call for submissions by the Centre's Governing Board in October. The Centre's new *Learning through languages* programme will be based upon an inclusive approach to plurilingual and intercultural education and focus on the right of the learner to good quality language education.

A number of factors combined to make it a challenging year. Climatic factors in December and volcanic activity in April created difficulties in respecting the meeting schedule and also resulted in unforeseen costs, a number of illnesses among experts led to difficulties in meeting deadlines and the financial crisis meant that promising discussions with non-member states did not lead to further accessions to the Partial Agreement. In the face of the current financial situation the Governing Board of the ECML established a working group on budgetary and administrative matters to reinforce the planning in this area.

Election of Members of the Governing Board Bureau

In accordance with the Rules of Procedure of the ECML Governing Board, Alan Dobson (United Kingdom). was re-elected to the position of Chair of the Governing Board for the term 2011-2012. Jorunn Berntzen (Norway) was elected to the position of Vice-Chair and Eva Engdell (Sweden) and Eyjólfur Már Sigurdsson (Iceland) were elected to 2nd terms as Bureau members, also for the period 2011-2012.

3.   The 2010 programme of activities

Introduction to the programme

The Centre's 2008-2011 programme entitled *Empowering Language Professionals: Competence – networks – impact – quality* clearly addresses current challenges in education as expressed for example in the Council of Europe's "White Paper on Intercultural Dialogue" (2008) and in the Lisbon strategy objectives in education and training. Standard-linked tuition and result-oriented assessment, greater autonomy of educational institutions, increasing ethnic and cultural heterogeneity among students and promotion of lifelong or recurrent education are some of the burning issues impacting on national reform processes. Language teachers, teacher trainers and language professionals responsible for putting policies into practice are key actors in this change process. Thus, the ECML programme aims at empowering teachers by:

- enhancing the professional competence of language teachers;
- strengthening professional networks and the wider community of language educators;
- enabling language professionals to have greater impact on reform processes;
- contributing to better quality of language education in Europe.

The 2008-2011 programme has four thematic strands reflecting the national priorities as identified by the Centre's member states:

- A. Evaluation;
- B. Continuity in language learning;
- C. Content and language education;
- D. Plurilingual education.

The programme comprises 15 medium-term (3-4 years) and 8 short-term (1-2 years) projects which will launch their publications at the ECML conference in September/October 2011.This event will conclude the programme. The new publications will subsequently be made available via the ECML's dedicated website www.ecml.at/publications.

Overview of activities in 2010

In 2010, the ECML organised 37 programme events and 6 national support events and hosted a total number of 877 participants[2].

Activities in Graz

32 events took place in Graz involving a total of 436 participants

- 6 workshops (212 participants);

- 10 network meetings (158 participants);

---

[2] This overall participation figure combines all functions (participants, team members or other role) and includes both ECML financed and self-financed participants.

- 14 expert meetings (66 participants).

Activities outside Graz

- 11 events involving a total of 441 participants were held in 10 of the ECML's member states and in Canada;

- 1 expert meeting in Vienna, Austria (17 participants);

- 1 expert meeting in Prague, Czech Republic (14 participants);

- 1 expert meeting in Ottawa, Canada (4 participants);

- 2 national events:

  o Bucharest, Romania (38 participants);

  o Helsinki, Finland (17 participants);

- 6 national support events within the ECML's flexible support measures for dissemination and assistance for development needs scheme:

  o Yerevan, Armenia (35 participants);

  o Sarajevo, Bosnia and Herzegovina (60 participants);

  o Veliko Tarnovo, Bulgaria (80 participants);

  o Bordeaux, France (30 participants);

  o Lausanne, Switzerland (130 participants);

  o Maribor, Slovenia (16 participants).

Main developments in 2010

Drafting the ECML programme 2012-2015

Initial orientations on the vision, structure and synergies of the programme 2012-2015 were given by the ECML Governing Board, the ECML project coordinators and the programme consultants in 2009. Based on this input, the ECML launched a large-scale consultation process in order to further define the programme and draft the Call for submissions for this programme. The Call was launched in December 2010 on the dedicated website www.ecml.at/call with submissions invited until 1 May 2011.

In close collaboration with the ECML's partners in Strasbourg (most notably the Language Policy Division and the European Charter for Regional or Minority Languages) and the ECML Governing Board key stakeholders were invited to contribute to shaping the programme in several rounds of consultation. The most important events for the development of the programme draft were:

  o the Professional Network Forum meeting;
  o the ELP Validation Committee meeting;
  o the workshop for ECML National Nominating Authorities and National Contact Points;
  o a meeting of the International Network of National Language Centres (INNLAC).

The Call was drafted and refined in close cooperation with the ECML programme consultants before its final approval by the Governing Board at its 19th meeting in October 2010.

The Call and ultimately the new programme itself represent an innovation in the work of the ECML.It seeks to explore new structures and ways of addressing language education to wider target audiences. Some of the new aspects are:

- the Call for submissions seeks not only to attract project proposals from teams of professionals but also individual applications ('tenders') from experts presenting their competences in a specific area;

- the Centre will provide a platform for projects focusing on mediation of ECML work to defined target groups, a development which encourages stronger emphasis on targeted dissemination;

- to accommodate the need for efficient mediation of ECML project work to the intended target audience one designated team member within 'development projects' will take on responsibility for project PR and communication.

Further new aspects in terms of the envisaged content of the ECML programme 2012-2015 are:

- the presentation of a long-term vision of language education which will be further developed over the term of the programme and beyond;

- whilst based on the expertise developed in the foreign language education sector the new programme will reach out to other educational sectors in many cases not directly associated with language education: the majority language classroom (i.e. French in France, Hungarian in Hungary etc.), the subject classroom (for example biology, mathematics, history) and the informal/non-formal learning context with the view to providing support for life-long learning;

- inclusive educational approaches will be investigated with a view to enhancing the social component of plurilingual and intercultural education. In this context the Call invites project proposals covering migrant, regional, minority and sign language education as well as proposals related to educational provision for the blind and visually impaired.

With the broader scope envisaged by the ECML programme activities submissions for the Call are sought not only from language education experts but also from educational experts from other domains as well as from representatives of related organisations with a stake in good quality language education. This means that, among others, parents associations, school boards and the business sector are invited to contribute to the 2012-2015 programme.

Finalisation of a medium-term project

The 3-year "Curriculum development for Content and Language Integrated Learning" (CLIL-CD) project held its final team meeting in September 2010. The team received a high performance appraisal from the programme consultant[3] responsible for monitoring the project, who highlighted the commitment of the team to promoting and disseminating the project results as well as the value of the project publication "European Framework for CLIL teacher education". The document was published online (http://clil-cd.ecml.at) in three languages (English, French and German) and print copies of the publication were produced in English and German. Together with all other publications from the current programme it will be presented at the closing conference of the ECML programme in September/October 2011.

The Framework can be applied as a basic tool for setting up CLIL teacher training modules. It provides an overview of competences teachers need in order to teach, in an integrated manner, a subject and a second or foreign language of the students. The proposed teacher training curriculum is based on defined competences and it is presented in a modular structure which enables the user to adapt the programme according to specific national, regional or local contexts.

Short-term projects

Three new projects and a special support activity were launched in 2010: "Training teachers to use the European Language Portfolio – follow-up" (ELP-TT2) and "Training in relating language examinations to the Common European Framework of Reference for Languages" (RelEx) are both follow-up projects responding to the need for continued support in the area of ELP and CEFR implementation as highlighted by member states. Following a restricted call for tender, the project "Mobility programmes for plurilingual and intercultural education - Tools for language teachers" (PluriMobil) was successfully launched[4].

The short-term projects will complement existing projects within the programme and are expected to develop further tangible and innovative products and services with the aim of achieving the objectives set for the programme as a whole.

A special support activity entitled "Enhancing Romani language education in schools in Europe" (QualiRom) based on extensive partnerships with expert groups and organisations was also initiated in 2010. The activity aims to strengthen local networks and to help implementing curriculum and teaching methods based on

---

[3] See the programme consultant's project evaluation in Appendix 6
[4] The programme consultant's annual evaluation of the project can be found in Appendix 6.

European standards, especially amidst continued discrimination against the Roma and Traveller communities.

Workshop for the ECML National Contact Points and the ECML Nominating Authorities

A combined workshop of the ECML National Contact Points (NCPs) and the National Nominating Authorities (NNAs) was held in Graz on 29 June - 2 July. Although the NCPs and NNAs had individual programmes, one day was reserved for discussions between both sets representatives on synergies and common issues, with a particular focus on the ECML's 2012-2015 programme.

The ECML's network of National Contact Points was set up in 2001 and is in operation in 34 member states and in Canada. NCPs are responsible for dissemination of information on the ECML and its work, particularly its publications and other products, to a relevant target audience at local, regional and national level through their own established national networks.

ECML National Nominating Authorities are persons/official agencies in each member state responsible for selecting participants for the Centre's activities.

One of the primary objectives of the workshop was to discuss and record feedback on the draft Call for the ECML's 2012-2015 programme. The points raised during discussions demonstrated an overall appreciation of the national representatives of the envisaged new programme as well as the challenges involved with the proposed innovations: to reach out for target groups beyond the foreign language sector and to find a balance between the "visionary" and the "practicable" aspects of ECML work. The discussions of the participants provided valuable input for the final version of the Call.

Consultants meeting

The ECML programme consultants[5] provide expert feedback and consultancy on programme developments. They meet on an annual basis to discuss project progress achieved in the respective year. On 6 and 7 December 2010 the consultants also discussed their involvement in the preparations of the next ECML programme and in the closing conference of the current programme.

All consultants accepted the invitation of the ECML secretariat to become members of the expert advisory group on selection for the Call for submissions which will scrutinise incoming project proposals and expert applications on the basis of the Call launched in December 2010.

Editorial board

To ensure the quality of publications produced by teams as outputs of their project work an editorial board comprised of the ECML's programme consultants reviews the concepts for the publications provided by the individual project teams. The editorial board provides feedback and recommendations which teams are requested to take up and integrate in the final manuscript. In addition to providing feedback on the content of the publications, programme consultants also make recommendations with regard to the medium of production (printed booklet, website, flyer etc.), format, size of print run and with regard to the translation of the publication. The board reviewed and provided feedback on 20 concepts in 2010.

4.   Communication, Documentation and Resource Centre (CDRC)

The Communication, Documentation and Resource Centre (CDRC) plays a key role in the production and dissemination of the Centre's products, the promotion of the ECML and the co-ordination of the relationships between the Centre and its partner networks, including the National Contact Points, Professional Network Forum, professional associations and other institutional partners.

Communication

Media Relations

---

[5] Isabel Landsiedler, Karl Franzens University, Graz; Frank Heyworth, European Association of Quality Language Services (EAQUALS); Hanna Komorowska, Warsaw University; Sauli Takala, University of Jyväskylä, Finland.

The contact to the local media is in the responsibility of the Austrian Association of the Centre, the contact to the Media Relations Service in the Strasbourg based Directorate of Communication is under the ECML´s authority.

Among the media relations initiatives undertaken during 2010, the Centre's participation in the Europe Day celebration "We are Europe", on 6 May on the main square of Graz, organised by the City Council of Graz and the provincial Government of Styria once again proved highly successful in promoting the ECML to the local public. An interview with the ORF and a private TV station in Styria were organised and broadcast.

15th anniversary
Austrian Ministry for Education, the Arts and Culture, BMUKK Newsletter

On the occasion of the 15th anniversary the Ministry for Education, the Arts and Culture in Vienna published a two page article on the function and aim of the Centre accompanied by statements of high officials. A photo gallery with group photos and the individual speakers was produced and published.

Online service

ECML Newspage

Around 50 news items were published on the ECML site. Three main sectors were covered: the ECML´s contribution to international conferences in the language education field, news on latest Council of Europe language education related news and news from partners in the field or ECML contact points. Several items were reproduced on the Council of Europe portal, such as the 15th anniversary of the ECML and the re-launch of the ECML site.

Social media

Activities in 2010 benefited from increased interactive communication via Facebook and Twitter, especially to promote the European Day of Languages. Given the fact that one of the primary target groups of the Day, pupils and students now make wide use of these electronic tools, the Centre adapted its communication channels.
For the European Language Portfolio a Facebook platform was created by the coordinator of the ECML's "Training teachers to use the European Language Portfolio" (ELP-TT2) project.

Public Relations and branding

Specialised public - local language network

The ECML continued its cooperation with the Sprachennetzwerk Graz (Language Network Graz), a local network of leading institutions working in the area of language education (see also section 10), http://www.sprachennetzwerkgraz.at. The ECML also pursued its involvement in the implementation of the European Language Portfolio in local schools – a project initiated by the Sprachennetzwerk. The ECML is a key partner through its European dimension and expertise.

Video on Council of Europe language education instrument

The ECML followed the recommendation of the current Council of Europe communication strategy to make more use of the "power of pictures" by assuring the linguistic adaptation (voice over and subtitles) of the 14'' image film on the "European Language Portfolio" (EDL) in English and French which was produced by the Sprachennetzwerk Graz. Three linguistic versions can be downloaded on the ECML´s website in the tools for teachers section. The film was shown to the ECML Contact Points who received the links to different language versions for further use and circulation. Four Contact Points requested "clean versions", pictures only, to adapt it in their national language.

Branding and marketing

Visibility on the main Council of Europe portal and Intranet

Internal contacts with the Directorate of Communication (DC) of the Council of Europe were further developed, especially through the publication of news items on the main portal of the Council of Europe and the intranet, such as on the 15th Anniversary of the ECML, the European Day of Languages, the launch ´of

the Call for proposals/tenders for the 4th medium-term programme of activities of the ECML (2012-2015) and the launch of the new ECML portal.

<u>Visibility – Council of Europe bodies, steering committees, permanent representations</u>

The new Call for submissions was launched in December 2010. The ECML disseminated it in particular among its numerous networks such as the Council of Europe Permanent Representatives, the Council of Europe's Steering Committee for Education (CDED), the ECML's National Contact Points, the INGO Professional Network Forum, the European language teacher associations (involved within the Centre's "Language Associations and Collaborative Support"(LACS) project), and the expert networks established within the Centre's projects.

<u>Visibility in 34 member states and Canada – the National Contact Points website</u>

The National Contact Points' website (http://contactpoints.ecml.at) established the previous year was further developed in 2010. The website provides a platform to facilitate the work of the network, to increase knowledge sharing and transparency. A national page exists for each of the 34 countries and Canada as an associate member to present the respective NCP, its services, national reference resources and contacts and, if relevant, ECML and Council of Europe resources translated into the national language(s). The following developments were pursued in 2010. One of the important developments in terms of visibility related to the section entitled 'Experts involved in ECML activities'. This was further developed for each national page by including data resulting from the ECML programme events held in 2010. Within the framework of the ECML programme of activities 2008-2011, this initiative seeks to promote national expertise and to stimulate synergies by providing the contact details and project involvement of the coordinators, team members, associate partners and the participants in the central workshops of projects since 2008 as well as the individual workshop report which each participant is invited to send to the National Nominating Authorities and the National Contact Points in his/her country. The ECML systematically seeks permission before putting personal data on the website.

The Contact Points site, which is updated on an ongoing basis with materials in the national languages and relevant developments, received approximately 11,000 page views per month in 2010.

Marketing – in Graz and in 18 member states

<u>ECML contribution to events hosted at its premises and to external events</u>

In 2010, the ECML supported 76 events (+46% compared with the 52 events supported in 2009) organised in 18 member states, as well as in Belgium, Canada, Italy, Japan, Morocco, and Turkey, by sending information materials and publications and/or by offering presentations. The support covered 52 external events (conferences, seminars, workshops) including 23 events attended by ECML staff, 17 hosted events organised at the Centre's premises, and 7 national support events:

- Armenia (1 national support event)
- Austria (29 events, including 11 hosted events organised at the ECML premises, 12 external events, 6 official visits)
- Belgium (1 external event)
- Bosnia and Herzegovina (1 national support event)
- Bulgaria (1 national support event)
- Canada (3 external events)
- Finland (2 external events)
- France (4 events, including 1 national support event and 3 external events)
- Germany (7 external events)
- Greece (2 external events)
- Hungary (2 external events)
- Iceland (1 national support event)
- Italy (1 external event)
- Japan (3 external events)
- Morocco (1 external event)
- Netherlands(1 external event)
- Poland (1 external event)

- Romania (2 external events)
- Slovak Republic (1 external event)
- Slovenia (2 events, including 1 national support event and 1 external event)
- Spain (4 external events)
- Switzerland (2 events, including 1 national support event and 1 external event)
- Turkey (1 external event)
- UK (3 external events).

The activities below represent examples of the type of work carried out by the ECML in this area.

In December, the ECML launched the call for proposals/tenders for its 4th medium-term programme of activities (2012-2015). ECML staff members were invited to present the orientations of the next programme and the application procedure at the 2010 CEL/ELC Forum: "The Multilingual Challenge: the next generation" (Brussels, Belgium, 2-3 December 2010), and at the information day (Sèvres, France, 13 December 2010) organised by the Centre international d'études pédagogiques (CIEP), the National Contact Point for the ECML in France. A series of events to disseminate the Call in member states followed in 2011.

The International Seminar: "CLIL Teacher Education- Capacity-building: Perspectives for the next decade based on current experience" (Madrid, Spain, 28-29 October 2010) organised by the Ministry of Education of Spain was an excellent opportunity to promote the ECML project "Curriculum development for Content and Language Integrated Learning (CLIL-CD)" (2008-2011) and to promote the work of the ECML in this field. Susanna Slivensky, Deputy Executive Director / Head of programmes of the ECML, María Jesús Frígols Martin, coordinator of the CLIL-CD project, and David Marsh, member of the coordination team, contributed to the event.

The Unity in Plurality Symposium: "Politik der Vielfalt - Indien, Afrika, Europa" (Graz, Austria, 18-20 October 2010) was organised under the patronage of the Austrian UNESCO Commission by Akademie Graz and treffpunkt Sprachen (Karl-Franzens University of Graz), in cooperation with a number of local associations and the ECML. The Centre's involvement included the participation of the Executive Director of the ECML in the Core Group Meeting, press conference (18 October 2010) and in the preparatory meeting for the European Night of Languages (19 October 2010). Furthermore a discussion session entitled "Plurlingualism in India, Africa and Europe" was organised at the ECML premises (20 October 2010).

Publications

A list of ECML 'bestsellers' (according to downloads, requests for hard copies and sales via the Council of Europe bookshop) was compiled and presented on the ECML website. It will also serve as a basis for the publications catalogue to be produced in 2011 in close co-operation with the Council of Europe Communication Directorate.

ECML publications: revised versions, translations published and request for translation

In addition to the publication of a *European Framework for CLIL Teacher Education* (see section 3) a folder, promotional flyer, information guide and brochure presenting strategies for implementing the *European Portfolio for Student Teachers of Languages* (EPOSTL) in teacher education were published as kit components complementing the original book. These materials which aim to support the application of the EPOSTL in diverse contexts were produced within the framework of the 'follow-up' project "Piloting and Implementing the European Portfolio for Student Teachers of Languages" (EPOSTL2).

The programme brochure 2008-2011 was updated with the description of the three new short-term projects and special support activity for 2010-11.

The online report *Across languages and cultures: Framework of reference for pluralistic approaches to languages and cultures* by Michel Candelier *et al.* initially published in 2007 was revised in May 2010 within the framework of the follow-up project "A Framework of Reference for Pluralistic Approaches" (CARAP) (2008-2011, http://carap.ecml.at).

The following translated versions of ECML publications were also published in 2010:

- Newby, David/Allan, Rebecca/Fenner, Anne-Brit/Jones, Barry/Komorowska, Hanna/Soghikyan, Kristine (eds.), *European Portfolio for Student Teachers of Languages - A reflection tool for language teacher education:*
  new translations into Croatian, Italian and Spanish; the ECML received a new request for translating the EPOSTL into Turkish from the Gazi University; the publication was already available in English, French, German, Greek, Hungarian, Lithuanian and Polish;
- Bernaus, Mercè / Andrade, Ana Isabel / Kervran, Martine / Murkowska, Anna / Trujillo Sáez, Fernando, *Plurilingual and pluricultural awareness in language teacher education: A training kit*: the ECML received a request from the OSCE Mission to Bosnia and Herzegovina to translate the booklet into the three official languages of the country.

Related work

Following discussions with David Newby, the coordinator of the ECML project relating to the *European Portfolio for Student Teachers of Languages* (EPOSTL), the EPOSTL and the *Common European Framework of Reference for Languages* (CEFR) were adapted for the Japanese educational context by the Japanese Association of College English Teachers (JACET). The results were published in the following book: Hisatake Jimbo, Ken Hisamura, Leonid Yoffe (eds), *Developing English Teacher Competencies: An integrated study of pre-service training, professional development, teacher evaluation and certification systems*, JACET SIG on English education, July 2010.

The research conducted by Andrea Kettemann in 2009 analysed the implementation of the projects of the the 2nd medium-term programme of the ECML (2004-2007) in Austria. The master's thesis. *Implementing innovation in European language education. An analysis of the projects of the 2nd medium-term programme of the ECML* was made available on the ECML website in 2010.

Copyright issues

Copyright issues were clarified in particular for the project "A Framework of Reference for Pluralistic Approaches" (CARAP) which intends to set up of a database of teaching materials.
Permission was granted to the coordinator of the ECML project "Assessment of young learner literacy linked to the Common European Framework of Reference for Languages (AYLLIT)" to reproduce the AYLLIT scale of descriptors from the forthcoming Council of Europe publication in the Routledge Handbook of LanguageTesting.
Permission was also granted to the Comenius project "CLIL - Comparing CLIL Methodologies with other teaching strategies" to use the CLIL quality matrix launched by the ECML in 2007 (Comenius project: http://tms.lernnetz.de/clil/clil-cracow2010-en.html). The CLIL matrix will be adapted and used for the evaluation of the project results.

Identity and information resources

Newsletter – The European Language Gazette

Over 6,000 subscribers received the 16th issue of the ECML newsletter, the European Language Gazette, Winter 2009/Spring 2010. The issue focused specifically on: the ECML activity report 2009; ECML events in 2010; new short-term projects and specialised support activities 2010-2011; the 15th anniversary of the ECML; project developments and achievements, European Day of Languages 2009; ECML networking; ECML at international and national events; National Contact Points for the ECML; The Language Network Graz. The number of subscribers increased by 12% in comparison with 2009 to 6,440 by the end of 2010.

ECML fact sheets

The ECML fact sheets, initially produced in English, French and German were translated by the NCPs into the following languages Armenian, Bosnian, Croatian, Albanian, Finnish, Greek, Irish, Lithuanian, Maltese, Montenegrin, Norwegian (bokmal, nynorsk and saami), Polish, Romanian, Serbian, Slovak, Slovenian and Spanish. They are available for download in 21 language versions from the Centre's website (www.ecml.at, Press and Information) and on the web pages dedicated to each member state (http://contactpoints.ecml.at).

A new fact sheet was designed presenting the Professional Network Forum set up in January 2010 and the Graz Declaration which was adopted as a result of the meeting.

Visitors´ service

ECML programme related and external study visits

Some 500 visitors and invited experts participating in scheduled programme activities, were guided through the Centre. Basic information was given about the three services offered by the CDRC. Relevant publications and information resources were distributed free-of-charge, the EDL materials included.

Approximately 130 visitors who came individually or in groups (mainly decision makers, teachers, pupils, researchers and students) from Austria, Belgium, Canada, Croatia, Czech Republic, France, Japan, Norway and UK were also welcomed in the CDRC.

Written requests for information

The CDRC answered about 240 individual requests for information and information resources from 49 countries. This figure includes written replies to individual requests.

Website

New ECML portal

The ECML's redesigned portal (http://www.ecml.at) was launched in September. The main aims in the redevelopment of the site were to:
- integrate all sites within the Centre's content management system (and thereby automate many of the functions previously carried out 'manually')
- highlight the publications of the Centre
- integrate features linked to social network fora
- facilitate navigation (all key information should be reachable within two clicks)
- develop a more attractive and coherent site
- offer improved functionality and greater flexibility (specially designed modules can be accessed to present content in various user-friendly formats)

The new site, which was announced on the main Council of Europe portal, showcases over 70 publications on different aspects of language education which are available for download. As well as surveys, information on developments at national level, up to date details on the Centre's projects and access to the European Language Gazette, the site includes an 'international events calendar' promoting activities relating to language education in Europe and beyond and an 'experts database' to promote the services of language professionals in their domains of specialisation. The site also contains 'ready to use' materials for the Centre's principle target groups of its work: teachers; teacher trainers and decision makers as well as for people simply interested in languages and language education.

A sub-portal presenting the Centre's call for submissions http://www.ecml.at/call was also launched at the end of the year.

Customised features were added to several project sites in 2010 according to specific needs. Online polls/surveys, picture galleries, FAQ sections, document management applications all served to enhance individual sites. This process will be pursued in 2011 with the development of documentation databases and other applications to present the results in an optimal way.

It is also envisaged in 2011 to further improve the coherence of the different sites across the web platform and to ensure cross platform databases, i.e. that the content stored in one central archive can be accessed and displayed in different formats as required on different ECML websites.

Web statistics

- Approximately 3.5 million page views were registered on the sites comprising the ECML web platform.
- The National Contact Points site (approximately 150,000 page views) was updated on an ongoing basis with details and reports from national participants at ECML events.
- Subscriptions to the European Language Gazette increased by 12% to 6,440 (5,750 in 2009).

- 143 events were registered in the ECML's International Events Calendar promoting major activities in language education (7% increase compared to 2009).
- Publication downloads increased by 15% to 493,000 in 2010. (430,000 in 2009)
- The Experts database enabling language education professionals to promote their services in their area of specialisation contained details of over 150 experts by the end of 2010.

5.   Impact of ECML programme activities

A comprehensive scheme comprising of tools and procedures to facilitate ECML programme evaluation was introduced with the launch of the programme in 2008. The quantitative data obtained through the scheme is supported by qualitative feedback, providing evidence of the quality of ECML services as well as of the take-up and follow-up of projects in ECML member states. All evaluation data is made available on ECML websites with restricted access for the stakeholders concerned.

Some examples of feedback on the impact of ECML work which were received from beneficiaries of programme activities are:

- „the ECML projects ... match the national educational priorities in Bulgaria in the field of foreign language learning and teaching in a comprehensive and constructive way, enabling the language professionals not only to upgrade their skills, but what is more important, to explore possibilities to break the pattern by making use of the innovative approaches of teaching offered through various practice-, evidence-based and empirical research projects, supported by ECML." *Krassimira Todorova – National Nominating Authority for Bulgaria*

- „I plan to meet my managers in the State Examinations Commission to discuss and report on the workshop and to make recommendations about a way forward for the State Examinations Commission regarding a plan of action for the linking /mapping of our examinations to the CEFR." *Sheila Smyth, Institution State Examinations Commission, Ireland, ECML workshop participant*

- „most of the IUFM teacher trainers participating at a workshop continued to be involved in project activities and maintained professional contacts with other workshop participants". *French study investigating impact of IUFM workshop participants*

Impact of being a member state of the ECML

In preparation for the workshop for the 15th anniversary event and the ECML National Contact Points' and Nominating Authorities' workshop in June, participants were requested to provide a report on the "Benefits and impact of being a member state of the ECML". The aim was to present a summary of the experiences of the ECML's national representatives with regard to the follow-up of ECML work in their countries.

The ECML received reports from 21 member states which is available on the Contact Points website with restricted access.

In summary, the ECML member states appear in particular to value the networking opportunities in a European environment that the ECML is provides for its participants. The benefit of sharing expertise and building up professional competence is regarded as empowering, not only for the individual participant but also for national, regional or local educational environments. Effective feedback to colleagues, associations and other professional networks is highlighted as being essential for take-up on a larger scale. At the same time, this important national networking process represents a challenge for most of the ECML Contact Points. The reports show that successful and effective integration of ECML work into national, regional or local developments results from linking into existing websites, newsletters, associations, fairs and/or professional conferences.

In terms of concrete tools developed and/or promoted by the ECML the *Common European Framework of Reference for Languages* (CEFR), the European Language Portfolio (ELP) and the *European Portfolio for Student Teachers of Languages* (EPOSTL) represent the most influential materials in the member states according to the national feedback. In particular in countries where translations into the national language have been published, teachers and teacher trainers of diverse languages have become involved in discussions launched by the relevant publications.

Project evaluation: annual reports of the ECML programme consultants

In the reports the ECML programme consultants summarise each project's annual achievements, based on the annual reports of project coordinators, on project documentation and on material available on the project websites. Within a feedback loop the project teams are informed on the evaluative comments of the consultants.

The consultants' reports also provide evidence regarding the achievement of overall programme objectives. The consultants observe transversal developments across the projects and are able to predict impact both, on a larger scale (beyond individual practice) and over a longer-term perspective. Their reports are complemented by data from participants in project activities on impact they achieved in concrete contexts (see 'statistical data of workshop participants' below).

The following statements from the 2010 reports illustrate the qualitative interpretation provided:

- "… the main impact that the plurilingual strand can have on reform processes will be in the better understanding of the principles of a number of facets of plurilingual education – especially in the conceptual framework of CARAP (A Framework of Reference for Pluralistic Approaches) – and through the identification and dissemination of practical, workable approaches to its implementation." Frank Heyworth

- "… it is likely that there is multiplying impact, which can be expected to vary considerably from fairly immediate and active application/ implementation to slower and more partial utilization." Sauli Takala

The full versions of the consultants' evaluation of projects' progress in 2010 are featured in Appendix 6.

Statistical data of workshop participants in ECML activities

Feedback from participants at ECML workshops is sought in two phases: at the closing session of the event (post-event questionnaire) and six months later (impact questionnaire) in order to retrieve information on the concrete follow-up of the learning experience after the event. The return rate of the online six months impact questionnaire recorded was 73 % which, in itself, represents a good indication for longer-term commitment of ECML workshop participants. The data refers to events carried out in 2009 as the full data set for 2010 activities will only be available in summer 2011.

The following data summarise the responses given to a set of questions devised as indicators of achievement for the ECML programme objectives set for 2008-2011.

- "This event has contributed to developing my professional competence" (ECML programme objective: *enhancing the professional competence of language teachers*)

  91 % of the workshop participants strongly agreed or agreed that the event contributed to their professional development. This figure even increases to 95 % from the same participants responding positively to the question six months after the event. This feedback indicates both, a very high degree of acknowledgement of the ECML learning experience and a longer-term impact of the experience with regard to professional development.

- "This event has motivated me to become more active in networking with the professional community" (ECML programme objective: *strengthening professional networks and the wider community of language educators*)

  90 % of the participants strongly agreed or agreed that the event motivated them to become more active networkers. This data corresponds to one of the original motivations of participants ("What benefits did you hope to achieve by participating in this ECML event") with the most frequent response being "to meet professional colleagues from other countries". Six months later the networking aspect of ECML workshops is still valid. At this point in time 75 % of the participants claim that, as a result of the event, they are more active in professional networks.

- "This event encouraged me to play a more influential role in reform processes in my professional environment" (ECML programme objective: *enabling language professionals to have greater impact on reform processes*)

  86 % of the workshop participants strongly agreed or agreed that the event encouraged them to become engaged in reform processes. When participants were asked the follow-up question six months later 83 % maintain that they are now more actively involved in reform processes. This

active engagement in educational reform as a result of ECML involvement can be considered as an important benefit for member states.

- "This event highlighted quality aspects of language education that I will promote in my professional environment" (ECML programme objective: *contributing to better quality of language education in Europe*)

95 % of the participants strongly agreed or agreed that they would promote quality aspects of language education discussed at the event. The following concrete actions for promoting quality were planned by workshop participants: Presenting an account of the project in and outside their place of work, publishing an article on the project and putting information on the project and/or the ECML on a website. The chart below presents the self-evaluation of the participants carried out six months later. A total of 89 % of the respondents assert that the participation at the ECML event has had an impact on their focus on quality aspects of their work.
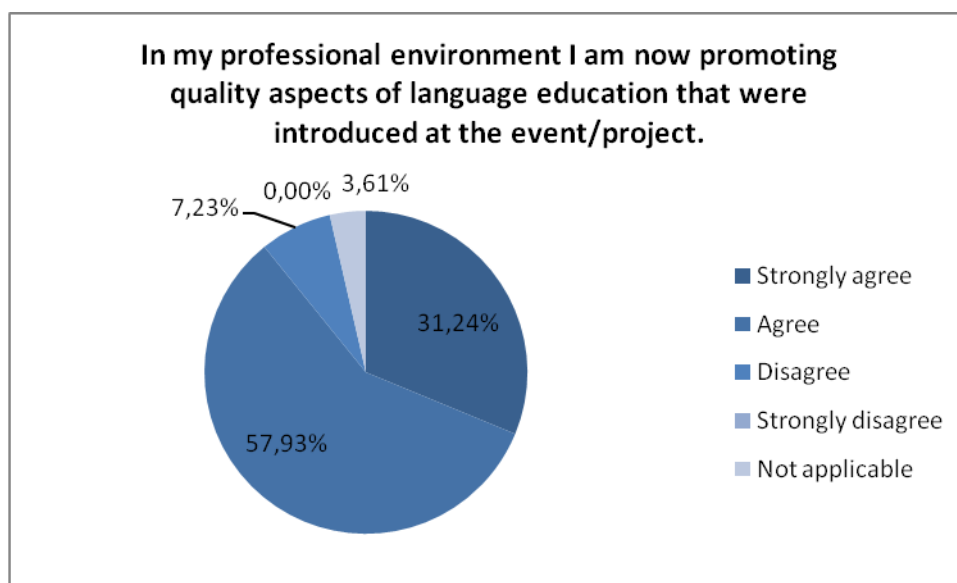
To conclude with more recent data from 2010 it can be noted that the service provided by ECML staff (or the organiser in the case of events outside Graz) was rated good to very good by 99,70 % of participants and team members attending the Centre's activities.

6.   Cooperation within the Council of Europe

Cooperation with the Language Policy Division (LPD) and the European Charter for Regional or Minority Languages represents an integral part of the functioning of the ECML.

The Language Policy Division's 2010-2014 programme *Language policies and the right to education for social inclusion* was adopted at the 8th meeting of the Steering Committee for Education (CDED) and the Steering Committee for Higher Education and Research (CDESR) in March. The Chair of the Governing Board and the ECML Director were invited to make a joint presentation on the Centre's work at the meeting. The programme forms an integral part of the overall programme of the Education Directorate *Education for intercultural understanding, human rights and democratic culture* which looks at how the right to education can be further protected and promoted, giving all children access to quality education.

Following on from the European Language Portfolio seminar involving 45 countries which took place at the ECML in September 2009, a strategy planning meeting with the Division and the European Validation Committee took place at the end of November in Strasbourg. The meeting focused on the role the Centre could feasibly play in the future development of the Portfolio (the European Validation Committee ceased its mandate at the end of 2010). The increasingly important role of the ECML in the implementation of the ELP and ensuring synergies was highlighted at the meeting. It was proposed that the Centre's future involvement could concentrate on:

- promotion of the underlying philosophy and the approach offered by the ELP;
- further elaboration of the existing ECML project websites related to ELP and closer linking or merging with the Portfolio website of the Language Policy Division;
- support for implementation and training;
- responding to specific national and regional needs and developments.

Within the Centre's 2008-2011 programme, several projects have close links with the Language Policy Division's work. The secretariats of both units are active in promoting complementarity and coherence between work undertaken and in ensuring that relevant results from the ECML's activities feed into the Division's work, where appropriate, and vice-versa. The two projects linked to the implementation of the European Language Portfolio (ELP-WSU and ELP-TT2) represent good examples of such synergies. Further projects, in the 'Evaluation' strand, offering training in relating language examinations to the Common European Framework of Reference for Languages (CEFR), and in the 'Plurilingual education' strand, relating to the teaching of minority languages and to the languages of schooling are closely coordinated with the LPD.

The European Charter for Regional or Minority Languages was also regularly updated on relevant activities of the Centre and a representative participated in the network meeting of the "Minority languages, collateral languages and bi-/plurilingual education" (EBP-ICI) project. The Charter was also invited to contribute to the ECML INGO Professional Network Forum.

European Day of Languages (EDL), 26 September 2010

Upon the initiative of the Council of Europe, the European Day of Languages is celebrated each year on 26 September to promote cultural richness and plurilingualism in Europe and to encourage lifelong language learning. Since its launch in 2001, every year hundreds of events in celebration of languages are organised around Europe.

The Day is coordinated jointly by the European Centre for Modern Languages and the Language Policy Division. National Relays nominated by the participating Council of Europe member states act as multipliers, circulating the EDL information and disseminating the promotional materials provided as well as carrying out promotion for the Day at national/regional level and through the press.

The Day differs from the Centre's other activities in that it is not focused on a specialist target public but encompasses everyone interested in languages. With activities often organised as large-scale events in city and town centres around the continent as well as in schools, universities, adult learning centres, businesses, the EDL has a potential audience of millions of Europeans.

The coordination of the Day principally involves launching communication initiatives, liaising with National Relays, distributing EDL promotional materials and maintaining and developing an EDL web platform.

As a new addition to the wide range of features, databases and instruments already available on the EDL site (www.coe.int/edl), a 'language skills' game was launched in September. The game represents a simple way of familiarising language learners with the reference levels defined within the Common European Framework of Reference for Languages (CEFR), and assisting them in assessing their level of proficiency in the languages they know. The scale of reference, developed within the Council of Europe's CEFR in 2001, is recognised as a European standard for grading an individual's language proficiency and is widely used within national language education systems, in certification and by employers.

Despite the EDL falling on a Sunday this year impressive numbers of visits were recorded to the EDL site.

EDL 2010 in figures

- there were a total of 300,000 visits to the site in September;
- by 26 September 522 events from 47 countries in Europe and worldwide had been recorded in the EDL database for 2010 (over 90 events were registered each from Austria and the United Kingdom). Many events involved several participating countries (by adding together all events involving each individual country an overall total of 810 events were recorded). A further 150 events were announced on the Facebook group established to promote the Day;

- the Council of Europe press release, issued for the first time by the Chair of the Committee of Ministers, was translated into 20 national languages by EDL National Relays.;
- the majority of EDL materials were sent directly to the Relays for distribution on a national basis; in total around 40,000 sheets of EDL 'Talk to me' stickers and 30,000 lanyards and 17,000 posters were distributed to groups celebrating the Day.

To further mark EDL, on 29 September a special event was organised with around 60 Austrian and Croatian pupils to celebrate linguistic diversity at the ECML. The Croatian pupils presented their school in German, the Austrian pupils in Croatian. A language competition and language games were organised focusing on the languages spoken in the 47 Council of Europe member states. Afterwards, the Austrian pupils guided their Croatian peers through the city of Graz. The teachers in Graz and Nova Gradiska also discussed establishing a school exchange project to learn each other's language in tandem.

With 2011 marking the 10th anniversary of EDL it is anticipated to further raise the profile of the Day by:

- greater press and media coverage and actively promoting links to the EDL site;
- further developing the good contacts with the European Commission in this area;
- encouraging countries, where a National Relay does not currently exist, to nominate one (Croatia, Georgia, Montenegro, Moldova, Slovak Republic, Turkey and the Ukraine);
- focusing to a greater extent on language diversity and regional and minority languages on the platform.
- offering a prize for the most innovative idea for an EDL event in 2011;
- introducing two special focus areas on sign languages and migrant languages;
- producing a more diversified range of EDL materials.

7.   Cooperation with other institutions

Cooperation with the European Commission

The Council of Europe and the European Union share the aims of preserving linguistic and cultural diversity in Europe and promoting learning and use of languages as a means to support intercultural dialogue, social cohesion and democratic citizenship, and as an important economic asset in a modern knowledge-based society. There is a recognised need on both sides for more consolidated cooperation. This is specifically important in the current context of the Centre planning the dissemination of the results of its current programme and preparing for its 2012-15 programme of activities.

In 2010, the ECML intensified efforts to expand working relationship with the Multilingualism Policy Unit of the Commission:
- representatives from the Policy Unit took part in the launch of the INGO Professional Network Forum in January, the 15th anniversary event of the ECML in July, and the meeting of the Centre's Governing Board in October;
- a meeting with the Director General, DG Education and Culture in December focused on developing possible further areas of cooperation;
- at least one quarter of ECML projects illustrate ways in which synergies between the work of the Council and the Union can be achieved. One concrete example is the Centre's *European Portfolio for Student Teachers of Languages* which is currently being piloted for implementation and has been translated into 10 languages. The project and publication draws on the results of the *European Profile for Language Teacher Education – a Frame of Reference* funded by the European Commission and produced by Southampton University (UK);
- the number of requests for the Centre to become involved as partners in projects financed under the Lifelong Learning Programme of the EC increased considerably in 2009/2010. Following the approval of its Governing Board, the Centre is currently a 'full' or 'associate' Partner in five projects/campaigns funded by the EC, including a 3-year project in support of "Quality education in Romani for Europe".

Cooperation with professional INGOs

The Professional Network Forum is formed of international associations and institutions that share common values and expertise in the field of language education and assessment. Under the auspices of the ECML, the members of the Forum have agreed to share their know-how and have committed themselves to work together on areas of common interest in the service of language education.

The founding meeting of the Professional Network Forum was held at the ECML on 7 January, with the nine major professional INGOs active in the domain of language education which had signed a generic cooperation agreement with the ECML together with representatives from the Language Policy Division and the European Commission. The Graz Declaration issued in spring 2010 as a result of the launch meeting of the Professional Network Forum has had a significant influence on the orientations of the founding members of the Forum. In the case of the ECML, the document largely forms the rationale behind the Call for submissions for the Centre's 2012-2015 programme. In the course of the year the European Parents' Association (EPA), the European Union National Institutes for Culture (EUNIC) and the International Association of Multilingualism (IAM) also became members of the Forum.

The Forum represents a major new pillar of cooperation for the ECML which has attracted a new clientele to the work of the Centre. It assisted the Centre in identifying priority areas for its future programme and provided an effective further channel for dissemination.

The Network met again in early January 2011 to focus, in particular, on the development of cooperation within the ECML's 'Learning through languages' programme, the dissemination of the results of the current 'Empowering language professionals' programme and the Centre's conference in September 2011 which will play a pivotal role between the two programmes.

The Graz Declaration on language education 2010

As a follow-up to the founding meeting of the INGO-Professional Network Forum on language education a joint declaration on language education was approved by the nine international associations which signed bilateral cooperation agreements with the European Centre for Modern Languages[6].

Within the declaration the associations, which have competences relevant to policy, research and practice in language education undertook to work together on various key initiatives, including:

1. An overview of European and international reference sources on which to base national, regional, and local language education policies, strategies, and practices;
2. Closer international and regional cooperation in sharing and applying relevant research, and ensuring that relevant research projects are properly designed to address new challenges;
3. New approaches to learning, teaching, and assessment in multilingual and multicultural classrooms, including among recently arrived migrants;
4. Improved mutual recognition of language qualifications, specifically in less widely taught languages and languages for specific purposes;
5. The development of a common approach to the assurance and enhancement of the quality of support for language learning across all sectors, and of schemes for promoting quality and outstanding achievement in language education;
6. Ways of identifying the professional competences needed by language teaching professionals working in different contexts, including more effective use of new technologies in (language) education, innovative pre-service language teacher education, and mobility programmes for teachers;
7. An open forum for discussion of language education policies and their implementation leading to more integrated approaches to language education at national, regional, and local levels;
8. A common language to discuss and develop ways of assessing linguistic and plurilingual competences, and a redefinition of the concept of literacy in multilingual communities;
9. Further development and implementation of Council of Europe tools, such as the Common European Framework of reference (CEFR) and the European Language Portfolio (ELP), including the development

---

[6] the European Association for Quality Language Services (EAQUALS), the Association of Language Testers in Europe (ALTE), the World Federation of Modern Language Associations (FIPLV), the International Association of Applied Linguistics (AILA), the International Certificate Conference (ICC), the European Confederation of Language Centres in Higher Education (CercleS), the European Association for Language Testing and Assessment (EALTA), the Conseil européen pour les langues / European Language Council (CEL/ELC) and the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa, Canada

of reference standards for competences in the languages of schooling, academic education and language courses for migrants;

10. Implementation of relevant Council of Europe recommendations, such as Recommendation (2008)7 on the use of the CEFR and the promotion of plurilingualism.

Other cooperation

Canada

On the basis of the Memorandum on Cooperation and Liaison, signed by the ECML and the Official Languages and Bilingualism Institute (OLBI) based at the University of Ottawa in January 2008, the OLBI identified six projects that were closely related to priority areas of research in Canada, and proposed Canadian experts from various institutions to act as team members or resource persons in the selected projects. The expenses of the Canadian experts are covered by Canada for the duration of the projects.

The participation of Canadian experts in the ECML projects provides mutual benefits. It both contributes to highlight at the international level the Canadian expertise and competencies in language teaching and learning in the specific area of the respective project and Canada can greatly benefit from the European methods, strategies and best practices in language education and research in a plurilingual and multicultural environment.

The ECML Director was invited to deliver a keynote speech at a conference organised by Official Languages and Bilingualism Institute (OLBI) in Ottawa in April. The invitation provided the opportunity to establish further contacts in Canada with a view to the country's accession to the Enlarged Partial Agreement. As well as making a number of visits to associations and NGOs active in the area of language education official visits were organised by the OLBI to the Department for Cultural Heritage, the Commissioner of Official Languages and the Council of Ministers for Education.

The first official ECML event was also held at the University of Ottawa on 30 September 2010. In cooperation with the OLBI and the Canadian Association of Second Language Teachers (CASLT) the ECML project team working on "Content-based teaching + plurilingual/cultural awareness" (CONBAT+) successfully ran a symposium and a workshop for Canadian participants on multicultural attitudes, competence, and equity in Europe and Canada. The events focused on practical implementation of policies for plurilingualism in the classroom, presenting samples of cross-curricular materials relating to different school subjects presented.

Among the points of added value of the Canadian involvement is the increasing awareness of the ECML and its services in Canada. This is an encouraging indicator demonstrating that the practical participation of Canadian experts in ECML activities is contributing towards achieving one of the key objectives of the Memorandum on Cooperation and Liaison: the ultimate accession of Canada to the Partial Agreement.

Canada, represented by the OLBI, also continued to be a very active member within the Professional Network Forum and within the ECML's network of Contact Points promoting the ECML's work at conferences organised by the Institute and disseminating publications of the ECML.

Japan

Cooperation and exchange between language experts from Japan and the ECML in 2010 focused on the key policy tools developed by the Language Policy Division and the ECML, in particular on the *Common European Framework of Reference for Languages* (CEFR), the European Language Portfolio (ELP) and the *European Portfolio for Student Teachers of Languages* (EPOSTL). In this context a delegation of 20 scholars from Japan scheduled a visit to the ECML in February 2011 for an extensive working meeting with the Centre's experts and staff.

ALECSO – the Arab League Educational, Cultural and Scientific Organisation

The ECML was invited to contribute to a joint Council of Europe/ALECSO training workshop in Rabat in Morocco on 18-21 March on the use of the language instruments of the Council of Europe. The ECML Director acted as of the presenters at the workshop together with Tony Fitzpatrick, coordinator of the "Exploring cutting edge applications of networked technologies in Vocationally Oriented Language Learning" (E-VOLLution) project.

Other associations/institutions

Cooperation with the International Federation of Modern Language Associations (FIPLV) provides the basis for the "Language Associations and Collaborative Support" (LACS) project within the Centre's current programme. The project focuses on the dissemination of the results of the ECML's work through the networks of language teacher associations. Other institutions acting as cooperating partners in projects of the new programme are the European Association for Quality in Language (EAQUALS), the Dutch Institute for Educational Measurement (CITO), the CLIL Cascade Network (CCN), the National Association of Language Advisers, UK, the Institut national de recherche pédagogique (INRP), the European Confederation of Language Centres in Higher Education (CercleS), Moscow State Linguistic University, the International German Teacher's Association (IDV), the Fédération internationale des professeurs de français (FIPF) and the Education and Linguistic and Cultural Diversity International Association (EDiLiC).

A major initiative entitled "Language-Rich Europe" of the European Union National Institutes for Culture (EUNIC), headed by the British Council was launched in November 2010 after a successful bid for funding from the European Commission. The project aims at identifying indicators for language policy, language use and attitudes to language learning. Ultimately the project seeks to bring about changes in perception regarding the importance of languages and institutional change as well as assisting in agenda setting in European countries and in policy change using 2020 as an orientation. The ECML is involved as an Associate Partner offering its expertise when dealing with the development of the project structure, providing access to the ECML expert networks, and planning to host events related to the project.

8.   Budget comments

Within the 2008-2011 programme the direct costing of project activities is based upon an overall figure of €2.25 million. This figure is estimated as the minimum operational budget necessary to run a high-quality, effective programme given the current the level of staffing (11 full-time staff members).

In establishing the programme, the secretariat has sought to balance the numbers of activities, in so far as possible, equitably over the four years so that the budget required for each of the years is approximately the same. Changes in contractual policy within the organisation as a whole have made it difficult to ensure the same level of stability with regard to staffing costs.

The 2010 budget of the ECML, comprising € 1,702,500 in member state contributions, was adopted on 25 November 2009 at the 1071st meeting of the Ministers' Deputies. This was supplemented by a carry-over of approximately €230,000 from the 2009 programme account and €6,000 from the staffing and overheads budget. The ECML's working budget in 2010 therefore totalled €1,938,500. The funds available will assist the Centre in assuring sufficient financial resources for 2011 which is the most cost-intensive year of the programme: 2011 represents the culmination of the programme with the publication of the results of all projects and their promotion via a large-scale conference.

Total expenditure for 2010 amounted to € 1.689 million (status 17 March 2011). The following categories represented the major areas of programme expenditure for the year (2009 percentages in brackets):

- Travel and subsistence: 57% (47%);
- Publications/promotional materials: 10% (6%);
- Honoraria: 17% (22%);
- Interpretation: 8% (8%);
- Web development/IT maintenance and telecommunications: 5% (4%);
- Postage: 2% (2%).

Despite increased expenditure on travel and subsistence compared to 2009, due to the large number of network meetings, small savings compared to foreseen expenditure were made in the area of travel with the average ticket price (airfare purchased by the Centre) falling by 1%.

As a result of the Icelandic volcanic activity in April a certain amount of disruption occurred in the ECML meeting schedule. One meeting was postponed until the autumn and a network meeting involving 20 participants had to be cancelled. An unexpected positive feature resulting from the travel disruptions was the opportunity to test out IT-based alternatives. In place of the network meeting in Graz foreseen for the "Assessment of young learner literacy linked to the Common European Framework of Reference for

Languages"(AYLLIT) project, online training activities were set up using the Centre's survey software to assist the network participants in estimating the levels of texts produced by young learners according to the scale of reference of the CEFR.

Two audits were conducted on the ECML budget: one organised by the internal audit focusing on expenditure and decision-making related to publications of the Organisation as a whole and a second carried out by the Council of Europe external auditor the Cour des comptes (Alsace) focusing on expenditure of Council of Europe Partial Agreements in 2009.

Statutory working group on budgetary and administrative matters

In the light of the widespread economic difficulties in member states and a significant increase (€98,700) to the ECML budget for 2010 (due principally to changes in the Council of Europe's contractual policy for staff formerly employed on temporary contracts) the Governing Board established a statutory working group on budgetary and administrative matters at its 18th meeting in November 2009.

The group comprising 4 members of the Board met twice in 2010 prior to the meetings of the Bureau. The working group made a valuable contribution in what proved to be a period of substantial administrative and structural changes within the Organisation as a whole. The work provided the secretariat with a clear basis to work from in the budgetary and administrative area and feedback from the member states perspective on the following issues:

- budget structure, presentation and performance criteria;
- the balance between staffing costs and programme expenditure;
- ways of promoting the Centre to new states;
- cooperation activities attracting additional funds to the budget and other fundraising activities.

Some of the issues the group highlighted in its discussions were:
- the importance of being prepared for all eventualities in the present economic climate. This included examining scenarios related to staffing expenditure and how the programme budget could be maintained at present levels even if a drop in the overall budget were to occur;
- the added value of the ECML, highlighting key factors such as the Centre's networking capacity including the project networks, the National Contact Points and the Professional Network Forum initiated by the ECML which had already proved its worth though the Graz Declaration on language education;
- the importance of both measuring and promoting the value of the ECML and demonstrating its relevance in tackling national issues, proposing possible indicators for evaluating the return on member states' investment.

The group also examined the following issues:
- ECML consultancy work. The group supported the promotion of an ECML set of services as a follow up to Language Education Policy Profiles and to relevant recommendations from the monitoring reports on the application of the European Charter for Regional or Minority Languages in signatory states. In this way the Council of Europe would offer a comprehensive service package on language education for member states
- possible ways of attracting 3rd party financing to the next programme. The group looked at how this could be best achieved structurally and for example, suggested the involvement of publishers be considered within specific projects from the outset, although projects should not be dictated by commercial issues;
- cooperation with the European Union. The group discussed different possible levels of involvement and supported the further development of cooperation in accordance with the Memorandum of Cooperation signed between the European Union and the Council of Europe. Concretely, this could mean co-financing specific projects or even part of the ECML programme. It was considered premature to envisage proposing the establishment of a joint programme.

The results of the work of the group fed into the discussions of the meetings of the Bureau of the Governing Board (the decisions relating to these meetings are indicated in section 11 of this report).

The Governing Board, at its 19th meeting in October decided that the group should be maintained on a flexible basis and should be reconvened to discuss specific important issues requiring urgent feedback.

The measures introduced by the Secretary General to prevent the erosion of programme expenditure through incremental rises in staff costs (such as the doubling of seniority steps and revision of the allowances system, combined with minimal inflation) achieved an immediate effect on the ECML's 2011 budget. Staff–related costs were reduced by €3,600 in comparison to 2010.

The ratio of expenditure for staffing and related costs to other expenditure (ie directly programme-related costs) in 2010 was, as foreseen in the budget, 53% to 47%.

9.   Staffing

The ECML has eleven full-time staff: eight permanent (posts) and three fixed-term (positions). The Centre also offers eight six-month traineeships each year (in total 48 months) to young graduates. A limited number of fellowships are also offered to projects involving a significant research aspect. In these cases young postgraduate students /researchers are awarded a fellowship for a period of 3 months to focus on a specific task or set of tasks.

The ECML was able to maintain an unchanged staff for the greater part of 2010 which enabled continuity within the work of the Centre. Christian Friedrich, working on a part-time basis as Communication Assistant/Webmaster, played a central role in the technical redevelopment of the ECML web platform. Under the contractual policy Mr Friedrich could work for a maximum of 6 months within the ECML as a temporary member of staff.

The traineeship and fellowship schemes continued to prove a successful element in the Centre's activities, allowing young graduates and researchers to further develop their knowledge and expertise whilst actively contributing to the work of the Centre. The Centre received over 300 applications for each of the 6 month terms of traineeships. The eight trainees selected in 2010 were:

- Sonia Liebmann (Romania) – Programme;
- Siglinde Pape (France) – Website;
- Bianca Popa (Romania) – Communication, Documentation and Resource Centre;
- Indira Dzopa (Slovenia) – Administration;
- Anna Gazdik (Hungary) – Programme;
- Chelsea Smith (United Kingdom/Canada) – Website;
- Dimitrina Aleksandrova (Bulgaria) – Communication, Documentation and Resource Centre;
- Elena Borisova (Bulgaria) – Administration.

In addition, Karen Gonzalez (France) was recruited to work on a 3-month fellowship within the "A Framework of Reference for Pluralistic Approaches" (CARAP) project. Tiphanie Mauser (Germany) completed a fellowship within the "Good practice in Content and Language Integrated Learning for languages other than English" (CLIL-LOTE-GO) project and Tatjana Atanasoska (Sweden) carried out a combined 6-month fellowship on the "Majority language instruction as basis for plurilingual education" (MARILLE) and "Language Associations and Collaborative Support" (LACS) projects.

10.   The host country

The Austrian Association of the ECML (*Verein EFSZ in Österreich*) acts as the local partner of the ECML in Graz, thereby fulfilling Austria's commitment as host country to provide a seat for the Centre and a local secretariat. Its main function is to maintain and develop the premises of the ECML and provide assistance in day-to-day logistics. It also plays a valuable role in acting as an interface between the Centre and national, regional and local bodies.

As part of this function, the Austrian Association organises initiatives and facilitates synergies between the ECML and the region. It supports events aimed at a broader interested local or regional public and works to facilitate the transfer of ECML project results to the region.

In the framework of the ECML's medium-term programmes, the Association organises a series of events entitled: *CONTEXT - Connecting tertiary education experts*. The aim of these is to make the Centre's work better known locally by inviting ECML experts to take part in an event related to the subject matter of one of the projects. The target group for these lectures, presentations or round table discussions is an audience of university students and teachers from Austria.

Another contribution to the dissemination process for the ECML's work in Austria is the support that the Association provides to central activities for multipliers of the Graz-based Austrian Centre for Language Competence (ÖSZ – which is also the ECML's Austrian Contact Point).

The Association has also invited all institutions in Graz involved in the field of languages to come together in the *Sprachennetzwerk Graz* (the Graz Language Network*)*. This provides a platform for building up and strengthening synergies and exchange of information. Beyond the general objective of promoting plurilingualism, the Network aims to make the competences of the institutions based in Graz more visible both nationally and at European level and to underline the city's specificity as a place of language-related expertise. A first common project was to promote the use of the European Language Portfolio in Styrian schools by offering free portfolios, in-service training support for the teachers involved and the production of an image film showing what the ELP is and how it works. It is now available in 3 languages and is being widely distributed locally and in the ECML member states who can add subtitles in other languages if they wish to do so.

When the ECML's premises are not being used for its programme activities, they may be used by outside institutions to host activities corresponding to the Centre's vocation. The fact that the Graz Centre is one of the external Council of Europe offices has made it an obvious choice for events organised by or in cooperation with other Council of Europe units, such as Pestalozzi-Workshops and by other international organisations. At the same time, national educational activities are held at the Centre whenever possible, These events raise the profile of the Centre and help to establish its reputation as an international meeting point within the region. External usage also provides a contribution to the considerable costs borne by the Austrian authorities for the provision of the ECML facilities.

Selected examples of external events in 2010 (full details are available in the ECML Calendar under 'hosted events'):

20-21 January 2010
5th Meeting of the ECML multiplier network in Austria:
"The ECML and its work: current projects – implementation in Austria – discussion of national priorities within the framework of the ECML programme of activities 2012-2015"

20 October 2010
Unity in Plurality Conference: podium discussion entitled "Plurilingualism in India, Africa and Europe"

18 – 20 November 2010
Council of Europe Pestalozzi Programme: Pestalozzi Workshop: Plurilingualism, Diversity and Social Integration in Schools"

11. Statutory decisions in 2010[7]

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 2010.

---

[7] Unless otherwise indicated the decisions relate to the 19th meeting of the Governing Board on 20-22 October 2010.

Statutory working group on budgetary and administrative matters

The statutory working group on budgetary and administrative matters, established in the light of an increase in the 2010 budget and the pressure on the ECML programme budget in recent years, held two meetings prior to the 44th and 45th meetings of the Bureau of the Governing Board. The meetings focused on the budgetary structure of the Centre, the attraction of third party financing and the added value of the Centre with a view to attracting new member states. The Governing Board decided that the group should be maintained on a flexible basis and be reconvened by the secretariat, following prior notification to the Bureau, to discuss priority issues requiring urgent feedback.

Election of the members of the Bureau for the term 2011-2012

In accordance with the Rules of Procedure of the Governing Board, the following members were elected by secret ballot to the Bureau of the Governing Board:

Chair – Alan Dobson (2nd term
Vice-Chair – Jorunn Berntzen (1st term);
Bureau member – Eva Engdell (2nd term);
Bureau member - Eyjólfur Már Sigurdsson (2nd term).

Approval of the Call for submissions for the 4th medium-term programme, 2012-2015

The Governing Board approved the Call for submissions for the 2012-2015 programme of the ECML. Subsequently the Board members voted by a majority for the title of the 4th medium-term programme of activities, *Learning through languages: promoting inclusive, plurilingual and intercultural education*.

Call for submissions for the ECML's 2012 – 2015 programme (45th Bureau meeting)

With regard to the National Contact Points (NCPs) and National Nominating Authorities (NNAs) events on 29 – 30 June and 30 June – 2 July the members of the Bureau requested that the secretariat send the updated Call for proposals/tender document to member states as soon as it had been revised (on the basis of the discussions held at the 45th meeting of the Bureau) in order to allow sufficient time for dialogue at national level. The Bureau also requested that the Board members be advised to take up contact with their respective NCP and NNA to discuss the Call with their colleagues.

The members of the Bureau suggested that the ECML use the list of experts awarded the European Label of excellence in language education as an additional dissemination network for the Call for proposals/tender.

Cooperation within the 2012-2015 programme (45th Bureau meeting)

The members of the Bureau noted the envisaged forms of cooperation foreseen within the 4th medium-term programme:

- memorandum on cooperation and liaison (as signed with the Official Languages and Bilingualism Institute in Canada, with a view to promoting Canadian membership of the ECML. The memorandum outlines the modalities for cooperation and the timeframe for its implementation);
- cooperation agreements (as signed with 9 leading international associations comprising the ECML's Professional Network Forum);
- consultancy work with members states;
- associate partnerships (team members within ECML projects supported by their own institution or through other third-party financing);
- self-financed participation of experts from non-member states at specified ECML central events and within networks;
- cooperation of the ECML as a full partner or associate partner within EU funded initiatives/projects linked to the themes of the Centre's work.

Call for submissions for the ECML's 2012 – 2015 programme (44th Bureau meeting)

The members of the Bureau expressed a clear preference for the learner-centred concept proposed for the 2012-2015 programme and invited the secretariat to further develop the ideas presented upon this basis for

the 45th meeting of the Bureau in May. The secretariat was also asked to include a proposal on the desired balance between the Call for tender and the Call for proposals.

Empowering language professionals conference 2011 (44th Bureau meeting)

The Bureau members proposed that the partners from the INGO Professional Network Forum (as well as other possible dissemination partners) could provide further means of 'opening up' the conference and situating it in a wider context whilst ensuring high quality standards.

Graz Declaration – Professional Network Forum

The members of the Board thanked the secretariat for further developing links with cooperation partners at institutional level through the Graz Declaration on language education and thereby providing a firm basis to this cooperation and contributing to increasing the outreach and the visibility of the Centre.

INGO Professional Network Forum (45th Bureau meeting)

The members of the Bureau congratulated the Director on taking this successful initiative which brought in new expertise to the Centre's activities and represented an excellent network for disseminating and promoting the Centre's work.

With regard to a question of potential further membership of the Professional Network Forum the Director reminded Bureau members that two of the criteria for associations to become a partner were to have an international focus and to hold/ be seeking participatory status as an NGO with the Council of Europe. For the specific case of EUROCALL, the association had been informed of these conditions but had not yet responded to the ECML secretariat.

ECML programme 2012-2015 – preparation timetable

The Governing Board members confirmed the draft timetable prepared by the secretariat proposed for the preparation and launch of the 2012-2015 programme:

- October 2010 – Governing Board to approve Call;
- November 2010 – publication and dissemination of the Call for submissions;
- November 2010 - March 2011 – national events to raise awareness of the Call;
- 1 May 2011 – deadline for submissions;
- May 2011 – establishment of the expert advisory group on selection;
- June - September 2011 – short-listing of proposals by the secretariat, expert advisory group on selection and the Bureau;
- September 2011 – Governing Board meeting prior to *Empowering language professionals* conference to approve the new programme;
- November 2011 – central event for coordinators of the new projects;
- January 2012 – publication and launch of the new programme.

"Language-rich Europe" initiative of the British Council

The British Council invited the Council of Europe to become a partner within a large-scale initiative, entitled "Language-rich Europe", which focused on identifying indicators for language policy, language use and attitudes to language learning. Ultimately the initiative seeks to lead to the conception of a European index on languages and their use, intended for widespread promotion among decision-makers. "Language-rich Europe" also aims to bring about changes in perception regarding the importance of languages and institutional change as well as assisting in agenda setting in European countries and ultimately in policy change using 2020 as an orientation.

The Governing Board agreed that the ECML secretariat continue negotiations, providing that the Council of Europe as a whole was favourable towards participation within this initiative.

Draft budget 2011 – member state contributions (44th Bureau meeting)

The members of the Bureau highlighted the importance of 2011 for the ECML, with the culmination of the *Empowering language professionals* programme and the launch of the project results and expressed their strong support for the maintenance of programme funding at 2010 levels.

Potential involvement within EU projects (44th Bureau meeting)

Following discussions on 6 initiatives where the ECML had been invited to become involved in projects seeking European Union funding Bureau members commented that:

- both workload and potential added value to the ECML work were significant factors to be taken into account when reviewing the proposals;
- consideration should also be given as to how involvement in the various projects would be presented/structured within both the current and the next programme;
- all of the proposals had potentially attractive elements for the ECML. Both the ELPNetlink and Romani language projects were closely linked to existing ECML projects – in the case of the Romani language project the proposal essentially represented an extension and widening in scope of the current activity. In the case of the APLaNet project the main interest in becoming involved related to the possibility of disseminating ECML work to new target audiences. In others, such as the Piccolingo project and Language Rich Europe, there were important political reasons for being involved. ELAPONT was again linked to the ECML's work and could further promote the Centre's expertise in a specific area.

As important factors were unclear in several of the proposals and as the applications had in most cases to be submitted in February or March the Bureau members agreed to support the ELPNetlink, Piccolingo, Language Rich Europe and Romani language projects. For the other proposals the Director was asked to take up further negotiations and to involve the Centre only in projects where there was a clear added value for the ECML at a level where it would be feasible for the secretariat to manage the resulting workload.

Annual programme 2010 (44th Bureau meeting)

The Bureau adopted the annual programme of activities for 2010 involving 6 central events, 12 network meetings, 17 expert meetings and 5 national events and congratulated the secretariat for the impressive range of activities and partnerships involving the ECML which were presented within its online calendar of activities.

Synergies within the Council of Europe (44th Bureau meeting)

The members of the Bureau expressed their full support that systematic reference be made to the ECML's work in recommendations relating to language education issued by the Council of Europe and, where relevant, that details of ECML publications and work be indicated as a possible means of assistance in implementing measures. This could be applied in particular to the Language Education Policy Profiles and the monitoring reports conducted by the Charter but also to the working groups of the Parliamentary Assembly and the Congress. This would highlight the comprehensive service the Council of Europe offered with regard to language education. The offer of the Centre's expertise on language education issues would also represent a concrete measure for following up on policy recommendations.

Appendix 1 – Budget of expenditure 2010

	2010
Breakdown of expenditure according to Budget Heads (status 17 March 2011)	*Expenditure €*
Head 1.1- Staff (8 permanent/3 fixed-term positions)	793,026
Head 1.2 - Statutory meetings/official journeys	23,835
Head 1.3 - Interpretation/production of documents (statutory meetings)	15,026
Head 1.4 - Pensions and contributions to the Council of Europe general budget	162,322
Sub total	**994,209**
Head 1.5 - Programme activities	
Central events (6)	194,375
Network meetings (11)	134,360
Studies and publications (5)	57,820
Expert meetings (19) / national events / consultations (5) / other meetings (8) / project + consultant fees (23)	176,325
Programme related costs	31,675
Traineeships (8) / fellowships (4)	44,412
Resource centre	2,099
Outsourcing services	42,766
Reserve for programme activities	10,660
Sub total	**694,492**
TOTAL EXPENDITURE	*1,688,701*

Appendix 2 – List of ECML publications and CD-Roms distributed in 2010

Online access: www.ecml.at/publications

Languages for Social Cohesion **programme, 2004-2007**

1. Newby, David / Penz, Hermine Penz (eds.), *Languages for social cohesion: language education in a multilingual and multicultural Europe: European Centre for Modern Languages 2004-2007*, Council of Europe / European Centre for Modern Languages, 2009, ISBN 978-92-871-6428-5.
With contributions in English, French and German.

Coping with linguistic and social diversity – provisions, profiles, materials/

"VALEUR"

2. McPake, Joanna / Tinsley, Teresa *et al.*, *Valuing All Languages in Europe*, Strasbourg/Graz: Council of Europe / European Centre for Modern Languages, 2007, [report, leaflet].
Available versions: English - French - Hungarian

"ENSEMBLE"

3. Camilleri Grima, Antoinette (ed.), *Promoting linguistic diversity and whole-school development*, Strasbourg/Graz: Council of Europe / European Centre for Modern Languages, 2007, ISBN 978-92-871-6213-7, [book, CD-Rom].
Available versions: English - French

"LDL"

4. Alexander, Neville *et al.*, *Literacy and linguistic diversity in a global perspective: an intercultural exchange with African countries*, Strasbourg/Graz: Council of Europe / European Centre for Modern Languages, 2007, ISBN 978-92-871-6141-3.
Available versions: English - French

"Chagal_setup"

5. Foster, Roland / Kernegger, Grete *et al.*, *European curriculum guidelines for access programmes into higher education for under-represented adult learners / Europäische Leitlinien für studienvorbereitende Einrichtungen*, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages, 2006, ISBN 978-92-871-5994-7, [CD-Rom].
Available versions: bilingual English - German

Communication in a multicultural society: the development of intercultural communicative competence/

"ICCinTE"

6. Lázár, Ildikó / Huber-Kriegler, Martina / Lussier, Denise / Matei, Gabriela S. / Peck, Christiane (eds.), *Developing and assessing intercultural communicative competence - A guide for language teachers and teacher educators*, Strasbourg/Graz: Council of Europe/European Centre for Modern Languages, 2007, ISBN 978-92-871-6225-0, [book + CD-Rom].
Available versions: English - French

"LEA"

7. Bernaus, Mercè / Andrade, Ana Isabel / Kervran, Martine / Murkowska, Anna / Trujillo Sáez, Fernando, *Plurilingual and pluricultural awareness in language teacher education: A training kit*, Strasbourg/Graz: Council of Europe/European Centre for Modern Languages, 2007, ISBN 978-92-871-6231-1, [book + CD-

Rom].
Available versions: English - French

"ICOPROMO"

8. Glaser, Evelyne / Guilherme, Manuela / del Carmen Méndez García, María / Mughan, Terry, *Intercultural competence for professional mobility*, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages, 2007, ISBN 978-92-871-6143-7, [book + CD-Rom].
Available versions: English - French

"Gulliver"

9. Bedyńska, Magdalena / Darabos, Zsuzsa / Gillet, Geneviève /Kerschbaumer, Markus / Politi, Irene / Zahradníková, Jirina (eds.), *To get to know each other leads to better mutual understanding / Se connaître mieux pour mieux se comprendre*, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages / Conseil de l'Europe / Centre européen pour les langues vivantes, 2007, [CD-Rom].
Available versions: bilingual English - French

Professional development and reference tools for language educators

"QualiTraining"

10. Muresan, Laura / Heyworth, Frank / Mateva, Galya / Rose, Mary (eds.), *QualiTraining – A training guide for quality assurance in language education*, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages, 2007, ISBN 978-92-871-6283-0, [book + CD-Rom].
Available versions: English - German

"FTE"

11. Newby, David/Allan, Rebecca / Fenner, Anne-Brit / Jones, Barry / Komorowska, Hanna / Soghikyan, Kristine (eds.), *European Portfolio for Student Teachers of Languages - A reflection tool for language teacher* education, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages, 2007, ISBN 978-92-871-6207-6.
Available versions: Croatian - English - French - German - Greek - Hungarian - Italian - Lithuanian - Polish - Spanish; pending: Russian.

"ALC"

12. Candelier, Michel *et al.*, Across languages and cultures - CARAP: Framework of reference for pluralistic approaches to languages and cultures, Report, Strasbourg / Graz: Council of Europe/European Centre for Modern Languages, May 2010.
Available versions: English - French - German - Hungarian (2007 version) - Spanish (2008 version)

"ELP_TT" & "impel"

13. Little, David / Hodel, Hans-Peter / Kohonen, Viljo / Meijer, Dick / Perclová, Radka, *Preparing teachers to use the European Language Portfolio – arguments, materials and resources*, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages, 2007, ISBN 978-92-871-6273-1, [book + CD-Rom].
ELP_TT and impel common website: http://elp.ecml.at (English); http://pel.ecml.at (French)
Available versions: bilingual English - French

"impel"

14. Bosshard, Hans Ulrich (coord.), ELP implementation support/Soutien à la mise en œuvre du PEL, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages / Conseil de l'Europe / Centre européen pour les langues vivantes, 2007, [flyer + website / dépliant + site Internet]. ELP_TT and impel common website/Site Internet commun des projets ELP_TT et impel: http://elp.ecml.at (anglais); http://pel.ecml.at (français)
Available versions: English - French

"TrainEd"

15. Matei, Gabriela S. / Bernaus, Mercedes / Heyworth, Frank / Pohl, Uwe / Wright, Tony, *First steps in teacher training: A practical guide - "The TrainEd Kit"*, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages, 2007, ISBN 978-92-871-6139-0, [book + CD-Rom]. Available versions: English - French

"GroupLead"

16. Szesztay, Margit / Bolitho, Rod / Einhorn, Meg, *Group facilitation in language teacher education*, Strasbourg/Graz: Council of Europe/European Centre for Modern Languages, 2007, ISBN 978-92-871-6296-0, [CD-Rom]. Available version: English

Innovative approaches and new technologies in the teaching and learning of languages

"BLOGS"

17. Camilleri, Mario / Ford, Peter / Leja, Helena / Sollars, Valerie, *Blogs: web journals in language education*, Strasbourg/Graz: Council of Europe/European Centre for Modern Languages, 2007, ISBN 978-92-871-6236-6, [book + CD-Rom]. Available versions: English - French - pending: Spanish

"TEMOLAYOLE"

18. Nikolov, Marianne / Mihaljević Djigunović, Jelena / Mattheoudakis, Marina / Lundberg, Gun / Flanagan, Tanya (eds.), *The TeMoLaYoLe book: Teaching modern languages to young learners: teachers, curricula and materials*, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages, 2007, ISBN 978-92-871-6297-7. Available versions: English - Hungarian

"CLIL matrix"

19. Marsh, David (ed.), *The CLIL Matrix: An Internet Awareness-raising Tool for Teachers - Achieving good practice in content and language integrated learning/bilingual education / La matrice EMILE: Un outil de sensibilisation des enseignants par le biais d'Internet - Obtenir de bonnes pratiques dans l'enseignement d'une matière par l'intégration d'une langue étrangère / éducation bilingue*, Strasbourg / Graz: Council of Europe/European Centre for Modern Languages / Conseil de l'Europe / Centre européen pour les langues vivantes, 2007, [flyer + website/dépliant + site Internet]. Available versions: bilingual English - French

"LCaS"

20. Fischer, Johann (ed.), *Language case studies*, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages, 2007, [CD-Rom to be published/à paraître]. Available version: English

"LQuest"

21. Koenraad, Ton (ed.), *LanguageQuests: Learning foreign languages in an attractive, functional and effective way / LanguageQuests: Fremdsprachen auf attraktive, funktionale und effektive Weise lernen*, Strasbourg / Graz: Council of Europe / European Centre for Modern Languages / Europarat / Europäisches Fremdsprachenzentrum, 2007, [flyer + website / Broschüre + Webseite]. Available versions: bilingual English - German

Appendix 3 – Calendar of activities 2010

January 2010

Professional Network Forum on Language Education

7 January 2010
Venue: ECML premises, Graz
Organiser: ECML
Participants: representatives from AILA, ALTE, CercleS, EALTA, EAQUALS, CEL/ELC, FIPLV, ICC, OLBI / University of Ottawa, European Commission / Multilingualism Policy Unit, Council of Europe / Language Policy Division and ECML

Hosted events at the ECML premises

8 January 2010
Meeting of the Executive Committee of the International Federation of Language Teacher Associations (FIPLV)
Organiser: FIPLV

Hosted events at the ECML premises

20-21 January 2010
5th Meeting of the ECML multiplier network in Austria:
"The ECML and its work: current projects – implementation in Austria – discussion of national priorities within the framework of the ECML programme of activities 2012-2015"
Organiser: Österreichisches Kompetenz-Zentrum (ÖSZ), the National Contact Point for the ECML in Austria

Participation in an external event

22 January 2010
Networking event with workshops
Venue: Department of English Language Pedagogy, Etvös Loránd University, Budapest, Hungary
Organiser: Ildikó Lázar, Etvös Loránd University
Participants: 50 school-based mentors working with trainees in secondary schools in Budapest, and university-based methodology teachers
ECML contribution: documentation

Participation of ECML staff in an event

26 January 2010
Annual Meeting of teachers of English in technical and vocational colleges (Berufsbildende Höhere Schulen) in Styria, Austria
Venue: Pädagogische Hochschule (Pedagogical College), Graz
Organiser: ARGE / Consortium coordinators responsible for teaching English in technical and vocational colleges
Participants: about 50 teachers of English
ECML contribution: presentation of the ECML work by Waldemar Martyniuk, Executive Director

National event

28-29 January 2010
"Quality training at grassroots level" (QualiTraining2)
Venue: PROSPER-ASE Language Centre, Academy of Economic Studies, Bucharest, Romania
Expert: Galya Mateva, Bulgaria
Local organiser: Laura Muresan, Romania
Participants' profile: Teacher educators, multipliers, professionals involved in quality assurance systems, language professionals with an interest in quality assurance, willing to act as multipliers.

February 2010

Participation of ECML staff in an event

3 February 2010
Languages in Europe Seminar
Venue: House of Lords, London, United Kingdom
Organiser: National Director for Languages, London School of Economics, UK
ECML contribution: participation of Waldemar Martyniuk, Executive Director, in the discussions
Website

Preparatory meeting of the network meeting

3 February 2010
"Piloting and implementing the European Portfolio for Student Teachers of Languages" (EPOSTL2)
Venue: ECML, Graz, Austria
Participants: project team

Participation in an external event

3-6 February 2010
Expolangues Fair "Les langues du monde, le monde des langues / Languages of the world, the world of languages"
Venue: Paris, France
Organiser: Groupe l'Etudiant, Paris
Participants: 22 618 visitors (professionals and wider public), 30 countries and 80 langues represented
ECML contribution: documentation for the CIEP stand, the National Contact Point for the ECML in France
Website

Network meeting

4-5 February 2010
"Piloting and implementing the European Portfolio for Student Teachers of Languages" (EPOSTL2)
Venue: ECML, Graz, Austria
Coordinator: David Newby, Austria
Co-animators: Anne-Brit Fenner, Norway; Barry Lee Jones, United Kingdom; Silvia Velikova, Bulgaria
Participants: active members of the network nominated by the project team

Participation in an external event

4-6 February 2010
Third International TQAC Meeting: "Training, Quality and Certification in Foreign Language Teaching (TQAC in FLT) - Language teacher training in Europe and beyond: how to train teacher trainers" (4-5 February) , followed by the fourth edition of the Preparatory course for DITALS trainers (6 February)
Venue: Siena, Italy
Organiser: DITALS Centre (Certification of Competence in Teaching Italian to Foreigners) of the Università per Stranieri of Siena
ECML experts: Hanna Komorowska (co-author of EPOSTL), Laura Muresan (co-author of QualiTraining), Mercedes Bernaus (co-author of TrainEd)
Participants: teachers and teacher trainers for European languages, including Italian as a Second Language. The course for DITALS trainers is designed in particular for the needs of the network of institutions in Italy and abroad who signed an agreement with the DITALS Centre
ECML contribution: documentation

Expert meeting

8-9 February 2010
"CARAP – a framework of reference for pluralistic approaches" (CARAP)
Venue: ECML, Graz, Austria
Coordinator: Michel Candelier, France
Participants: project team

Participation of ECML staff in an event

9-10 February 2010
Conference "Language rich Europe"
Venue: Berlin, Germany
Organiser: British Council
ECML contribution: participation of Waldemar Martyniuk, Executive Director, invited by British Council
Website

Statutory meeting

18-19 February 2010
44th meeting of the Bureau of the Governing Board

Hosted event at the ECML premises

25 February 2010
Meeting of the Graz Language Network (Sprachennetzwerk Graz)
Website

Expert meeting

24-26 February 2010
"Enhancing Romani language education in schools in Europe" (QualiRom)
Venue: Hotel Rezidence, Prague, Czech Republic
Experts: Jelena Filipović, Republic of Serbia; Jan Hero, Slovak Republic; Barbara Lazenby Simpson, Ireland; Ulli Pawlata, Austria; Reetta Toivanen, Finland
Local organisation: Irena Mašková and Jindrich Fryc, office for foreign services of the Czech Ministry of Education (MSMT-DZS), Czech Republic

Expert meeting

25-26 February 2010
"Training teachers to use the European Language Portfolio" ([ELP-TT3](#))
Venue: ECML, Graz, Austria
Coordinator: Margarete Nezbeda, Austria
Participants: project team

March 2010

ECML participation in an external event

5-6 March 2010
EPOSA workshop ([European Portfolio for student teachers of languages](#))
Venue: University of Innsbruck, Austria
Organiser: Dr. Barbara Hinger, Arbeitsbereich für Didaktik der Sprachen/IMoF - Innsbrucker Modell der Fremdsprachendidaktik, University of Innsbruck, Austria
Participants: [David Newby](#), co-ordinator of the [EPOSTL](#) project of the ECML; all foreign language methodologists at Innsbruck University (English, Romance languages, Slav languages); (Wolfgang Stadler, translator of the Russian version, will be participating).
ECML contribution: documentation

Expert meeting

8-9 March 2010
"Language associations and collaborative support" ([LACS](#))
Venue: ECML, Graz, Austria
Coordinator: Terry Lamb, United Kingdom
Participants: project team

Participation in an external event

19-20 March 2010
17th ICC Annual Conference "Changing environments - changing expectations"
Venue: Hamburg, Germany
Organiser: International Language Network (ICC)
Participants: education professionals
ECML contribution: documentation
[Website](#)

Expert meeting

22-23 March 2010
"Content and Language Integrated Learning through languages other than English – Getting started" ([CLIL-LOTE-START](#))
Venue: ECML, Graz, Austria
Coordinator: Kim Haataja, Finland
Participants: project team

Expert meeting

25-26 March 2010
"Classroom Assessment related to the Common European Framework of Reference (CEFR)" ([ClassRelEx](#))
Venue: ECML, Graz, Austria
Coordinator: José Noijons, The Netherlands
Participants: project team

April 2010

Participation of ECML staff in an event

7-10 April 2010
Conference on Applied Interculturality Research
Venue: Karl-Franzens University, Graz, Austria
Organiser: Karl-Franzens University, Graz
Participants: about 80 practicionners, researchers
ECML contribution: presentation by Waldemar Martyniuk, Executive Director; contribution to the conference handbook; documentation for the ECML stand
[Website](#)

Visit of the ECML

14 April 2010
Participants: a teacher with her 17 students from the private secondary school "Ursulinen" (Graz, Austria)

Participation of ECML staff in an event

15-16 April 2010
LETPP Conference "Unlocking the Gates of Languages"
Venue: the London School of Economics and Political Science (LSE), UK
Organiser: LSE
ECML contribution: plenary speech by Waldemar Martyniuk, Executive Director; documentation
Website

Participation in an external event

15-16 April 2010
3rd International Colloquy on "Languages and Technology / Teaching - Learning & Acquisition"
Venue: Casablanca, Morocco
Organiser: University Hassan II Casablanca – Mohammedia
Expert: Anthony Fitzpatrick, Spain
Participants: modern language teachers, methodologists, education professionals
ECML contribution: expert mission, documentation
ECML project site

Participation in an external event

22-24 April 2010
EAQUALS Marketing Workshop (22 April), Annual General Meeting (23 April) and International Conference "Upholding and accrediting excellence in language education"
Venue: Berlin, Germany
Organiser: EAQUALS
Participants: EAQUALS member representatives only (Marketing Workshop and Annual General Meeting); 135 conference participants: school directors, directors of studies, teachers, marketing people
ECML contribution: documentation for the ECML stand
Website

Visit of the ECML

23 April 2010
Participants: 3 teachers from Norway, 1 teacher from Austria (Sporthauptschule Weiz, coordinator of a bilateral Comenius co-operation project between Austria and Norway)

Visit of the ECML

23 April 2010
Participants: Odile Canale, General Delegation for the French Language and the Languages of France (Délégation générale à la langue francaise et aux langues de France), Ministry of Culture and Communication, and Frédéric Sauvage, Attache for education co-operation, French Embassy in Austria

National support event

23-24 April 2010
Annual Conference of the Bulgarian Association of English Teachers "European Portfolio for Student Teachers of Languages – EPOSTL"
Venue: Veliko Tirnovo, Bulgaria
Expert: David Newby, Austria
Organiser: Bulgarian Association of English Teachers
Participants: modern language teachers

Participation in an external event

23-25 April 2010
Eleventh Biennial TEA Conference "Vienna ConneXion 2010 - Teaching English in the Twenty-First Century"
Venue: Vienna, Austria
Organiser: Teachers of English in Austria (TEA)
Participants: TEA members
ECML contribution: documentation
Website

Participation in an external event

24 April 2010
Colloquium "Instructed Language Learning"
Venue: University of Thessaloniki, Greece

Organiser: Aristotle University of Thessaloniki
Participants: hundreds of foreign language teachers in Greece and students of the School of English of the University of Thessaloniki
ECML contribution: documentation for the ECML stand organised by the Centre for the Greek Language, the National Contact Point for the ECML in Greece

Preparatory meeting of the network meeting

26 April 2010
"The European Language Portfolio in whole-school use" (ELP-WSU)
Venue: ECML, Graz, Austria
Participants: project team

Network meeting

27-28 April 2010
"The European Language Portfolio in whole-school use" (ELP-WSU)
Venue: ECML, Graz, Austria
Coordinator: David Little, Ireland
Co-animators: Marnie Beaudoin, Canada; Francis Goullier, France; Rose Margarethe Oehler, Austria; Rosanna Margonis-Pasinetti, Switzerland
Participants: active members of the network nominated by the project team

Participation of ECML staff in an event

27-30 April 2010
Meetings with representatives of the Commissioner of Official Languages and the Department of Canadian Heritage and Official Languages

Conference

27-28 April 2010
"Individual Plurilingualism and Multilingual Communities in a Context of Official Bilingualism" (29-30 April)
Venue: University of Ottawa, Canada
Organiser: the Official Languages and Bilingualism Institute (OLBI, the National Contact Point for the ECML in Canada) and its research centre CCERBAL, in collaboration with the Canadian Association for Second Language Teachers (CASLT)
Participants: about 150
ECML contribution: participation of Waldemar Martyniuk, Executive Director, as a guest speaker; documentation for the ECML stand

---

May 2010

Participation of ECML staff in an event

6 May 2010
Europe Day event "We are Europe" during the Europe week
Venue: Hauptplatz, Graz, Austria
Organisers: the City Council of Graz and the provincial Government of Styria
ECML contribution: interviews with Waldemar Martyniuk, Executive Director; information stand; interactive language games with a prize ceremony; conversations on the Council of Europe´s role with the Centre´s staff
Website

Expert meeting

6-7 May 2010
"CARAP – a framework of reference for pluralistic approaches" (CARAP)
Venue: ECML, Graz, Austria
Coordinator: Michel Candelier, France
Participants: project team

Expert meeting

6-7 May 2010
"Curriculum development for Content and Language Integrated Learning" (CLIL-CD)
Venue: ECML, Graz, Austria
Coordinator: María Jésus Frigols-Martin, Spain
Participants: project team

Statutory meeting

10-11 May 2010
45th meeting of the Bureau of the Governing Board

Expert meeting

12-13 May 2010
"Enhancing Romani language education in schools in Europe" (QualiRom)
Venue: University of Vienna, Austria
Coordinator: Ulli Pawlata
Participants: experts from Austria, Ireland, and Serbia

Visit of the ECML

17 May 2010
Guest: Anna Lasselsberger, representative of the ECML project "Majority language instruction as a basis for plurilingual education" (MARILLE) and of the Austrian Federal Ministry for Education, Arts and Culture (BMUKK), to prepare the Conference "Plurilingual education in Europe: inclusive practices in Southeast Europe" (ECML national support event, 7-8 June 2010, Sarajevo, Bosnia and Herzegovina)

Preparatory meeting of the network meeting

17 May 2010
"Minority languages, collateral languages and bi-/plurilingual education" (EBP-ICI)
Venue: ECML, Graz, Austria
Participants: project team

Network meeting

18-19 May 2010
"Minority languages, collateral languages and bi-/plurilingual education" (EBP-ICI)
Venue: ECML, Graz, Austria
Coordinator: Claude Cortier, France
Co-animators: Marisa Cavalli, Italy; James Costa, France; Martine Le Besnerais, Spain
Participants: active members of the network nominated by the project team and Frank Heyworth, programme consultant

Participation in an external event

20 May 2010
Conference - Focus on competency based language education (European Language Portfolio, competency based language learning, Common European Framework of Reference)
Venue: Pädagogischen Hochschule Vorarlberg, Feldkirch, Austria
Organiser: Österreichisches Sprachenkompetenz-Zentrum (ÖSZ), the National Contact Point for the ECML in Austria
Participants: 25
ECML contribution: documentation

Preparatory meeting of the Workshop

25 May 2010
1/2010 "Guidelines for university language testing" (GULT)
Venue: ECML, Graz, Austria
Participants: project team

Workshop

26-28 May 2010
 1/2010 "Guidelines for university language testing" (GULT)
Venue: ECML, Graz, Austria
Coordinator: Johann Fischer, Germany
Co-animators: Catherine Chouissa, France; Stefania Dugovičová, Slovak Republic; Anu Virkkunen-Fullenwider, Finland
Working languages: English and French, with simultaneous interpretation
Participants: 1 delegate per member state, nominated by the ECML national nominating authorities
Participants' profile

Participation of ECML staff in an event

27-30 May 2010
7th Annual EALTA Conference "Collaboration in Language Testing and Assessment"
Venue: The Hague, Netherlands
Organiser: orgnised by the European Association for Language Testing and Assessement (EALTA); hosted by Cito, Institute for Educational Measurement, the Netherlands
ECML contribution: exhibition stand manned by ECML staff
Website

Participation in an external event

28-29 May 2010
6th International Conference "European Integration – New Challenges",

Venue: Faculty of Economics, University of Oradea, Romania
Organisers: Faculty of Economics in partnership with the Association of the Faculties of Economics, Romania - T.N. (AFER), the General Association of Economists, Romania - Bihor branch - T.N. (AGER), the Research Centre for Competitiveness and Sustained Development - T.N. (CCCDD), and the Centre for European Documentation - T.N. (EDCO) of the University of Oradea
Participants: more than 500 teachers, researchers and students from Romania and abroad
ECML contribution: documentation
Website

June 2010

Participation in an external event

4-5 June 2010
23rd Session of the Council of Europe Standing Conference of Ministers of Education
Theme: "Education for a sustainable democratic society: the role of teachers"
Venue: Ljubljana, Slovenia
Organiser: Council of Europe
ECML contribution: documentation
Website

Participation in an external event

4-6 June 2010
Second National Seminar of the : « Améliorer la formation initiale des enseignants de FLE en Roumanie – Quels référentiels? Quels dispositifs? Quelles stratégies? - Regards croisés sur les masters en didactique »
Venue: Sibiu, Hermannstadt, Romania
Expert: Dan Ion Nasta, Institute of Education Sciences, Bucarest
Organisers: Department of French and Francophone Studies of the University "Lucian Blaga" of Sibiu (Romania), Commission Didactical Research & Innovation (CRID) of the programmes in teaching French as a foreign language of the Romanian Association of Teachers of French (Association roumaine des professeurs de français, ARPF), Institute of Education Science - Bucarest (Romania), University of Nice (France), University of Aix-Marseille (France)
Participants: CRID members, university staff in charge of the master programmes in teaching French as a foreign language in Romania, active members of the Romanian Association of teachers of French (ARPF), National Contact Point for the ECML in Romania (Oradea)
ECML contribution: documentation for the ECML stand

Hosted event at the ECML premises

6 June 2010
Meeting of the Graz Language Network (Sprachennetzwerk Graz)
Website

National support event

7-8 June 2010
Conference "Plurilingual education in Europe: inclusive practices in Southeast Europe"
Venue: Sarajevo, Bosnia and Herzegovina
Expert: Anna Lasselsberger, Austria, representative of the ECML project "Majority language instruction as a basis for plurilingual education" (MARILLE)
Local organisation: Diversity and Inclusion section, The Organisation for Security and Co-operation in Europe (OSCE)
Cooperation partner: Austrian Federal Ministry for Education, Arts and Culture (BMUKK), Department I/13a: Schools and Migration
Participants: modern language teachers and decision makers in the educational sector
Conference programme

Participation of ECML staff in an event

7-10 June 2010
International conference: "Who needs languages? Micro and macro perspectives into language education policies"
Venue: University of Jyväskylä, Finland
Organiser: Centre for Applied Language Studies (CALS), University of Jyväskylä
ECML contribution: keynote by Waldemar Martyniuk, Executive Director (8 June): "Supranational level of language education policies – a Council of Europe perspective on language education" - Conference website

Preparatory meeting of the Workshop 2/2010

8 June 2010
"Content and Language Integrated Learning through languages other than English – Getting started" (CLIL-LOTE-START) and "Good Practice" (CLIL-LOTE-GO)
Venue: ECML, Graz, Austria
Participants: project team

Workshop 2/2010

9-11 June 2010
"Content and Language Integrated Learning through languages other than English – Getting started" (CLIL-LOTE-START) and "Good Practice" (CLIL-LOTE-GO)
Venue: ECML, Graz, Austria
Coordinators: Kim Haataja, Finland; Gérald Schlemminger, Germany
Co-animators: Kátálin Arkossy, Hungary; Clarisse Costa Afonso, Portugal; Rolf Kruczinna, Germany; Andrzej Kaczmarek, Poland; Christine Le Pape Racine, Switzerland
Working languages: German and French, with simultaneous interpretation (Please take note of the specific language requirements in the participants' profile below.)
Participants: 1 delegate per member state, nominated by the ECML national nominating authorities
Participants' profile and specific language requirements in working groups

Participation of ECML staff in an event

14-16 June 2010
European Language Portfolio Validation Committee: Meeting
Venue: Strasbourg, France
Organiser: Language Policy Division / Council of Europe
ECML contribution: Susanna Slivensky, Head of Programmes / Deputy Executive Director

Participation in an external event

14-18 June 2010
14th World Congress of Comparative Education Societies
Theme: Bordering, Re-Bordering and New Possibilities for Change in Education and Society
Venue: Boğaziçi University, Istanbul, Turkey
Expert: Denise Lussier, University McGill, Canada; project team member of the ECML project "Intercultural communication training in teacher education" (2004-2007)
Organisers: World Council of Comparative Education Societies (WCCES), Turkish Comparative Education Society (TÜKED), Boğaziçi University (Istanbul) ECML contribution: documentation
Website

Expert meeting

17-18 June 2010
"Developing online teaching skills" (DOTS)
Venue: ECML, Graz, Austria
Coordinator: Ursula Stickler, United Kingdom
Participants: project team

Participation of ECML staff in an event

17-18 June 2010
"Nürnberger Tage für Integration": conference on languages, education and integration
Venue: Nurnberg, Germany
Organisers: Goethe-Institut jointy with the German Federal Office for Migration and Refugees
ECML contribution: participation of Waldemar Martyniuk, Executive Director, in the debates
Conference website
Conference documentation and results: www.bamf.de ; www.goethe.de/integration

National support event

17-19 June 2010
Seminar on linking examinations and tests to the Common European Framework of Reference (CEFR)
Venue: Yerevan, Armenia
Expert: José Noijons, The Netherlands
Local organisation: Yerevan State Linguistic University after V. Brusov
Participants: school and university teachers involved in language testing
Project web site: http://relex.ecml.at

Hosted event at the ECML premises

18 June 2010
Visit of the ECML within the framework of the 4th Meeting of the International Network of National Language Centres (INNLAC): presentation of the ECML and the Graz Language Network, discussion of the ECML's 4th medium-term programme of activities 2012-2015
Organiser: Österreichisches Sprachen-Kompetenz-Zentrum (the National Contact Point for the ECML in Austria)

National support event

18-19 June 2010
Seminar of the Nordic Baltic Region (NBR) section of the International Federation of Language Teacher Associations (FIPLV) "Sharing the Treasure Trove"
Venue: Reykjavik, Iceland
Experts: Mercè Bernaus, Spain
Local organisation: The National Association of Foreign Language Teachers in Iceland (STIL)

Participants: representatives of the NBR section of FIPLV
Related web sites: www.stil.is or www.fiplv.org

Participation in an external event

23-26 June 2010
Primeros pasos en la formación del formador de profesores
Venue: Instituto Cervantes, Alcalá de Henares (Madrid), Spain
ECML experts: Mercè Bernaus, Frank Heyworth, Uwe Pohl, Margit Szesztay, Tony Wright
Organiser: Instituto Cervantes
ECML contribution: documentation
Website

Participation of ECML staff in an event

23 June 2010
Meeting of the Austrian Language Committee (Österreichisches Sprachenkomitee)
Venue: Vienna, Austria
Organisers: Austrian Federal Ministry for Education, Arts and Culture, in cooperation with the Austrian Centre for Language Competence (Österreichisches Sprachenkompetenz-Zentrum, ÖSZ)
ECML representative: Susanna Slivensky, Deputy Executive Director / Head of Programmes

Preparatory meeting of the network meeting

23 June 2010
"Content-based teaching + plurilingual/cultural awareness"(CONBAT+)
Venue: ECML, Graz, Austria
Participants: project team

Network meeting

24-25 June 2010
"Content-based teaching + plurilingual/cultural awareness" (CONBAT+)
Venue: ECML, Graz, Austria
Coordinator: Mercé Bernaus, Spain
Co-animators: Sofie Jonckheere, Belgium; Áine Furlong, Ireland; Martine Kervran, France
Participants: active members of the network nominated by the project team

Participation of ECML staff in an event

24-25 June 2010
International Conference on "Quality Assurance of Language Programmes at Universities in Europe"
Venue: University of Economics in Bratislava, Slovak Republic
Organisers: Faculty for Applied Languages of the University of Economics in Bratislava and the European Confederation of Language Centres in Higher Education (CercleS) – the ECML partner association
ECML contribution: keynote by Waldemar Martyniuk, Executive Director on "ECML – promoting quality in language education"; documentation
Website

Preparatory meeting of the Workshops 3/2010

28 June 2010
"ECML National Contact Points" and 4/2010 "ECML National Nominating Authorities"
Venue: ECML, Graz, Austria
Coordination team: Steinar Nybole, Norway; Terry Lamb, United Kingdom; ECML Secretariat

Workshop 3/2010

29-30 June 2010
ECML National Contact Points
Venue: ECML, Graz, Austria
Coordination team: Steinar Nybole, Norway; Terry Lamb, United Kingdom; ECML Secretariat
Working languages: English and French, with simultaneous interpretation
Participants: 1 delegate per member state, nominated by the ECML national nominating authorities

Workshop 4/2010

30 June – 2 July 2010
ECML National Nominating Authorities
Venue: ECML, Graz, Austria
Coordination team: Steinar Nybole, Norway; Terry Lamb, United Kingdom; ECML Secretariat
Working languages: English and French, with simultaneous interpretation
Participants: 1 delegate per member state, nominated by the ECML national nominating authorities

---
July 2010

Workshop 4/2010
30 June – 2 July 2010
for ECML National Nominating Authorities
Venue: ECML, Graz, Austria
Coordination team: Steinar Nybole, Norway; Terry Lamb, United Kingdom; ECML Secretariat
Working languages: English and French, with simultaneous interpretation
Participants: 1 delegate per member state, nominated by the ECML national nominating authorities

15th Anniversary of the ECML
1-2 July 2010
in cooperation with the Austrian host authorities
Venue: ECML, Graz, Austria
Working languages: English, French and German (1 July only), with simultaneous interpretation
Participants: National Nominating Authorities of the ECML member states, Committee of Ministers Deputies of the Council of Europe and invited guests

National support event
5-7 July 2010
3rd Congress of the International Association EDiLiC (Education and Linguistic and Cultural Diversity): "Awakening to languages, pluralistic approaches - From teacher training to classroom practices"
Venue: HEP (Haute école pédagogique) Lausanne, Switzerland
Organiser: EDiLiC organisation committee (Haute Ecole Pédagogique de Lausanne; FPSE, Geneva; IRDP, Neuchâtel)
Expert: Ildikó Lőrincz, Hungary
Participants: Teachers, teacher trainers, researchers, innovative teaching material producers
ECML contribution: invitation of Frank Heyworth, ECML programme consultant, to present the Centre and the MARILLE project and to explore ways to create synergies between the MARILLE and CARAP projects; documentation
Website

Participation of ECML staff in an event
5-9 July 2010
Cursos de verano 2010: La certification – hacia el reconocimiento por la calidad
Venue: Avila, Spain
Organisers: Spanish Ministry of Education, Universidad Nacional de Educación a Distancia
ECML contribution: seminar by Waldemar Martyniuk, Executive Director: "Programas europeos de formación del profesorado en evaluación y certificación"

Visit of the ECML
7 July 2010
Participants: Belgian specialists in German studies and teachers of German within the framework of a training seminar organised by the Austrian Federal Ministry of Education, Arts and Culture ("Graz: Stadt der Kultur - Stadt an der Mur, 20 Jahre BGDV zu Gast bei Kultur und Sprache in Österreich, Österreichische Landeskunde und Methodik/Didaktik", 4-7 July 2010)

Participation in an external event
19-27 July 2010
Trainer Training
Venue: Norwich Institute for Language Education, NILE, UK
Organiser: NILE
Trainers: Uwe Pohl and Briony Bevan
Participants: international audience of 13 experienced secondary and primary school teachers
ECML contribution: documentation

Expert meeting
26-27 July 2010
"Majority language instruction as a basis for plurilingual education" (MARILLE)
Venue: ECML, Graz, Austria
Coordinator: Klaus-Börge Boeckmann, Austria
Participants: project team and Frank Heyworth, programme consultant

---

August 2010

Expert meeting

31 August - 1 September 2010
"Enhancing Romani language education in schools in Europe" ([QualiRom](#))
Venue: University of Helsinki, Finland
Coordinator: Ulli Pawlata
Local organiser: Reetta Toivanen

Participation in an external event

26-28 August 2010
1st International Conference on Sign Language Education /
1. Internationaler Fachkongress Bildung durch Gebärdensprache
Venue: University of Hamburg, Germany
Organisers: National Federations of the Deaf of Germany (Deutscher Gehörlosen-Bund, DGB), Austria (Österreichischer Gehörlosenbund, ÖGLB) and Switzerland (Schweizerischer Gehörlosenbund, SGB-FSS)
ECML contribution: documentation
[Website](#) ((in German)

Participation in an external event

22-24 August 2010
38th Summer Seminar: !"Theory and Practice in Communicative Language Teaching – the role of the European Language Portfolio"
Venue: Kusatsu, Japan
Expert: [David Newby](#)
Organiser: Japan Association of College English Teachers
Participants: Teacher educators
ECML contribution: [EPOSTL](#) documentation

Participation in an external event

21-22 August 2010
Summer Workshop: "Theory and Practice of L2 Teaching"
Venue: Kusatsu, Japan
Expert: [David Newby](#)
Organiser: Japan Association of Language
Participants: Teachers and teacher educators
ECML contribution: [EPOSTL](#) documentation

Participation in an external event

20 August 2010
Symposium "Contextualization of CEFR within the Japanese Institutional Context"
Venue: Tokyo, Waseda University, Japan
Expert: [David Newby](#)
Organiser: Japan Association of College English Teachers
Participants: teacher educators
ECML contribution: [EPOSTL](#) documentation

Participation of ECML staff in an event

18-21 August 2010
REAL training seminar: "How to motivate students: innovation and creativity in the languages classroom"
Venue: Krakow, Poland
Organisers: European network of language teacher associations (REAL), in cooperation with the Jagiellonian University (Krakow)
ECML contribution: speech by Waldemar Martyniuk, Executive Director, at a plenary session
[Website](#)

September 2010

Participation in an external event

2-4 September 2010
CercleS 11th International Conference: "University Language Centres- Language Policy and Innovation"
Venue: Helsinki, Finland
Organisers: European Confederation of Language Centres in Higher Education [(CercleS)](#) with the Network of Finnish University Language Centres ([FINELC](#)) and the Language Centre of the University of Helsinki
ECML contribution: documentation
[Website](#)

Preparatory meeting of the network meeting

6 September 2010
"Majority language instruction as a basis for plurilingual education" ([MARILLE](#))
Venue: ECML, Graz, Austria
Participants: project team

Network meeting

7-8 September 2010
"Majority language instruction as a basis for plurilingual education" ([MARILLE](#))
Venue: ECML, Graz, Austria
Coordinator: Klaus-Börge Boeckmann, Austria
Co-animators: Eija Aalto, Finland; Andrea Abel, Italy; Terry Lamb, United Kingdom
Participants: active members of the network nominated by the project team

National support event

8-11 September 2010
[EUROCALL Conference 2010](#) – "Languages, cultures and virtual communities": Paper presentation on "The [CEF-ESTIM](#) grid: How to use it?"
Venue: University Bordeaux II, France
Expert: [Claire Tardieu](#), France
Local organisation: University of Bordeaux and University of Bordeaux IV – IUFM, under the auspices of [ALSIC](#) (Apprentissage des Langues et Systèmes d'Information et Communication) and [ACEDLE](#) (Association des Chercheurs et Enseignants Didacticiens de Langues Etrangères)
Participants: educators, researchers, administrators, designers of software and language learning systems, government representatives, equipment and software suppliers and other professionals involved in CALL and TELL

Participation of ECML staff in an event

8-12 September 2010
6th International Conference of the CCLL Comenius-Network
Venue: Management Centre, Pécs, Hungary
Expert: [Kim Haataja](#)
Organisers: Comenius-Network CCLL (Common Constitution and Language Learning), University of Pécs, Hungarian German Pedagogical Institute, Valeria Koch School Centre, Pécs2010 European Cultural Capital, Self-Administration of Hungarian Germans
ECML contribution: keynote by Waldemar Martyniuk, Executive Director, on "Implementing European Language Education Policies: The Work of the European Centre for Modern Languages"; documentation
[Website](#)

Preparatory meeting of the Workshop 5/2010

8 September 2010
"Assessment of young learner literacy linked to the Common European Framework of Reference for Languages" ([AYLLit](#))
Venue: ECML, Graz, Austria
Participants: project team

Workshop 5/2010

9-10 September 2010
"Assessment of young learner literacy linked to the Common European Framework of Reference for Languages" ([AYLLit](#))
Venue: ECML, Graz, Austria
Coordinator: Angela Hasselgreen, United Kingdom
Co-animators: Violeta Kaledaité, Lithuania; Karmen Pizorn, Slovenia; Natàlia Maldonado, Spain
Working languages: English and French, with simultaneous interpretation
Participants: 1 delegate per member state, nominated by the ECML national nominating authorities
[Participants' profile](#)

Expert meeting

9-10 September 2010
"Enhancing success of mobility programmes – Tools for language teachers" ([PLURImobil](#))
Venue: ECML, Graz, Austria
Coordinator: Miriam Egli Cuenat, Switzerland
Participants: project team

Preparatory meeting of the network meeting

14-15 September 2010
"Piloting and implementing the European Portfolio for Student Teachers of Languages" ([EPOSTL2](#))
Venue: ECML, Graz, Austria
Participants: project team

Network meeting

16-17 September 2010
"Piloting and implementing the European Portfolio for Student Teachers of Languages" (EPOSTL2)
Venue: ECML, Graz, Austria
Coordinator: David Newby, Austria
Co-animators: Anne-Brit Fenner, Norway; Barry Lee Jones, United Kingdom; Silvia Velikova, Bulgaria
Participants: active members of the network nominated by the project team

Expert meeting

15 September 2010
"European Language Portfolio Platform" (ELP-TT2; ELP-WSU)
Venue: ECML, Graz, Austria
Participant: David Little, Ireland

Participation in an external event

19-22 September 2010
9th International Conference of the European Association of Languages for Specific Purposes (EGFS/AELFE):
"How global are we? The Impact of Globalisation on Business Communication: Linguistic and Didactic Aspects of Language in Business Communication"
Venue: University of Hamburg, Germany
Organiser: Arbeitsbereiches Unternehmenskommunikation (arbuk)
Expert: Laura Muresan
ECML contribution: documentation, incl. QualiTraining publication
Website

Hosted event at the ECML premises

21 September 2010
Meeting of the Graz Language Network (Sprachennetzwerk Graz)
Website

Hosted event at the ECML premises

21-23 September 2010
2nd transnational meeting: "ROMANINET- A multimedia Romani course for promoting linguistic diversity and improving social dialogue"
Organisers: Instituto de Enseñanza Secundaria Ribeira do Louro (Spain), Asesoramiento, Tecnología e Investigación S.L. (Spain), Fundación Secretariado Gitano (Spain), "ETHNOTOLERANCE" (Bulgary), Secretariado Diocesano de Lisboa da Obra Pastoral dos Ciganos (Portugal), Grup Scolar Industrial Victor Jinga (Romania), SC CONCEPT CONSULTING SRL (Romania), University of Manchester (United Kingdom)
ECML contribution: keynote by Waldemar Martyniuk, Executive Director

Preparatory meeting of the network meeting

22 September 2010
"Training teachers to use the European Language Portfolio – Follow-up project" (ELP-TT3)
Venue: ECML, Graz, Austria
Participants: project team

Network meeting

23-24 September 2010
"Training teachers to use the European Language Portfolio – Follow-up project" (ELP-TT3)
Venue: ECML, Graz, Austria
Coordinator: Margarete Nezbeda, Austria
Co-animators: Barbara Lesničar, Slovenia; Heike Speitz, Norway; Martine Tchang-George, Switzerland
Participants: active members of the network nominated by the project team

Participation in an external event

23-25 September 2010
5. Tagung der Österreichischen Gesellschaft für Sprachendidaktik (ÖSGD)
"Sprachen lernen: Kompetenzen entwickeln – Performanzen (über)prüfen"
Venue: University of Innsbruck, Austria
Organiser: ÖSGD
ECML contribution: documentation
Website

European Day of Languages

26 September 2010
European Day of Languages

Expert meeting and project presentation/symposium

27-30 September 2010
Expert meeting "Content-based teaching + plurilingual/cultural awareness" (CONBAT+) / Symposium «UA European-Canadian Project: Integrating Plurilingualism/Pluriculturalism into Content-based Teaching»
Venue: Official Languages and Bilingualism Institute (OLBI), University of Ottawa
Coordinator: Mercedes Bernaus, Spain
Local organisation: Official Languages and Bilingualism Institute (OLBI) and CASLT (Canadian Association of Second Language Teachers)
Participants: project team et Canadian experts
Website

Visit of the ECML

28 September 2010
Participants: 40 students and 6 teachers from Gimnazija Nova Gradiska, Croatia; 20 students and 2 teachers from HAK Grazbachgasse, Graz, Austria

Preparatory meeting of the network meeting

29 September 2010
"CARAP – a framework of reference for pluralistic approaches" (CARAP)
Venue: ECML, Graz, Austria
Participants: project team

Network meeting

30 September – 1 October 2010
"CARAP – a framework of reference for pluralistic approaches" (CARAP) Venue: ECML, Graz, Austria
Coordinator: Michel Candelier, France
Co-animators: Jean-François de Pietro, Switzerland; Raymond Facciol, Malta; Xavier Pascual Calvo, Spain
Participants: active members of the network nominated by the project team

---

October 2010

Preparatory meeting of the network meeting

11 October 2010
"Encouraging the culture of evaluation among professionals" (ECEP)
Venue: ECML, Graz, Austria
Participants: project team

Hosted event at the ECML premises

12 October 2010
2nd transnational meeting: "ROMANINET- A multimedia Romani course for promoting linguistic diversity and improving social dialogue"
Organisers: Instituto de Enseñanza Secundaria Ribeira do Louro (Spain), Asesoramiento, Tecnología e Investigación S.L. (Spain), Fundación Secretariado Gitano (Spain), "ETHNOTOLERANCE" (Bulgary), Secretariado Diocesano de Lisboa da Obra Pastoral dos Ciganos (Portugal), Grup Scolar Industrial Victor Jinga (Romania), SC CONCEPT CONSULTING SRL (Romania), University of Manchester (United Kingdom)
Organiser: Austrian Association of the ECML
ECML contribution: documentation
Website of the Austria Association of the ECML

Network meeting

12-13 October 2010
"Encouraging the culture of evaluation among professionals" (ECEP)
Venue: ECML, Graz, Austria
Coordinator: Enrica Piccardo, France/Canada
Co-animators: Marie Berchoud, France; Olivier Mentz, Germany; Malgorzata Pamula, Poland
Participants: active members of the network nominated by the project team

Expert meeting

14-15 October 2010
"Encouraging the culture of evaluation among professionals" (ECEP)
Venue: ECML, Graz, Austria
Coordinator: Enrica Piccardo, France/Canada
Participants: project team

Participation of ECML staff in an event / Hosted EVENT at the ECML premises

18-20 October 2010
Unity in Plurality: Symposium "Politik der Vielfalt - Indien, Afrika, Europa"
Under the patronage of the Austrian UNESCO Commission
Venue: Graz, Austria
Organisers: Akademie Graz and treffpunkt Sprachen (Karl-Franzens University of Graz), in cooperation with 7. Fakultät (KFU Graz), [spi:k] Projekt, Pädagogische Hochschule Steiermark, Chiala'Afriqas, ECML, Kompetenzzentrum Südosteuropa (KFU), Go4Diversity, Europe Direct, Andrä Kusnt/next Andrä, AfriGraz, Pavelhaus
ECML contribution: participation of Waldemar Martyniuk, Executive Director, in the Core Group Meeting - Press Conference and Power Lunch (18 October 2010) and in the Preparatory Meeting for the European Night of Languages (19 October 2010); discussion session entitled "Mehrsprachigkeit in Indien, Afrika und Europa" organised at the ECML premises (20 October 2010)

Statutory meeting: 46th meeting of the Bureau of the Governing Board

19 October 2010

Statutory meeting: 19th meeting of the Governing Board

20-22 October 2010

Participation in an event

27-29 October 2010
Focus on Europe 2010
Venue: Graz, Austria
Organiser: Catholic University College for Education Graz
Participants: 31 guest lecturers from 19 universities in 13 European countries
ECML contribution: promotional materials
Website

Participation of ECML staff in an event

27-29 October 2010
Forum „llusion der Nähe? Ausblicke auf die europäische Nachbarschaft von morgen"
Venue: Berlin, Germany
Organiser: Goethe-Institut
ECML contribution: participation of Waldemar Martyiuk, Executive Director, in the discussion panel of Forum VI "Die Macht der Sprachen in nachbarschaftlichen Beziehungen" (28 October 2010)
Website

Participation of ECML staff in an event

28-29 October 2010
International Seminar: "CLIL Teacher Education- Capacity-building:
Perspectives for the next decade based on current experience"
Venue: Madrid, Spain
Organiser: Ministry of Education, Spain
Experts: María Jesús Frígols Martin, coordinator, David Marsh, member of the coordination team of the ECML project "Curriculum development for Content and Language Integrated Learning (CLIL-CD)"
ECML contribution: contribution of Susanna Slivensky, Deputy Executive Director / Head of programmes; documentation

---

November 2010

Participation of ECML staff in an event

2-4 November 2010
Intergovernmental Policy Forum: "The right of learners to quality and equity in education – the role of language and intercultural skills"
Venue: Geneva, Switzerland
Organisers: Swiss Conference of Cantonal Ministers of Education (CDIP) and the Language Policy Division of the Council of Europe
ECML contribution: participation of Waldemar Martyniuk, Executive Director, Susanna Slivensky, Deputy Executive Director/Head of Programmes, Michael Armstrong, Administrator; documentation
Website

Expert meeting

4-5 November 2010
"Content based teaching for young learners" (EPLC)
Venue: ECML, Graz, Austria
Coordinator: Renate Krüger, Germany
Participants: project team

Preparatory meeting of the network meeting

10 November 2010
"Curriculum development for Content and Language Integrated Learning" ([CLIL-CD](#))
Venue: ECML, Graz, Austria
Participants: project team

Participation of ECML staff in an event

11 November 2010
Discussion "Young people and foreign languages: Educational Challenges and Career Prospects"
Venue: Goethe-Institut, Athens, Greece
Organiser: EUNIC (European Union National Institutes of Culture), Greece
ECML contribution: speech delivered by Waldemar Martyniuk, Executive Director on "the right of learners to quality and equity in education – the role of language and intercultural skills"
[Website](#)

Network meeting

11-12 November 2010
"Curriculum development for Content and Language Integrated Learning" ([CLIL-CD](#))
Venue: EML, Graz, Austria
Coordinator: María Jesús FrigolCs-Martin, Spain
Co-animators: David Marsh, Finland; Peeter Mehisto, Estonia; Dieter Wolff, Germany
Participants: active members of the network nominated by the project team

Participation in an external event

11-13 November 2010
Interpädagogica (educational fair)
Venue: Linz, Austria
Organisers: Reed Exhibitions Messe Salzburg, in cooperation with the Austrian Federal Ministry for Education, Arts and Culture, Landesschulrat für Oberösterreich, Landesschulrat für Niederösterreich, Landesschulrat für Salzburg, Landesschulrat für Steiermark, Pädagogische Hochschule Oberösterreich and Private Pädagogische Hochschule der Diözese Linz
ECML contribution: documentation exhibited at the stand of the [Austrian Centre for Language Competence](#), the Contact Point for the ECML in Austria
[Website](#)

Hosted event at the ECML premises

18-20 November 2010
Pestalozzi Workshop: "Plurilingualismus. Vielfalt und soziale Integration in Schulen" /
„Plurilingualism, Diversity and Social Integration in Schools"
Venue: ECML, Graz, Austria
Organisers: Council of Europe, Pädagogische Hochschule Steiermark; Austrian Federal Ministry for Education, Arts and Culture, Austrian Association of the European Centre for Modern Languages

Participation in an external event

22 November 2010
Cooperation event: "Entwicklungen im Sprachenunterricht und das EFSZ: Impulse für die Lehrer/innenaus- und -fortbildung"
Venue: Salzburg, Austria
Organisers: Pädagogische Hochschule Salzburg, [Österreichisches Sprachen-Kompetenz-Zentrum](#) (ÖSZ, the National Contact Point for the ECML in Austria)
Experts: Maria Felberbauer, Kirchliche Pädagogische Hochschule Wien/Krems; [David Newby](#), Karl-Franzens-Universität Graz, Institut für Anglistik (ECML project coordinator); Deborah Pelzmann, Praxisvolksschule der Pädagogischen Hochschule Salzburg
ECML contribution: documentation

Preparatory meeting of Workshop 6/2010

23 November 2010
"Classroom Assessment related to the Common European Framework of Reference (CEFR)" ([ClassRelEx](#))
Venue: ECML, Graz, Austria
Participants: project team

Workshop 6/2010

24-26 November 2010
"Classroom assessment related to the Common European Framework of Reference (CEFR)" ([ClassRelEx](#))
Venue: ECML, Graz, Austria
Coordinator: José Noijons, The Netherlands
Co-animators: Jana Berešová, Slovak Republic; Gilles Breton, France; Gábor Szábo, Hungary
Working languages: English and French, with simultaneous interpretation
Participants: 1 delegate per member state, nominated by the ECML national nominating authorities
[Participants' profile](#)

Hosted event at the ECML premises

25 November 2010
Meeting of the Graz Language Network (Sprachennetzwerk Graz)
Website

Expert Meeting

25-26 November 2010
"Minority languages, Collateral languages and Bi-/Plurilingual Education" (EBP-ICI)
Venue: ECML, Graz, Austria
Coordinator: Claude Cortier, France
Participants: Project Team
Project Site: http://ebp-ici.ecml.at

December 2010

Participation in an external event

1-3 December 2010
XIth International SEDLL Conference "Competency-based foreign language teaching and learning"
Venue: University of Jaén, Spain
Organiser: Sociedad Española de Didáctica de la Lengua y literatura [Spanish Society of Literature and Language Education]
ECML expert: Maria Jesús Frigols Martín, coordinator of the ECML project "Curriculum development for Content and Language Integrated Learning (CLIL-CD)"
ECML contribution: European Framework for CLIL Teacher Education (result of the project CLIL-CD)
Website

Participation of ECML staff in an event

2-3 December 2010
2010 CEL/ELC Forum: "The Multilingual Challenge: the next generation"
Venue: Brussels, Belgium
ECML contribution: Plenary presentation of the Call for submissions for the ECML programme of activities 2012-15 by Waldemar Martyniuk, Executive Director
Website

Participation of ECML staff in an event

3-4 December 2010
3rd Meeting of experts in German-speaking countries: Language(s) in Other Subjects
Venue: Graz, Austria
Organisers: University of Osnabrück (Germany) and University of Graz (Austria) in cooperation with the Language Policy Division of the Council of Europe
ECML contribution: participation of Waldemar Martyniuk, Executive Director (4 December)
Website

Participation in an external event

6 December 2010
Meeting of the Steering Committee of website Emilangues dedicated to CLIL in France
Venue: Sèvres, France
Organiser: CIEP, the **National Contact Point for the ECML in France**
ECML contribution: documentation

Expert meeting

6-7 December 2010
Expert meeting of the programme consultants of the ECML's 3rd medium-term programme of activities 2008 - 2011
Venue: ECML, Graz, Austria
Participants: Frank Heyworth, Switzerland; Hanna Komorowska, Poland; Isabel Landsiedler, Austria; Sauli Takala, Finland

Expert meeting

6-7 December 2010
Expert meeting "The European Language Portfolio in whole-school use" (ELP-WSU)
Venue: ECML, Graz, Austria
Coordinator: David Little, Ireland
Participants: project team

Participation of ECML staff in an event

13 December 2010
Information Day: Call for proposals for the programme of activities 2012-2015 of the ECML
Venue: Sèvres, France
Organiser: CIEP, the **National Contact Point for the ECML in France**
ECML contribution: participation of Michael Armstrong, Administrator; documentation

National Support Event

16 December 2010
National Support Event: Workshop on an Electronic European Language Portfolio for Slovenia
Venue: Maribor, Slovenia
Expert: Beate Vogel, Germany
Local organisation: Nada Holc, The National Education Institute OE Maribor, Slovenia
Participants: modern language teachers
Project site: http://elp-tt2.ecml.at

Appendix 4 – List of members of the Governing Board in 2010

ALBANIA/ALBANIE
Mr Maksim DAIU, English Language Pedagogue, Faculty of Foreign Languages, "Rruga e Elbasanit", University of Tirana, Tirana
Tel/Tél.: +355 4 363 144 Fax : +355 4 223 981
E-mail: mdaiu@yahoo.com

ANDORRA/ANDORRE
Ms Elisabeth CARPA, Àrea de Recursos Humans, **Ministeri d'Educació i cultura,** Edifici del Molí, C/Rocafort 21-23, AD - 600 Sant Julià de Lòria
Tel/Tél.: +376 74 33 00 Fax: +376 74 33 10
E-mail: elisabeth_carpa@govern.ad

ARMENIA/ARMENIE
Mr. Suren ZOLYAN, Rector of Yerevan State Linguistic University, 42 Tumnyan, AM-375002 Yerevan
Tel/Tél.: +374 10 53 05 52 Fax +374 10 58 55 54
E-mail:zolyan@brusov.am

AUSTRIA/AUTRICHE
Ms Dagmar HEINDLER (Observer Bureau/Observatrice Bureau), Consultant to the **Federal Ministry of Education, Arts and Culture**, Trattfelderstraße 56, AU - 8054 Graz
Tel/Tél.: +43 316 28 67 83
E-mail: heindler@cpweb.at

Mr Gunther ABUJA (Observer Governing Board/Observateur Comité de Direction), Geschätsführung, **Österreichisches Sprachen-Kompetenz-Zentrum des BMUKK**,
Hans-Sachs-Gasse 3/1, AU - 8010 Graz
Tel/Tél.: +43 316 82 41 50 17 Fax: +43 316 82 41 50
E-mail: abuja@oesz.at

BOSNIA AND HERZEGOVINA/BOSNIE-HERZEGOVINE
Ms Dragana VUJANOVIC, Senior Expert Officer for European Assistance Programmes, Ministry of Civils Affairs- Department of Education, Trg Bosne I Hercegovine 3, BiH - 71000 Sarajevo
Tel/Tél.: +387 33492 516 Fax: +387 33492 627
E-mail: dragana.vujanovic@mcp.gov.ba

BULGARIA/BULGARIE
Mme Veselina GANEVA, (Bureau Member/Membre du Bureau), Expert d'Etat pour les langues étrangères, Direction de la politique dans l'éducation secondaire générale, **Ministère de l'éducation, de la jeunesse et de la science,** 2A Kniaz Dondukov Bvd, BU - 1000 Sofia
Tel/Tél.: +359 2 9217 438 Fax: +359 2 9217 538
E-mail: v.popova@mon.bg

CROATIA/CROATIE
Ms Ingrid JURELA-JARAK, **Ministry of Science, Education and Sports**, Donje Svetice 38,
HR - 10000 Zagreb
Tel/Tél.: +385 1 459 42 55
E-mail: ingrid.jurela-jarak@mzos.hr

CYPRUS/CHYPRE
Ms Stella KONTI-THEOCHAROUS, Inspectress of Secondary Education, Department of Secondary Education, **Ministry of Education and Culture**, Thoukididou & Kimono Street,
CY-1434 Nicosia
Tel/Tél.: +357 22800 773 (office/bureau) Fax: +357 22 800 862
E-mail: stellat@cytanet.com.cy

CZECH REPUBLIC/REPUBLIQUE TCHEQUE
Ms Irena MASKOVA (Vice-Chair/Vice-Présidente), Department for EU and International Affairs, **Ministry of Education, Youth and Sport of the Czech Republic**, Karmelitská 7,
CZ -118 12 Prague 1
Tel/Tél.: +42 02 34 811 611 Fax: +42 02 34 811 397
E-mail: maskova@msmt.cz

ESTONIA/ESTONIE
Prof. Suliko LIIV, Director of the Institute of Germanic and Romance Languages and Cultures, **Tallinn University**, Narva Road 25, 10120 Tallinn
Tel/Tél.: +372 6 409 322 Fax: +372 6 409 327
E-mail: liiv@tpu.ee

FINLAND/FINLANDE
Ms Paula MATTILA, Counsellor of Education, **National Board of Education**, PB 380,
FI-00531 Helsinki
Tel/Tél.: +358 40 348 7138 Fax: +358 40 348 7247
E-mail: paula.mattila@oph.fi

FRANCE
Mme Mireille CHEVAL (Vice-Chair/Vice-Présidente), Attachée de coopération éducative, Coordinatrice des Alliances Françaises en Pologne, **Ambassade de France à Varsovie,**
U1. Piekna 1, PL-00477 Varsovie
Tel/Tél.: +48 22 529 31 88 Fax: +48 22 529 30 08
E-mail: mireille.cheval@diplomatie.gouv.fr

M. Bernard GILLMANN, DGMDP - Sous-direction de la diversité linguistique et du français,
Pôle du multilinguisme et du réseau scolaire Bureau GUT 350,
Ministère des affaires étrangères et européennes, DGM/CFR/F,
27 rue de la Convention CS 91533, FR-75332 Paris Cedex 15
Tel/Tél.: +33 1 40 15 35
E-mail: bernard.gillmann@diplomatie.gouv.fr

Mme Claire EXTRAMIANA, **Ministère de la Culture et de la Communication**,
Délégation générale à la langue française et aux langues de France (DGLFLF),
6 rue des Pyramides, FR-75001 Paris
Tel/Tél.: +33 1 43 17 84 06 Fax: +33 1 43 17 90 05
E-mail: claire.extramiana@culture.gouv.fr

GERMANY/ALLEMAGNE
Mr Christof K. ARNOLD, **Landesinstitut für Schule und Ausbildung (L.I.S.A.)**,
Mecklenburg-Vorpommern, Ellerried 5, DE-19061 Schwerin
Tel/Tél.: + 49 385 760 1719 Fax: + 49 385 711 188
E-mail: c.arnold@lisa-mv.de

Ms Jutta GEHRIG (Bureau Member/Membre du Bureau), Director, **Goethe-Institut**,
Ráday utca 58, Budapest, Hungary
Tel/Tél.: +36 1 3744070 Fax: +36 1 3744080
E-mail: direktor@belgrad.goethe.org

GREECE/GRECE
Ms Marina MATTHEOUDAKIS, Assistant Professor of Applied Linguistics, School of English, Department of Theoretical and Applied Linguistics, **Aristotle University of Thessaloniki**, Ethnikis Amynios 16, GR-54621 Thessaloniki
Tel/Tél.: +30 2310 27 27 71 Fax: +30 2310 99 74 32
E-mail: marmat@enl.auth.gr

HUNGARY/HONGRIE
Ms Márta Fischer, **University of Pécs**, Rákóczi út 80, Pécs
E-mail: marta.fischer@okm.gov.hu

ICELAND/ISLANDE
M. Eyjólfur Már SIGURDSSON, (Bureau Member/Membre du Bureau), Directeur du Centre de langues, Háskóla Islands, **University of Iceland Language Centre**, Nýja Gardi, 101 Reykjavík
Tel/Tél.: +354 525 45 93 Fax: +354 525 4225
E-mail: ems@hi.is

IRELAND/IRLANDE
Ms Maria LORIGAN, Post-primary Inspector, **Modern Languages Inspectorate**, Department of Education and Science, Room G20, Block 3, Marlborough Street, IE - Dublin 1
Tel/Tél.: +353 1 889 6736 Fax: +353 1 889 6525
E-mail: maria_lorigan@education.gov.ie

Ms Niamh MURRAY, Postprimary Inspector, Department of Education and Skills, c/o Renmore, 1A South Mall, IE- Cork
Tel/Tél.: +353 21 4906043
E-mail: niamh_murray@education.gov.ie

LATVIA
Mr Jànis VALDMANIS, Director, State Language Agency, **Ministry of Education and Science of the Republic of Latvia**, Làcplèša iela 35-5, LV-1011 Riga
Tel/Tél.: +371-7 201 681 Fax: +371-720 1683
E-mail: j.valdmanis@valoda.lv

LIECHTENSTEIN
Ms Eva-Maria SCHÄDLER, **Schulamt des Fürstentums Liechtenstein**, Europark/Austrasse 79, 9490 Vaduz
Tel/Tél.: +423 236 6782 Fax: +423 236 6771
E-mail: eva-maria.schaedler@sa.llv.li

LITHUANIA/LITUANIE
Ms Irena RAUDIENE, Chief Officer of Basic and Secondary Education Division**, Ministry of Education and Science**, A. Volano g.2/7, LT-01516 Vilnius
Tel/Tél.: +370 5 219 12 46 Fax: +370 5 261 20 77
E-mail: irena.raudiene@smm.lt

LUXEMBOURG
Mme Gaby KUNSCH, Directrice, **Ministère de l'Education Nationale**, Institut national des Langues, 21 Bld de la Foire, LU – 1528 Luxembourg
Tel/Tél.: +352 26 44 30 333 Fax: +352 26 44 30 319
E-mail: gaby.kunsch@insl.lu

MALTA/MALTE
Ms Marie Anne SPITERI, Assistant Director, Curriculum Management and eLearning Department, **Ministry of Education, Culture, Youth and Sport**, Curriculum Centre,
Sarria Street, The Mall, FRN 1460 Floriana
Tel/Tél.: +356 21 248 693 Fax: +356 25 587 104
E-mail: mary.a.spiteri@gov.mt

MONTENEGRO
Ms Ljiljana SUBOTIĆ, **Department for Education**, Nikole Durkovica b.b., 85320 Tival
Tel/Tél.: +382 32 670 100 Fax: +382 20 405 992
E-mail: suboticlj@t-com.me

NETHERLANDS/PAYS-BAS
Ms Marja BEUK, Senior Policy Advisor, **Ministry of Education, Culture and Science**, Department of Secondary Education/IPC2650, Rijnstraat 50, PO Box 16375, 2500 BJ, The Hague
Tel/Tél.: +31 70 412 46 08 Fax: +31 70 412 34 50
E-mail: m.j.e.beuk@minocw.nl

NORWAY/NORVEGE
Ms Jorunn BERNTZEN, Senior advisor, **Department of Education and Training**, Department for Educational Development / Directorate for Education and Training, P.O. Box 2924 Tøyen, NO-0608 Oslo
Tel/Tél.: +47 22 24 73 95 Fax: +47 23 30 12 20
E-mail: jbe@kd.dep.no

Mr Steinar NYBØLE, (Observer Governing Board/Observateur Comité de Direction),Director, **Nasjonalt senter for fremmedspråk I opplæringen**, N- Høgskolen I Østfold, NO-1757 Halden
el/Tél.: +47 69 21 58 32 Fax: +47 69 21 58 31
E-mail: steinar,nybole@fremmedspraksenteret.no

POLAND/POLOGNE
Mme Barbara SKACZKOWSKA, **Ministère de l'Education Nationale**, Département de la Coopération internationale, Al. Szucha 25, 00918 Warsaw
Tel/Tél.: +48 22 34 74 629 Fax: +48 22 34 74 253
E-mail: barbara.skaczkowska@men.gov.pl

ROMANIA/ROUMANIE
M. Dan Ion NASTA, Directeur de recherche en didactique des langues vivantes, **Institut des Sciences de l'Education**, Strada Stirbei Voda 37, 70732 Bucarest
Tel/Tél.: +40 21 313 6491 Fax: +40 21 312 1447
E-mail: pgnasta_dn@yahoo.fr

SLOVAK REPUBLIC/REPUBLIQUE SLOVAQUE
Mme Dana CULÁKOVÁ, Directrice du département des gymnasiums, **Ministère de l'Education de la République Slovaque**, Stromová 1, 813 30 Bratislava
Tel/Tél.: +421 2 590 374 368 Fax: +421 59 374 229
E-mail: dana.culakova@minedu.sk

SLOVENIA/SLOVENIE
Ms Zdravka GODUNC, Counsellor to the Government, Education Development Unit, **Ministry of Education, Science and Sport**, Masarykova 16, SI-1000 Ljubljana
Tel/Tél.: +386-1-4784 294 Fax: +386-1-4784 332
E-mail: zdravka.godunc@gov.si

SPAIN/ESPAGNE
Ms Gisela CONDE, Asesora Técnico, **Ministerio de Educación,** Subdirección General de Cooperación Internacional, Paseo del Prado, 28, 5ª planta, ES-28014 Madrid
Tel/Tél.: +34 91 506 5694 Fax: +34 91 506 5705
E-mail: gisela.conde@educacion.es

SWEDEN/SUEDE
Ms Eva ENGDELL, (Bureau Member/Membre du Bureau), Director of Education, **National Agency for Education**, Skolverket 1062, SE – 106 20 Stockholm
Tel/Tél.: +46 (0)8 52 77 3200 Fax: +46 (0)8 52 22 44 20
E-mail: eva.engdell@skolverket.se

SWITZERLAND/SUISSE
Mme Sandra HUTTERLI, Collaboratrice scientifique, **Conférence suisse des directeurs cantonaux de l'instruction publique** – EDK/CDIP, Secrétariat général, Haus der Kantone, Speichergasse 6, Postfach 660, CH-3000 Bern 7
Tel/Tél.: +41 31 309 51 62 Fax: +41 31 309 51 50
E-mail: hutterli@edk.ch

UNITED KINGDOM/ROYAUME-UNI
Mr Alan DOBSON (Chair/Président), Consultant to the **Department for Education (DfE)**,
Tel/Tél.: +44 1865 310 670 Fax: +44 1865 310 670
E-mail: alandobson02@btopenworld.com

EUROPEAN COMMISSION/COMMISSION EUROPEENNE

Mr Harald HARTUNG, Head of Unit C5, Multilingualism Policy, Directorate General for Education and Culture, **European Commission**, 200 rue de la Loi, BE-1049 Bruxelles
Tel/Tél.: +32 2 296 02 07 Fax: +32 2 299 63 21
E-mail: harald.hartung@ec.europa.eu

OBSERVER/OBSERVATRICE

Ms Ursula NEWBY, General Manager/Administratrice, **Verein Europäisches Fremdsprachenzentrum**,
Nikolaiplatz 4, A-8020 Graz
Tel/Tél.: +43 1 32 35 54 Fax: +43 1 32 35 54 4
E-mail: verein.efsz@ecml.at

Appendix 5 – List of projects within the ECML medium-term programme 2008-2011

A. Evaluation/Evaluation

EPOSTL2
Piloting and Implementing the European Portfolio for Student Teachers of Languages
Pilotage et mise en œuvre du Portfolio européen pour les enseignants en langues en formation initiale
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: David Newby, Austria/Autriche
http://epostl2.ecml.at

ECEP
Encouraging the culture of evaluation among professionals
Encourager la culture de l'évaluation chez les professionnels
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Enrica Piccardo, Italy/Italie (2010-2011), Marie Berchoud, France (2008-2009)
http://ecep.ecml.at

AYLLit
Assessment of young learner literacy linked to the Common European Framework of Reference for Languages
Evaluation des compétences d'écriture et de lecture des jeunes apprenants en relation avec le Cadre européen commun de référence pour les langues
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Angela Hasselgreen, United Kingdom/Royaume-Uni
http://ayllit.ecml.at

GULT
Guidelines for university language testing
Cahier des charges pour l'évaluation en langues à l'université
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Johann Fischer, Germany/Allemagne
http://gult.ecml.at

CEF-ESTIM
Common European Framework of Reference for Languages - level estimation grid for teachers
Grille d'estimation des niveaux du Cadre européen commun de référence pour les langues pour les enseignants
Short-term project/Projet à court terme (2008-2009)
Coordination: Claire Tardieu, France
http://cefestim.ecml.at

QualiTraining2
QualiTraining at Grassroots Level
Formation à la qualité pour l'enseignement
Short-term project/Projet à court terme (2008-2009)
Coordination: Laura Muresan, Romania/Roumanie
http://qualitraining2.ecml.at

RelEx
Training in relating language examinations to the Common European Framework of Reference for Languages
Formation pour relier les examens de langues au Cadre européen commun de référence pour les langues
Short-term project/Projet à court terme (2009)
Coordination: José Noijons, Netherlands/Pays-Bas
http://relex.ecml.at

ClassRelEx
Classroom Assessment related to the Common European Framework of Reference (CEFR)
Evaluation en classe reliée au Cadre Européen Commun de Référence pour les Langues (CECRL)
Short-term project/Projet à court terme (2010-2011)
Coordination: José Noijons, Netherlands/Pays-Bas
http://relex.ecml.at

B. Continuity in language learning/La continuité de l'apprentissage des langues

DOTS
Developing online teaching skills
Développement des compétences d'enseignement en ligne
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Ursula Stickler, United Kingdom/Royaume-Uni
http://dots.ecml.at

ELP-WSU
The European Language Portfolio in whole-school use
Emploi du Portfolio européen des langues à l'échelle de l'établissement scolaire
Medium-term project/Projet à moyen terme (2008-011)
Coordination: David Little, Irland/Irlande
http://elp-wsu.ecml.at

ELP-TT2
Training teachers to use the European Language Portfolio - Follow-up project
Former les enseignants à l'utilisation du Portfolio européen des langues - projet de suivi
Short-term project/Projet à court terme (2008-2009)
Coordination: Margarete Nezbeda, Austria/Autriche
http://elp-tt2.ecml.at

ELP-TT3
Training teachers to use the European Language Portfolio - Follow-up project
Former les enseignants à l'utilisation du Portfolio européen des langues - projet de suivi
Short-term project/Projet à court terme (2010-2011)
Coordination: Margarete Nezbeda, Austria/Autriche
http://elp-tt2.ecml.at

E-VOLLution
Exploring cutting edge applications of networked technologies in vocationally oriented language learning
Examen de logiciels pionniers pour les technologies en réseau dans l'enseignement des langues à orientation professionnelle
Short-term project/Projet à court terme (2009-2009)
Coordination: Anthony Fitzpatrick, Spain/Espagne
http://evollution.ecml.at

Plurimobil
Mobility programmes for plurilingual and intercultural education – tools for language teachers
Favoriser le succès des programmes de mobilité - Outils pour les enseignants en langues
Short-term project/Projet à court terme (2010-2011)
Coordination: Miriam Egli Cuenat, Switzerland/Suisse
http://plurimobil.ecml.at

C. Content and language education/Les contenus et l'éducation aux langues

EPLC
Content-based teaching for young learners
Enseignement précoce des langues modernes par des contenus
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Renate Krüger, Germany/Allemagne
http://eplc.ecml.at

CLIL-CD
Curriculum development for Content and Language Integrated Learning
Conception de curriculums pour l'enseignement d'une matière par l'intégration d'une langue étrangère
Medium-term project/Projet à moyen terme (2008-2010)
Coordination: María Jesus Frigols, Spain/Espagne
http://clil-cd.ecml.at

CLIL-LOTE-START
Content and Language Integrated Learning through languages other than English – Getting started
Enseignement d'une matière par l'intégration d'une langue autre que l'anglais - premiers pas
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Kim Haataja, Finland/Finlande
http://clil-lote-start.ecml.at

CLIL-LOTE-GO
Good practice in Content and Language Integrated Learning for languages other than English
Bonnes pratiques d'enseignement d'une matière par l'intégration d'une langue étrangère autre que l'anglais
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Gérald Schlemminger, France
http://clil-lote-go.ecml.at

ConBaT+
Content based teaching + plurilingual/cultural awareness
Enseignement d'une matière par l'intégration d'une langue étrangère + conscience plurilingue et pluriculturelle
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Mercè Bernaus Queralt, Spain/Espagne
http://conbat.ecml.at

D. Plurilingual education/L'éducation plurilingue

CARAP
A framework of reference for pluralistic approaches
Un cadre de référence pour les approches plurielles
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Michel Candelier, France
http://carap.ecml.at

EBP-ICI
Minority languages, collateral languages and bi-/plurilingual education
Langues minoritaires, langues collatérales et éducation bi-/plurilingue
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Claude Cortier, France ; Marisa Cavalli, Italie
http://ebp-ici.ecml.at

MARILLE
Majority language instruction as basis for plurilingual education
L'enseignement de la langue majoritaire comme base pour l'enseignement plurilingue
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Klaus-Börge Boeckmann, Austria/Autriche, Germany/Allemagne
http://marille.ecml.at

LACS
Language associations and collaborative support
Associations linguistiques et soutien coopératif
Medium-term project/Projet à moyen terme (2008-2011)
Coordination: Terry Lamb, United Kingdom/Royaume-Uni
http://lacs.ecml.at

Appendix 6 – Consultants' annual report 2010 with statistical data from the programme evaluation

Reports on projects within the thematic area *Evaluation*
Consultant: Sauli Takala

1. Contribution of the projects within the thematic area *Evaluation* of the ECML programme – annual evaluation 2010

General comments concerning the coherence of the year's activities in the strand	The projects within the Evaluation strand cover a broad range of topics related to testing, assessment, evaluation and examinations. They span target groups from young learners to university students, and address evaluation/assessment work performed by class teachers, teacher education students, examination bodies and programme developers. The topics also have a broad range: from general evaluation culture to the assessment of early reading and writing. A unifying feature is that all projects are strongly related to the use of the Common European Framework of Reference for Languages (CEFR).
Contribution of the projects so far with regard to the ECML programme objective 1: *Enhancing the professional **competence** of language teachers*	The projects have been working on a variety of tools which enable language teachers at different levels of education to have a better knowledge of the key document, the CEFR, and they have produced/are producing some concrete, useful tools for implementing CEFR-related principles in their classroom activities. CEFESTIM has developed a tool for teachers for analyzing listening and reading texts and related tasks. ECEP has developed an approach for a deeper insight into how the CEFR could promote a broader view of assessment culture. AYLLIT has addressed the rather neglected area of assessment of writing and reading in the early stages of language learning. ClassRelEx has worked to develop a user-friendly approach to relating assessment to the CEFR levels. EPOSTL2 has provided a valuable tool for use in teacher education. GULT has developed a useful approach to task-based assessment in higher education.
Contribution of the projects so far with regard to the ECML programme objective 2: *Strengthening professional **networks** and the wider community of language educators*	For obvious reasons, the projects vary when assessed on this criterion. Some are well established and have managed to make a clear impact. Others have been busy in delivering the planned products and will be in a better position to strengthen their links with the relevant networks and communities when they can focus more on disseminating information about their work.
Contribution of the projects so far with regard to the ECML programme objective 3: *Enabling language professionals to have greater **impact** on reform processes*	Evaluation is an inherent part of all educational activities including activities that aim at educational reforms. Sensible reforms need valid and reliable information for decision-making. By developing new approaches the projects make a contribution to being able to have such better information of the current status of language education.

| Contribution of the projects so far with regard to the ECML programme objective 4: *Contributing to better **quality** of language education in Europe* | The main potential for the Evaluation strand projects to contribute to better quality of language education in Europe is by having brought together a group of dedicated professionals to work on a shared development idea. As the feedback received from the participants in general is very positive, it is likely that there is multiplying impact, which can be expected to vary considerably from fairly immediate and active application/ implementation to slower and more partial utilization. |

2.   Individual evaluation of the projects within the thematic area *Evaluation*

Project title and acronym	**Piloting and Implementing the European Portfolio for Student Teachers of Languages** (EPOSTL2) Medium-term project 2008-2011
Summary of the year's activities	As planned, the information pack was completed. Two productive network meetings were arranged: to discuss publicity/dissemination and to assess project outcomes and prepare the publications. Dissemination has been active including both the coordinators and the project participants. Information about the on-going impact of the project is not comprehensive as the participants have not yet been very active in reporting on what has happened in their countries.
Main achievements of the year	The main achievement continues to be the active work in various forms of disseminating the project, ensuring that it is having a definite impact in language education in Europe (and increasingly beyond it). Another major achievement is the progress made towards the production of the collection of reports in a concluding publication.
Project promotion and communication (on the website and elsewhere)	As mentioned above, dissemination seems to have has been active. As the project is aware, more effort for dissemination via the website would be desirable.
Opportunities for synergy with other projects in the strand	At this stage in the development of the project, there is not much concrete opportunity for synergistic exchanges except possible cross-referencing in publications.
Evaluative comments	The project submitted the following self-evaluation: "The work has been very successful and has gone according to plan. The obvious achievements are the international interest in the EPOSTL and the number of translations. 15 participants from the original workshop have remained active and will contribute to the publication." The self-evaluation is an apt description of the degree of success in attaining the goals in the plan for 2010. The evidence shows that the project continues to enjoy strong appreciation among the stakeholders. This suggests that the publication will have a wide readership.
Complementary statistical data on project workshop or network meeting 2010	The EPOSTL2 network meeting in February was attended by 4 participants in addition to the project team. 100 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* • 100 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; • 100 % of the participants strongly agreed or agreed that the

	event has motivated them to become more active in **networking** with the professional community;
	• 75 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**);
	• 100 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.
	The EPOSTL2 network in September was attended by 9 participants. 100 % filled in the post-event survey.
	Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:*
	• 100 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**;
	• 100 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community;
	• 75 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**);
	• 100 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Project title and acronym	**Encouraging the culture of evaluation among professionals** (ECEP) Medium-term project 2008-2011
Summary of the year's activities	The ECEP project concentrated on producing a final version of the Guide in English and French. Another major task was to select from a large number of draft worksheets the ones to revise and to produce a number of new ones, which were judged to be required. This involved a huge amount of work from the team and especially from the coordinator and Tizana Cignatta.
	An intensive and very productive network meeting was arranged in Graz Oct 12-13. There were nine participants and an invited expert from ClassRelEx together with the programme consultant. The preparatory meeting and the meeting itself gave an opportunity to take stock of work done, discuss outstanding work and discuss and revise draft products.
Main achievements of the year	The final revision of the Guide and the concrete progress made in revising and constructing related Kit-files.
Project promotion and communication (on the website and elsewhere)	In contrast to the previous year, dissemination was not very active. This is understandable as efforts needed to be concentrated on the revision work. Once the project is completed it deserves active dissemination, and this should also include adequate coverage also in English.
Opportunities for synergy with other projects in the strand	Synergy possibilities have been explored in concrete terms with ClassRelEx. More extensive opportunities for synergy will become available as the publication drafts will become available, making cross-referencing possible.

Evaluative comments	In its self-assessment, ECEP reports that it faced some problems in the cooperation within the team, which caused the work to proceed slower than desired, but this did not affect the attainment of the planned targets. The input by the coordinator and the second working language documentalist is reported to have been exceptionally extensive. The project has kept the consultant very well informed of its progress, invited feedback and taken on board the feedback. On the basis of this information I agree with the self-assessment, both concerning the overall progress of the project and the division of the workload. The annual report addresses very systematically activities and outcomes in relation to the annual plan. The report shows that the project has basically delivered what it promised to deliver.
Complementary statistical data on project workshop or network meeting 2010	The ECEP network meeting was attended by 9 participants. 100 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* • 100 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; • 100 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community; • 78 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**); • 100 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Project title and acronym	**Assessment of young learner literacy linked to the Common European Framework of Reference for Languages** (AYLLit) Medium-term project 2008-2011
Summary of the year's activities	Events: Workshop in Graz on 9-10 September: Activities: AYLLIT´s activity was influenced by the need to cancel a network meeting scheduled for April 22-23 on account of the flight disruption due to volcanic ash. However, the project managed to largely overcome the problem by organising on-line activity, with the help of the ECML staff. The central workshop on Sept 9-10 was very productive and received very positive feedback. The participants have also been quite active in online rating of texts. All of this is evidence of the perceived usefulness and relevance of the project. As planned, the project has produced descriptors for the assessment of writing, together with sample scripts, as well as guidelines for assessing reading. These have been put on the website. The project has made a commendable effort in validating its products. The website has been substantially updated and provides a good array of resource materials. Dissemination efforts feature three important presentations.

Main achievements of the year	The production of material and guidelines which teachers can use to establish the level of the reading and writing of young learners between 9 and 13 years, with the ambition to ultimately link them to the CEFR. The project has explored features that characterise foreign language literacy in young learners, as they pass approximately through the A1 to B1 stages in terms of the CEFR. This is a valuable contribution as the mainstream of CEFR-related development work relatively seldom focuses on young learners, in spite of the fact that the basis of foreign language learning is established in the early years of study.
Project promotion and communication (on the website and elsewhere)	The website has been much more effectively used than previously. In fact, the project has put it to an effective use, for instance in collecting material, which might be worth consulting by other projects (especially during the new programme).
Opportunities for synergy with other projects in the strand	There are synergy possibilities with several other projects in the strand. At this stage, this could be demonstrated in the way the final reports take note of the relevant related projects.
Evaluative comments	The coordinator´s self-assessment indicates satisfaction with the progress made and especially the success in conducting on line assessment activities. It also recognises the challenge faced with writing descriptors for reading for young language learners, which are well linked to the CEFR. This assessment appears to be quite apt. The project has progressed largely according to plan and the quality of the work is good. The team put Skype to a very good use and this helped to improve planning and contributed to the quality of work done. Cooperation within the project has also worked very well. The project kept the consultant very well informed and invited feedback and suggestions. This has made the consultation task both easier, more interesting and even given an opportunity to learn new things.
Complementary statistical data on project workshop or network meeting 2010	The workshop (WS 5/2010) was attended by 32 participants. 75 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* 96 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; 91 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community; 82 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**); 91 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Project title and acronym	**Guidelines for University Language Testing** (GULT) Medium-term project 2008-2011
Summary of the year's activities	Events: - 23-24 April – Expert meeting in Graz - 21 May – GULT Workshop in Bratislava - 30-31 October – ZESS-Workshop – Testing Oral Skills at CEFR level B2/C1 in cooperation with UNIcert and CercleS Activities: - Development of an evaluation concept - Evaluation grids for oral exams (A1, A2, B1, B2.1, B2.2, C1.1, C1.2) - Development of a structure-based language test - Model exams are completed and being tested - Very informative PowerPoint presentation on issues concerning testing
Main achievements of the year	The development of the guidelines for LSP testing (evaluation concept, grids for oral exams), the finalizing of the structure of the GULT-exam and the development of model exams are the major achievements of the work of this year.
Project promotion and communication (on the website and elsewhere)	The achievements have been communicated very actively through conferences, meetings, workshops and informal exchange (e.g. UNIcert workshop, CercleS). The dissemination via the website could and should be improved as the information on work and achievements was added very late during the year.
Opportunities for synergy with other projects in the strand	The project deals with a specific target audience which differs from most of the other projects. Synergy is most likely to be achieved with RelEx/ClassRelEx, which is also concerned with examinations/assessment and their linkage to the CEFR.
Evaluative comments	The project team has been very active during year 3. Concerning content good progress has been made and the project has generated a lot of interest. The co-operation with UNIcert has turned out to be very positive. Extra meetings beyond the scope of the ECML financing and intensive work has led to products that look very promising (e.g. model exam and structure of exams) and are the basis for future work.
Complementary statistical data on project workshop or network meeting 2010	No workshop or network meeting in 2010.

Project title and acronym	**Classroom Assessment related to the Common European Framework of Reference** (ClassRelEx) Short-term project 2010-2011
Summary of the year's activities	Events: - 25-26 March: Expert meeting - 24-26 November: Workshop Activities: The project members meeting on 25-26 March discussed and reviewed the work to be done to prepare the November workshop. The first draft of a Guide to the Manual for linking tests and examinations to the CEFR was also reviewed. It is designed to highlight the important issues discussed in the Manual and provides guidance to teachers on CEFR-related classroom assessment. A 3-day workshop was held on 24-26 November focusing on training in classroom assessment related to the CEFR, which was attended by

	over 30 participants. The aim of the workshop was to provide teacher trainers with training and training materials in relating language tests and examinations to the CEFR. "Highlights", containing the most important parts of the Manual, were presented with technical psychometric information reduced to a minimum. The Workshop was well received and the feedback was accordingly very positive. This is an encouraging outcome as alignment/linkage with the CEFR provides a major challenge both for trainers and the implementers.
Main achievements of the year	The production of training material which is adapted to a non-specialist audience while still drawing closely on the Council of Europe sources. As indicated above, the reception of the training was positive at the November workshop.
Project promotion and communication (on the website and elsewhere)	The project does not appear to have concentrated greatly on dissemination. However, the November workshop PowerPoint presentations have been made available on the project website.
Opportunities for synergy with other projects in the strand	As the target audience for continued work is teacher educators/teachers, there are distinct possibilities for synergy with ECEP, CEF-ESTIM, AYLLIT. At this point, synergy might mean especially appropriate cross-referencing in the final publications.
Evaluative comments	The project has developed in a positive way in 2010, making good progress. Even if the consultant has been better informed than in the past, it would have been easier to provide consultancy if the interaction had been more regular.
Complementary statistical data on project workshop or network meeting 2010	The workshop (WS 6/2010) was attended by 35 participants. 97 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives Competences – networks – impact – quality: • 97 % of the participants strongly agreed or agreed that the event has contributed to developing their professional competence; • 94 % of the participants strongly agreed or agreed that the event has motivated them to become more active in networking with the professional community; • 94 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (impact); • 97 % of the participants strongly agreed or agreed that the event highlighted quality aspects of language education that they will promote in their professional environment.

Report on projects within the thematic area *Continuity in language learning*	
Consultant: Isabel Landsiedler	

1.   Contribution of the projects within the thematic area *Continuity in language learning* of the ECML programme – annual evaluation 2010

General comments concerning the coherence of the year's activities in the strand	As the strand 'Continuity in Language Learning' includes five projects with different emphasis in content and goals, it is not so easy to summarize their overall achievement. All five projects make an important contribution to continuity in language learning. The ELP, on the one hand, is an important instrument to ensure continuity and can be used for promoting intercultural learning as well as mobility. ICT, on the other hand, will be of higher importance in the future and offers possibilities for distance learning and further training of language teachers. Some synergies between the projects can be seen and it would be important to exchange information between the projects. Some of the project results could be of interest and useful to the other projects. One common point for successful project work is the importance of establishing professional networks and involving workshop participants with their expertise as much as possible, as they can contribute materials, ideas and expertise. All five projects in this strand are highly important for continuous language learning and several implications and results of the projects will be of great interest to language professionals, as can already be seen.
Contribution of the projects so far with regard to the ECML programme objective 1: *Enhancing the professional **competence** of language teachers*	Several materials on using the ELP and on using ICT and online tools have been put online. There are materials that provide background information and materials that are practical examples of use, both of which are equally important for language professionals interested in these areas.
Contribution of the projects so far with regard to the ECML programme objective 2: *Strengthening professional **networks** and the wider community of language educators*	All five projects work with online workspaces (ECML-website or Moodle platforms), which makes the establishment of professional networks easier, as language professionals can be invited to look at the materials. Furthermore, dissemination is carried out via conferences, workshops, which really support the establishment of professional networks.
Contribution of the projects so far with regard to the ECML programme objective 3: *Enabling language professionals to have greater **impact** on reform processes*	Providing know-how, background information, practical examples of usage (as well as examples of good practice) to language professionals helps to provide them with sufficient knowledge to start reform processes themselves or inform the responsible decision-makers about possible new developments in language education. The design of the website is of great importance: the easier to find relevant information on the website the better for further development.

Contribution of the projects so far with regard to the ECML programme objective 4: *Contributing to better **quality** of language education in Europe*	As training language professionals is a major emphasis of the projects in the strand 'Continuity in Language Learning', quality will definitely be improved, as several ECML workshops, but also additional workshops in cooperation with various organizations have been organized in this strand. The better the language educators are trained and qualified to meet the new challenges, the better language education will be. We see from the feedback so far that workshops are a very efficient means to train language teachers and to establish active networks (all five projects have managed to set up active communities of language teachers). It is important to keep up motivation to contribute to the projects for a longer period of time, which is rather challenging, but has been achieved very well by the project teams.

2.   Individual evaluation of the projects within the thematic area *Continuity*

Project title and acronym	**Developing Online Teaching Skills** (DOTS) Medium-term project 2008-2011
Summary of the year's activities	Events: - 17-18 June – Expert meeting in Graz Activities: - Short descriptions and guidelines of different tools have been developed (very clear, well structured and useful) - Guidelines were evaluated - Online materials are being developed (e.g. short quizzes, information material for autonomous learning of language teachers to use these technologies) - The LOs will be available in a number of languages - Good and useful tasks have been developed - System of internal reviewing and evaluation has been set up - A Special Issue of the TEwT Journal was published in June 2010 with contributions from the team and workshop participants - A unit on the topic of YouTube is already online (very good introduction, very useful).
Main achievements of the year	The short user guides for ten tools are very useful and have already attracted a lot of interest. Furthermore, a number of suggestions for activities have been collected and some training activities have been developed and were tested. Guidelines and templates for the writing of bite-size activities were designed and will be further developed. One LO has been made publicly available (on the topic of YouTube). The LO on YouTube is a very good introduction on how to use this tool and is very user-friendly and practical.
Project promotion and communication (on the website and elsewhere)	Dissemination has been very effective. The results so far have been presented at several national and international events (e.g. The Croatian Applied Linguistics Conference, Croatia, May 2010, CALICO International Conference, USA, June 2010). A Special Issue of the TEwT Journal was published in June 2010 with contributions from the team and workshop participants The Canadian participant is very active in disseminating the project as well as the work of the ECML in Canada.
Opportunities for synergy with other projects in the strand	There is some synergy with the E-VOLLution project as a survey on ICT needs was carried out in the E-VOLLution project and some of the results might be useful for the DOTS project as well. A link to the glossary has been established to show the synergies between the two projects.

Evaluative comments	An active community has been established through the workshops (Graz in 2008 and the Barcelona workshop in 2009) and a lot of enthusiasm and motivation in participants has been generated. The Moodle workspace is being used actively and the use of the website is very good (very good and useful short introductions of different tools have been included).
Complementary statistical data on project workshop or network meeting 2010	No workshop or network meeting in 2010.

Project title and acronym	ELP in whole-school use (ELP-WSU) Medium-term project 2008-2011
Summary of the year's activities	Events: - April – Network meeting - 5 October – Expert meeting with Grete Nezbeda (ELP-TT3), Council of Europe – contents and aims of the implementation website were discussed - 6-7 December – Expert meeting Activities: - The Guide has been drafted and circulated for evaluation and comments - Opening of the forum for participants - Uploading of ten final case studies (very successful outcome) - Definition of the participant profile for the dissemination workshop in 2011.
Main achievements of the year	The following achievements are to be mentioned: 1. Exchange of information on existing whole-school ELP projects 2. Defining the structure and content of case studies and motivating participants to reflect on their experience and write case studies (10 final case study reports) 3. Finalizing of the structure of the guide to planning, implementing and evaluating whole-school ELP projects 4. The planning of new ELP-projects (creating a template for reporting on new whole-school ELP-projects) 5. Motivating people to use the forum for participants to exchange their experience, know-how and ideas (it has proven very difficult to make people use a forum!) Several materials are online that are useful for teachers and decision makers, who would like to plan a whole-school ELP project.
Project promotion and communication (on the website and elsewhere)	The dissemination mainly takes place via the website (which seems to be quite effective), the workshop participants and the forum (which seems to be rather ineffective) and the team members present the project at various events.
Opportunities for synergy with other projects in the strand	There is some synergy with ELP-TT2 and the new ELP-TT3 project. The two project coordinators are sharing their ideas, and this will be a major benefit for both projects and will be very important for the implementation of the new ELP-Website.
Evaluative comments	The project team worked very efficiently and a lot of draft material has been collected. A very useful guide has been developed. The case studies will be of great interest to people interested in the implementation of the ELP.

Complementary statistical data on project workshop or network meeting 2010	The ELP-WSU network meeting was attended by 12 participants. 92 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* • 100 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; • 100 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community; • 100 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**); • 91 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Project title and acronym	**Training teachers to use the European Language Portfolio** (ELP-TT3) Short term project 2010-2011
Summary of the year's activities	Events: - 25-26 February – Expert meeting - 23-24 September – Network meeting - 5 October – Expert meeting with David Little (ELP-WSU), Council of Europe – contents and aims of the implementation website were discussed Activities: - Further dissemination of the training kit - Adaptation of further materials - Promotion of implementation - List of existing materials - Samples of good practice are being collected - Materials in different languages are being collected - A template describing materials has been developed
Main achievements of the year	The main achievements are: the further dissemination of the training kit and the further development of the project platform. Materials are and will be looked through to decide about useful materials for the new website.
Project promotion and communication (on the website and elsewhere)	The project website has been used extremely well and efficiently for dissemination. Several presentations were held at various events. Links from other institutions / websites have been established.
Opportunities for synergy with other projects in the strand	Synergies with the ELP-WSU project are possible – to exchange experience and ideas, problems and challenges when using the ELP in one class or in whole-school-projects. This information might be very useful for teachers who want to use the ELP as the success of the ELP is bigger when it is widely used on a whole school basis and not just used individually. The two project coordinators are sharing their ideas, and this will be a major benefit for both projects.

Evaluative comments	The project team has done an extremely good job. The network meeting was highly efficient and a lot of ideas and material were collected. The new website is a challenge and can be very useful if it is easy to find the relevant material.
Complementary statistical data on project workshop or network meeting 2010	The ELP-TT3 network meeting was attended by 16 participants. 81 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* 75 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; 100 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community; 85 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**); 75 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Project title and acronym	**Mobility programmes for plurilingual and intercultural education –tools for language teachers** (PluriMobil) Medium-term project 2008-2011
Summary of the year's activities	In 2010 an outline of the project was elaborated and three basic learning objectives were identified as linguistic objectives, intercultural objectives and learning to learn objectives. During the expert meeting in September materials were planned both for teachers and students in the form of scenarios which will be developed for the project publication.
Main achievements of the year	Valuable achievement of this year was the identification of tools to base the project on: the *Autobiography of Intercultural Encounters*, *European Language Portfolio*, *Mirrors and Windows. Developing and assessing intercultural communicative competence* (ICCInte), *Intercultural competence for professional mobility* (ICOPROMO), *Mirrors and Windows. An intercultural communication textbook*, *A Framework of Reference for Pluralistic Approaches* (CARAP) as well as INCA-Profile.
Project promotion and communication (on the website and elsewhere)	These achievements have been communicated successfully on the website.
Opportunities for synergy with other projects in the strand	Synergies can be found with ConBaT+ and CLIL-LOTE-START, CLIL-LOTE-GO, EPLC and CLIL-CD.
Evaluative comments	The project is developing very well, high quality materials are being prepared for publication to assist both teachers and learners engaged in mobility programmes.
Complementary statistical data on project workshop or network meeting 2010	No workshop or network meeting in 2010.

Report on projects within the thematic area *Content and language education*
Consultant: Hanna Komorowska

1. Contribution of the projects within the thematic area *Content and language education* of the ECML programme – annual evaluation 2010

General comments concerning the coherence of the year's activities in the strand	In 2010 activities in the strand continue to coherently aim at the development and promotion of content and language integrated learning and teaching (CLIL/EMILE). Projects are complementary in their approaches as two of them are related to pre- and in-service teacher education – one through the curriculum framework (CLIL-CD and one through teacher education materials (CLIL-LOTE-GO),while four (ConBaT+, EPLC and CLIL-LOTE-START and PluriMobil) are geared towards assisting teachers in implementing CLIL approaches through providing them with practical modules, training kits and materials to be used for various languages and various educational levels and contexts as well as through the development of plurilingual and pluricultural awareness. Through conferences, publications and project websites there is also coherence in the field of dissemination activities related to particular projects and to the whole programme of the ECML.
Contribution of the projects so far with regard to the ECML programme objective 1: *Enhancing the professional **competence** of language teachers*	Projects in the strand enhance the professional competence of teachers in a variety of ways - CLIL-CD by means of the new curriculum framework for teacher education, CLIL-LOTE-GO through provision of materials for teacher education, ConBaT+ and EPLC through providing practical help in the form of modules and activities to be used in the classroom and CLIL-LOTE-START by providing them with both theoretical and practical information on how to deal with challenges of bilingual education. PLURIMOBIL assists teachers in organising pedagogical exchanges which would help to develop plurilingual and pluricultural awareness of their learners.
Contribution of the projects so far with regard to the ECML programme objective 2: *Strengthening professional **networks** and the wider community of language educators*	Projects contributed to this objective through engaging large groups of educators in a variety of activities depending on the type of the project, i.e. either in designing, or in piloting, or in giving feedback on materials and disseminating products through regional and national professional networks. CLIL-CD and CLIL-LOTE-GO achieve this at the level of higher education, but also among active teachers across Europe, while ConBaT+, EPLC and CLIL-LOTE-START at the level of primary and secondary education. Forms of activities leading to this objective vary from workshops, through presentations at conferences and websites, to research seminars and didactic courses at universities and/or teacher training centres. PLURIMOBIL helps to develop contacts between teachers cooperating in the organization of pedagogical exchanges.
Contribution of the projects so far with regard to the ECML programme objective 3: *Enabling language professionals to have greater **impact** on reform processes*	The enabling of language professionals to achieve greater impact on reform processes takes place in CLIL-LOTE-GO and CLIL-CD through targeting teacher education which is crucial to all the educational innovation. ConBaT+, EPLC, CLIL-LOTE-START and PLURIMOBIL contribute to this objective through the preparation and wide dissemination of CLIL materials combining CLIL ideas with the development of plurilingual and pluricultural competences for various languages and various levels of education. All the projects enable professionals through wide dissemination of CLIL-related ideas and former ECML projects in this field at national and international conferences.
Contribution of the projects so	To achieve better quality of language education in Europe

far with regard to the ECML programme objective 4: *Contributing to better quality of language education in Europe*	compartmentalisation of curricular content in the school systems has to be abandoned in favour of integrating language and content and the promotion of plurilingual and intercultural approaches. These ideas are being promoted through materials produced within the scope of CLIL-LOTE-START, CLIL-LOTE-GO, ConBaT+ and EPLC and through guides for teachers and learners in PLURIMOBIL as well as by the curriculum framework prepared within CLIL-CD for teacher education.

2.	Individual evaluation of the projects within the thematic area *Content and language education*

Project title and acronym	**Content-based modern language teaching for young learners** (EPLC) Medium-term project 2008-2011
Summary of the year's activities	In 2010 module 2 was translated into German and verified, module 3 was also translated and is in the process of verification, module 5 – "The Animals" was prepared in Russian and is being translated into Spanish, while the module on Birds was prepared in French and is being translated into German 3. All those tasks will have been completed by the end of 2010. The chapter entitled "Didactique" has also been prepared for the publication. The expert meeting was held in November 2010 coordinating all the tasks to be accomplished by the team and by participants. The article : *Innovative Entwicklungen beim Lernen und Lehren von Fremdsprachen*; Narr V Has been published, another article on the subject is in press, Chantal Muller presented the project for the two language communities in Brussels. Dominique Groux presented the project in October at McGill University in Montreal, Canada.
Main achievements of the year	The main achievements of this year were: a) designing new non-linguistic, interdisciplinary and intercultural cross-curricular modules b) the dissemination of the modules c) their translation into other languages, d) disseminating approaches and ideas at conferences and workshops, e) piloting the modules in schools.
Project promotion and communication (on the website and elsewhere)	These achievements have been communicated very efficiently through direct contacts in pre-service teacher education, conferences, articles, research seminars and didactic courses. Materials are also available on the project website together with the glossary of terms of the project.
Opportunities for synergy with other projects in the strand	Synergies can be found with EPLC and CLIL-CD, CLIL-LOTE-START, CLIL-LOTE-GO as well as with ConBaT+.
Evaluative comments	The project has been developing very well and according to the annual plan. It is a valuable source of materials for the intercultural and interdisciplinary teaching of languages at the primary and the secondary level. The expected publication looks very attractive and will be an asset both as a brochure and as a website.
Complementary statistical data on project workshop or network meeting 2010	No workshop or network meeting in 2010.

Project title and acronym	**Curriculum Development for Content and Language Integrated Learning** (CLIL-CD) Medium-term project 2008-2010
Summary of the year's activities	A workshop took place in November 2010 with external experts where the curriculum framework presenting knowledge and skills of the CLIL teacher was presented and discussed. Dissemination activities have been undertaken at international and regional conferences and cooperation with regional and national networks and CLIL-type projects is ongoing. A national event in Madrid targeting 19 Spanish autonomous regions, organised by the Spanish Ministry and by the ECML, was a great success. The project coordinator also presented the framework at the SEDLL World Conference in Jaén (ES).
Main achievements of the year	In 2010 the curriculum framework for CLIL teacher education was fully developed and launched. It is now available in the printed version in English and German and in the electronic version in English, French and German. Interest in translating the Framework into Spanish and Estonian has also been expressed.
Project promotion and communication (on the website and elsewhere)	New multipliers points have been established and links with higher education institutions strengthened. Successful dissemination activity of the framework as well as of CLIL related ideas at various conferences and seminars is also a considerable achievement of the project as demonstrated by the interest in CLIL dissemination on the part of 16 networking event participants and more than 70 participants of the regional event in Spain. More than 350 copies were distributed at the regional event and at the SEDLL World Conference. Very effective dissemination is also taking place on the website with the extended glossary, videoclips and new links.
Opportunities for synergy with other projects in the strand	Synergies can be found with CLIL-LOTE-START, CLIL-LOTE-GO, ConBat+ and EPLC.
Evaluative comments	The project team has completed and presented the curriculum framework and - as in the previous years - has done a great deal in the field of networking and dissemination of CLIL ideas at conferences. The team has accommodated feedback offered by workshop participants and is constantly working on further dissemination of their useful framework.
Complementary statistical data on project workshop or network meeting 2010	The CLIL-CD network meeting was attended by 16 participants. 94 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* • 93 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; • 93 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community; • 93 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**); • 87 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Project title and acronym	**Content and Language Integrated Learning through Languages**

	other than English (CLIL-LOTE-START) Medium-term project 2008-2011
Summary of the year's activities	Central workshop in July jointly with CLIL-LOTE-GO • Development of the publication concept – a portal for development of CLIL for languages other than English, plus a brochure (almost ready) to lead people to the portal • Collection of video clips to illustrate CLIL methodology, plus PowerPoint presentations of the different approaches Links with European Commission LLL projects
Main achievements of the year	The collection of video clips and making them available on the portal is an excellent way of making sure the project will be a very practical guide for those wanting to launch CLIL, especially for German. The project will also have additional impact through being part of a joint Scandinavian degree for CLIL teachers.
Project promotion and communication (on the website and elsewhere)	The website has numerous, well-presented links to other CLIL projects and for the teaching of German in general. The project team has been very active in linking to other projects within the ECML and beyond and in presenting the project in conferences, in Hungary and elsewhere.
Opportunities for synergy with other projects in the strand	These are being exploited fully, with close contact with the CLIL-LOTE-GO project.
Evaluative comments	The project has developed very well, a great deal of the work seems to have been done by the coordinator; the team has contributed well to the development of the publications. There has been some follow-up with participants at the workshop to provide materials though this has not been as extensive as hoped for.
Complementary statistical data on project workshop or network meeting 2010	The workshop (WS 2/2010 – joint workshop of projects CLIL-LOTE-START and CLIL-LOTE-GO) was attended by 31 participants. 94 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives Competences – networks – impact – quality: • 79 % of the participants strongly agreed or agreed that the event has contributed to developing their professional competence; • 90 % of the participants strongly agreed or agreed that the event has motivated them to become more active in networking with the professional community; • 90 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (impact); • 82 % of the participants strongly agreed or agreed that the event highlighted quality aspects of language education that they will promote in their professional environment.

Project title and acronym	**Good Practice in Content and Language Integrated Learning through Languages other than English** (CLIL-LOTE-GO) Medium-term project 2008-2011
Summary of the year's activities	Central workshop, in cooperation with CLIL-LOTE START took place on 9-11 June, brought together participants from 14 countries, analyzed diverse contexts of CLIL across Europe and focused on teacher education to prepare professionals who would be able to work in the field of CLIL. The team held three working meetings (not in Graz) to work on the publication.

Main achievements of the year	The main achievement was the preparation of the text of the publication and the critical analysis of particular chapters by workshop participants with feedback. This will help introduce improvements to the final version of the book. The publication will also undergo peer review by external experts.
Project promotion and communication (on the website and elsewhere)	The workshop programme has been presented on the site, there is also a list of some links, a supplementary text on terminology as well as glossary of basic terms with references.
Opportunities for synergy with other projects in the strand	There is close collaboration with CLIL-LOTE START project; synergies can be found with the other CLIL elements of the ECML programme.
Evaluative comments	The project seems to be going well, although the website is still rather sparse and does not represent the value of the work done.
Complementary statistical data on project workshop or network meeting 2010	The workshop (WS 2/2010 – joint workshop of the CLIL-LOTE-START and CLIL-LOTE-GO projects) was attended by 31 participants. 94 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives Competences – networks – impact – quality: 79 % of the participants strongly agreed or agreed that the event has contributed to developing their professional competence; 90 % of the participants strongly agreed or agreed that the event has motivated them to become more active in networking with the professional community; 90 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (impact); 82 % of the participants strongly agreed or agreed that the event highlighted quality aspects of language education that they will promote in their professional environment.

Project title and acronym	**Content-based teaching + plurilingual/cultural awareness** (ConBaT +) Medium-term project 2008-2011
Summary of the year's activities	In 2010 nine new modules were developed, forming a pool of 27 modules. Materials in English, French and Spanish were designed, selected, improved and piloted in a variety of contexts. An extensive bibliography and a bilingual glossary have also been prepared with a large number of links on the project website. Collaboration with Canadian experts is continued and materials are also being disseminated there.
Main achievements of the year	Valuable achievements of this year were: a) the preparation of 9 new modules based on the content and language integrated teaching approach with the aim to develop plurilingual and pluricultural awareness (now a total of 27 modules have been prepared), b) further piloting of these materials by all the workshop participants; c) successful dissemination through conferences and the project website special attention should be given to the symposium and a workshop at the University of Ottawa with the representatives of McGill University. The event was organised by OLBI (Official Languages and Bilingualism Institute) and CASLT (Canadian Association of Second Language Teachers) and the ECML on 30 September 2010. A special value of the materials lies in the fact that through content they encourage comparisons between languages and cultures and

	make use of languages brought by children into the classroom rather than just teach a subject in another language.
Project promotion and communication (on the website and elsewhere)	These achievements have been communicated extremely successfully as some extracts of the materials will be used in a distance learning degree (master français langue étrangère - Université du Mans). Materials are also being disseminated in Canada through the University of Ottawa, McGill University, Official Languages and Bilingualism Institute and Canadian association of Second Language Teachers.
Opportunities for synergy with other projects in the strand	Synergies can be found with ConBaT+, CLIL-LOTE-START, CLIL-LOTE-GO, EPLC and CLIL-CD.
Evaluative comments	The project is developing very well, all the aims have been fully achieved, high quality materials have been developed in three languages, all the materials have been discussed, evaluated and piloted. Additional materials to be developed have been outlined. The project website is very rich, very useful and very extensively used.
Complementary statistical data on project workshop or network meeting 2010	The ConBaT+ network meeting was attended by 10 participants. 80 % filled in the post-event survey.
	Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:*
	• 100 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**;
	• 100 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community;
	• 71 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**);
	• 100 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Report on projects within the thematic area *Plurilingual education*
Consultant: Frank Heyworth

1.	**Contribution of the projects within the thematic area *Plurilingual education* of the ECML programme – annual evaluation 2010**

General comments concerning the coherence of the year's activities in the strand	As reported in 2009 – "*The three projects – CARAP, MARILLE and EBP-ICI are different aspects of a coherent approach to plurilingual education. The CARAP framework provides the theoretical basis, together with examples of didactic activities, and the two other projects explore specific aspects – the teaching of the language of education as a subject in MARILLE, research into the place of minority languages in IBP-ICI. LACS is in a way a meta project, developing ways better to disseminate ECML project results through teachers' associations and encouraging cooperation among associations.*" This has continued in 2010 in the context of the work of the Language Policy Division in this area, and generally increased interest in plurilingual education
Contribution of the projects so far with regard to the ECML programme objective 1: *Enhancing the professional **competence** of language teachers*	- In MARILLE, there has been important development of the concept of "effective practice" – as distinct from "good" practice – and progress has been made in developing the understanding of the impact of plurilingual approaches in the majority language classroom, - CARAP is enhancing the understanding of the knowledge, skills and attitudes involved in plural approaches to language teaching. A draft training kit offers several possible approaches to CARAP for teachers and the bank of materials now includes some 150 activities to enable teachers to implement plural approaches in the classroom. - In 2010 EBP-ICI continued with research and training activities, and started the development of a kit to help teachers with a series of effective approaches to maintaining the presence of minority languages (especially at primary level).
Contribution of the projects so far with regard to the ECML programme objective 2: *Strengthening professional **networks** and the wider community of language educators*	- The aim of the LACS project is to improve cooperation among teachers' associations, to make them more effective and to enhance the content element of associations' work through the dissemination of ECML projects. The LACS Bulletin has appeared several times and a survey on the activities of teachers' associations is being analysed. - The three other projects are firmly based in professional networks – extended beyond the immediate project team. MARILLE has established contacts with the Language Policy Division's work on the language of education; the CARAP has already extensive links to the networks involved in plurilingual approaches, principally in French- speaking links. The EBP-ICI network is at the moment limited to France, Spain and Italy, with an outpost in Scotland. *All three projects were presented at the EDILIC conference in Lausanne last July, and this extended awareness of the project to a wider network of those involved in plurilingual education.*
Contribution of the projects so far with regard to the ECML programme objective 3: *Enabling language professionals to have greater **impact** on reform processes*	The development of plurilingual approaches is becoming more and more important and the main impact that the plurilingual strand can have on reform processes will be in the better understanding of the principles of a number of facets of plurilingual education – especially in the conceptual framework of CARAP – and through the identification and dissemination of practical, workable approaches to its implementation.

| Contribution of the projects so far with regard to the ECML programme objective 4: *Contributing to better **quality** of language education in Europe* | The main potential to improving the quality of language education will be through:
• The identification of effective practice in plurilingual education;
• The provision of an analytical description of the knowledge, skills and attitudes which will promote it – any initiative to improve quality begins with the need for coherent, comprehensive description;
• The strengthening of networks – especially in the context of LACS, which will prompt better cooperation among teachers' associations – a necessary vector for development of professionalism. |

---

2. Individual evaluation of the projects within the thematic area *Plurilingual education*

Project title and acronym	**A Framework of Reference for Pluralistic Approaches** (CARAP) Medium-term project 2008-2011
Summary of the year's activities	2 expert meetings, one network meeting. • Further development of the bank of teaching materials – now 150 activities; • Revision of the CARAP training kits to enable a number of different approaches to the CARAP framework and using it; • Considerable involvement in conferences and professional meetings in a number of countries.
Main achievements of the year	There is increasing recognition of the importance of CARAP to the development of plurilingual education, as a major achievement of the work of the ECML.
Project promotion and communication (on the website and elsewhere)	The website has a very rich set of resources – access to the CARAP framework, to the draft kit and to the bank of teaching materials. There are also PowerPoint presentations from different conferences where the project has been presented.
Opportunities for synergy with other projects in the strand	Already achieved with exchanges between CARAP and MARILLE and IBP-ICI, and participation in expert meetings.
Evaluative comments	In spite of a somewhat dormant period at the end of the year, 2010 was a year of considerable achievement for CARAP, especially in the collection of a large number of teaching activities.
Complementary statistical data on project workshop or network meeting 2010	The CARAP network meeting was attended by 10 participants. 100 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* • 90 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; • 100 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community; • 89 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**); • 90 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Project title and acronym	**Minority languages, collateral languages and bi-/plurilingual education** (EBP-ICI) Medium-term project 2008-2011
Summary of the year's activities	Expert meeting in May, Network meeting in November to prepare the workshop in February 2011. ▪ The training kit is almost completed; ▪ Further research work in the different networks associated with the project; ▪ Development of the glossary.
Main achievements of the year	The expert meeting in May helped the project to extend beyond the core team in France and Spain to have a wider approach to the development of the teaching of minority languages and the focus on the creation of a kit makes the practical application of the research possible. The presence of a representative of the Charter for regional or Minority Languages at the Expert meeting contributed to linking the project to other aspects of the Council's work.
Project promotion and communication (on the website and elsewhere)	The website has been considerably extended and there is now a very rich range of resources, with links to publications and to presentations, especially the reports on the status of minority languages in different countries. The glossary has been developed, and the bibliography is extensive. Team members have presented the project in a number of countries.
Opportunities for synergy with other projects in the strand	Already achieved through close links with CARAP, with one member of the team in both projects.
Evaluative comments	After a difficult year in 2009, with a number of changes in the team, 2010 was a year of considerable progress, with an extension of the scope of the work on minority languages, increased focus on the practical applications of the work and good progress in the preparation of the final publication.
Complementary statistical data on project workshop or network meeting 2010	The EBP-ICI network meeting was attended by 16 participants. 81 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* • 100 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; • 100 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community; • 92 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**); • 83 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Project title and acronym	**Majority language instruction as basis for plurilingual education** (MARILLE) Medium-term project 2009-2011
Summary of the year's activities	A team meeting in July; a network meeting in September. A six month fellowship shared with the LACS project. - Collection of examples of practice - Development of the website with more resources Work on the publication – now a "strategic document" rather than a "framework"
Main achievements of the year	The integration of a wider network, with additional resources; the creation of a rich and well-resourced website.
Project promotion and communication (on the website and elsewhere)	See above – the work of the fellow has allowed considerable and coherent enrichment of the website, with more resources from a wider range of learning environments.
Opportunities for synergy with other projects in the strand	This has already been established with CARAP – one of the network meetings carried out an analysis of the CARAP framework and how it could be cross-referenced in relation to Marille's collection of examples of practice. Good contact has been established with the Language Policy Division's work on Plurilingual Education.
Evaluative comments	The project has developed very well over the year and the publication promises to be an extremely useful one. It is important that the focus is also on the classroom of the majority language as a subject and addresses the issue of how to reconcile mainstream literature and language teaching with plurilingual approaches, not just with plurilingual approaches in general.
Complementary statistical data on project workshop or network meeting 2010	The MARILLE network meeting was attended by 9 participants. 100 % filled in the post-event survey. Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* 100 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; 100 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community; 100 % of the participants strongly agreed or agreed that the event encouraged them to play a more influential role in reform processes in their professional environment (**impact**); 100 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment.

Project title and acronym	**Language Associations and Collaborative Support** (LACS) Medium-term project 2008-2011
Summary of the year's activities	An expert meeting in March Attendance at the FIPLV Conference in summer Share of a fellowship with the MARILLE Project - Production of a LACS bulletin with information on ECML projects and on different teacher associations - Implementation of a survey on effective ways of running teacher associations - Preparation of the outline of a manual for associations, which will be the project publication
Main achievements of the year	The workshop in 2009 has permitted the development of a network and the outline of the manual for associations. Even though a monthly bulletin has proved impractical, the bulletin has proved a useful tool for communication, and a by-product of the project has been closer ties between the ECML and FIPLV.
Project promotion and communication (on the website and elsewhere)	See above – the website still needs further development as it will be the main medium for dissemination of the manual. Progress with the website has been made – with the work of the fellow.
Opportunities for synergy with other projects in the strand	One of the major purposes of the project is to help disseminate ECML projects and to help teachers' associations to contribute to putting them into practice.
Evaluative comments	The project has made good progress, though it has been hampered by the constraints due to the multiple commitments of the coordinator and the team, which has led to this year's objectives being met only partially. Nevertheless, there has been good focus on the core objectives and the overall aims of the project should be attained in the final year.
Complementary statistical data on project workshop or network meeting 2010	No workshop or network meeting in 2010.