*Ministers' Deputies*
# Information documents

**CM/Inf( )**     Date

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# 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 2011)

# Appendices

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Table of contents

**Appendix 1 – Budget of expenditure 2011**

| Breakdown of expenditure according to Budget Heads (status 27 February 2012) | 2011 Expenditure € |
|---|---|
| **Head 1.1- Staff** (8 permanent/3 fixed-term positions) | 780,155 |
| **Head 1.2 - Statutory meetings/official journeys** | 25,330 |
| **Head 1.3 - Interpretation/production of documents (**statutory meetings) | 17,110 |
| **Head 1.4 - Pensions and contributions to the Council of Europe general budget** | 156,905 |
| **Sub total** | **979,500** |
| | |
| **Head 1.5 - Programme activities** | |
| Central events (6) | 266,244 |
| Network meetings (2) | 46,689 |
| Studies and publications (23) | 144,076 |
| Expert meetings (22) / national events (27) / project + consultant fees (24) | 206,614 |
| Programme related costs | 29,652 |
| Traineeships (9) | 32,333 |
| Resource centre | 3,307 |
| Outsourcing services | 38083 |
| Reserve for programme activities | 2582 |
| **Sub total** | **769,580** |
| *TOTAL EXPENDITURE* | *1,749,080* |

**Appendix 2 – Statutory decisions in 2011[1]**

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

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

The following section provides a summary of decisions made by the statutory bodies in 2011.

Election of the members of the Bureau for the term 2012-2013

Following the withdrawal of the United Kingdom from the Partial Agreement Alan DOBSON announced that he would stand down as Chair of the Governing Board at the end 2011. He informed the Board members that:
- the Vice-Chair, Jorunn BERNTZEN had agreed to act as Chair on an interim basis until elections were held at the next meeting of the Board in 2012;
- Bureau member, Eva ENGDELL had agreed to stand in as Vice-Chair for the same period;

In accordance with the Rules of Procedure of the Governing Board, the following candidates were elected to the Bureau for the term:
- Veselina GANEVA as Vice-Chair;
- Christof ARNOLD, Claire EXTRAMIANA and Sandra HUTTERLI as Bureau members.

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

The *Learning through languages*: *promoting inclusive, plurilingual and intercultural education* programme (on the basis below) was adopted by vote with 25 members of Governing Board voting in favour and 1 abstention.

In a two-step adoption process: the 'Mediation' and 'Innovative development' strands were adopted by the Board meeting at its 20th meeting (27-29 September). A section of the programme was left open for further development by the secretariat. The secretariat proposed to take up negotiations with a number of project applicants with a view to developing an offer of targeted support for member states. In the second step the Board would discuss and could adopt the remaining section of the programme at its 21st meeting.

This option had the advantage of enabling a programme to be launched already in January 2012 whilst offering flexibility and the opportunity to hold a strategic discussion on the Centre at the next statutory meeting.

Strategic discussion on the ECML

The Governing Board members decided that:
- the next Board meeting should be scheduled for spring 2012 (26-27 April) rather than in the autumn as originally foreseen, and, in the light of the recent withdrawals, a strategic discussion on the ECML should be held at the meeting;
- this discussion should be prepared by an 'enlarged' Bureau, including up to 5 additional Board members who expressed their desire to be involved in this process and the General Manager of the Austrian Association, Ursula NEWBY.

Setting up of the 2012-2015 programme

- the production of the results should be balanced out over the course of the programme, so that the Centre would have results to announce periodically throughout the four years;

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[1] Unless otherwise indicated the decisions relate to the 20th meeting of the Governing Board on 27-29 September 2011.

- in order to increase visibility of the projects to stakeholders, all projects should produce some form of deliverable for decision-makers/the wider public by the end of the first two years. This would allow the Centre to evaluate the progress of the individual projects at the end of this period (for this reason, 4 year projects should be labelled as 2+2 years) and in the case of any further financial cutbacks to use this as a basis for decision-making;
- with regard to communication, the Centre should look at orientating one of the projects at decision-makers. This would, in particular, create added value for activities within the 'Targeted support' strand;
- the Centre should envisage the possibility of cooperation with the European Commission on one or more projects within the programme;
- the Centre should look at reducing the number of 4 year projects within the programme. It was felt that a shorter timeframe could be equally effective, in particular with regard to projects in the 'Mediation' strand.

Cooperation within the 2012-2015 programme

The members of the Governing Board noted the existing forms of cooperation within the 4th medium-term programme:

1. participation of experts from non-member states in ECML workshops on a self-financed basis through the nomination process;
2. experts from non-member states acting as team members within individual projects;
3. specialised expertise and consultancy upon request;
4. cooperation based on the Memorandum of Cooperation and Liaison;
5. direct contacts with authorities from non-member states.

In order to streamline these efforts and encourage new states to join the Partial Agreement the secretariat proposed the following steps:

- keeping the options 2 and 3, whilst limiting 1 to a defined number of activities within any given year;
- offering a Memorandum of Cooperation as a means of promoting the accession of a state (based upon the Canadian model) where an institution was specifically interested in cooperation;
- defining and offering a 'candidate member state' status for an agreed duration to countries where promising contacts with the relevant authorities have been established (such as Italy, Denmark and Serbia).

The Board members indicated their strong support for the proposals made (in the working paper, DGIV/EDU/GRAZ(2011)28, and added the following suggestions:
- to seek to ensure that a reference to the ECML be systematically included in future Language Education Policy Profiles conducted with non-member states which could then be followed up by the Centre;
- to modify the term 'candidate status' to 'partner status' and prepare a draft version of the status for review by the statutory bodies;
- to encourage the re-entry of states which had withdrawn from the Partial Agreement through continued cooperation, particularly where this had specifically related to financial reasons;
- whichever forms of cooperation the Centre pursued, there should be a financial benefit for the ECML or an added value which could be indicated in monetary terms.

Presentation of the ECML

The added value of the ECML for individual members states needed to be clearly presented so that Board members could best defend the financial contribution made to the Centre by their national authorities and explain the return on their investment. A pooling of ideas/good practice in this area could prove useful as well as country reports on how the ECML was directly responding to language education priorities of member states. The Centre should consider whether a working group should focus on this area

Selecting projects for the ECML's 2012 – 2015 programme

(47th Bureau meeting)

The members of the Bureau agreed that their role would not be to duplicate the work of the expert advisory group but rather to validate this process and review proposals of particular concern, whilst looking at the overall balance of the programme from a political perspective;

The members of the Bureau each agreed to review a series of proposals in preparation for the July meeting, where a list of projects for recommendation to the Governing Board would be drawn up.

(48th Bureau meeting)
The Bureau members asked the secretariat to prepare scenarios for the Governing Board meeting based upon the 25 submissions recommended and to look at ways of making the titles for the new projects accessible to a non-expert public.

In order to ensure transparency, the proposals, the expert advisory group rating, the comments of the ECML secretariat and the recommendation of the Bureau would all be made available to the Board members on the Governing Board website: http://govboard.ecml.at/4MTP/tabid/2402/language/en-GB/Default.aspx.

**Appendix 3 – List of ECML publications released in 2011**

Online access: www.ecml.at/publications

**Thematic Area: Evaluation**

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

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

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

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

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

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

.Flyer
Website

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

**Thematic Area: Content and Language Education**

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

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

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

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

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

**Thematic Area: Continuity in Language Learning**

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

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

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

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

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

**Thematic Area: Plurilingualism**

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

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

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

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

**Appendix 4 – Calendar of activities 2011**

| January 2011 |
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**Professional Network Forum on Language Education**

6 January 2011
**Venue:** ECML premises, Graz
**Organiser:** ECML
**Participants:** representatives from the International Association of Applied Linguistics (AILA), the Association of Language Testers in Europe (ALTE), the European Confederation of Language Centres in Higher Education (CercleS), the European Association for Language Testing and Assessment (EALTA), the European Association for Quality Language Services (EAQUALS), the Conseil Européen pour les Langues/ European Language Council (CEL/ELC), the Fédération internationale des professeurs de langues vivantes (FIPLV), the International Certificate Conference e.V. (ICC), the Official Languages and Bilingualism Institute of the University of Ottawa (OLBI), European Union National Institutes for Culture (EUNIC), International Association of Multilingualism (IAM), European Parents Association (EPA) and ECML

**Preparatory meeting of the network meeting**

10 January 2011
"Guidelines for university language testing" (GULT)
**Venue:** ECML, Graz, Austria
**Participants:** project team

**Network meeting**

11-12 January 2011
"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
**Participants:** active members of the network nominated by the project team

**Expert meeting**

13-14 January 2011
"Guidelines for university language testing" (GULT)
**Venue:** ECML, Graz, Austria
**Coordinator:** Johann Fischer, Germany
**Participants:** project team

**National support event:conference**

13-14 January 2011
National support event "ELP in Practice" (13 January 2011) ; support workshop "Learner Autonomy, Blended Learning and Assets of Electronic ELP" (14 January 2011)
**Venue**: Prague, Czech Republic
**Expert:** Bärbel Kühn, Germany
**Participants:**  up to 80 language teachers and teacher trainers
**Project website:** http://elp-tt2.ecml.at

**Call Promotion Event / Participation Of ECML Staff In An Event**

25-26 January 2011
Launch Conference of the EU project "Our Languages into Europe"
**Venue:** London, United Kingdom
**Organiser:** CILT, the National Centre for Languages
**ECML presenter:** Waldemar Martyniuk, Executive Director of the ECML
**ECML contribution:** presentation of the Call for submissions for the 4th medium-term programme of activities of the ECML (2012-2015) (25 January), documentation

## Hosted Events At The ECML Premises

26 January 2011
Training seminar : Scopriamo l'italiano– Descubramos el español – Découvrons le français : Sprachlernprozesse ökonomischer und effektiver gestalten
**Venue:** ECML
**Organiser:** Pädagogische Hochschule Steiermark
**ECML contribution:** documentation

## Visit to the ECML

26 January 2011
Visit of the Chair of the Council of Europe´s Staff Committee to the ECML

## Expert Meeting

26-27 January 2011
"Content-based teaching plurilingual/cultural awareness" (CONBAT )
**Venue:** ECML, Graz, Austria
**Coordinator:** Mercè Bernaus, Spain
**Participants:** project team

## Participation in an external event

27 January 2011
EPOSTL event: Launch event of EPOSTARK project: The European Portfolio for Student Teachers of Languages, a tool to harmonise teacher training in Styria (Austria)
**Venue:** Fachdidaktik-Zentrum Steiermark, Austria
**Expert:** David Newby, ECML project coordinator
**ECML contribution:** presentation of the ECML and its resources by Michael Armstrong, Administrator; documentation

## Call promotion event / participation of ECML staff in an event

27-28 January 2011
Closing conference of the MOLAN – Network for the exchange of information about good practices that serve to motivate language learners – Lifelong Learning Programme / KA2 Network 12/2007-02/2011
**Venue:** Brussels, Belgium
**Organiser:** Molan Network
**ECML presenter:** Waldemar Martyniuk, Executive Director of the ECML
**ECML contribution:** keynote speech by Waldemar Martyniuk, documentation

## Participation in an external event

27-30 January 2011
The Third Wulkow Meeting of Directors of Language Centres in Higher Education in Europe: „Money Matters: Budgets, Resources and Entrepreneurship"
**Venue:** Europa-Universität Viadrina, Frankfurt (Oder), Germany
**Organisers:** EUV, der viadrina sprachen gmbh, AKS, CercleS
**Expert:** Johann Fischer, ECML project coordinator
**ECML contribution:** presentation of the call for submissions of the 4th medium-term programme of activities of the ECML (27 January), documentation

## Hosted event at the ECML premises

31 January 2011
Board meeting of the Austrian Association

## Expert Meeting

31 January – 1 February 2011
 "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**

31 January – 1 February 2011
 "Majority language instruction as a basis for plurilingual education" (MARILLE)
**Venue:** ECML, Graz, Austria
**Coordinator:** Klaus-Börge Boeckmann, Austria
**Participants:** project team

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**February 2011**

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**Participation in an external event**

1 February 2011
Course for teaching practice supervisors
**Venue:** University of Graz, Austria
**Expert:** David Newby, ECML project coordinator
**ECML contribution:** documentation

**Call promotion event / participation in an external event**

2-5 February 2011
29th Expolangues
**Venue:** Paris, Paris Expo Porte de Versailles - Pavillon 5.2, France
**Organiser:** Expolangues
**Moderator:** Mireille Cheval, member of the ECML Bureau of the Governing Board
**ECML contribution:** presentation of the call for submissions for the 4th programme of activities of the ECML (2012-2015) (3 February); documentation for the exhibition stand ofCIEP, the national contact point for the ECML in France

**Seminar**

3-5 February 2011
"Enhancing Romani language education in schools in Europe" (QualiRom)
**Venue:** ECML, Graz, Austria
**Experts:** Jelena Filipović, Republic of Serbia; Dieter Halwachs, Austria; Isabel Landsiedler, Austria; Ulli Pawalata, Austria

**Hosted event at the ECML premises**

7 February 2011
Meeting of the Graz Language Network (Sprachennetzwerk Graz)
**Organiser:** Austrian Association of the ECML

**Hosted event at the ECML premises**

7-9 February 2011
Consultancy event for experts from the Japan Association of College English Teachers (JACET): Working sessions on the Common European Framework of Reference for Languages (CEFR) and European Language Portfolio Workshop: Using ELP in the classroom; integrating with existing syllabi and adjusting testing mechanisms
**Organisers:** ECML, Austrian Association of the ECML
**Experts:** Waldemar Martyniuk, David Newby, Grete Nezbeda
**Participants:** 20 members of the Japan Association of College English Teachers (JACET)(professors, associate professors and lecturers from Japan)
**ECML contribution:** co-organisation of the programme, exhibition of European Language Portfolios, documentation

**Expert Meeting**

10-11 February 2011
"Classroom Assessment related to the Common European Framework of Reference (CEFR)" (ClassRelEx)
**Venue:** ECML, Graz, Austria
**Coordinator:** José Noijons, The Netherlands
**Participants:** project team and Sauli Takala, programme consultant

## Expert meeting

10-11 February 2011
"Training teachers to use the European Language Portfolio - Follow-up project" (ELP-TT3)
**Venue:** ECML, Graz, Austria
**Coordinator:** Margarete Nezbeda, Austria
**Participants:** project team

## Preparatory meeting of workshop 1/2011

15 February 2011
"Minority languages, collateral languages and
bi-/plurilingual education" (EBP-ICI)
**Venue:** ECML, Graz, Austria
**Participants:** project team

## Workshop

16-18 February 2011
Workshop 1/2011 "Minority languages, collateral languages and bi-/plurilingual education" (EBP-ICI)
**Venue:** ECML, Graz, Austria
**Coordinators:** Claude Cortier, France and Marisa Cavalli, Italy
**Co-animators:** James Costa, France; Martine Le Besnerais, Spain
**Working languages:** English and French, with simultaneous interpretation

## Call promotion event / Participation of ECML staff in an event

17 February 2011
Dedicated workshop on the ECML Call for submissions for the 4th programme of activities of the ECML and promotion event of the Slovene version of the CEFR
**Venue:** Ljubljana, Ministry of Education and Sport, Slovenia
**Organiser:** Zdravka Godunc, Ministry of Education and Sport / ECML Governing Board member, National Nominating Authority and National Contact Point
**ECML presenter:** Waldemar Martyniuk
**ECML contribution:** keynote speech by Waldemar Martyniuk, Executive Director; documentation

## Call promotion event / participation in an external event

18 February 2011
Annual meeting of the Language Teachers' Association of Lithuania
**Venue:** Vilnius, Lithuania
**Organisers:** Vilma Kardauskienė, Ministry of Education and Science / ECML National Nominating Authority, and Language Teachers' Association of Lithuania
**ECML presenter:** Sauli Takala, ECML programme consultant
**ECML contribution:** presentation of the call for submissions of the 4th programme of activities of the ECML (2012-2015); documentation

## Participation in an external event

18-19 February 2011
International CLIL Conference "Per un CLIL di qualità"
**Venue:** Rovereto (Trento), Italy
**Organiser:** Teacher Training Centre Rovereto, Gisella Langé and Carmel Mary Coonan
**Experts:** Gisella Langé, Carmel Mary Coonan, Peeter Mehisto, David Marsh, Dieter Wolff (involved in the ECML
project Curriculum development for Content and Language Integrated Learning (CLIL-CD), and other CLIL experts from Italian universities
**ECML contribution:** documentation

## Participation in an external event

22-26 February 2011
Educational Fair Didacta 2011
**Venue:** Stuttgart, Germany
**Organiser:** Messe Hannover
**ECML contribution:** documentation for the exhibition stand of Goethe-Institut e.V., one of the national contact points for the ECML in Germany

## Workshop 2/2011

23-25 February 2011
"CARAP – a framework of reference for pluralistic approaches" (CARAP)
**Venue:** ECML, Graz, Austria
**Coordinator:** Michel Candelier, France
**Co-animators:** Jean-François de Pietro, Switzerland; Xavier Pascual Calvo, Spain
**Working languages:** English and French, with simultaneous interpretation

## Participation of ECML staff in an event

25 February 2011
Consultation Meeting of the Council of Europe Directorate General of Education, Culture and Heritage, Youth and Sport
**Venue:** Council of Europe, Strasbourg
**ECML staff:** Waldemar Martyniuk, Executive Director

## Visit to the ECML

28 February – 11 March 2011
Study visit of Anni Inkiläinen, Finland, teacher of German in initial training at the University of Jyväskylä

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### March 2011

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## Participation in an external event

2 March 2011
"CONTEXT - Connecting tertiary education experts": Eröffnungsveranstaltung des Doktoratsprogramms – Fachdidaktik und Sprachlehrforschung"
**Organiser:** Austrian Association of the ECML, University of Graz, Fachdidaktikzentrum Graz
**ECML contribution:** documentation

## Expert meeting

3-4 March 2011
"Piloting and implementing the European Portfolio for Student Teachers of Languages" (EPOSTL2)
**Venue:** ECML, Graz, Austria
**Coordinator:** David Newby, Austria
**Participants:** project team

## Call promotion event / participation in an external event

4-5 March 2011
3rd Symposium on Autonomy and assessment
**Venue:** Bremen, Germany
**Organisers:** Fremdsprachenzentrum der Hochschulen im Land Bremen (FZHB) in cooperation with Arbeitskreis der Sprachenzentren, Sprachlehrinstitute und Fremdspracheninstitute (AKS)
**Expert:** Johann Fischer, ECML project coordinator
**ECML contribution:** presentation of the call for submissions for the 4th medium-term programme of the ECML (2012-2015), documentation

## Expert meeting

7-8 March 2011
"Content based teaching for young learners" (EPLC)
**Venue:** ECML, Graz, Austria
**Coordinator:** Renate Krüger, Germany
**Participants:** project team

## Hosted event at the ECML premises

9 March 2011
Language "switch" contest for 80 Styrian pupils (English-French, English-Italian, English-Spanish, English-Russian)
**Organisers:** Regional school board with the Austrian Association of the ECML
**ECML contribution:** participation of Waldemar Martyniuk, Executive Director, in the prize giving ceremony; promotional materials

## Preparatory meeting of workshop 3/2011

9 March 2011
"Developing online teaching skills" (DOTS)
**Venue:** ECML, Graz, Austria
**Participants:** project team
**Project site:** http://dots.ecml.at

## Workshop 3/2011

10-11 March 2011
Workshop 3/2011 "Developing online teaching skills" (DOTS)
**Venue:** ECML, Graz, Austria
**Coordinator:** Ursula Stickler, United Kingdom
**Co-animators:** Martina Emke, Germany; Pauline Ernest, Spain; Mateusz-Milan Stanojevic, Croatia
**Working languages:** English and German, with simultaneous interpretation

## Call promotion event / participation in an external event

11 March 2011
Presentation of the ECML Call for submissions
**Venue:** Helsinki, Finland
**Organiser:** Paula Mattila, Finnish National Board of Education (FNBE) / ECML Governing Board member and National Nominating Authority
**ECML presenter:** Sauli Takala, ECML programme consultant
**ECML contribution:** presentation of the call for submissions for the 4th medium-term programme of the ECML (2012-2015), documentation

## Call promotion event / participation of ECML staff in an event

11-13 March 2011
Presentation of the ECML Call for submissions for the 4th medium-term and workshop on quality assurance
**Venue:** Yerevan, Armenia
**Organiser:** Suren Zolyan, Yerevan State Linguistic University after V. Brusov / ECML Governing board member and National Nominating Authority
**ECML presenter:** Waldemar Martyniuk, Executive Director
**ECML contribution:** presentation of the ECML call for submissions and running of a workshop on quality assurance in testing; documentation

## Hosted event at the ECML premises

14 March 2011
Meeting of the Austrian Association of the ECML

## Expert meeting

14-15 March 2011
"Encouraging the culture of evaluation among professionals" (ECEP)
**Venue:** Paris, France
**Coordinator:** Enrica Piccardo, France/Canada
**Participants:** project team

## Participation in an external event

14-18 March 2011
CLIL study visit for 14 participants from 8 European countries
**Organiser:** CIEP, the National Contact Point for the ECML in France
**ECML contribution:** documentation

## Call promotion event / participation of ecml staff in an event

16-17 March 2011
Symposium "Languages as European Cultural Asset"
**Venue:** Salzburg, Austria
**Organiser:** Herbert-Batliner-Europainstitut, Salzburg
**ECML presenter:** Waldemar Martyniuk, Executive Director of the ECML

**ECML contribution:** presentation of the Call for submissions for the 4th medium term programme of activities of the ECML (2012-2015) and participation in the panel discussion (16 March)

## Hosted event at the ECML premises

17-19 March 2011
3rd National Seminar "Interkulturalität und Mehrsprachigkeit in der schulischen Praxis"
**Organisers:** Austrian Association of the ECML, BMUKK - Federal Ministry for Education, Arts and Culture, Pädagogische Hochschule Steiermark, KulturKontakt Austria

## Participation in an external event

19-20 March 2011
TESOL event for Northern Greece
**Venue:** Thessaloniki, Greece
**Organiser:** Aristotle University, Thessaloniki, the National Contact Point for the ECML in Greece
**ECML contribution:** documentation

## Preparatory meeting of workshop 4/2011

21 March 2011
 "Enhancing success of mobility programmes – Tools for language teachers" (PLURImobil)
**Venue:** ECML, Graz, Austria
**Participants:** project team

## Workshop 4/2011

22-24 March 2011
"Enhancing success of mobility programmes – Tools for language teachers" (PLURImobil)
**Venue:** ECML, Graz, Austria
**Coordinator:** Miriam Egli Cuenat, Switzerland
**Co-animators:** Josephine Cole, United Kingdom; Chantal Muller, Belgium; Anna Szczepanska, Poland
**Working languages:** English and French, with simultaneous interpretation

## Participation in an external event

22-27 March 2011
Project Meeting of the Comenius Multilateral Partnership Project "Plurilingualism: Identity and Diversity. An Integrated Language Programme (2010-2012)"
**Venue:** Oradea, Romania
**Organisers:** project partners; project coordinated by CEIP "San Juan de la Pena", Jaca, Huesca, Aragon, Spain
**ECML contribution:** documentation

## Hosted event at the ECML premises

24 March 2011
Board meeting of the Austrian Association of the ECML

## Visit of the ECML

25 March 2011
**Organiser:** Bogumiła Różańska-Świerkot
**Participants:** 30 school teachers of German, English and Russian at primary and secondary level from Poland

## Call promotion event / participation of ecml staff in an event

25-26 March 2011
ICC 18th Annual Conference "Language teaching in a multilingual society"
**Venue:** Winterthur, Switzerland
**ECML presenter:** Waldemar Martyniuk, Executive Director of the ECML
**ECML contribution:** presentation of the Call for submissions for the 4th medium-term programme of activities of the ECML (2012-2015), documentation

## Call promotion event / participation in an external event

25-26 March 2011
EPA-MPT/CMT International Conference "Assessment and evaluation in school: Parental involvement for a new culture of evaluation in Europe"
**Organiser:** European Parents Association in cooperation with the Hungarian Pedagogic Society/Comenius Workshop
**Venue:** Budapest, Hungary
**ECML presenter:** Anu Virkkunen-Fullenwider, ECML project team member
**ECML contribution:** presentation of the Call for submissions for the 4th medium-term programme of activities of the ECML (2012-2015), documentation

## Call promotion event / participation in an external event

28 March 2011
Presentation of the ECML's call for submissions for the 4th medium-term programme of activities (2012-2015)
**Venue:** Riga, Latvia
**Organiser:** Valda Cepurīte Bērziņa, State Education Development Agency / ECML Nomination Authority
**ECML presenter:** Frank Heyworth, ECML programme consultant
**ECML contribution:** presentation of the Call for submissions, documentation

## Hosted event at the ecml premises

28 March 2011
ELP working group of the Language Network Graz (Sprachennetzwerk Graz)
**Organiser:** Austrian Association of the ECML

## Participation in an external event

29-30 March 2011
Teacher Training seminar
**Venue:** Graz, Austria
**Organiser:** Pädagogische Hochschule Steiermark with CEBS
**ECML contribution:** documentation

## Call promotion event / hosted event at the ecml premises

30 March 2011
ECML information event of the call for submissions for the 4th medium-term programme of activities of the ECML (2012-2015)
**Venue:** ECML, Graz, Austria
**Organiser:** Austrian Association of the ECML in cooperation with the
 Austrian Centre for Language Competence
**ECML presenter:** Susanna Slivensky, Deputy Executive Director / Head of Programmes of the ECML
**ECML contribution:** presentation of the call for submissions, materials exhibition, documentation

## Hosted event at the ecml premises

31 March 2011
Meeting of the Graz Language Network (Sprachennetzwerk Graz)
**Organiser:** Austrian Association of the ECML

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**April 2011**

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## Call promotion event / participation in an external event

1 April 2011
Presentation of the call for submissions for the 4th medium-term programme of activities of the ECML (2012-2015)
**Venue:** Helsinki, Finland
**Organiser:** Paula Mattila, Finnish National Board of Education (FNBE) / ECML Governing Board member and National Nominating Authority
**ECML presenter:** Sauli Takala, ECML programme consultant

## Call promotion event / participation in an external event

1-3 April 2011
20th International Symposium on Theoretical and Applied Linguistics
**Venue:** Thessaloniki, Greece
**Organiser:** Marina Matteodakis, School of English of the Aristotle University of Thessaloniki (National Contact Point for the ECML in Greece)
**ECML presenter:** Maria Jésus Frigols-Martin, ECML project coordinator

**ECML contribution:** presentation of the Call for submissions for the 4th medium-term programme of activities (2012-2015), documentation

## Call promotion event / participation in an external event

2 April 2011
Foreign languages teachers` conference: "Promoting plurilingual and multicultural education in Europe: the European Centre for Modern Languages (ECML) programmes"
**Venue:** Tallinn University, Estonia
**Organiser:** Tõnu Tender, Ministry of Education and Research of Estonia, and the Estonian Association of Foreign Languages´s Teachers
**ECML expert:** Sauli Takala, ECML programme consultant
**ECML contribution:** presentation of the Call for submissions for the 4th medium-term programme of activities (2012-2015), documentation

## Call promotion event / participation of ECML staff in an event

5-7 April 2011
10th plenary meeting of the Steering Committee for Education (CDED)
**Venue:** Council of Europe, Strasbourg, France
**Organiser:** Council of Europe
**ECML presenter:** Waldemar Martyniuk, Executive Director of the ECML
**ECML contribution:** presentation of the Call for submissions for the 4th medium-term programme of activities of the ECML (2012-2015), documentation

## Call promotion event / participation in an external event

6 April 2011
Promoting the ECML Call for submissions for the 4th medium-term programme of activities (2012-2015)
**Venue:** Stockholm, Sweden
**Organiser:** Eva Engdell, Swedish National Agency for Education (ECML Governing Board member, National Nominating Authority, National Contact Point)
**ECML presenter:** Sauli Takala, ECML programme consultant
**ECML contribution:** presentation of the Call for submissions, documentation

## Call promotion event / participation of ECML staff in an event

7-8 April 2011
Languages of the Wider World: Understanding Resilience and Shift in Regional and Minority languages
**Venue:** Leeuwarden, Netherlands
**Organiser:** Mercator Network, Fryske Akademy
**ECML presenter:** Waldemar Martyniuk, Executive Director of the ECML
**ECML contribution:** presentation of the Call for submissions for the 4th medium-term programme of activities (2012-2015), documentation

## Call promotion event / participation of ECML staff in an event

8-9 April 2011
EAQUALS International Conference: "Enhancing classroom language learning: The challenges for teachers, trainers and managers
**Venue:** National Technical Library, Prague, Czech Republic
**Organiser:** EAQUALS
**ECML presenter:** Michael Armstrong, Administrator of the ECML
**ECML contribution:** presentation of the Call for submissions for the 4th medium-term programme of activities (2012-2015) (8 April), documentation

## Expert Meeting

8-9 April 2011
"Minority languages, collateral languages and bi-/plurilingual education" (EBP-ICI)
**Venue:** ICE Sant Pau, Universidad Autónoma de Barcelona, Spain
**Coordinator:** Claude Cortier, France and Marisa Cavalli, Italy
**Participants:** project team
**Project site:** http://ebp-ici.ecml.at/

## Participation of ECML staff in an event

13 April 2011
Meeting of a working group on foreign language teaching from the Danish Ministry for Science, Technology and Innovation & Ministry of Education
**Venue:** Copenhagen, Denmark
**Organiser:** Danish Ministry for Science, Technology and Innovation & Ministry of Education
**ECML contribution:** ECML presentation by Waldemar Martyniuk, Executive Director; documentation

## Expert Meeting

19-20 April 2011
"Language associations and collaborative support" (LACS)
**Venue:** ECML, Graz, Austria
**Coordinator:** Terry Lamb, United Kingdom
**Participants:** project team
**Project site:** http://lacs.ecml.at/

## Call promotion event / participation of ECML staff in an event

27-28 April 2011
Seminar on research and policy in education
**Venue:** Warsaw, Poland
**Organiser:** Educational Research Institute
**ECML presenter:** Waldemar Martyniuk, Executive Director of the ECML
**ECML contribution:** presentation of the Call for submissions for the 4th medium-term programme of activities (2012-2015) (27 April), documentation

## Expert meeting

29-30 April 2011
"Enhancing success of mobility programmes – Tools for language teachers" (PLURImobil)
**Venue:** ECML, Graz, Austria
**Coordinator:** Miriam Egli Cuenat, Switzerland
**Participants:** project team
**Project site:** http://plurimobil.ecml.at

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**May 2011**

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## Participation in an external event

5-8 May 2011
**8th EALTA  (European Association for Language Testing and Assessment) Conference: "Ethics in Language Testing and Assessment"**
**Venue**: Siena, Italy
**Organisers**: Università per Stranieri di Siena and Trinity College London
**ECML contribution**: documentation
**Website**: http://ealta2011siena.cils.unistrasi.it

## Meeting of the expert advisory group on the selection of projects of the ECML's medium-term programme of activities 2012-2015

9-10 May 2011
**Venue:** ECML, Graz, Austria
**Experts:** programme consultants of the ECML's medium-term programme of activities
2008-2011 and 2012-2015

## Statutory meeting: 47th meeting of the bureau of the governing board

12-13 May 2011

## Visit to the ECML

16 May 2011
Presentation of the ECML and discussion on the topic "Wie kommt sprachliche Innovation an die Schule? mit Fokus auf internationale, nationale und regionale Initiativen"
**Participants:** Austrian Federal Ministry for Education, Arts and Culture: Kurt Nekula, M.A.: Director General -Head of Department I - General Education; Quality Development and Quality Assurance; University College of Teacher Education; Rüdiger Teutsch, Head of Department I/5: Diversity and Language Policy, Special Needs Education and Inclusion, Gifted & Talented Education; Muriel Warga-Fallenböck, Head of the Language Policy Coordination Unit; Karin Markut, Project coordinator, Language Policy Coordination Unit; Ursula Newby, Manager of the Austrian Association of the ECML; Waldemar Martyniuk, Executive Director of the ECML.

## Participation of ECML staff in an event

17 May 2011
Council of Europe training information meeting
**Venue:** Council of Europe, Strasbourg
**ECML staff:** Waldemar Martyniuk, Executive Director

## Preparatory meeting of workshop 5/2011

18 May 2011
"The European Language Portfolio (ELP) in whole-school use" (ELP-WSU)
**Venue:** ECML, Graz, Austria
**Participants:** project team

## National support event

19 May 2011
Testing Day - "Guidelines for university language testing" (GULT) in cooperation with the Finnish National Board of Education and the University of Helsinki
**Venue:** University of Helsinki, Language Centre and National Board of Education, Helsinki, Finland
**Experts**: Johann Fischer, Germany; Stefania Dugovičová, Slovak Republic; Anu Virkkunen-Fullenwider, Finland
**Participants:** up to 120 teachers of the University of Helsinki and representatives of universities of applied sciences and other local universities as well as of vocational schools

## Workshop 5/2011

19-20 May 2011
"The European Language Portfolio (ELP) in whole-school use" (ELP-WSU)
**Venue:** ECML, Graz, Austria
**Coordinator:** David Little, Ireland
**Co-animators:** Francis Goullier, France; Rose Margarethe Oehler, Austria; Rosanna Margonis-Pasinetti, Switzerland
**Working languages:** English and French, with simultaneous interpretation

## Participation in an external event

20–21 May 2011
5th international conference of the Lithuanian Association of Language Teachers "Languages for Work and Life: Challenge for Teachers and Learners"
**Venue:** Vilnius University, Lithuania
**Organiser:** Lietuvos kalbų pedagogų asociacija (LKPA), Vilnius University, the Public Service Language Centre, Klaipeda University
**ECML contribution:** documentation

## Expert meeting

23-24 May 2011
"CARAP – a framework of reference for pluralistic approaches" (CARAP)
**Venue:** ECML, Graz, Austria
**Coordinator:** Michel Candelier, France
**Participants:** project team

## Visit of the ECML

27 May 2011
**Participants:** 19 language teachers from University of Ljubljana, Slovenia
ECML presentation by Waldemar Martyniuk

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**June 2011**

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## Participation in an external event

8-11 June 2011
Initial training seminar: CFP259-11 - Primeros pasos en la formación del formador de profesores - Nivel C
**Venue:** Alcalá de Henares (Madrid), Spain
**Expert:** Mercè Bernaus
**Organiser:** Instituto Cervantes
**Participants:** teachers in initial training
**ECML contribution:** documentation

## Participation of ECML staff in an event

14 June 2011
Österreichisches Sprachenkomitee: "Mehrsprachichkeit fördern - sprachliche Vielfalt nutzen"
**Venue:** Vienna, Austria
**Organiser:** ÖSKO
**ECML contribution:** participation of Waldemar Martyniuk, Executive Director

## Hosted event at the ECML premises

Pestalozzi workshop - Module B: "Diversity of world views and world knowledge in the classroom"
Council of Europe training Programme for education professionals

## National support event

15-17 June 2011
8th IAIMTE (International Association for the Improvement of Mother Tongue Education) International Conference "Fostering literacies: teaching and learning in heterogeneous environments"
**Venue:** Hildesheim University, Germany
**Expert:** Eija Aalto, Finland
**Participants:** specialists in the teaching and learning of language and literature

## Hosted event at the ECML premises

17 June 2011
Meeting of the Graz Language Network (Sprachennetzwerk Graz)
**Organiser:** Austrian Association of the ECML

## Expert meeting

20-21 June 2011
"The European Language Portfolio in whole-school use" (ELP-WSU)
**Venue:** ECML, Graz, Austria
**Coordinator:** David Little, Ireland
**Participants:** project team

## Visit of the ECML

22 June 2011
Visit of a Serbian delegation of 35 consortium members including Serbian Ministry of Education, the Universities of Belgrade, Novi Sad, Kragujevac, Nis and Novi Pazar, Serbian European Integration Office, Belgrade Chamber of Commerce, Regional commerce of Nis and Kragujevac, National Employment Service.
**Organiser:** Counselor to the Dean at the Faculty of Philology, University of Belgrade and Coordinator of Tempus project "Reforming Foreign Language Studies in Serbia"

**Expert meeting**

30 June 2011 (date to be confirmed)
"Enhancing Romani language education in schools in Europe" (QualiRom)
**Venue:** ECML, Graz, Austria
**Experts:** Jelena Filipovic, Serbia; Dieter Halwachs, Austria; Barbara Lazenby Simpson, Ireland; Ulli Pawlata, Austria

**Meeting of the selection board of projects of the ECML's medium-term programme of activities 2012-2015**

30 June - 1 July 2011
**Venue:** ECML, Graz, Austria
**Experts:** programme consultants of the ECML's medium-term programmes of activities
2008-2011 and 2012-2015

| July 2011 |
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**Statutory meeting: 48th meeting of the bureau of the governing board**

4-5 July 2011

**Participation of ECML staff in an event**

7-9 July 2011
 ALTE 4th International Conference "The impact of language frameworks on assessment, learning and teaching, viewed from the perspectives of policies, procedures and challenges"
**Venue:** Krakow, Poland
**Organiser:** Association of Language Testers in Europe (ALTE)
**ECML contribution:** keynote by Waldemar Martyniuk, Executive Director

**Participation of ECML staff in an event**

11 July 2011
Presentation of the ECML at tbe Ministry of Education of Serbia
**Venue:** Belgrade, Serbia
**Organiser:** Ministry of Education of Serbia
**ECML contribution:** presentation by Waldemar Martyniuk, Executive Director

**Participation in an external event**

18-29 July 2011
Teacher training course: "Trainer Development: from Teacher to Trainer"
**Venue:** NILE (Norwich Institute for Language Education), United Kingdom
**Organiser:** NILE (Norwich Institute for Language Education)
**Participants:** aspiring teacher trainers, in-house staff development co-ordinators; school mentors
**ECML contribution:** documentation; all resources relevant to teacher education available through the ECML website

| August 2011 |
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**Participation of ECML staff in an event**

4-6 August 2011
ACTFL CEFR Conference 2011 "The elements of proficiency: an emerging consensus for language assessment and instruction"
**Venue:** Provo, Utah, United States of America
**Organiser:** ACTFL
**ECML contribution:** contribution of Waldemar Martyniuk, Executive Director, to the panel discussion "Implications for language policy, assessment, curriculum and instruction"; documentation

**Participation in an external event**

20 August - 21 September 2011
China-UK Supertrainer Teacher Development Scheme (Part 1)
**Venue:** Bejing Insitute of Education (BIE), Wen Xieng Jie Campus
**Organiser:** Cultural and Education Section of the British Embassy, The People's Republic of China
**Trainer:** Uwe Pohl
**ECML contribution:** documentation

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**September 2011**

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## Hosted event at the ECML premises

1-3 September 2011
Annual Meeting and Conference on Gypsy Studies
**Organisation:** event organised on behalf of the Gypsy Lore Society by [spi:k] (Sprache, Identität, Kultur), an Austrian association dedicated to the documentation of minority cultures and languages, and two Austrian Roma organisations, Romano Centro and Roma-Service
**Website**: http://www.roma-service.at/dromablog/

## Participation of ECML staff in an external event

8-10 September 2011
2nd European Conference of the FIPF (Fédération internationale des professeurs de français
"Vers l'éducation plurilingue en Europe avec le français - De la diversité à la synergie"
**Venue:** VŠE (Vysoká škola ekonomická), University of Economics, Prag, Czech Republic
**Organisers:** FIPF and the Association of Teachers of French in the Czech Republic (SUF)
**ECML contribution:** participation of an expert (to be confirmed), documentation
**Site web:** http://prague2011.fipf.org/

## Participation in an external event

8-10 September 2011
III. Internationaler Hamburger Kongress zur Wirtschaftskommunikation: "Wie global müssen wir sein? Wie lokal müssen wir bleiben? Information, Kommunikation und wirtschaftliches Handeln in Zeiten der Globalisierung" /
III. International Hamburg Congress of Business Communication: " How global should we be? How local should we remain? Information, Communication and the Economy in the Time of Globalisation"
**Venue:** Hamburg, Germany
**Organisers:** Kongressorganisation Prof. Dr. Theo Bungarten (arbuk - Arbeitsbereich Unternehmenskommunikation, c/o Institut für Germanistik I, Universität Hamburg) in co-operation with Prof. Dr. Axel Satzger (Angewandte Linguistik und Fachsprachenforschung, Technische Universität Dresden)
**Contribution of the ECML:** documentation for an exhibition stand

## Hosted event at the ECML premises

16 September 2011
Meeting of the Graz Language Network (Sprachennetzwerk Graz)
**Organiser:** Austrian Association of the ECML

## Participation of ECML staff in an event

16-17 September. 2011
7th International Conference on Third Language Acquisition and Multilingualism
**Venue**: University of Warsaw, Poland
**Organiser:** Institute of English Studies, University of Warsaw
**ECML contribution:** contribution of Walder Martyniuk, Executive Director; documentation

## European day of languages

26 September 2011
**Website:** http://www.coe.int/edl

## Statutory meeting: 49th meeting of the bureau of the governing board

26-27 September 2011

## Statutory meeting: 20th meeting of the governing board

28-29 September 2011

## Closing conference of the 3rd medium-term programme of the ecml "empowering language professionals"

29 September – 1 October 2011
**Venue:** Institute for Translation and Interpretation, Karl-Franzens University, Graz, Austria
**Working languages:** English and French, with simultaneous interpretation
**Participants:** 2 delegates per member state, nominated by the ECML national nominating authorities
**Participants' profile:**http://conference.ecml.at/

| October 2011 |
|:---:|

## Participation in an external event

7-8 October 2011
Workshop «University Language Testing – CEFR levels B2 / C1» /
Atelier «Évaluation des langues à l'université aux niveaux B2 / C1 du CECR»
**Venue:** ZESS of the University of Göttingen
**Organisation:** ZESS of the University of Göttingen in cooperation with UNIcert
Speakers **/ Section chairs:** Catherine Chouissa (University of Strasbourg, team member of the ECML project GULT), Anu Virkkunen-Fullenwider (University of Helsinki, team member of the ECML project GULT), Catherine Jaeger (TU Braunschweig), Elena Gandini (University of Münster), Johann Fischer (University of Göttingen, coordinator of the ECML project GULT)
**ECML contribution:** documentation

## Participation of ECML staff in an event

19-20 October 2011
Goethe Institut Zentrale - Standard setting/Benchmarking - Keynote
**Venue:** Munich, Germany
**Organiser:** Goethe Institut
**ECML contribution:** keynote by Waldemar Martyniuk

## Participation in an external event

20-22 October 2011
11th international QUEST Romania Conference "Languages for Business and Career Development - The Quality Dimension"
**Venue:** Bucharest, Romania
**Co-organisers:** Leonardo da Vinci "In-Class"-Project / EuroEd Foundation, Iasi, and the Grundtvig "TAMSEF"-Project / The Department of Modern Languages and Business Communication - the Academy of Economic Studies, Bucharest
**ECML contribution:** documentation
**Website:** www.quest.ro ; http://edl.ecml.at/tabid/1772/EventID/5685/Default.aspx

## Participation of ECML staff in an event

25 October 2011
European Federation of National Institutions for Language - 11th EFNIL Annual Conference "The role of language education in creating a multilingual Europe"
**Venue:** London, United Kingdom
**Organiser:** British Council
**ECML contribution:** contribution of Waldemar Martyniuk "Observations and reflections on multilingual education in Europe"

## Participation in an external event

28-30 October 2011
International Lend Conference "Lingue per un cuore europeo – Costruzione di una identità plurilingue e pluriculturale dell'Europa nel mondo" (Languages for a European Heart)
**Venue:** Torino, Italy
**Organisation:** Lingua e Nuova Didattica
**ECML expert:** María Jesús Frigols, coordinator of the Curriculum development for content and language integrated learning (CLIL-CD) project (2008-2011)
**ECML contribution:** documentation

| **November 2011** |
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## Participation of ECML staff in an event

3-4 November 2011
Council of Europe internal meeting
**Venue:** Council of Europe, Strasbourg, France
**Organiser**: Council of Europe
**ECML contribution:** participation of Waldemar Martyniuk, Executive Director

## Participation of ECML staff in an event

8-9 November 2011
Conference on European language policies in education
**Venue:** Sulmona, Italy
**Organiser:** Ministry for Education of Italy
**ECML contribution:** presentation of the work of the ECML and the Council of Europe in the field of language policies by Waldemar Martyniuk, Executive Director; documentation

## Participation of ECML staff in an event

10-11 November 2011
EAQUALS 20th Anniversary Conference "Looking back and looking forward in language education"
**Venue:** Trieste, Italy
**Organiser:** EAQUALS
**ECML contribution:** keynote by Waldemar Martyniuk, Executive Director, "The European Centre for Modern Languages: looking back on the 2007-2011 programme of projects, and forward to the 2012-2015 programmes"; documentation

## Participation in an external event

10-12 November 2011
Professional fair *Interpädagogica*
**Venue:** Vienna, Austria
**ECML contribution:** documentation for the stand of the Austrian Language Competence Centre, the National Contact Point for the ECML in Austria

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

14-15 November 2011
**Venue:** ECML, Graz, Austria
**Experts:** NN

## Meeting of coordinators of the ECML's medium-term programme of activities 2012-2015

16-18 November 2011
**Venue:** ECML, Graz, Austria
**Working languages:** English and French, with simultaneous interpretation
**Participants:** project coordinators and programme consultants of the ECML's medium-term programme of activities 2012-2015

## Participation in an external event

18-19 November 2011
Impulse Conference „Vernetzte SprachenlehrerInnenbildung NEU"
**Venue:** Salzburg, Austria
**Organisers:** Universität Salzburg, Pädagogische Hochschule Salzburg, Bundesministerium für Unterricht, Kunst und Kultur, Bundesministerium für Wissenschaft und Forschung
**ECML contribution:** documentation
Programme

## Participation in an external meeting

24 November 2011
SPIN-Innovationsmesse: Sprachenlernen in Vielfalt im Rahmen des SPrachenInnovationsNetzwerkes
**Venue:** Pädagogische Hochschule Steiermark, Graz, Austria
**Organisers:** Österreichisches Sprachen-Kompetenz-Zentrum, Pädagogische Hochschule Steiermark, Landesschulrat für Steiermark
**ECML contribution:** documentation
Provisional programme (German)

## Visit of the ECML

25 November 2011
**Participants:** Muriel Warga-Fallenböck and students from the Karl-Franzens University, Graz (*Romanistik*)

## Participation in an external meeting

26 November 2011
Annual Colloquy of APEPS "Approches plurilingues à l'école enfantine et à l'école primaire: formation et mise en pratique"
Venue**:** Haute Ecole Pédagogique (HEP), Lausanne, Switzerland
**Organisation:** APEPS, HEP, Office de coordination des Écoles-club
**ECML expert:** Christine Le Pape Racine (e-mail), membre de l'équipe de coordination du projet du CELV "CLIL-LOTE-GO – Bonnes pratiques d'enseignement d'une matière par l'enseignement d'une langue étrangère autre que l'anglais / Integriertes Sprach- und Fachlernen in anderen Sprachen als Englisch - Modelle für Fortgeschrittene"
**ECML contribution:** materials

## Participation in an external meeting

29 November 2011
Event orgnised within the framework of the programme "Language Circus" promoting plurilinguism in Finland
**Venue:** Helsinki, Finland
**Organiser:** Finnish National Board of Education**, contact:** Paula Mattila
**ECML contacts:** Anna Schröder-Sura **and** Ildikó Lörincz
**ECML contribution: documentation, results of the** CARAP **and** MARILLE **project**

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**December 2011**

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## Participation of ECML staff in an event

1- 2 December 2011
Launch Meeting of the project MAGICC "Modularising Multilingual and Multicultural Academic Communication Competence for BA and MA level" / "Europäisches Projekt zur Förderung von Mehrsprachigkeit an
Hochschulen", a  project of the EU Lifelong Learning Programme (2011-2014)
**Venue:** University of Bremen, Germany
**Organiser:** Fremdsprachenzentrum der Hochschulen im Land Bremen
**ECML contribution:** participation of the ECML as an associate partner of the project initiator, the European Language Council (ELC/CEL); keynote by Waldemar Martyniuk, Executive Director of the ECML; documentation

## Participation in an external event

4 December 2011
Presentation for researchers in the field of language policy
**Venue:** Kyoto, Japan
**Organiser:** Japanese Association of Language Policy
**ECML expert:** Michel Candelier, coordinator of the project A Framework of Reference for Pluralistic Approaches to languages and cultures (FREPA-CARAP): presentation of the FREPA and the Council of Europe's work in the field of language policy
**ECML contribution:** documentation

## Participation in an external meeting

8-10 December 2011
International Scientific Conference "Multilingualism and Language Studies in Higher Education"
**Venue and organisation:** Vytautas Magnus University, Kaunas, Lithuania

**Local contact:** Nemira Mačianskiené
**ECML contribution:** plenary speech "Learning through languages: promoting plurilingual and intercultural approach to education" by Waldek Martyniuk, Executive Director; documentation

## Participation in an external meeting

11 December 2011
25th Pedagogical Day of Dokkyo / 25e Journée pédagogique de Dokkyo
**Venue:** University of Dokkyo, Tokyo, Japan
**Organiser:** University of Dokkyo
**ECML expert:** Michel Candelier, coordinator of the project A Framework of Reference for Pluralistic Approaches to languages and cultures (FREPA-CARAP): presentation of the FREPA and the Council of Europe's work in the field of language policy
**ECML contribution:** documentation

## Visit of the ECML

12 December 2011
**Participants:** 2 teachers of English and German and 27 15 -year old pupils from Höhere Lehranstalt für wirtschaftliche Berufe (College for catering, business and service industries), Hermagor, Austria
**Contact:** Mag. Doris Lasser

## Participation in an external meeting

14 December 2011
"Fit für den Unterricht im mehrsprachigen Klassenzimmer - Ergebnisse aus den Projekten MARILLE und LinguaINCLUSION"
**Venue**: European Academy of Bozen  (EURAC), Italy
**Organisor:** EURAC
**ECML expert:** Andrea Abel, coordinator of the Institute for Specialised Communication and Multilingualism, EURAC, team member of the ECML project "MARILLE - Majority language instruction as basis for plurilingual education" ; presentation "Mehrsprachigkeit fördern – die Mehrheitssprache im vielsprachigen Umfeld"
**ECML contribution:** documentation
Flyer (German, Italian)

**Appendix 5 – List of members of the Governing Board in 2011**


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**Appendix 6 – 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 + 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 7 – Activity report 2011 – Canada**

**Submitted by Official Languages and Bilingualism Institute (OLBI) (April 2012)**

**Context:**

2011 is the third year of the *Cooperation and Liaison Agreement* signed between the European Centre for Modern Languages (ECML) of the Council of Europe and the University of Ottawa, through the Official Languages and Bilingualism Institute (OLBI), which objectives are:

1) to ensure increased contacts between the ECML and Canadian language experts, with the long-term aim of creating favourable conditions for full Canadian membership of the Enlarged Partial Agreement on the ECML;
2) to designate OLBI as a Canadian partner of the ECML in a two-way role of disseminating the ECML's work in Canada as a "Contact Point" for the ECML, and of proposing Canadian experts to take part in the ECML projects and project activities.

**Canadian Participation in Activities of the ECML in 2011:**

**1)      2008-2011 Programme: Empowering Language Professionals:**

ECEP - *Encourage the culture of evaluation among professionals* – Expert Meeting March 14-15 2011; Enrica Piccardo, Project coordinator, Centre for Educational Research on Languages and Literacies (CERLL), OISE, University of Toronto. For the summary of the meeting: http://ecep.ecml.at/Description/News/tabid/1018/language/en-GB/Default.aspx

DOTS - *Developing Online Teaching Skills* – Final Workshop March 10-11 2011; Aline Germain- Rutherford, Team member, Official Languages and Bilingualism Institute (OLBI), University of Ottawa. For the summary of the workshop:  http://dots.ecml.at/ProjectDescription/News/tabid/1378/language/en-GB/Default.aspx

EBP-ICI – *Regional/Minority Languages in Bi-/Plurilingual Education* – Workshop February 16-18 2011; Diane Dagenais, Associate partner, Faculty of Education, Simon Fraser University. For the summary of the workshop: http://ebpici.ecml.at/ProjectDescription/News/tabid/806/language/fr-FR/Default.aspx  ; http://ebp-ici.ecml.at/ProjectDescription/News/tabid/806/language/en-GB/Default.aspx

**2)      Professional Network Forum (PNF):**

http://www.ecml.at/Aboutus/ProfessionalNetworkForum/tabid/137/language/en-GB/Default.aspx
Represented by Aline Germain-Rutherford, Director of the Canadian Centre for Research on Bilibgualism and Language Planning (CCERBAL), OLBI participated as the institutional member for Canada in the 2nd meeting of the Professional Network Forum of the ECML, January 6 2011. For the summary of the meeting: http://www.ecml.at/LinkClick.aspx?fileticket=9tsSYh1%2fgFo%3d&tabid=598&language=en-GB

**3)      Closing Conference of the 3rd programme of ECML activities:**

The Closing Conference of the 3rd medium term programme 2008-2011: Empowering Language Professionals was held in Graz from September 29 to October 1 2011. Canada was well represented on the Programme of the Conference by the participation of Jim Cummins, OISE, University of Toronto, as keynote speaker, and by the Official Languages Commissioner, Graham Fraser who spoke on the topic of bilingualism and multiculturalism in Canada in the context of a plenary session. Canada was also represented by Enrica Piccardo, the coordinator of the project ECEP - *Encourage the culture of evaluation among professionals*, and by Aline Germain-Rutherford, team member of the project DOTS - *Developing Online Teaching Skills*; both chaired a workshop session on their respective project. The Official Languages and Bilingualism Institute (OLBI) was also represented at the Conference by its Director, Richard Clément, and by Hilaire Lemoine, Executive in Residence at the University of Ottawa and National Contact Point for Canada to the ECML. For the summary of the Conference:
http://www.ecml.at/Home/Conference2011/tabid/663/language/en-GB/Default.aspx

**Activities related to the ECML held in Canada in 2011:**

### 1)     National stakeholders' seminar on the Common European Framework of Reference (CEFR):

In March 2011, the Canadian Association of Second Language Teachers (CASLT), with the assistance of the Ministry of Canadian Heritage, held a one-day seminar on the CEFR with 46 stakeholders from all across the country, either professionals with various federal government departments and agencies, provincial ministries of education, universities, school boards and schools; with teachers, parents, researchers, and members of the business community. The purpose of the seminar was: 1) to assess the stakeholders' level of commitment to the CEFR; 2) take stock of CEFR implementation at the national and provincial levels; 3) identify enabling and challenging factors for CEFR development and progress; 4) determine priorities for future implementation of the CEFR; 5) assess the need and feasibility for a pan-Canadian coordination for CEFR related activities; 6) facilitate sharing, learning and networking among stakeholders. For a detailed summary of findings: Reflexions, Vol 30, No. 2, PP. 22-23 http://www.caslt.org/pdf/reflexions_may_2011.pdf

### 2)     Promotion of Canada's full membership in the ECML:

In conformity with the objective of encouraging a full membership of Canada in the ECML, as referenced in the *Cooperation and Liaison Agreement* signed between the ECML and OLBI in 2008, OLBI pursued its interventions with Canadian authorities (Deputy Minister of the Department of External Affairs, Deputy Minister of the Department of Canadian Heritage, Commissioner of Official Languages, Director General of the Council of Ministers of Education Canada (CMEC)) in order to sensitize them to the advantages for Canada to become a full member of the ECML.

OLBI also initiated a strategy with the Canadian experts who participated in the 3rd ECML programme 2008-2011 and their respective institution in order to initiate a dialogue with Deputy Ministers of Education and senior officials in their province on the advantages of a sustained cooperation with the ECML and to encourage them to support the national authorities in bringing Canada to be a full member to the ECML.

The promotion of Canada's membership in the ECML will need to be pursued during the 4th medium term programme 2012-2015.

### 3)     Publication of articles related to ECML projects:

Article on the symposium-workshop ConBAT+ held in Canada: *«Un projet d'Europe- Canada : Intégration du plurilinguisme/pluriculturalisme dans l'enseignement basé sur le contenu»*, in Reflexions, Vol. 30, No.1, Page 6.
http://www.caslt.org/pdf/reflexions_february_2011.pdf

Article by Brigitte Patenaude, French second language teacher, Vancouver School Board, British Columbia: *«RELEX – Relier les examens de langues au CECR»,* in Reflexions, Vol. 30, No.1,  PP. 20-21.
http://www.caslt.org/pdf/reflexions_february_2011.pdf

Article by Enrica Piccardo, Assistant Professor, OISE, University of Toronto*: «CEFR Framework: Using it, adapting it and finding relevant resources for it»*, in Reflexions, Vol. 30, No.1, Page 23.
http://www.caslt.org/pdf/reflexions_february_2011.pdf


**Other related activities:**

### 1)     National Conference «Languages without Borders» (LWB):

On April 7, 8 and 9 2011, the Canadian Association of second Language Teachers (CASLT) held its second biannual National Conference in Montréal entitled *«Languages without Borders – National Conference for Second Language Educators 2011»*. More than 500 participants attended the LWB Conference from all across Canada, including international participants. The programme included three plenary sessions on the following themes: Perspectives and Innovations in second language teaching; Plurilingual competency an language teaching; Using technology for second language teaching and learning. More than 130 workshops were scheduled in 6 parallel sessions, and 55 exhibitors were on site for the duration of the Conference. The

next *«Languages without Borders»* Conference will be held in April 2013 in Winnipeg, Manitoba. To view the 2011 Conference Programme: http://www.caslt.org/conference11/lwb-2011-confprog.pdf

**2)      CCERBAL Conference 2011:**

The Official Languages and Bilingualism Institute (OLBI), and its research centre the CCERBAL, held its 4th Conference entitled *"Evaluation in a Context of Individual and Global Mobility"* at the University of Ottawa, April 28-29 2011. The Conference brought together more than 125 participants to discuss assessment and evaluation issues, incorporating assessment of second language learning, evaluation of language training programs, and evaluation of language policies and public programs related to official languages. The Conference also facilitated the presence of distinguished Canadian and international speakers, as well as international colleagues (United States, France, New Zeeland, Sri Lanka, Morocco, Libya, and Cameroun) who shared with participants their research in this area. To consult the 2011 Conference programme: http://www.olbi.uottawa.ca/en/ccerbal_conf2011.php . For a summary of the discussions, see article by the Director of CCERBAL, Aline Germain-Rutherford in Reflexions, Vol. 30, No. 2 Page 6. http://www.caslt.org/pdf/reflexions_may_2011.pdf

**Appendix 8 – Consultants' annual report 2011 with statistical data from the programme evaluation**

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

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| **1.   Contribution of the projects within the thematic area *Evaluation* of the ECML programme – annual evaluation 2011** | |

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| General comments concerning the coherence of the year's activities in the strand | Year 2011 was the final year of the medium term programme, and the projects were finalising their work, focusing in particular on producing the final reports. I encouraged the projects to promote coherence at this stage by making cross-references to related projects, whenever this seemed natural, and they have done so quite well. However, for maximising coherence, it is necessary to discuss this at the early stage of a programme and find ways for coordinators to be in active touch with each other. |
| Contribution of the projects so far with regard to the ECML programme objective 1: *Enhancing the professional **competence** of language teachers* | As indicated in earlier reports, 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, CEFR, and they have produced concrete and useful tools for teachers for implementing CEFR-related principles in their classroom activities. CEFESTIM developed a tool for teachers for analysing listening and reading texts and related tasks. ECEP produced a set of tools for a deeper insight into how the CEFR could promote a broader view of assessment culture. AYLLIT addressed the largely neglected area of assessment of writing and reading in the early stages of language learning. ClassRelEx produced a user-friendly approach to relating assessment to the CEFR levels. EPOSTL2 provided a valuable tool for use in teacher education. GULT complemented the other projects by developing a useful approach to task-based assessment in higher education, which level is so far less well represented in the ECML activity. The work of the GULT team is very important as it is not relevant not only LSP but also for other areas, as it offers new perspectives on the complicated topic of testing in a task-based approach. |
| Contribution of the projects so far with regard to the ECML programme objective 2: *Strengthening professional **networks** and the wider community of language educators* | As the projects were reaching the conclusion of their work, they were more active in disseminating information about their work in a variety of fora. This was to be expected as they had more concrete findings to convey. To take the GULT team as an example: a lot of interest has been generated; especially organising workshops has shown to be very useful in establishing networks and disseminating new projects. |
| 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 theme of the strand, Evaluation, is an inherent part of all educational activities, including educational reforms. Valid and reliable information is needed for decision-making at all levels and by all parties involved in the educational provision.<br>By developing new approaches in evaluation and assessment, the projects have made a contribution in this respect by producing tools and approaches that help in having such better information available.<br>As task-based assessment is less known than other assessment work in the Evaluation Strand, it is very desirable to actively inform language professionals about the products of GULT in order to contribute to implementation of this promising approach. |

| Contribution of the projects so far with regard to the ECML programme objective 4: *Contributing to better **quality** of language education in Europe* | The nature of tests that are used in language teaching and examinations is an essential element in providing good quality language education.

The main initial potential that the Evaluation strand projects have to contribute to a better quality of language education in Europe is by having brought together a large group of dedicated professionals to work on a shared innovation idea. As the feedback received from the project participants has been very positive, it is likely that there is a multiplying impact.

The products produced act as a source for longer-term impact, and the prospects are very good.

There is, thus, some immediate impact but to have a better view of the longer-term impact, there should be periodic surveys to map the situation. |
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| 2. | Individual evaluation of the projects within the thematic area *Evaluation* |
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| **Project title and acronym** | **Piloting and Implementing the European Portfolio for Student Teachers of Languages (EPOSTL2)** **Medium-term project 2008-2011** |
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| Summary of the year's activities | The project publication was finalised for the final conference in September. Dissemination activities were carried out in a variety of countries. The website was revised, although the project considers that work still needs to be done on this to ensure ongoing support of the EPOSTL. The Information Folder was made available and can be used in its present form. However, the additional materials envisaged originally still need to be produced if the expanded form of the folder is to be made available. Similarly, EPOSTL considers that the website still needs to be discussed as it is not thought to be optimal for advertising and supporting the use of the EPOSTL. |
| Main achievements of the year | The successful completion of high-quality final publication materials. |
| Project promotion and communication (on the website and elsewhere) | Dissemination seems to have been relatively active but the project is aware that more effort for dissemination via the website would be desirable. |
| Opportunities for synergy with other projects in the strand | This is not relevant at this point, unless it concerns efforts to mediate the project´s contribution as a part of a broader mediation undertaking. |
| Evaluative comments | The final publication is coherent and of a high quality. It fulfils its basic aim – to support practitioners in using the EPOSTL – very well. The Information folder is also of a very good quality.The project has been very successful and is likely to be regarded by the language teaching profession as a valuable contribution to the development of language education in Europe (and beyond). |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011 |

| Project title and acronym | **Encouraging the culture of evaluation among professionals** (ECEP) Medium-term project 2008-2011 |
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| Summary of the year's activities | The final publication required a considerable effort. This included: <br> • Revision of the guide; <br> • Revision of the translation guide; <br> • Production of missing parts of the publication (General introduction, indexes, mind map, introduction to the toolkit, scenarios); <br> • Production of the planned but outstanding worksheets in both languages; <br> • Revision of all the worksheet and integration of feedback and other modifications to guarantee coherence and enhance quality. |
| Main achievements of the year | The successful completion of high-quality final publication materials, which present innovative elements of a new approach to CEFR-related assessment practices. |
| Project promotion and communication (on the website and elsewhere) | The activity has been quite good in this respect. |
| Opportunities for synergy with other projects in the strand | This is a task that the new ECML mediation agenda needs to consider. |
| Evaluative comments | The project has managed to make an ambitious contribution to CEFR-related assessment culture, which provides added-value to the more pragmatic tools already available. The report met with a very favorable reception at the concluding conference. It was anticipated that the project will have a major impact on language education. |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011 |

| 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 |
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| Summary of the year's activities | According to plan, the project produced the final publication; it also presented the findings in the project team´s countries, at local and national level. |
| Main achievements of the year | The finalisation of an innovative contribution (handbook) to the teaching of young learners. |
| Project promotion and communication (on the website and elsewhere) | The project has been successful in this. |
| Opportunities for synergy with other projects in the strand | This is a task that the new ECML mediation agenda needs to consider. |
| Evaluative comments | Reactions from both teachers and students have been very positive. The writing descriptors have been found particularly useful. <br><br> The project´s own final appraisal expresses, with a good reason, |

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| | satisfaction with the last year´s work and with the quality of the handbook.

Workshops and presentations of the material have been appreciated by the participating teachers. The workshop at the final conference in Graz went well and attracted 16 people. The project was given praise at the conference.

In sum, AYLLIT was a very good project. Its product has been favourably received and it has a very good chance of making a positive impact on the language education of young learners. |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011 |

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| **Project title and acronym** | **Guidelines for University Language Testing** (GULT)
Medium-term project 2008-2011 |
| Summary of the year's activities | Events:
Preparatory Meeting for NM (1 day)
Network Meeting  in January 2011 (2 days)
Expert Meeting in January (2 days)
Activities:
Further development and finalisation of existing documents
  - 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 being tested
  - Very informative power point presentation on issues concerning testing
 Guidelines have been formulated, tested.

Successful revision of Guidelines according to input from workshop participants has already started. Some further revisions of guidelines have been made. |
| Main achievements of the year | The finalisation of the guidelines for LSP testing (evaluation concept, grids for oral exams), the testing of model exams and final publication are the major achievements of the work of this year. The finalisation of the guidelines for LSP testing (evaluation concept, grids for oral exams), the testing of model exams and final publication are the major achievements of the work of this year. Development of model exams is a major achievement. |
| Project promotion and communication (on the website and elsewhere) | The achievements have been communicated very actively through the website, conferences, meetings, workshops and informal exchange. As no annual report has been sent it is not known where exactly the results have been communicated, only some informal information. The publication has been reviewed positively by Bernhard Voss. |
| Opportunities for synergy with other projects in the strand | This is primarily a task for the mediation agenda of the new medium-term programme. |
| Evaluative comments | The project team has been very active during year 4. 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. The guidelines are very useful and the revision |

|  | according to the valuable input of the participants of the network meeting has improved them even more. In general the project has generated a lot of interest and the project team has disseminated the project very well, which has been very helpful throughout the life of the project.<br><br>This project has several merits to its credit. It concretises task-based LSP-oriented assessment very well. It addresses the needs of a large LSP profession in higher education, which has not received very much attention in ECML`s prior work. Model exams are a very useful contribution. |
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| Complementary statistical data on project workshop or network meeting 2011 | The GULT network meeting was attended by 14 participants in addition to the project team.<br>100 % filled in the post-event survey.<br><br>Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:*<br><br>• 93 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**;<br>• 93 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community;<br>• 79 % 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**);<br>• 79 % 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 | **Common European Framework of Reference for Languages – level estimation grid for teachers** (CEF-ESTIM)<br>Short-term project (2008-2009) |
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| Summary of the year's activities | The project was finalised in 2009 according to plan and is still widely disseminated. |


| Project title and acronym | **QualiTraining at grassroots level** (QualiTraining 2)<br>Short-term project 2008-2009 |
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| Summary of the year's activities | Dissemination of QT Guide both in institutional contexts and to professionals, who then cited in their articles, e.g. Carmen Perez-Llantada, Oana Carciu (both from the Univ. of Zaragoza)<br>Feedback from some of the participants in Workshops and the Network meeting indicates that dissemination and adaptation to local contexts has continued in various country contexts - e.g. Finland, Cyprus, Ireland, Austria - depending on educational interests and needs. |
| Main achievements of the year | Study carried out in preparation for an article, building on the Quality principles and criteria in the QT- Guide - involving QA documentation of 6 QA associations and survey among professionals and institutional representatives from 7 countries. Writing up and finalising the article/book chapter. |

| Project promotion and communication (on the website and elsewhere) | Eight major presentations of the project approach in several geographical and professional contexts. |
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| Opportunities for synergy with other projects in the strand | This is primarily a task for the mediation agenda of the new medium-term programme. |
| Evaluative comments | This project is a good example of the importance of follow-up and mediation, which now features prominently in the new medium-term programme. |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011 |

| Project title and acronym | **Classroom Assessment related to the Common European Framework of Reference** (ClassRelEX) Short-term project 2010-2011 |
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| Summary of the year's activities | The aim of the project was reached: the finalisation of training materials and documentation on relating language tests and examinations to the CEFR based on the stages and procedures specified in the final version of the Council of Europe Manual (published in 2009) was finalised. |
| Main achievements of the year | All planned projected outputs were delivered: 1. Training material for each of the five stages of the linking process provided on the RelEx website; 2. Publication of the Highlights from the Manual on relating language examinations to the Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR); 3. Publication of a glossary of linking terminology and to be also separately published on the RelEx website; 4. Links made with other assessment projects and other relevant ECML projects, notably the "Pathways" project; 5. Workshop at the Closing Conference of the 2008-2011 Programme which was well received. |
| Project promotion and communication (on the website and elsewhere) | Progress on this was made during 2011. |
| Opportunities for synergy with other projects in the strand | Yes, in the mediation efforts of the new medium-term programme. |
| Evaluative comments | This project has made a very useful contribution by producing a less technical tool for working towards linking assessment to the CEFR. It makes the task more practical for a very large group of CEFR users. |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011. |

**Report on projects within the thematic area *Continuity in language learning***

**Consultant: Isabel Landsiedler**

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**1.  Contribution of the projects within the thematic area *Continuity in language learning* of the ECML programme – annual evaluation 2011**

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| General comments concerning the coherence of the year's activities in the strand | All projects of this strand make an important contribution to continuity in language learning as the ELP is an important instrument to ensure continuity and 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 some of the results could be of interest to the other projects. In this year the finalisation of and the dissemination of results, publications and websites has been the major task in all projects. All projects in this strand are highly important for continuous language learning and several implications of the projects will be of great interest to language professionals, which could already be observed at the final ECML conference in September. |
| 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. A new website on the use of ELP has been set up - this website tries to bring together all the relevant information concerning the usage of the ELP. |
| 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 projects work with online workspaces (ECML website or Moodle platforms and one uses and additional Facebook account), 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, seminars and publications, 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 give them the power of starting reform processes themselves or informing the responsible decision-makers about new developments in language education. The easier to find relevant information on the website the better, which was the main aim of the new ELP-website and all the other project websites, have been adapted accordingly and the new structure is really very useful for the wider public. |
| 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 organisations have been organised in this strand. The better our language educators are trained and qualified to meet the new challenges, the better language education will be. We see from the feedback received that workshops are a very efficient means to train language teachers and to establish active networks (all projects have managed to set up active communities of language teachers). The publications and websites will be very useful and will generate a lot of interest in the communities in the different countries. This could be seen during the conference in September, as the feedback for the workshops and presentations of this strand was very positive. |

| 2. | **Individual evaluation of the projects within the thematic area** *Continuity* |
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| **Project title and acronym** | **Developing Online Teaching Skills (DOTS)**<br>Medium-term project 2008-2011 |
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| Summary of the year's activities | Events:<br>- Workshop 9-11 March 2011<br>- Conference participation 29-30 September 2011<br>Activities:<br>- Short descriptions and guidelines of different tools have been finalised (very clearly, well structured and useful);<br>- Guidelines were evaluated and finalised;<br>- Finalisation of the website;<br>- Finalisation of the Moodle workspace;<br>- Finalisation of the offline version on the data stick. |
| Main achievements of the year | The short user guides for the ten different 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. The final version of the website and the workspace are well-structured and very useful. |
| Project promotion and communication (on the website and elsewhere) | Dissemination has been very effective. The results have been and will be presented at several national and international events (e.g. The Canadian participant is very active in disseminating the project as well as the work of the ECML in Canada and now in the USA as well.<br>Further activities:<br>Grundtvig project "Performing Languages" workshop Quéven, France, 26 October 2011.<br>Internal Newsletter, Department of Languages, The Open University<br>We are planning further presentations at:<br>Staff meeting at b.i.b International College, Hannover, Germany December 2011<br>Future dissemination plans:<br>EuroCALL CMC SIG conference, Bologna, March 2012<br>OLBI conference, Ottawa, Canada, April 2012,<br>Croatian Applied Linguistics Association Conference; May 2012 |
| 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 were useful for the DOTS project as well. A link to the glossary has been established to show the synergies between the two projects. The results of this project can be useful for several other projects; as soon as new media want to be used there is a link to the DOTS project. |
| Evaluative comments | An active community has been established through the workshops and a lot of enthusiasm and motivation in participants has been generated. The Moodle workspace is being used quite actively and the use of the website is very good (very good and useful short introductions of different tools have been included) and the project attracted a lot of attention during the conference and received very positive feedback from the participants |
| Complementary statistical data on project workshop or network meeting 2011 | The workshop (WS 3/2011) was attended by 39 participants.<br>92 % filled in the post-event survey.<br><br>Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* |

- 80 % 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;
- 86 % 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**);
- 86 % 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 | **ELP in whole-school use** (ELP-WSU)<br>Medium-term project 2008-2011 |
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| Summary of the year's activities | Events:<br>- Dissemination workshop – 19-20 May 2011<br>- Expert Meeting – 20-21 June 2011<br>- Conference Participation – 29-30 September 2011<br><br>Activities:<br>- The Guide has been finalised and disseminated<br>- Opening of the forum for participants<br>- Uploading of ten final case studies<br>- Finalisation of the website |
| Main achievements of the year | The following achievements are to be mentioned:<br>1. Finalising of the guide to planning, implementing and evaluating whole-school ELP projects;<br>2. Motivating people to use the forum for participants to exchange their experience, know-how and ideas.<br><br>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.<br>Conference Participation (ECML Conference) and dissemination with the help of the participants of the dissemination workshop |
| Opportunities for synergy with other projects in the strand | There is some synergy with ELP-TT2 and the new ELP-TT3 as some of the new materials were used in the ELP-training events or were adapted. Some feedback of the ELP-training events (challenges for teachers, problems etc.) was useful for the ELP-in whole school use. The two project coordinators were sharing their ideas, and this was a big benefit for both projects. |
| Evaluative comments | The project team worked very efficiently and a lot of material was 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 and also show the challenges of developing whole-school projects. The dissemination workshop with 37 participants from 29 countries was highly successful. |
| Complementary statistical data on project workshop or network meeting 2011 | The workshop (WS 5/2011) was attended by 35 participants.<br>97 % filled in the post-event survey.<br><br>Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* |

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| | • 100 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**;<br>• 100 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community;<br>• 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**);<br>• 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. |

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| **Project title and acronym** | **Training teachers to use the European Language Portfolio** (ELP-TT3)<br>Short term project 2010-2011 |
| Summary of the year's activities | Events:<br>- Expert Meeting – 10-11 February 2011<br>- Participation in ELP-WSU dissemination workshop and presentation of the project results 19-20 May 2011<br>- Conference Participation – 29-30 September 2011<br><br>Activites:<br>- Further dissemination of the training kit<br>- Adaptation of further materials<br>- Promotion of implementation<br>- List of existing materials<br>- Samples of good practice were collected<br>- Materials in different languages were collected<br>- Finalisation of the new website |
| Main achievements of the year | The main achievements are: the further dissemination of the training kit, project platform has been further developed. Materials are and will be looked through to decide about useful materials for the new website. There has been extensive work on the new joint ELP 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. The Facebook community has been very active throughout this year. |
| Opportunities for synergy with other projects in the strand | Synergies with the ELP-WSU-project were found and cooperation on the establishment of the new ELP-website was established. The two project coordinators were sharing their ideas, and this was a big benefit for both projects. |
| Evaluative comments | The project team did an extremely good job. The work on the new website was very challenging, a lot of effort was made and a lot of ideas and material were collected. The new website is very useful although further work would be useful as it should be a lively website |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011. |

| Project title and acronym | **Exploring cutting edge applications of networked technologies in Vocationally Oriented Language Learning** (E-VOLLution)<br>Short term project 2008-2009 |
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| Summary of the year's activities | - The publication has been finished ( a very useful, comprehensive and interesting publication is the result)<br>- Conference Participation – 29-30 September 2011 |
| Main achievements of the year | - Dissemination of a very active project team<br>- A very useful publication |
| Project promotion and communication (on the website and elsewhere) | Dissemination at various conferences and the final ECML conference in September |
| Opportunities for synergy with other projects in the strand | DOTS |
| Evaluative comments | Very good project and useful project with a useful and practical guide that also provides some theoretical background information. |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011. |

| Project title and acronym | **Mobility programmes for plurilingual and intercultural education –tools for language teachers (PluriMobil)**<br>Medium-term project 2008-2011 |
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| Summary of the year's activities | In 2011 an outline of the project was extended and prepared in detail with three basic learning objectives identified as linguistic, intercultural and learning to learn objectives. Draft publication ("Mobility for plurilingual and intercultural education. Tools for language teachers and teacher trainers" pp .44) was also prepared concentrating on scenarios for trainee teachers, primary school pupils and secondary school pupils together with suggested activities and bibliography. |
| Main achievements of the year | Valuable achievement of this year was a) the workshop which ran successfully and had been prepared during b) the preparatory meeting preceding it and followed by c) an expert  meeting which helped to use information obtained to modify material for e) the presentation at the September conference in Graz and d) the preparation of draft publication. |
| Project promotion and communication (on the website and elsewhere) | These achievements have been communicated successfully on the website and through the draft paper publication mentioned above. |
| Opportunities for synergy with other projects in the strand | Synergies can be found as between ConBaT+ and CLIL-LOTE-START, CLIL-LOTE-GO, EPLC and CLIL-CD. |
| Evaluative comments | The project is developing well, high quality materials are being developed, though draft publication has to be seen as an intermediary stage in the preparation of a full publication as part of the extended project programme in the new medium term. |

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| Complementary statistical data on project workshop or network meeting 2011 | The workshop (WS 4/2011) was attended by 28 participants.<br>96 % filled in the post-event survey.<br><br>Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:*<br><br>• 93 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**;<br>• 96 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community;<br>• 81 % 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**);<br>• 92 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment. |

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

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| **1. Contribution of the projects within the thematic area *Content and language education* of the ECML programme – annual evaluation 2011** | |

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| General comments concerning the coherence of the year's activities in the strand | The year 2011 being the final year of the medium-term programme included activities which helped round up and finalise projects. In 2011 activities in the strand continued to coherently aim at the development and promotion of content and language integrated learning and teaching (CLIL/EMILE). The area of CLIL is well covered by project activities which is a consequence of the fact that projects grouped in this field are complementary in their approaches: two of them are related to pre and in-service teacher education – one through the curriculum framework finalised in 2010 (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. There is also coherence in this group of projects in the field of dissemination activities with coherence characterising not only particular projects, but also ways in which the whole programme of the ECML is promoted by team members, team coordinators and project participants. This is done through conferences, publications and project websites. |
| 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 ( the project already finalised) by means of the new curriculum framework for teacher education, CLIL-LOTE-GO by means of providing 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. PluriIMobil helps teachers organise pedagogical exchanges which are designed to help 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 organisation 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* | Enabling language professionals to have greater impact on reform processes takes place in CLIL-LOTE-GO and CLIL-CD (finalised and in the process of continuing dissemination) 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.<br>All the projects enable professionals through wide dissemination of CLIL-related ideas and former ECML projects in this field at national and international conferences. |
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| Contribution of the projects so far with regard to the ECML programme objective 4:<br>*Contributing to better **quality** of language education in Europe* | To achieve 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 ) activities, publications, websites and portals) produced within the frames 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 in the former year 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)<br>Medium-term project 2008-2011 |
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| Summary of the year's activities | In 2011 modules were finalised, translated and piloted in Bulgaria, Germany and Hungary. |
| Main achievements of the year | The main achievements of this year were: a) finalising new non-linguistic, interdisciplinary and intercultural cross-curricular modules, b) Conducting the expert meeting in March 2011, c) the piloting of the materials, d) dissemination of the modules, e) uploading of the modules on the project website. |
| 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 (e.g. September conference in Graz), research seminars and academic courses. Materials were also made available on the project website together with the glossary of the terms of the project. |
| Opportunities for synergy with other projects in the strand | Synergies can be found as between EPLC and CLIL-CD, CLIL-LOTE-START, CLIL-LOTE-GO as well as ConBaT+. |
| Evaluative comments | The project has been developing very well and according to the annual plan. It turned out to be a valuable source of useful materials for the intercultural and interdisciplinary teaching of languages at the primary and the secondary level. It deserves further promotion also in its paper form. |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011. |

| Project title and acronym | **Curriculum Development for Content and Language Integrated Learning** (CLIL-CD)<br>Medium-term project 2008-2010 |
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| Summary of the year's activities | The project was finalised in 2010 according to plan and is still widely disseminated. |

| Project title and acronym | **Content and Language Integrated Learning through Languages other than English** (CLIL-LOTE-START)<br>Medium-term project 2008-2011 |
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| Summary of the year's activities | The interactive web portal has been launched with the accompanying information brochure as a paper publication "CLIL-LOTE-START. Content and language Integrated Learning for Languages Other Than English" (30 pp.) providing useful information for parents, primary and secondary school teachers in initial and in in-service teacher education. |
| Main achievements of the year | The main achievement is a) the expert meeting in January which helped to finalise work on b) the interactive web portal which has developed well and became a rich resource with the provision of a wide body of illustrative material related to German, but usable for other languages and c) the corresponding publication, an information brochure, a booklet of 30 pp., highly informative in terms of developing a clear practical approach to getting started with CLIL. |
| Project promotion and communication (on the website and elsewhere) | CLIL-LOTE-START has successfully communicated its achievements through the old project website and the new web portal as well as through team members' participation in workshops and conferences, the September Graz conference included. |
| Opportunities for synergy with other projects in the strand | There is close collaboration with CLIL-LOTE GO project, and the other CLIL elements of the ECML programme. |
| Evaluative comments | The project is a useful source of materials and tips for parents and teachers interested in CLIL for languages other than English on the example of German. The interactive portal and the paper information brochure will be powerful tools in the promotion of CLIL in schools of Europe. |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011. |

| Project title and acronym | **Good Practice in Content and Language Integrated Learning through Languages other than English** (CLIL-LOTE-GO)<br>Medium-term project 2008-2011 |
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| Summary of the year's activities | Finalisation of the publication in the form of the book has taken place. The book (Anemone Geiger-Jaillet, Gérald Schlemminger, Christine Le Pape Racine "Enseigner une discipline dans une autre langue: méthodologie et pratique professionnelles" pp.210) was published by Peter Lang in conjunction with the ECML in 2011. |
| Main achievements of the year | The main achievement, in consequence of several fruitful meetings is – as stated above – the publishing of the book as the end product of the project as well as its promotion at various conferences and meetings. |
| Project promotion and communication (on the website and elsewhere) | This was done very effectively through the presentation of the project in a range of contexts, including conferences, the Graz end-of-the-medium term conference included, through meeting as well as through the project website. |
| Opportunities for synergy with other projects in the strand | Close collaboration with CLIL-LOTE Start project, and the other CLIL elements of the ECML programme took place. |
| Evaluative comments | The publication is a book of a high quality which will be of great usefulness for teachers and teacher trainers working in the "CLIL for |

| | languages other than English" context. The usefulness will be even greater when the German translation is finalised and published. |
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| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011. |

| Project title and acronym | **Content-based teaching + plurilingual/cultural awareness** (ConBaT +) Medium-term project 2008-2011 |
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| Summary of the year's activities | In 2011 all the activities, the total of 26 were finalised in French, English and Spanish, all of them based on the content and language integrated teaching approach with the aim to develop plurilingual and pluricultural awareness. Publication was also prepared ("Plurilingualism and pluriculturalism in content-based teaching. A training kit" pp 117) now available both on paper and on-line. Bibliography has been extended as well as the bilingual glossary and links. Promotion through website and conferences was ensured. |
| Main achievements of the year | Valuable achievements of this year were: a) the expert meeting in consequence of which b) the preparation of the remaining modules in order to finalise the publication was possible as well as, c) further piloting of these materials; d) successful dissemination of the materials at ten teacher training seminars and at international conferences (e.g. in the Netherlands, Belgium, and Ireland) and e) finalisation of the publication on paper and on-line. |
| Project promotion and communication (on the website and elsewhere) | These achievements have been communicated extremely successfully through the website, at conferences and teacher training sessions mentioned above and through both workshop and conference participants who piloted and promoted materials prepared during the lifetime of the project. Now communication is also enhanced by the paper publication. |
| Opportunities for synergy with other projects in the strand | Synergies can be found as between ConBaT+ and CLIL-LOTE-START, CLIL-LOTE-GO, EPLC and CLIL-CD. |
| Evaluative comments | The project has achieved all its aims, all the materials planned to be developed have been developed, evaluated and piloted. Paper and on-line materials are completed and proved to be of a very high quality. The project website with 26 downloadable units, links, bibliography and glossary is very rich and very useful for teachers and teacher educators. |
| Complementary statistical data on project workshop or network meeting 2010 | No workshop or network meeting in 2011. |

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| **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 2011** |
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| General comments concerning the coherence of the year's activities in the strand | **See the comments for 2009 and 2010** – "*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 EBP-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 2011 in the context of the work of the Language Policy Unit in this area, and generally increased interest in plurilingual education – the three projects complement each other well, drawing on CARAP for its theoretical background. |
| Contribution of the projects so far with regard to the ECML programme objective 1: *Enhancing the professional **competence** of language teachers* | *Last year's comments (with some small additions) are still relevant – the final year of the project is naturally focused on publication and other outputs, rather than new initiatives.*<br>• 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,<br>• CARAP is enhancing the understanding of the knowledge, skills and attitudes involved in plural approaches to language teaching. A training kit offers several possible approaches to CARAP for teachers and the interactive bank of materials now includes some 250 activities to enable teachers to implement different plural approaches in the classroom.<br>• In 2011 EBP-ICI continued with research and training activities, and in the publication there is a kit to help teachers with a series of effective approaches to maintaining the presence of minority languages (especially at primary level) and these are illustrated by concrete examples in the publication. |
| 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 association's work through the dissemination of ECML projects. The LACS Bulletin has appeared several times and a survey on the activities of teachers' associations has been analysed.<br>• The three other projects are firmly based in professional networks – extended beyond the immediate project team. MARILLE has established contacts with the Language Policy Unit'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 and through EDILIC. |
| 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. The potential contribution of plurilingual approaches to |

| | cognitive and social development is being increasingly recognised. |
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| 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: <br>• The identification of effective practice in plurilingual education; <br>• 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; <br>• 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) <br> Medium-term project 2008-2011 |
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| Summary of the year's activities | The project has an ambitious range of products and these have been developed during the year – the English, French and German versions have been reorganised (Hungarian and Spanish are also in progress) - work is still continuing on the final published version; the data bank has been expanded (now 132 activities) and will be made interactive; a brochure and a leaflet have been prepared. A dissemination seminar in February was very successful with a high degree of participation. |
| Main achievements of the year | Considerable work has been done to make the CARAP suite of products more accessible and more usable. The project and its different outputs have been disseminated widely (most recently in Japan) and it has a considerable degree of impact. |
| Project promotion and communication (on the website and elsewhere) | The website has a very rich set of resources though not all of them are fully operational. There has been increasing exposure of CARAP in conferences and in professional literature. A project in the new programme is devoted to further dissemination of the work of the project |
| Opportunities for synergy with other projects in the strand | Already achieved with exchanges between CARAP and MARILLE and EBP-ICI, and participation in expert meetings. |
| Evaluative comments | Not all the aims in the annual programme have been achieved, but this is mainly due to a combination of the high ambitions, the complexity of the output and the commitments of the team. CARAP is a major achievement for the team and for the ECML and will continue to influence thinking and practice in the field of plurilingual education. |
| Complementary statistical data on project workshop or network meeting 2011 | The workshop (WS 2/2011) was attended by 29 participants. <br> 97 % filled in the post-event survey. <br><br> Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality:* <br><br> • 100 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**; <br> • 96 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community; <br> • 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**);<br>• 93 % of the participants strongly agreed or agreed that the event highlighted **quality** aspects of language education that they will promote in their professional environment. |
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| **Project title and acronym** | **Minority languages, collateral languages and bi-/plurilingual education** (EBP-ICI)<br>Medium-term project 2008-2011 |
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| Summary of the year's activities | A network meeting in April enabled the team to present the work done to a broader range of stakeholders<br>The main activities were the drafting and finalisation of the publication |
| Main achievements of the year | The publication – though there is still some revision needed for the final version – achieved a good combination of creative and practical illustration of approaches to teaching minority languages with a "kit" which gives a theoretical background and justification, together with ideas for applying the process to other languages. |
| Project promotion and communication (on the website and elsewhere) | The website has an excellent bibliography and links to different approaches to plurilingual education. It is still mainly in French – reflecting perhaps the fact that work in this field has been carried out mainly in a French-influenced environment. Members of the team have presented the work at a number of conferences. |
| 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 | The website describes the added value of the project as being: "*The teaching kit approaches plurilingualism as a learning process promoting interlinguistic reflection and intercomprehension between related varieties of languages or even other unrelated languages.*" and this process-based approach is a valuable contribution to field. There have been difficulties of detail in reaching a final fully publishable version and this has delayed the production of an English version. |
| Complementary statistical data on project workshop or network meeting 2011 | The workshop (WS 1/2011) was attended by 31 participants.<br>77 % filled in the post-event survey.<br><br>Answers to key questions relating directly to the four programme objectives *Competences – networks – impact – quality*:<br><br>• 92 % of the participants strongly agreed or agreed that the event has contributed to developing their professional **competence**;<br>• 96 % of the participants strongly agreed or agreed that the event has motivated them to become more active in **networking** with the professional community;<br>• 83 % 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**);<br>• 88 % 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)<br>Medium-term project 2009-2011 |
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| Summary of the year's activities | The main work has been the completion of the publication and its dissemination. This has been completed in English and German and the resources of the website including a video, examples of practice, PowerPoint presentations have been extended |
| Main achievements of the year | The publication is a very coherent combination of description of the field of plurilingualism in the majority classroom, together with practical examples, checklists for reflection and an important glossary and set of references. |
| Project promotion and communication (on the website and elsewhere) | The website is well developed, and the project has received considerable attention – being presented or cited in professional conferences, and attracting much interest in the final conference of the ECML programme. |
| 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 Unit's work on Plurilingual Education. |
| Evaluative comments | The project is a successful beginning to provide guidance in an area important for plurilingual education in mainstream education, and it will be continued in a further project in the new programme (led by a member of the MARILLE team). In my view there is a need to combine the double focus – on the development of plurilingual approaches and of effective steps to improve mastery by learners of the language of schooling. |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011. |

| Project title and acronym | **Language Associations and Collaborative Support** (LACS)<br>Medium-term project 2008-2011 |
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| Summary of the year's activities | <ul><li>An online questionnaire to teacher associations was completed in February.</li><li>The publication – with input from almost 100 associations is almost ready and will be published early in 2012.</li><li>A continuation of the project will be part of the 2012 – 2015 programme and will evaluate the publication and dissemination.</li><li>A folder presenting the project in English, German and French has been completed and published.</li></ul> |
| Main achievements of the year | The completion of the publication and the involvement of a large number of associations is contributing to the dual aim of making the EMCL's work better known and helping associations to have a clear pedagogic focus |
| Project promotion and communication (on the website and elsewhere) | LAC was presented at the IDV conference in Winterhur and the FIPF conference in Prague as well as at the ECML conference. It was also referred to in presentations in Canada and Helsinki. LACS will also be presented at the FIPLV World Congress in Helsinki, in June 2012.<br>The website will become more effective once the publication is completed and the dissemination plans with blogs and links to the FIPLV website are implemented |

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| 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 been (finally) very successful in involving teacher associations and is an important example of a mediation project. The impact will be more measurable when the handbook is published. |
| Complementary statistical data on project workshop or network meeting 2011 | No workshop or network meeting in 2011. |