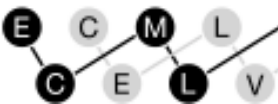




## *Medium-term Programme of Activities 2000 - 2003*



*European Centre for Modern Languages  
Centre Européen pour les Langues Vivantes*

**Programme 2000 - 2003**

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 information@ecml.at, <http://www.ecml.at>

## Foreword to the revised edition 2001

The publication of the revised edition of the medium-term programme of activities of the European Centre for Modern Languages (ECML) presents a useful opportunity to draw the attention to a number of changes that have occurred since its first publication in 2000.

It also allows us to cast a critical eye on the past year and a half and outline some of the orientations for the future ie the remaining years of work of the current and the preparations of the following medium-term programme.

### What's new

#### Duration of the programme

The Governing Board of the ECML decided at its meeting in November 2000 that the duration of any medium-term programme shall be **four years** which implies in concrete terms that the duration of the current medium-term programme of activities 2000-2002 shall be extended to include the year 2003. The next medium-term programme will run from 2004 to 2007.

A first evaluation of the activities showed very clearly that this was a necessary step to take in order to ensure an optimal framework for international cooperation and research and development work.

The longer duration will respect the amount of time needed for setting up projects in an international framework, the research and development work in international networks, the analysis and presentation of results and the preparation of publication and dissemination.

It also takes into account the necessary steps involved in the preparation and evaluation of the overall programme of activities.

#### Presentation of projects

The presentation of the projects in the current edition reflects the progress made up to September 2001 as well as the adaptations and reorientations, which had become necessary in the course of the work. This is also a reminder that international project work, working with people, can only be a dynamic process and not a static one.

## Looking back

### Overall impression – A success

2000 saw the introduction of a medium-term programme based on 35 projects, each with a set of activities of varying scope, aiming at coherence regarding the programme as a whole, but also with regard to each single project.

The concentration on a smaller number of subjects was meant to allow a greater impact with the resources available; a good balance between events and research and development networks should ensure that concrete results be achieved, which may then be presented and disseminated.

This new medium-term formula of programming can definitely be considered as a success. It is an advantage to plan and implement a programme of activities over a period of time. This advantage became more apparent, once the teething problems had been overcome.

Expert teams and participants alike generally react very positively to the new formula. Work becomes foreseeable and manageable, the project plans – both, for smaller and larger projects alike – render the activities and the expected results more tangible and act as an extra stimulus for the involvement of the experts.

The concentration of resources on a small number of thematic focuses already shows that substantial results can be expected for the topic area at the end of the medium-term programme.

The intended balance between central events, research and development work and the production and presentation of concrete results incorporated in the programme as a whole and in each single project offers a further incentive to expert teams and to the expert participants.

In concrete terms the implementation of the programme meant that over the past 18 months more than one hundred meetings – ranging from expert meetings with up to 10 participants, to network meetings with up to 25 participants and central and regional workshops with up to 40 participants – were organised by the ECML; in a number of cases this was done with the support from other institutions and organisations as several projects are jointly supported and funded by the ECML and other international or national institutions and organisation, and for others cooperation takes place for single events.

The new website (<http://www.ecml.at>) as the central tool of project information, presentation and dissemination of results and as a working tool for the communication

between networks was presented in its first operational version in April 2000. The interactive website has been well received; it may take some time for all the experts to make full use of the potential of the information and communication tools in their daily work.

Results of workshops and other events and meetings are documented on paper and on the website, results of previous projects are published in book form in the ECML series and are also available on the website.

## Looking forward

An internal evaluation underlined the success of the new formula of programming, however it also highlighted some issues to be taken into account for the current and, above all, for the following medium-term programme: reduction of large-scale projects, concentration of resources, catering for different types of participants, adaptation to the profile of experts and to the capacities of the ECML, are just some of them.

The further development of the Centre's website shall be complemented by an information campaign and training of the experts and participants in order to promote web literacy and to ensure the best use of this tool. The necessary resources shall be provided for the preparation, translation and distribution of the Centre's publications.

In the preparations for the next medium-term programme 2004-2007 the consultation process with national nominating authorities shall be intensified. The establishment of a network of national Contact Points (see section V) and planned series of regional events will not only support the dissemination effort but also have a positive effect on the preparation of future projects.

The orientations of the new medium-term programme will be determined on the basis of the evaluation of the current work by the Governing Board at its meeting in February 2002. The subsequent twelve months will be devoted to the preparations of the Call for Proposals and accompanied by awareness-raising regional events in member States. A meeting of all the coordinators of the current projects to evaluate the progress and possible synergies and to help prepare the final conference in 2003 will be held in late 2002. The final conference in autumn 2003 shall present the results of the first medium-term programme and launch the second medium-term programme from 2004 to 2007.

# I. The European Centre for Modern Languages (ECML)

## The Centre's Mission

The European Centre for Modern Languages (ECML), Graz, Austria, is a Council of Europe institution whose aim is to promote the learning and teaching of modern languages in Europe. It was set up in 1994 on the initiative of Austria and the Netherlands in the form of a Council of Europe Enlarged Partial Agreement. At present 31 States are members of the ECML<sup>1</sup>. The ECML operates entirely within the framework of the Council of Europe's cultural and educational co-operation. The role of the ECML under the Resolution (98)11 adopted by the Committee of Ministers on 2 July 1998, is as follows:

"To serve in general the implementation of language policies and the promotion of innovative approaches to the learning and teaching of modern languages."

Its strategic objectives are:

- to focus on the practice of the learning and teaching of modern languages;
- to promote dialogue and exchange among the various actors in the field;
- to train multipliers;
- to support programme-related networks and research projects.

In order to implement its strategic objectives, the Centre sets itself the following operational objectives:

- to collect and disseminate examples of good practice in the field of modern language learning and teaching;
- to organise meetings of different types between multipliers such as teacher trainers, textbook authors, experts in the area of the development of curricula, educational standards and methods of evaluation and certification, researchers and educational policy makers from all over Europe, specialists in new technologies;

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<sup>1</sup> Principality of Andorra, Albania, Armenia, Austria, Bulgaria, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the Former Yugoslav Republic of Macedonia".

- to focus on dissemination and follow-up activities and to further develop the Centre's documentation and resources.

## The Framework of Activities

### A medium-term programme of activities (2000-2003)

In the light of the results of the ECML's evaluation leading up to the establishment of the Centre as a permanent institution, it was decided to adopt a medium-term cycle for the Centre's activities each spanning four years. The selected activities will be inter-linked, cover the whole period and be coherent with the overall objectives of the medium-term programme.

This marks the beginning of a new era for the ECML in its mode of operation: the Centre will strive to achieve greater efficiency, focus to a greater extent on actual and future needs and most importantly be closer to its potential users.

This new approach allows the Centre to carry activities through to their completion, from theory to practice and practical implementation in the different countries. It places equal importance on a wide cross-section of activities and services, whilst respecting an overall balance between events, results, documentation and dissemination. And it is complemented by the construction and development of a new policy relating to documentation, follow-up and dissemination of results.

The pluriannual approach to programming was made possible by the selection of projects submitted by experts from our member States. It often clearly highlighted the orientations and important factors in languages in the Europe of today and the future. Other aspects, which did not emerge from the selection process, yet seem crucial elements in the overall framework of the Centre either in terms of long or short-term policy are also taken into account.

Furthermore 2000-2003 sees a reinforcement of the ECML's presence on a local and regional level through increased co-operation with local partners facilitated by its Austrian Association on the one hand, and on an international level by strengthening its links with its partners throughout Europe and with a certain number of institutions, on the other. Various forms of complementarity and co-operation are included, most notably with regard to the:

- composition of teams of experts and the development of projects;

- strengthening of our links with the Language Policy Division<sup>1</sup> to achieve a greater harmony between the conception of linguistic policies and their implementation;
- development of a partnership with the European Commission on different levels;
- further development of partnerships with cultural organisations (for example the British Council, the Goethe Institut Inter Nationes).

## Operational instruments

The ECML has recourse to a variety of operational instruments to carry out its mission; the balanced programme of activities that it seeks to offer warrants an even distribution of these instruments.

### Central events

Central workshops are facilitated by a team of 3 to 4 international experts; the workshops bring together nominated delegates from the member States (1 delegate / member State; expenses covered by the ECML) and, on the basis of available space, delegates from other countries (expenses not covered by the ECML).

These workshops can be of a varying nature: a single event or one link in a chain of events (e.g. prepared by a study, followed by research and development projects leading to a second event to present and discuss the results).

The workshops, which last from 3 to 5 days (as a rule) and take place in Graz are preceded by a preparatory meeting of the team of facilitators (2 days as a rule).

A number of other central events for which the ECML covers the costs or part of the costs of one nominated delegate from its member States are also organised. These events are in principle co-organised and co-financed by other institutions or organisations and vary in duration.

### Conferences

A large-scale conference will mark the end of a medium-term programme; it will present the results of the current programme and launch the subsequent medium-term programme of activities. The conferences are organised in Graz.

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1 Formely Modern Languages Division.

### Regional events

A workshop or a conference in the framework of an ECML project organised in one of its member States intending to disseminate – at a regional level – the results of a project, to contribute to the research and development process or to respond to specific interests of the member State in which it takes place.

It lasts 3 days as a rule and it also aims to promote an exchange of ideas and co-operation in the region (participants from neighbouring countries) and it is co-financed by various partners (national authorities or bodies, multilateral and bilateral institutions or foundations, the ECML, etc). The ECML's contribution consists in principle of a lump sum grant towards organisational costs and the costs of up to 3 international experts.

### Research and development networks

Networks of experts set up at central workshops at the start of a project to engage in a research and development process geared towards the production of tangible results (studies, publications, etc) through a process of international co-operation.

The ECML will support network meetings (2 days), which in principle take place at the Centre, as well as the publication and dissemination of their work results.

### Expert meetings and expert consultations

The ECML can commission studies and finance expert missions or *ad hoc* consultations which contribute to topics of interest linked to its programme of activities; this can also include expert missions to regional, national or international workshops or conferences and meetings of small expert groups.

### Fellowships

A limited number of fellowships are awarded; they are intended to either offer an opportunity to young people from the member States to apply and further develop their knowledge and expertise while contributing to the research aspects of the Centre's programme within the framework of a project. Or they facilitate visits of recognised researchers which may last from 2 to 4 weeks.

### Special assistance

Activities on an ECML priority theme in Central / Eastern European States with urgent needs may also be organised in Graz or in the respective country.

## Documentation, dissemination and communication

The results of the Centre's activities are documented and disseminated through publication in hard copy and on the Centre's website <http://www.ecml.at>. The website is also increasingly used for the exchange of information before and after workshops and as an interactive working tool for all the activities related to the projects.

All the publications of the ECML are also available on a CD-ROM which is updated on an annual basis.

## II. How to participate in the activities of the ECML

### General policy

The ECML was established and is maintained by its member States as an Enlarged Partial Agreement of the Council of Europe to serve in general the implementation of language policies and the promotion of innovative approaches to the learning and teaching of modern languages.

While the main orientation of its operations is understood as a service to its member States, the nature of the activities, their results and the services offered – mainly through its tools of information, documentation and dissemination – are not geographically limited.

For these reasons and in order to encourage other countries to join the Enlarged Partial Agreement, the ECML offers a limited number of places at its events to experts from non-member States. Depending upon the availability of places they may be able to attend either at their own cost or that of their institution / ministry.

### Central events

If your country is a member State of the Partial Agreement you should take up contact directly with the national nominating authority (see section V). Central events are normally open to one participant from each member State and the expenses are borne by the ECML. When more places are available additional participants may attend either at their own cost or that of their institution / ministry.

### Regional events

Depending on the organising country / institution these events will be open to a varying number of participants from neighbouring countries. Conditions of participation may also vary. In each case you should contact the coordinator of the event in the host country.

### Network meetings

They are normally established as a result of central activities and the experts invited will be active members of the existing networks.

### Experts

In specific thematic areas are selected by the ECML on an *ad hoc* basis to carry out fact-finding missions / needs analysis / studies / consultancy projects or to act as animators.

In order to put forward your name you are invited to make use of the online database (<http://www.ecml.at>). The database on experts in the field of teaching and learning of modern languages is intended as a service to the expert community to promote and to search for expertise in specific areas.

### Fellows

A limited number of fellowships are intended to offer an opportunity to young or recognised researchers from the member States to apply and further develop their knowledge and expertise while contributing to the research aspects of the Centre's programme within the framework of a particular ECML project. Fellows are selected by the project coordinators and / or the Secretariat of the ECML.

### Trainees

The ECML offers 6 places for trainees annually. Details of the recruitment procedure and the conditions of work are published on the ECML website.

### III. Introduction to the programme of activities 2000-2003

The following pages present an overview of the programme of activities of the ECML for the years 2000 to 2003; this includes a brief description of the aims and programme objectives of each project, the name of the co-ordinating expert, the respective set of activities planned for the duration of the medium-term programme and the working languages of the project. The activities included are of an indicative nature as they may need adapting in the light of the progress of each project. The detailed calendar of activities for each year is available as a separate document. You will find more detailed information on any of the projects and you can also consult the intermediate results in form of web pages, reports and publications on the ECML website <http://www.ecml.at>.

The activities are to a very large part based on the projects submitted by experts from the member States of the ECML. They have been supplemented, however, by a number of activities proposed by the Secretariat as follow-up activities to the 1999 programme to cover important aspects, which were not covered by the proposals submitted. The recommendations of several Think Tank events have also led to additional activities in selected topic areas.

This is also reflected in the listing of the projects in this chapter, where several precisions have been added and where some of initially foreseen projects are missing because they have not been taken up for a variety of reasons. For ease of navigation we have however kept the original system of reference numbers in which you will now find the respective additions and gaps.

In the light of past experience and following the recommendations of the Governing Board of the ECML the major part of the medium-term programme is organised around a limited number of topics in order to achieve substantial results with the resources available (chapter 1). However, a number of further specific topics (chapter 2) and concerns of a general nature (chapter 3) are also included in the programme in response to the wide range of interests and needs expressed.

The activities presented in chapter 1 concentrate on the following themes:

- The organisation and set-up of language education;
- Language awareness, intercultural competence, and multilingual matters;
- Information and communication technologies;
- Quality assurance in international co-operation in language education.

In chapter 2, Specific further concerns, a smaller number of activities related to a wide range of themes are proposed:

- Change in teacher education;
- The Common European Framework of Reference;
- Self-access learning and resource centres;
- Bilingual education and early language learning;
- Reform of translation and interpretation curricula;
- Quality assurance and self-assessment;
- Activities in South-East Europe;
- The European Year of Languages;
- House of Languages;
- The opening of the new premises of the ECML.

Chapter 3 is devoted to activities that support the evaluation of the activities and investigating the synergies between the projects and between the ECML and the Language Policy Division of the Council of Europe.

It is an essential part of the policy of the ECML that the expert teams co-ordinating its activities reflect a geo-political and linguistic balance in addition to a balance of expertise. Thus they include experts from the North, South, East and West of Europe, mainly from the member States of the ECML, using two working languages (combination of English and French, or any other language, in principle).

## 1.1. Organisation and set-up of language education

### 1.1.1. Collection of case description of innovatory approaches in the organisation and set-up in language education

Co-ordination: Frank Heyworth, Switzerland

Languages: English, French<sup>1</sup>

Organisation and set-up of language education was chosen as the main research focus of the first medium-term programme of the ECML. Although a number of projects have a very strong organisational component, it became clear that looking at language education from an organisational viewpoint is still a fairly unfamiliar approach.

As a follow-up activity to workshop 6/99 where these aspects were discussed on the basis of a commissioned study, the ECML intends to publish a collection of case descriptions of exemplary organisational models.

Set of activities: 2000 / 2001, collection of case descriptions in preparation of a publication  
2002, publication of a collection of case descriptions

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<sup>1</sup> Publications are in principle prepared in one of the official languages and translated into the other at a later stage. Some publications may also appear in a mixed version.

## 1.1. Organisation and set-up of language education

### 1.1.2. Learning more than one language efficiently: Tertiary language teaching and learning in Europe. Example: German as a subsequent foreign language after English

Co-ordination: Gerhard Neuner, Britta Hufeisen, Germany

Working languages: English, German

If Europeans are to have good relationships with their neighbours and understand and appreciate each other, the ability to speak more than just one foreign language is of great importance. This fact is recognised by both the Council of Europe and the European Union, who see the need for citizens to learn at least two European languages in addition to their own native tongue.

The European Year of Languages 2001 encourages us to contemplate how concepts of teaching and learning multiple languages can be developed and translated into practice.

This project is concerned with the teaching and learning of foreign languages in the school context. Within the framework of multilingualism concepts, it attempts to develop a general basis for tertiary language didactics and methods, and to illustrate this through the example of German after English. The ECML in Graz and the Goethe Institut Inter Nationes in Munich therefore work together – along with regional institutions concerned with foreign language instruction – as in this project.

Set of activities: 2000, workshop  
2001, expert meeting, regional event  
2002, two regional events, fellowship, publication  
2003, workshop, publication

1.1. Organisation and set-up of language education

### 1.1.3. The organisation of language education in small States

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**Co-ordination:** Francesca Junyent Montagne, Andorra

**Working languages:** English, French

The ECML has great interest in this issue and intends to explore it in a series of activities in order to sensitise experts and the wider public to this question. The experiences of small States in the area of the organisation and set-up of language education substantially differ from the experiences of larger States. Considering the importance that is attributed, on a European scale, to the protection of linguistic and cultural diversity, to the promotion of education for plurilingualism in general, and to the promotion of diversification in language teaching, especially for lesser used languages, the experiences of these countries are of particular interest to the other countries of Europe.

The ECML suggests exploring the issues involved. An expert meeting in 2000 helped to focus and orient the activities. A commissioned study addressed key questions and provided data and information in preparation of a regional event in 2001 and a publication in 2002.

**Set of activities:** 2000, expert meeting, study  
2001, regional event  
2002, publication

## 1.1. Organisation and set-up of language education

### 1.1.4 Neighbouring language teaching in border regions – how to improve the knowledge of neighbouring languages and cultures in border regions and in particular – to achieve this – how to take full advantage of the neighbours proximity?

Co-ordination: Ruud Halink, Netherlands

Working languages: English, French

Border regions possess a rich potential for innovative forms of language learning and intercultural understanding which deserves to be exploited fully especially with respect to safeguarding the diversity of languages and the promotion of learning of neighbouring languages.

Over the past years the project, co-ordinated by Albert Raasch and Ruud Halink, has been exploring the theoretical background and methodological implications of such an approach based on descriptions of examples of practice in various border regions. This has been made possible by the support of a number of institutions together with the ECML and was complemented by initiatives from other areas in particular conferences organised by Austria, Germany and Finland during their EU-presidency.

The project now goes a step further by the exploration, development and implementation of a virtual documentation centre functioning as a database for examples of practice and a forum of exchange and contact. In order to further disseminate the results achieved and information and to continue with the process of international development a number of regional events and a central workshop at the ECML are planned.

One of the most important next steps is making the examples of practice from different border regions that were collected and studied up to now available on a website. This also necessitates prior work on the typology the documentation shall be based on.

Set of activities: 2000, expert consultations, regional event  
2001, regional event  
2002, workshop, publication

For more information please consult the Cicero web pages accessible through the ECML homepage <http://www.ecml.at> or directly at <http://www.cicero-net.nl/>

1.1. Organisation and set-up of language education

### 1.1.5. Literacy as correspondence – an integrated approach to multiliteracy

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Co-ordination: Valerie Sollars, Malta

Working languages: English, French

Literacy as adaptation, an integrated approach to multiliteracy. With the growing recognition of the importance of plurilingual competences the development of multiliteracy becomes an important aspect. The project aims through a set of activities to explore and develop common ground for literacy teaching in first, second and foreign languages. As a first step a workshop offered the opportunity to present the context and background of the project, identify different approaches to literacy / multiliteracy teaching and discuss the methodological choices for different settings (f. ex. L1 and L2 in parallel, L2 after L1, L3 after L2). Experimental work organised and coordinated in networks shall result in recommendations, guidelines, exemplary materials and models of good practice that could lead to the adoption of new approaches to literacy teaching in national curricula.

Set of activities: 2000, expert consultation, workshop  
2001, network meeting  
2002, network meeting, expert meeting  
2003, publication

## 1.1. Organisation and set-up of language education

### 1.1.6. Foreign language teaching and learning in the context of twin cities

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**Co-ordination:** Gilbert Dalgalian, France

**Working languages:** English, French

The scheme of twin cities is a well-established form of bilateral / multilateral co-operation which, to our knowledge, has not yet been specifically studied in the context of the teaching and learning of languages. However, it is felt that this scheme has a potential for language learning, in particular as far as organisational aspects are concerned. The ECML offers an opportunity to look into this matter.

As a first step an expert meeting has taken place in April 2001 in Graz following which a small research group was set up to explore the possibilities. A survey of needs and experiences shall be followed by the elaboration of guidelines in form of a handbook.

**Set of activities:**

- 2000, workshop
- 2001, two expert meetings, study
- 2002, two expert meetings, study
- 2003, expert meeting, publication

1.1. Organisation and set-up of language education

### 1.1.7. Setting up a language resource centre: designing and building up resources

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Co-ordination: Catie Condostanos, Greece

Working languages: English, French

A number of activities of the ECML have focused on self-access learning, learner autonomy and resource centres. The topic was taken up in a central workshop in November 1999. Shifting the focus from teacher-centred, classroom-based language teaching to learner-centred language learning exploiting different organisational set-ups is an important step towards facing the challenge of education for a multilingual and multicultural society. A regional event in Crete shall contribute to the dissemination of previous results and allow for further insights in the concrete challenges in the implementation of such centres.

Activity: 2000, regional event

Currently the ECML is involved in a Lingua 1 project (within the Socrates Programme of the European Commission): «Improving support to language learning through language resource centres (LRCs)» that aims at developing guidelines on good practice in the area of resource centres in the years 2002 and 2003.

## 1.2. Language awareness, intercultural competence, multilingual matters

### 1.2.1. The introduction of language awareness into the curriculum

Co-ordination: Michel Candelier, France

Working languages: English, French

How can education prepare individuals to face the cultural and linguistic diversity of the society they are living in? Learners experience this diversity since school, through language multiplicity which they face and learn, but also, more frequently through the diversity of their origins. It is in this context that a certain number of innovations have been started up in several countries, mainly in primary schools, under different titles (éveil / ouverture aux langues, language awareness, Sprachaufmerksamkeit). They have led recently to the Comenius and the Eulang (Socrates / Lingua) programmes. Eulang is still under way.

In this approach, every pupil faces a considerable diversity of languages, of different status, in which s/he performs exploring activities. The aims are to develop both a positive attitude towards linguistic diversity (including lesser used languages, migrants' and regional languages), and to build metalinguistic skills, which will be used again when learning other languages (foreign languages and languages at school).

The project "Ja-Ling" ("Janua Linguarum", "The Gateway to Languages" following the title of a work by Comenius) aims at more widespread dissemination and curricular insertion of activities promoting linguistic and cultural education in their diversity. It would start in the kindergarten and run through the lower secondary school years. The project will engage in pilot experiences (of varying scope), including the elaboration of curricula, materials, training of teachers and evaluation.

The main objective is to create synergy between linguistic learning, within the framework of the teaching both of more languages and more diversified languages.

In order to strengthen the basis of the project, an application for support within the framework of Comenius was submitted which was subsequently accepted.

Set of activities: 2000, workshop, network meetings  
2001, network meetings, fellowships  
2002, network meetings, fellowship  
2003, workshop, publication

For more information please consult the Ja-Ling web pages accessible through the ECML homepage <http://www.ecml.at> or directly at the subdomain <http://jaling.ecml.at>

## 1.2. Language awareness, intercultural competence, multilingual matters

### 1.2.2. Cultural mediation and the teaching and learning of languages

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**Co-ordination:** Geneviève Zarate, France

**Working languages:** English, French

Considering that the attitudes and behaviour of individuals are strongly influenced by cultural representations (prejudices and stereotypes) which often misrepresent reality, by intercultural misunderstandings common in interactions between people from different countries and cultural backgrounds, and by xenophobia which exists, to a varying degree, throughout Europe, it is clear that language learning and teaching has an important role to play.

Focused on the identities and representations of the other in a multicultural and multilingual Europe, this project relates to the work concerning intercultural competence and particularly, what comes under the *savoir-être* and its link with other competences (*savoirs*, *savoir-faire*, *savoir-apprendre*). From situations which can be observed in several countries working with the ECML, it aims to define a place and a role of cultural mediation for the teaching and learning of languages. Research groups of teacher trainers and / or researchers will be initiated to try to describe skills and strategies related to cultural mediation and identify the instruments and contextual elements, which would facilitate their development.

The ECML offers the infrastructure to facilitate exchanges (meetings, Internet communication) as well as the dissemination of results in the form of a collective publication. The co-ordinating team proposes a multidisciplinary theoretical framework in the area of cultural mediation, they will guide the participants in their research, co-ordinate and monitor the schedule and ensure the overall compatibility of the results. Participants are invited to collect field data, to compare this information and set up a common framework of analysis. Results will be disseminated via a publication intended for the teaching community and researchers in methodology and through recommendations addressed to decision-makers.

**Set of activities:**

- 2000, expert meeting, workshop
- 2001, network meetings
- 2002, network meetings
- 2003, workshop, regional event, publication

1.2. Language awareness, intercultural competence, multilingual matters

### 1.2.3. Intercultural communicative competence in teacher education

Co-ordination: Ildikó Lázár, Hungary

Working languages: English, French

Incorporating intercultural communicative competence in pre- and in-service teacher education

Promoting and increasing intercultural understanding in Europe asks for a paradigm shift in language education from a focus on grammatical and lexical competence to a focus on the development of intercultural communicative competence. This project is targeting teacher education as the crucial place where future and practicing teachers can be encouraged to include this focus in their teaching and be equipped with the necessary competences and skills to do so.

In the first phase of the project data on how culture is dealt with in the language classroom was collected in four European countries. The results of this questionnaire study together with theoretical considerations formed the input to a central workshop in the spring of 2001. The participants and the animators of the workshop formed six networks in order to do further research and development in the following areas: researching the current status of language-and-culture teaching in their own countries, developing ICC pilot courses and materials for their own contexts, disseminating ideas to colleagues, designing ICC assessment methods, and evaluating coursebooks from an intercultural perspective. A publication and a regional event are planned to further disseminate the findings and to promote future initiatives in member states.

The Hungarian Ministry of Education and the British Council of Budapest have also been supporting this project.

Set of activities: 2000, expert meeting, study  
2001, workshop, network meeting  
2002, network meeting, regional event  
2003, publication

1.2. Language awareness, intercultural competence, multilingual matters

### 1.2.4. The influence of different learning cultures

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**Co-ordination:** David Newby, Austria

**Working languages:** English, German

This project seeks to explore the interface between theory and practice in various learning cultures. The principle questions to be addressed in the workshop are: current theories of learning and teaching and the extent to which they are reflected in classroom practice; the influence of different learning cultures on teaching methods; whether different languages require different teaching methods. The overall aim is to make recommendations to improve the mutual flow between theory and practice. The focus is on upper-secondary education.

A large-scale preparatory study is being carried out in Austria to provide input to the workshop. Participants will be requested to carry out some research in their own countries prior to the workshop. This event is being organised in cooperation with the Austrian Ministry of Education and forms part of the Austrian contribution to the European Year of Languages.

**Set of activities:** 2000, study  
2001, workshop  
2002, expert meeting, publication

1.2. Language awareness, intercultural competence, multilingual matters

### 1.2.5. ODYSSEUS – Second Language at the workplace. Language needs of migrant workers: organising language learning for the vocational / workplace context

Co-ordination: Matilde Grünhage-Monetti, Germany; Elwine Halewijn, Netherlands

Working languages: English, German

How to improve the communicative and linguistic skills of ethnic / migrant workers without formal vocational training at the workplace? How to promote the expertise of teachers and course designers to set up vocationally-oriented courses and / or improve the quality and efficiency of existing courses?

Most European countries host migrant / ethnic workers. They live and work in the host countries for a number of reasons. Most of them intend to or are obliged to stay permanently or for a long period of time in the host countries.

A large number of migrant / ethnic workers have had no formal vocational training. If they had received it in their home countries, it is often not recognised in the host countries. Furthermore differences in learning cultures are to be considered common, too.

The development of communicative and linguistic skills is not only an important prerequisite for successful integration at the workplace – socially and professionally. It also contributes substantially to keeping a job, to retraining and / or finding other and / or better jobs.

The demands on communicative and linguistic competence at the workplace have changed considerably in most European countries because of:

- structural changes in the job organisation;
- technological innovations;
- social structure of the workplace, which is increasingly multiethnic, multicultural, multilingual, etc.

## 1.2. Language awareness, intercultural competence, multilingual matters

This complex situation has brought about new tasks and challenges for teaching and certifying (second) language competence as an instrument for integration at the workplace and in social life for migrant / ethnic workers with no prior formal training or qualification.

This project is co-organised by the ECML and the Directorate General for Education and Culture (DGEaC) of the European Commission.

**Set of activities:**

- 2000, preparatory study, workshop
- 2001, expert meeting, network meeting
- 2002, expert meeting, network meeting, workshop
- 2003, regional events, publication

1.2. Language awareness, intercultural competence, multilingual matters

### 1.2.6. Cultural awareness and language awareness based on dialogic interaction with texts in foreign language learning

Co-ordination: Anne-Brit Fenner, Norway

Working language: English

As a follow-up to previous activities of the ECML in this area a group of four researchers has prepared a publication on the topic.

The purpose of this book is not to give recipes. It is an attempt to investigate, theoretically as well as practically, certain important concepts in foreign language learning: dialogue, communication, intercultural awareness, language awareness, and the roles of teacher and learner. The articles present and discuss approaches to literature and other authentic texts in the classroom based on theoretical explorations of the relationship between reader and text and reading and writing processes as dynamic dialogues with the foreign culture. One of the articles investigates examples of intercultural exchanges using digital media where learners produce their own texts in order to enhance their language and cultural awareness. The main focus of all the articles in this publication is interaction: between cultures, between learners, between reader and text, and between teacher and learners.

This book is also an attempt to widen the scope of the ongoing discussion about language and culture awareness by including aspects of linguistic, literary, philosophical and didactical theories from the authors' own cultures as well as from other traditions which have influenced their approaches to foreign language teaching and learning.

Set of activities: 2001, publication online

2002, publication in hardcopy

The English version of the publication is available for downloading on the ECML web site. The French version as well as the paper versions are forthcoming in early 2002.

1.2. Language awareness, intercultural competence, multilingual matters

### 1.2.7. Multilingualism is magic

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Co-ordination: Jorunn Tómasdóttir, Iceland

The Icelandic Association of Language Teachers is organising an international conference entitled *Multilingualism is Magic* under the auspices of the Nordic Baltic Region of the Fédération internationale des professeurs de langues vivantes (FIPLV). In view of its importance on an international and regional level the ECML has supported the event.

Activity: 2000, expert speaker at conference

1.2. Language awareness, intercultural competence, multilingual matters

### 1.2.8. Thematic collection “Language and culture awareness”

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Co-ordination: David Newby, Austria  
Web editing: Vassilis Hartzoulakis, Greece  
Expert résumé: Anne-Brit Fenner, Norway

To optimise the dissemination of its work results the ECML has started to collect the results of its activities from previous years in the form of thematic collections that are available on its website.

The collections cover the topics of “Bilingual Education”, “Teacher Education”, “Multimedia and Information and Communication Technologies”, “Learner Autonomy”, “Early Language Learning and Language” and “Cultural Awareness”. The collection is available on the ECML website under the heading “Resources”. The expert résumés will eventually be available in English and in French online and in hardcopy.

Set of activities: 2000 / 2001, expert consultations, web editing  
2002, publication

1.2. Language awareness, intercultural competence, multilingual matters

### 1.2.9. The development of an interactive database on intercultural anecdotes

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**Co-ordination:** Antoinette Camilleri Grima, Malta

**Working languages:** English and French

Successful communication presupposes some form of social understanding and integration, and therefore participating in a community's life via a foreign language necessitates not only an acceptable level of proficiency in that language, but also a new behavioural code.

What kind of cultural problems do language learners face when visiting the target country? What can we learn from the experience of such learners?

The aim of this project is to tap onto the experiences of seasoned foreign language learners and travellers for the collection of a database of anecdotes that symbolise the kinds of intercultural failures faced by foreigners trying to participate in the target culture. This collection of anecdotes will be made available on the ECML website, accompanied by a description and analysis, as well as a number of ideas on how teachers and learners could exploit this information for cultural awareness in language learning.

**Set of activities:** 2001, data collection

2002, expert consultation, publication on website

### 1.3. Information and communication technologies

#### 1.3.1. Information and communication technologies in vocationally oriented language learning

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**Co-ordination:** Anthony Fitzpatrick, Germany

**Working languages:** English, German

In the context of increasing demands for language competence, VOLL has become an area of specific importance and interest both in the school system, in adult and continuing education, as well as in the services sector. As telecommunications and computer and information technologies continue to play an increasingly important role in working life, there is a growing demand to develop concepts and resources which can be devoted to the use and exploitation of communication and information technologies in VOLL.

This series of workshops and related activities focuses on web literacy, the development of a manual for teacher training and the further expansion of an already existing website; it sets out to show how Information and Communication Technologies and their multimedia applications can be established as an integral part of modern language curricula in vocationally oriented education and training, and how it can encourage more flexible and accessible educational provision.

**Set of activities:** 2000, expert meeting, workshop  
2001, network meetings  
2002, network meeting, regional event, workshop, publication on web literacy  
2003, expert meeting, publication

For more information please consult the project's web pages accessible through the ECML homepage <http://www.ecml.at> or directly at <http://www.ecml.at/projects/voll/index.htm>

1.3. Information and communication technologies

## 1.3.2. Information and communication technologies and distance language learning

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Co-ordination: Daphne Goodfellow, France

Working languages: English, French

The ECML received two proposals on distance language learning. Although neither of the proposals was retained, the topic of distance learning is of great importance and was included in the medium-term programme. An initial meeting of a small group of experts in 2000 reviewed the situation and discussed priorities in the area of distance learning at the present time. Following a central workshop extending the discussion to all the member States a series of activities was identified for the remaining duration of this medium-term programme. These will focus on:

- the collection of a selected bibliography, of models and materials developed by past or existing initiatives;
- the collection and presentation of case studies on the integration of ICT in DLL;
- the evaluation of existing tools for ICT in DLL;
- and the design, development and piloting of a TT course for ICT and DLL.

Set of activities: 2000, expert meeting  
2001, workshop  
2002, expert meetings, expert consultation, studies, workshop  
2003, expert meeting, publication

### 1.3. Information and communication technologies

#### 1.3.3. Information and communication technologies and young language learners

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**Co-ordination:** Valerie Sollars, Mario Camilleri, Malta

**Working languages:** English, French

The project aims to investigate the potential of the Internet in the primary modern languages classroom. General educational considerations on early promotion of web literacy and the benefits of the use of modern technologies in primary language education will lead to the discussion of appropriate methodologies. Such methods will be put into practice in the context of a project involving the use of a thematic story approach to teaching French or English as a foreign language to 8 to 10 year olds, using a web-based communication tool specifically developed for this project.

**Set of activities:** 2000, expert consultation  
2001, study, workshop  
2002, expert meetings  
2003, workshop, publication

For more information please consult the Stars web pages accessible through the ECML homepage <http://www.ecml.at> or directly at the subdomain <http://stars.ecml.at>

1.3. Information and communication technologies

**1.3.4. Information and communication technologies and the four skills (reading, writing, speaking, listening)**

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**Workshop 7/99** in December 1999 dealt with the use of Internet-based resources for the promotion of reading and writing skills. It was itself a follow-up to a workshop in 1998 on the general aspects of the use of ICT in the modern languages classroom. The need to focus on more concrete aspects was strongly expressed then. At workshop 7/99 a virtual library of relevant Internet-based resources was presented and tested. A fellowship was awarded to extend the scope to the skills of listening and speaking.

**Activity:** 2000, expert consultation, fellowship

The commented collection of web links on the promotion of speaking and listening skills by Viola Borsos, Romania, and Csaba Schultheisz, Hungary, is now available on the ECML website under “Resources”.

## 1.4. Quality assurance in international co-operation in language education

### 1.4.1. The management of innovatory projects in language education

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Co-ordination: Frank Heyworth, Switzerland

Working languages: English, French, German

One of the major focuses of workshop 6/99 in November 1999 was the organisation and successful management of innovatory projects in language education. Experience has shown that the success of project work depends amongst other things on the management know-how of the people concerned. It is important for an institution whose impact depends to a large extent on successful project work to address these issues and to provide guidance, assistance and training. Two regional events have been included in the programme for 2000 in order to reach a wider public. The working documents of workshop 6/99 have been the basis of a training pack tested and piloted during these two events. The final publication in form of a "Guide to Project Management" will be published in 2002.

Set of activities: 2000, two regional events  
2002, publication

1.4. Quality assurance in international co-operation in language education

### 1.4.2. A handbook on the methodology of workshop and congress organisation

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**Co-ordination:** Alexandros Drougas, Greece, Gerard Westhoff, Netherlands

**Working languages:** English, French

The reports of two workshops on the methodology of workshop organisation (11/97 and 2/99) provide a wealth of useful information that formed the basis for the publication of a handbook.

**Set of activities:** 2001, expert consultation  
2002, publication

#### 1.4. Quality assurance in international co-operation in language education

### 1.4.3. Information and dissemination: preparation of the second medium-term programme 2004-2007

Co-ordination: Secretariat of the ECML, Chairs of the Governing Board

Working languages: English, French

The success of an institution like the ECML and its impact depend on the interplay and flow of information between the central unit, the member States, its partners and users. "How to ensure efficient dissemination and exchange of information?" has been a major concern in the discussions over the past years in the statutory bodies of the ECML. This concern has also been reflected in two workshops, one in 1997 and one in 1999.

On the basis of the experiences with the setting-up and the running of the first medium-term programme of the ECML (2000-2003) it was decided to organise a number of activities in 2002 and 2003 to ensure optimal preparation of the second medium-term programme 2004-2007.

These should comprise a central workshop in 2002 with the nominating authorities of the member States focusing on the schedule of preparations leading up to 2004 and their content. Four regional events shall support and facilitate a process of cooperation and consultation in the member States and prepare experts and multipliers, both for the submission of proposals and the dissemination of the respective information and guidelines in their countries.

Set of activities: 2002, workshop, regional events

2003, regional events

## 2.1. Change in teacher education

### 2.1.0. Think tank on change in teacher education

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**Co-ordination:** Frank Heyworth, Switzerland

**Working languages:** English, French

The ECML received a large number of proposals dealing with various aspects of change in teacher education. Although none of the concrete proposals met with unanimous agreement the topic itself was retained. Considering the importance of teacher education in the context of all our activities the ECML organised, as a first step, a 2-3 day workshop in 2000 (think tank) open to delegates from all its member States and prepared by a small group of experts to look at the most urgent concerns in the area of teacher education. This work was based on previous activities of the ECML in the area (thematic collection on teacher education) and on a collection of case descriptions. The think tank came up with recommendations for activities to be considered for the rest of the duration of the medium-term programme. These have been taken up in the projects 2.1.1, 2.1.2 and 2.1.4, which are described on the following pages.

**Activity:** 2000, workshop

## 2.1. Change in teacher education

### 2.1.1. The status of language teachers

**Co-ordination:** Péter Rádai, Hungary

**Working languages:** English, French

In June 2000 the ECML organised a “Think Tank” on the topic of “Change in Teacher Education”. The participants of this event formulated a number of recommendations for future activities to be undertaken by the ECML.

One of the projects taken up should attempt to draw national and international attention to the profession of language education and, even more so, to its implementers, to language teachers all over Europe. The European Year of Languages seemed a perfect moment to raise awareness for professional concerns of language educators.

The recommendations envisaged a project with two separate, though related, sub-projects: the “Teachers of the Week” as a kind of ‘interactive portrait gallery’ of language teachers on the web site of the ECML, and the “Charter of Principles” starting as a moderated discussion forum focusing on the key issues of status, role and professional principles.

The “Teachers of the Week” offers language teachers increased visibility through the ECML website, where anyone interested will be able to read about their working background, professional experience, see their photo and other basic data. Each teacher is also invited to express their main concerns and raise questions, which could trigger a sequence of thematic dialogues between teachers interested in each other’s work.

The “Charter of Principles” intends to identify some key constituents of the professional and social status of language teachers, a kind of self-definition that members of the foreign language teaching profession wish the outside world to acknowledge and respect as worthwhile in a ever-changing, multilingual and multicultural Europe. Ultimately, the charter planned, particularly if it is well disseminated, will help to enhance the social and professional status of foreign language teachers and their work within the world of education and in the wider social context.

**Set of activities:** 2001, expert meeting, study, moderated forum, workshop  
2002, expert meeting, publication  
2003, workshop

## 2.1. Change in teacher education

### 2.1.2 Facing the future: Language teachers across Europe

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**Co-ordination:** Frank Heyworth, Switzerland

**Working languages:** English, French

The first years of the new millennium are likely to be a period of rapid change for language teachers, as for other professionals. We can predict that factors influencing this change will include increasing mobility within an expanded Europe (both for teaching professionals and for their students), a growth in lifelong learning and in learning outside the classroom context, the continued expansion of new technologies into all areas of life, and, specifically in the languages field, implementation of the European Language Portfolio, and developments such as an increasing interest in bilingual education, cross curricular work and teaching through the medium.

It will be necessary for teacher education specialists in both initial and in-service teacher training to understand the full range of jobs that language teachers do now, and are likely to be required to do in the future, so they can provide training which reflects the needs of teachers.

The ECML think tank event on “Change in teacher education” organised in May 2000 recommended a study on the profile of language educators, looking at the different jobs and roles they carry out now and are likely to do in the future. The current project takes forward this work and aims at a better understanding of the profile of the teacher of the next decade and of the range of jobs and career development opportunities available and the implications for teacher training curricula.

**Set of activities:** 2001, expert meeting, study, workshop  
2002, expert meeting, study, workshop, fellowship  
2003, expert meeting, publication

## 2.1. Change in teacher education

### 2.1.3. Reflective teacher education – case studies

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**Coordinator:** Richard Easton, United Kingdom

**Working language:** English

In June 2000 the ECML organised a “Think Tank” on the topic of “Change in Teacher Education”. The participants of this event formulated a number of recommendations for future activities to be undertaken by the ECML.

One of the projects taken up focused on case studies of innovative approaches to teacher education.

**Set of activities:** 2000, collection of case studies  
2001, publication

The collection is now available on the ECML website under “Resources”.

## 2.1. Change in teacher education

### 2.1.4. Development of a pedagogical kit

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**Coordinator:** Gábor Boldizsár, Hungary

**Working languages:** English, French

In July 2001 the ECML organised a “Think Tank” on the topic of “European and national policies and practices in the field of language teaching – Development of international training modules for multipliers in language education” to discuss and identify what can be done on an international level in order to promote and support national initiatives. The participants of this event formulated a number of recommendations for future activities to be undertaken by the ECML.

The ECML is taking up the major recommendation by inviting an expert group to elaborate and to pilot a pedagogical kit which can be adapted to different contexts (different needs and situations of language teachers).

The documents and results of previous work done by the ECML and the Language Policy Division, as well as the work carried out by other international bodies will be taken into account as well as the results of the different projects of the Education Committee of the Council of Europe.

**Set of activities:** 2002, expert meetings  
2003, expert meetings, regional events, publication

## 2.2. The Common European Framework of Reference

### 2.2.1. Ongoing assessment in the lower secondary classroom – Evolving ICT-based materials on a ‘can do’ basis suitable for portfolio presentation

Co-ordination: Angela Hasselgren, Norway

Working language: English

The project aims at further exploring the role of the CEF-based criteria for the assessment of language competence, promote principles of good assessment theory and practice including the use of modern technologies in the assessment process for secondary schools. It is a regional project based in the Nordic and Baltic countries, however, it is worth considering a central event for all member States for 2002, presenting the experiences and results which are of interest to a wider international public.

Set of activities: 2000, expert meeting  
2001, regional event  
2002, network meeting, workshop  
2003, publication

## 2.2. The Common European Framework of Reference

### 2.2.2. Helping learners learn: exploring strategy instruction in language classrooms across Europe

Co-ordination: Veronica Harris, United Kingdom

Working language: English

In February 1998 a workshop was jointly organised by the Language Policy Division of the Council of Europe (Strasbourg) and the ECML (Graz). The purpose of the workshop was to work on the second draft of the Common European Framework of Reference for Learning, Teaching and Assessment of Modern Languages (CEF) with particular reference to teacher training. One of the aims of the workshop was to set up networks for the following year to pilot projects with different themes and within different national contexts. One of these themes was Learning Strategies.

After almost two years of work and two meetings of the network, the results are now available in book form. This book is aimed at teachers and teacher trainers who would like to incorporate strategy training into language classes; in particular to teachers and teacher trainers who work with the Common European Framework of Reference (CEF), but also more generally to international audiences interested in a practical handbook for integrating learning strategy instruction.

Set of activities: 2000, editing meeting  
2001, publication online  
2002, publication in hardcopy

The English version of the publication is available for downloading on the ECML web site. The French version as well as the paper versions are forthcoming in early 2002.

### 2.3. Self-access learning, learner autonomy

#### 2.3.2. Thematic collection “Learner Autonomy”

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Co-ordination:	David Newby, Austria
Web editing:	Vassilis Hartzoulakis, Greece
Expert résumé:	Anne-Brit Fenner, Norway

To optimise the dissemination of its work results the ECML has started to collect the results of its activities from previous years in the form of thematic collections that are available on its website.

The collections cover the topics of “Bilingual Education”, “Teacher Education”, “Multimedia and Information and Communication Technologies”, “Learner Autonomy”, “Early Language Learning” and “Language and Cultural Awareness”. The collection is available on the ECML website under the heading “Resources”. The expert résumés will eventually be available in English and in French online and in hardcopy.

Set of activities:	2001, web editing 2002, publication
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## 2.4. Bilingual Education

### 2.4.1. The use of the foreign language as medium of instruction

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**Co-ordination:** Gunther Abuja, Austria

**Working languages:** English, German

The Austrian Centre for School Development in Graz organised a regional dissemination event entitled “Fremdsprache als Arbeitssprache” (Bilingual Instruction in Austria) in co-operation with the ECML.

The aim was to bring together Austrian and international experts and multipliers in the field and discuss the current state of development of the use of foreign languages as a medium of instruction.

International speakers contributed to broaden the view on different forms of bilingual education across the Austrian borders. Experts from neighbouring countries were invited in order to promote regional exchange of ideas on common questions and problems in the field of bilingual education.

The summary and evaluation of the ECML’s previous activities on bilingual education (thematic collection) and the work of the Austrian Centre for School Development / Austrian Ministry of Education served as a basis for discussions and development of new ideas.

**Activity:** 2000, two expert speakers for a regional event

## 2.5. Early language learning

### 2.5.1. Thematic collection “Early language learning”

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Co-ordination:	David Newby, Austria
Web editing:	Vassilis Hartzoulakis, Greece
Expert résumé:	Peter Doyé, Germany

To optimise the dissemination of its work results the ECML has started to collect the results of its activities from previous years in the form of thematic collections that are available on its website.

The collections cover the topics of “Bilingual Education”, “Teacher Education”, “Multimedia and Information and Communication Technologies”, “Learner Autonomy”, “Early Language Learning” and “Language and Cultural Awareness”. The collection is available on the ECML website under the heading “Resources”. The expert résumés will eventually be available in English and in French online and in hardcopy.

Set of activities:	2001, web editing 2002, publication
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## 2.6. Translation and Interpretation

### 2.6.1. Development of curricula and methodology for translation and interpretation courses

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**Co-ordination:** Anna Butasová, Slovak Republic;  
Ekaterina Draganova, Bulgaria

**Working languages:** English, French

The project addresses the needs for a review and improvements of translation and interpretation courses that respond to the challenge of a multilingual and multicultural Europe. It will focus on different aspects involved in the issue of training the trainers and the development of a concept and pilot materials for a virtual training institute making full use of the potential of modern information and communication technologies.

The set of activities includes international networking and a strong element of regional multiplication and dissemination to ensure high impact of the results and recommendations produced.

**Set of activities:** 2000, expert meeting, workshop  
2001, network meetings, regional events  
2002, further activities to be determined

## 2.7. Quality assurance

### 2.7.1. Quality assurance and self-assessment for schools and teachers

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Co-ordination: Laura Muresan, Romania

Working languages: English, French

A regional project to initiate and consolidate the process towards quality assurance in language education including the state sector and the private sector in the framework of regional cooperation. The project is based in countries of the South-East of Europe, however it also includes a central ECML event and a publication for the year 2002 to present and discuss the experiences and results in a wider international setting.

A regional event in Bucharest in 2000 for Romanian and international participants was the starting point for regional networks carrying out their action plans. A network meeting in 2001 allowed for an evaluation of the work and at the same time prepared the publication of a practical handbook: Guide to the Setting up and Organisation of Systems and Schemes for Quality Assurance and Quality Control. A central workshop to be held in Graz in 2002 shall present the results of this project to the wider audience of all the member States of the ECML.

Set of activities: 2000, regional event  
2001, network meeting  
2002, expert meeting, fellowship, workshop, publication

## 2.9. European Year of Languages

### 2.9.1. European Year of Languages

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The ECML has co-operated with the Language Policy Division of the Council of Europe in the preparation work for the European Year of Languages in 2001.

Participation in the European Steering Group, co-operation and co-financing of the meetings of the national co-ordinators and the opening and closing events are manifest expressions of this cooperation. Furthermore the ECML used its web space for a number of awareness raising activities especially on the European Day of Languages.

- Set of activities:**
- 2000, co-operation and co-financing of the meetings of the national coordinators, preparation of a concept for a European Language Day
  - 2001, co-operation and co-financing of the international opening and closing events

## 2.9. European Year of Languages

### 2.9.3. House of Languages

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**Co-ordination:** Dieter Halwachs, Austria

**Working languages:** English, German

This regional workshop and the preparatory work have been conceived as an attempt to present and discuss different ideas, approaches and existing concepts of a "House of Languages". Papers were presented on the project, which involved setting up a virtual and later an actual house of languages, and various working groups dealt with the different aspects of the project.

The main focus was on content, specifically the structural and functional diversity of language/s. The areas of technical feasibility and artistic design were however also given priority. A smaller working group discussed technical solutions for archiving and providing linguistic data and problems involved. Another group dealt with the potential of developing a target-group-oriented multimedia language package.

The aim is to develop a clear conceptual framework for a virtual and also later an actual house of languages, in other words an interactive multimedia package on the structural and functional diversity of language/s.

**Set of activities:** 2000, fellowship, expert consultation  
2001, regional event

2.10. The opening of the new premises of the ECML

## 2.10. The opening of the new premises of the ECML

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**Co-ordination:** Secretariat of the ECML, Austrian Association

**Working languages:** English, French, German

The opening of the new premises of the ECML in 2000 was marked by various activities, which aimed to attract the interest of the wider, non-specialist public. Amongst others, a short conference (round tables) was accompanied with thought provoking speakers from different walks of life who addressed the issue of languages and cultures from a variety of angles under the title "In which languages will our children and grandchildren live? Languages: their use and their roles in society".

**Activity:** 2000, inauguration event

### 3.1. Synergy

#### 3.1.1 Synergy development within the medium-term programme of activities

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Co-ordination: Secretariat of the ECML

Working languages: English, French

A meeting of all the coordinators of the current projects to exchange experiences and evaluate the progress of their projects together. This will also help to activate the potential synergies between the projects and to help prepare the final conference in 2003.

After the selection of the projects for the second medium-term programme from 2004 to 2007, all the coordinators of the selected projects will meet at the ECML late 2003 to facilitate a common and transparent approach.

Set of activities: 2002, expert meeting  
2003, expert meeting

### 3.1. Synergy

#### 3.1.2 Synergy development with the activities of the Language Policy Division

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**Co-ordination:** Language Policy Division, ECML

**Working Languages:** English, French

A constant concern is to enhance the synergy between the two complementary bodies of the Council of Europe in the field of languages and to present a corporate image. Apart from the development of a common publication and dissemination strategy, a presentation kit, the exploration of relations between the programmes and how to use this for the benefit of the member States, mutual representation at and involvement in major conferences of the respective partner were seen as important factors.

In October 2002 the conference of the Language Policy Division intends:

- to take stock of the Project 'Language Policies for a multilingual and multicultural Europe' and the European Year of Languages;
- to take forward the new programme 'Plurilingualism, Diversity and Citizenship' (2002-2004);
- to further develop the complementarity and synergy between the programmes of the Language Policy Division in Strasbourg and the ECML in Graz.

It will focus on tools to support standard setting, the guide for language education policies (draft) and the development of 'Country Profiles' (forward looking reports on national language education policies).

In 2003 the conference of the ECML will present and discuss the results of the current medium-term programme and launch the programme for the years 2004-2007.

**Set of activities:** 2002, conference on "Languages, diversity, citizenship": policies for plurilingualism in Europe", Language Policy Division  
2003, final conference of the first medium-term programme, ECML

3.2. Evaluation

### 3.2.1. Evaluation and final conference of the first medium-term programme

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Co-ordination: Secretariat of the ECML

Working languages: English, French

The final conference shall present the results of the first medium-term programme and launch the second medium-term programme from 2004 to 2007. This conference will take place in autumn 2003.

Activity: 2003, conference

## IV. The member States

### Governing Board

The Governing Board as laid down in the statutes of the ECML is composed of one representative in respect of each member of the Enlarged Partial Agreement (in January 2002 there are 31 member States). A representative of the Austrian association that manages the premises of the ECML may attend the work of the Governing Board as an observer. It meets once a year in order to assure its functions focusing on:

- the adoption of the medium-term framework programme of activities of the Centre;
- the monitoring the implementation of the programme of activities and the management of the Centre's finances;
- the adoption of an annual report on the activities of the Centre, containing also an outline of its future activities, including their budgetary implications which is forwarded to the Committee of Ministers.

The Governing Board elects from its members a Bureau composed of a Chair, two Vice-Chairs and two other members appointed for a period of two years (renewable once). Due to the rapid increase in numbers of its member States, it was decided that the Bureau should also be enlarged to better represent the geographical spread of the member States. As from 2002 the Bureau will have two additional members (i.e. total of 7 members).

### Bureau of the Governing Board

The Bureau is more closely involved in the day-to-day work of the ECML. It meets two to three times a year and

- 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 meetings of the Governing Board;
- carries out the tasks which the Governing Board entrusts it with.

### National nominating authorities

National nominating authorities are responsible for finding and nominating participants to the central workshops of the ECML.

### Contact points in the member States

Depending on the available resources and possibilities, the main objectives of the network of contact points are to guarantee an optimal dissemination of the ECML work and to create information places which stimulate exchange between the ECML and all experts working in the field of modern language teaching and learning.

### Austrian Association ("Verein Europäisches Fremdsprachenzentrum")

The Austrian Association acts as the local partner of the ECML thereby fulfilling Austria's commitments as a host country of providing a seat and a local secretariat responsible for the maintenance of the local infrastructure of the ECML free of charge. It also sets initiatives and facilitates synergies at the interface between the international organisation and the local and national experts.

## V. The national contacts

### a) Bureau of the Governing Board

#### Ms DAGMAR HEINDLER (Chair)

Österreichisches Sprachen-Kompetenz-Zentrum ÖSPK, Bundesministerium für Bildung, Wissenschaft und Kultur,

Hans-Sachs-Gasse 3/1, A-8010 Graz, Austria

*E-mail:* heindler@zse3.asn-graz.ac.at

#### Mr GÁBOR BOLDIZSÁR (Vice-Chair)

Conseiller général d'administration, Département des affaires européennes et des relations internationales, Ministère de l'Éducation

Szalay u. 10-14, H-1055 Budapest, Hungary

*E-mail:* cdcc@om.hu

#### Ms KRYSZYNA KOWALCZYK (Vice-Chair)

Inspector, Ministry of National Education, Department of in-service teacher training,

Al. Szucha 25, PL-00918 Warsaw, Poland

*E-mail:* kkowalcz@men.waw.pl

#### Ms ZDRAVKA GODUNC

Counsellor to the Government, Ministry of Education and Sport

Ul. Stare pravde 6, SLO-1000 Ljubljana, Slovenia

*E-mail:* Zdravka.Godunc@mss.edus.si

#### Mrs NIKKY KEILHOLZ-RÜHLE

Leiterin der Abteilung Spracharbeit Ausland, Goethe Institut Inter Nationes, Zentralverwaltung

Helene-Weber-Allee 1, D-80637 München, Germany

*E-mail:* Keilholz-Ruehle@goethe.de

#### Ms INGELA NYMAN

Director of Education, National Agency for Education/Skolverket

S-106 20 Stockholm, Sweden

*E-mail:* ingela.nyman@skolverket.se

#### Mr GUIDO WOLFINGER

Amstvorstand, Schulamt des Fürstentums Liechtenstein

Herrengasse 2, FL-9490 Vaduz, Liechtenstein

*E-mail:* guido.wolfinger@sa.llv.li

## b) Governing Board (1), National Nominating Authorities (2), National Contact Points (3) (by country in alphabetical order)

### ALBANIA / ALBANIE

(1, 3) NN

(2) **Elvis MALASI**, Director of the Department for Foreign Relations Department, Ministry of Education and Science, Rruga Kongresi Permetit 23, Tirana

*Tel & Fax:* +355-42-30 197 or 22 260, *E-mail:* elvismalasi@mash.gov.al

Working language / langue de travail: English / anglais

### PRINCIPALITY OF ANDORRA / PRINCIPAUTE D'ANDORRE

(1, 2) **Mme Maria Teresa CAIRAT VILA**, Directrice générale de l'Ecole d'Andorre, Ministère de l'Education, c/Prat Salit, Bonaventura Armengol, 3, Andorra la Vella

*Tel:* +376-827 300, *Fax:* +376- 865 355, *E-mail:* dir.ge.e.a@andorra.ad

Working language / langue de travail: French / français

(3) **Mme Carme TOR**, Centre de Documentació i Recursos, Bonaventura Armengol, 6-8-1r, Andorra la Vella

*Tel:* +376-866 585, *Fax:* +376-864 341, *E-mail:* cdr@andorra.ad

Working language / langue de travail: French / français

### ARMENIA / ARMENIE

(1, 3) NN

(2) **Sourèn ZOLYAN**, Rector of the Yerevan State Institute of Foreign Languages, Toumanian 42, 375002 Yerevan

*Tel:* ++374 2 53 05 52, *Fax:* +374 2 50 64 29, *E-mail:* zolyan@edu.am

Working language / langue de travail: English / anglais

### AUSTRIA / AUTRICHE

(1) **Ms Dagmar HEINDLER**, Österreichisches Sprachen-Kompetenz-Zentrum ÖSPK, Bundesministerium für Bildung, Wissenschaft und Kultur, Hans-Sachs-Gasse 3/1, A - 8010 Graz

*Tel:* +43 316 82 41 50 0, *Fax:* +43 316 82 41 50 6, *E-mail:* heindler@zse3.asn-graz.ac.at

Working language / langue de travail: English / anglais

(2) **Ms Monika GOODENOUGH-HOFMANN**, Bundesministerium für Bildung, Wissenschaft und Kultur, Abteilung für Internationale Beziehungen, Minoritenplatz 5, A-1010 Wien

*Tel:* +43-1-53 120 47 13, *Fax:* +43-1-53 120 99 47 13 / +43-1-53 120 47 99,

*E-mail:* monika.goodenough-hofmann@bmuk.gv.at

Working language / langue de travail: English / anglais

(2) **Ms Anneliese WOLFARTSBERGER**, Abt. I/A/12, Bundesministerium für Bildung, Wissenschaft und Kultur, Abt. VII/A/1b, Teinfaltstraße 8, A-1010 Wien

*Tel:* +43-1-53 120 5734, *Fax:* +43-1-53 120 3201, *E-mail:* anneliese.wolfartsberger@bmwf.gv.at

Working language / langue de travail: English / anglais

(3) **Ms Elisabeth JANTSCHER & Mr Gunther ABUJA**, Österreichisches Sprachen-Kompetenz-Zentrum ÖSPK, Bundesministerium für Bildung, Wissenschaft und Kultur, Hans-Sachs-Gasse 3/1, A-8010 Graz

*Tel:* +43 316 82 41 50, *Fax:* +43 316 82 41 50 6, *E-mail:* jantscher@zse3.asn-graz.ac.at, abuja@zse3.asn-graz.ac.at

Working language / langue de travail: English / anglais

### BOSNIA AND HERZEGOVINA / BOSNIE-HERZEGOVINE

(1, 2) **Mme Naida SUSIC-MEHMEDAGIC**, Assistant Professor of Linguistics, University of Sarajevo, Faculty of Philosophy, Franje Rackog 1, 71000 Sarajevo

*Tel:* +387 33 269 6110, *Fax:* +387-33-442 672, *E-mail:* susic@smartnet.ba

Working language / langue de travail: French / français

(3) NN

## BULGARIA / BULGARIE

(1) Ms **Lydia NESTOROVA**, Ministry of Education and Science, 2A, bd. Kniaz Dondoukov, BG-Sofia 1000  
*Tel:* +359-2-988 32 15, *Fax:* +359-2-988 24 84, *E-mail:* l.nestorova@minedu.govrn.bg

Working language / langue de travail: English / anglais

(2) Ms **Hristina STANICHEVA**, Département des Relations Internationales, Ministère de l'Éducation et de la Science, 2A Knjaz Dondoukov, BG-1000 Sofia

*Tel:* +359-2-980 26 02, *Fax:* +359-2-988 06 00 / +359-988 24 85, *E-mail:* h.stanisheva@minedu.govrn.bg

Working language / langue de travail: French / français

(3) **Centre de formation en langues vivantes pour les écoles professionnelles**, 91, bd. V tocha, BG-1408 Sofia

*Tel:* +359-2-95 15 171, *Fax:* -, *E-mail:* -

Working language / langue de travail: English / anglais

## CROATIA / CROATIE

(1, 2, 3) Ms **Ingrid JURELA JARAK**, Senior Advisor and FL Inspector, Institute for Education Development, Ministry of Education and Sports, Badaliceva 24, HR-10000 Zagreb

*Tel:* +385-1-3820 238, *Fax:* +385-1-3820 239, *E-mail:* ingrid.jurela-jarak@mips.hr / zavod@mips.hr

Working language / langue de travail: English / anglais

## CYPRUS / CHYPRE

(1, 2, 3) Mr **Costas MARKOU**, Chief Education Officer, Secondary Education, Ministry of Education and Culture, Kimonos and Thoukidides St., BP 2400 Afxentiou, CY-1434 Nicosia

*Tel:* +357-2-800 648 / 800 637, *Fax:* +357-2-30 55 14 or 428 268, *E-mail:* markou@moe.gov.cy

Working language / langue de travail: English / anglais

(1) Mr **George PAPADOPOULOS**, (substitute member of the Governing Board / membre suppléant du Comité de direction), Assistant to the Director of State Institutes for Further Education (Foreign Language Training), Ministry of Education and Culture, Kimonos and Thoukidides St., CY-1434 Nicosia

*Tel:* +357-2-800 646, *Fax:* +357-2-305 514, *E-mail:* -

Working language / langue de travail: English / anglais

## CZECH REPUBLIC / REPUBLIQUE TCHEQUE

(1) Mr **Pavel CINK**, Director, Department of International Relations and European Integration, Ministry of Education, Youth and Sports of the Czech Republic, Karmelitská 7, CZ-118 12 Praha 1

*Tel:* +420-2-57 193 700, *Fax:* +420-2-57 193 397, *E-mail:* cink@msmt.cz

Working language / langue de travail: English / anglais

(2, 3) Ms **Irena MASKOVA**, Department for International Relations and European Integration, Ministry of Education, Youth and Sport of the Czech Republic, Karmelitská 7, CZ-118 12 Praha 1

*Tel:* +42-02-57 193 379 / 57 193 372, *Fax:* +42-02-57 193 397, *E-mail:* maskova@msmt.cz

Working language / langue de travail: English / anglais

## ESTONIA / ESTONIE

(1) Ms **Suliko LIIV**, Head of the Department of Germanic-Romance Languages, Tallinn University of Educational Sciences, Narva Road 29, K-419, EE10133 Tallinn

*Tel:* +372 64 09 322, *Fax:* +372-6-409 300 / 372-6-312 588, *E-mail:* liiv@tpu.ee

Working language / langue de travail: English / anglais

(2) Ms **Kristi MERE**, Chief Expert, Socrates Office, Ministry of Culture and Education, Tõnismägi 9/11, EE151192 Tallinn

*Tel:* +372-6-281 236, *Fax:* +372-6-281 350, *E-mail:* kristi@hm.ee

Working language / langue de travail: English / anglais

(3) **National Library of Estonia**, Tõnismägi 2, EE-10122 Tallinn

*Tel:* +372-6-307 258, *Fax:* +372-6-460 089, *E-mail:* yllaj@coe.ee

Working language / langue de travail: English / anglais

## FINLAND / FINLAND

(1, 2) Ms Riitta PIRI, Counsellor of Education, Ministry of Education, PO Box 293, PL 293 - Meritullinkatu 10, SF-00171 Helsinki

*Tel:* +358-9-134 17251, *Fax:* +358-9-134 17006, *E-mail:* riitta.piri@minedu.fi

Working language / langue de travail: English / anglais

(3) Mr Kalevi POHJALA, Counsellor of Education, National Board of Education, Hakaniemenkatu 2 – PL 380 PO Box 380, SF-00531 Helsinki

*Tel:* +358-9-77 47 72 12, *Fax:* +358-9-77 47 78 23, *E-mail:* kalevi.pohjala@oph.fi, arja.pohjala@netlife.fi

Working language / langue de travail: English / anglais

## FRANCE

(1) Mme Mireille CHEVAL, Ministère des Affaires étrangères, 244 boulevard Saint-Germain, F-75007 Paris

*Tel:* +33 1 43 17 96 50, *Fax:* -, *E-mail:* -

Working language / langue de travail: French / français

(2) Mme Marie-José DE FORNEL, Attaché d'administration centrale, Délégation aux relations internationales et de coopération (DRIC), Ministère de l'Éducation nationale, 173, boulevard Saint Germain, F-75006 Paris

*Tel:* +33-1-55 55 66 89, *Fax:* +33-1-55 55 61 23, *E-mail:* dricb2@edutel.fr, dricb@education.gouv.fr,

marie-jose.de-fornel@education.gouv.fr

Working language / langue de travail: French / français

(3) M. Max DUPOUY, Directeur, Centre départemental de documentation pédagogique (CDDP) du Vaucluse, 8, rue Frédéric Mistral, F-84000 Avignon

*Tel:* +33-4-90 14 48 30 / +33-1-90 14 04 24, *Fax:* +33-4-90 14 48 31, *E-mail:* max.dupouy@ac-aix-marseille.fr

Working language / langue de travail: French / français

## GERMANY / ALLEMAGNE

(1, 2, 3) Mr Klaus EICHNER, Oberstudiendirektor, Ständige Konferenz der Kultusminister der Länder, Lennéstraße 6, D-53113 Bonn

*Tel:* +49-228-501 635, *Fax:* +49-228-501 777, *E-mail:* europa@kmk.org

Working language / langue de travail: English / anglais

(1, 2) Ms Nikky KEILHOLZ-RÜHLE, Leiterin der Abteilung "Spracharbeit Ausland", Goethe Institut International, Zentralverwaltung, Helene-Weber-Allee 1, D-80637 München

*Tel:* +49-89 1 59 21 427, *Fax:* +49-89 1 59 21 173, *E-mail:* Keilholz-Ruehle@goethe.de

Working language / langue de travail: English / anglais

## GREECE / GRECE

(1) Ms Niovi TRIFONA-ANTONOPOULOU, School for Modern Greek, Aristotle University of Thessaloniki, Pavlou Mela 4, GR-54621 Thessaloniki

*Tel:* +30-51-23 05 72, *Fax:* +30-51-28 09 61, *E-mail:* jga@ccf.auth.gr

Working language / langue de travail: English / anglais

(1) Ms Melina PAPADAKI (substitute member of the Governing Board / membre suppléant du Comité de direction), Chief of the Directorate of International Relations in Education, Ministry of National Education and Religious Affairs, 15, Mitropoleos St., GR-101 85 Athens

*Tel:* +30-1-32 36 567 / +30-1-32 39 376 / +30-1-32 29 032 / +30-1-32 10 09-0, *Fax:* +30-1-32 21 521 / +30-1-32 21 6270 / +30-1-32 21 6059, *E-mail:* -

Working language / langue de travail: English / anglais

(2) Ms Roy HOURDAKI, Head of the International Organisations Section, Ministry of National Education and Religious Affairs, Directorate of International Relations in Education, 15, Metropoleos Str, GR-101 85 Athens

*Tel:* +30-1-32 39 376, *Fax:* +30-1-32 21 521, *E-mail:* des-c@ypethp.gr

Working language / langue de travail: English / anglais

(3) The Pedagogic Institute, Office of Foreign Languages, 392 Mesogeion Street, GR-153 41 Agia Paraskevi

*Tel:* +30-1-60 14 228, *Fax:* +30-1-60 03 805, *E-mail:* -

Working language / langue de travail: English / anglais

## HUNGARY / HONGRIE

(1, 2) M. Gábor **BOLDIZSÁR**, Conseiller général d'administration, Département des affaires européennes et des relations internationales, Ministère de l'Éducation, Szalay u. 10-14, H-1055 Budapest

*Tel:* +36 1 331 05 99, *Fax:* +36 1 331 05 99, *E-mail:* cdcc@om.gov.hu

Working language / langue de travail: French / français

(3) Ms Agnes **DE JONGE**, Director, Pedagógus-továbbképzési Módszertani és Információs Központ, Nyelvi Továbbképzési Iroda, Óváros ter 21, H-8200 Veszprém

*Tel:* +36-88-406 390, *Fax:* +36-88-406 393, *E-mail:* okipti@mail.datanet.hu / dejonge@mail.datanet.hu

Working language / langue de travail: English / anglais

## ICELAND / ISLANDE

(1, 2) Ms María **GUNNLAUGSDÓTTIR**, Head of Section, Ministry of Education, Science and Culture, Sölvhólsgrata 4, IS-150 Reykjavík

*Tel:* +354-560 9500, *Fax:* +354-562 3068, *E-mail:* maria.gunnlaugsdottir@mrn.stjr.is

Working language / langue de travail: English / anglais

(2, 3) Ms Ragnhildur **ZOEGA**, University of Iceland, Office of International Education, Neshagi 16, IS-107 Reykjavík

*Tel:* +354-525 58 53 / 525 43 11, *Fax:* +354-525 58 50, *E-mail:* rz@hi.is

Working language / langue de travail: English / anglais

## LATVIA / LETTONIE

(1) Ms Baiba **SERMULINA**, Project Co-ordinator, Academic Programme Agency, Valnu iela 2, LV-1050 Riga

*Tel:* +371-7-223 983, *Fax:* +371-7-820 171, *E-mail:* baiba@apa.lv

Working language / langue de travail: English / anglais

(2) Mr Nils **SAKSS**, Director of European Integration and Foreign Assistance Programme Co-ordination Department, Ministry of Education, Culture and Science of the Republic of Latvia, Valnu iela 2, LV-1050 Riga

*Tel:* +371-7-222 415, *Fax:* +371-4-228 733, *E-mail:* nsakss@softhome.net

Working language / langue de travail: English / anglais

(3) Ms Iveta **VITOLA**, Senior Desk Officer, Ministry of Education and Science, Centre for Curriculum Development and Examination, Valnu Str 2, LV-1050 Riga

*Tel:* +371-7-81 4 463, *Fax:* +371-7-22 38 01, *E-mail:* isec@izm.gov.lt

Working language / langue de travail: English / anglais

## LIECHTENSTEIN

(1, 2, 3) Mr Guido **WOLFINGER**, Amstvorstand, Schulamt des Fürstentums Liechtenstein, Herrengasse 2, FL-9490 Vaduz

*Tel:* +41-75-236 67 50, *Fax:* +41-75-236 67 71, *E-mail:* guido.wolfinger@sa.llv.li

Working language / langue de travail: English / anglais

## LITHUANIA / LITUANIE

(1) Ms Loreta **ZADEIKAITĖ**, Head of the Division of Lower and Upper Secondary Education, Ministry of Education and Science of the Republic of Lithuania, A. Volano g. 2/7, LT-2691 Vilnius

*Tel:* +370-2-62 24 83, *Fax:* +370-2-61 20 77, *E-mail:* loreta@smm8.elnet.lt

Working language / langue de travail: English / anglais

(2) Ms Aldona **GARMUVIENĖ**, Official of International Cooperation Division, Ministry of Education and Science of the Republic of Lithuania, Volano 2/7, 232000 Vilnius LT 2691

*Tel:* +370-2-74 31 31, *Fax:* +370-2-61 63 15 or 61 20 77, *E-mail:* -

Working language / langue de travail: English / anglais

(3) Ms Birute **BERSENIENĖ**, Head of Department of Didactics, Vilnius Pedagogical University, Studentu 39, LT-2034 Vilnius

*Tel:* +370-2-75 17 46, *Fax:* +370-2-75 03 02, *E-mail:* angdi@vpu.lt

Working language / langue de travail: English / anglais

## LUXEMBOURG

(1, 2) Ms Gaby MÜLLER-KUNSCH, Professeur chargée de mission, Service de coordination de la recherche et de l'innovation pédagogique et technologique, Ministère de l'Education nationale, de la Formation professionnelle et des Sports, 29, rue Aldringen, L-2926 Luxembourg

Tel: +352-478 52 96, Fax: +352-478 51 37, E-mail: kunsch@men.lu

Working language / langue de travail: English / anglais

(1) M. Alexis WERNÉ (substitute member of the Governing Board / membre suppléant du Comité de direction), Directeur de la Formation des adultes, Professeur – chargé de mission du SCRIPT, Ministère de l'Education nationale et de la Formation professionnelle, 29, rue Aldringen, L-2926 Luxembourg

Tel: +352-478 51 96, Fax: +352-478 51 37 ou 352-46 68 15, E-mail: werne@men.lu

Working language / langue de travail: French / français

(3) Mme Anne-Marie ANTONY, Bibliothécaire-Documentaliste, SCRIPT, Ministère de l'Education nationale, de la Formation professionnelle et des Sports, 29 rue Aldringen, L-2926 Luxembourg

Tel: +352-478 51 84, Fax: +352-466 815, E-mail: antony@men.lu

Working language / langue de travail: French / français

## MALTA / MALTE

(1, 3) M. Frank GATT, Inspecteur de français, Directeur du Centre de ressources français, c/o Gian Françisk Abela Junior College Complex, Msida

Tel: +356-233 118, Fax: +356-241 766, E-mail: frank.gatt@magnet.mt

Working language / langue de travail: French / français

(2) Ms Sarah SAMMUT, Assistant Director, Staff Development, Curriculum Department Education Division, CMR 02 Floriana

Tel: +356-243 299, Fax: +356-243 299, E-mail: sarah.sammuto@magnet.mt

Working language / langue de travail: English / anglais

## NETHERLANDS / PAYS-BAS

(1) Mr J. L. STEGEMAN, Advisor, Ministry of Education, Culture and Science, Department for International Policy, BP 25000, NL-2700 LZ Zoetemeer

Tel: +31-79-323 47 35 / 3564, Fax: +31-79-323 35 77 / 2320, E-mail: J.L.Stegeman@minocw.nl

Working language / langue de travail: English / anglais

(2, 3) Ms Floor ALLES, Europees Platform voor het Nederlandse Onderwijs (European Platform for Dutch Education), Nassauplein 8, NL-1815 GM Alkmaar

Tel: +31-72-511 85 02, Fax: +31-72-515 12 21, E-mail: f.alles@europeesplatform.nl

Working language / langue de travail: English / anglais

## NORWAY / NORVEGE

(1) Mr Aanund TVEITA, Head of Section, The Network Norway Council, PO Box 8150 Dep., N-0033 Oslo

Tel: +47-21 02 18 31 / 18 00, Fax: +47-21 02 18 01, E-mail: aanund.tveita@nnr.no

Working language / langue de travail: English / anglais

(1) Mr Terje Bryne KROKJORD (substitute member of the Governing Board / membre suppléant du Comité de direction), Norwegian Board of Education, P.O. Box 2924 Toyen, N-0608 Oslo

Tel: +47-23 30 12 00, Fax: +47-23 30 12 99, E-mail: tbk@ls.no

Working language / langue de travail: English / anglais

(2) Ms Helena RONNING, Network Norway Council, Section for Continued Training of Teachers, Statens Laererkurs, Postbox 8150 Dep., N-0033 Oslo

Tel: +47-21 02 18 36, Fax: +47-21 02 18 01, E-mail: helene.ronning@nnr.no

Working language / langue de travail: English / anglais

(3) The Network Norway Council, National Advisory Board for Higher Education, Postbox 8150 Dep., N-0033 Oslo

Tel: +47-21 02 18 00, Fax: +47-21 02 18 01, E-mail: -

Working language / langue de travail: English / anglais

## POLAND / POLOGNE

(1, 3) Mme **Krystyna KOWALCZYK**, Inspecteur principal, Ministère de l'Éducation nationale, Département de la formation continue des enseignants, Al. Szucha 25, PL-00918 Warszawa

*Tel:* +48-22-628 04 61 Ext 344, *Fax:* +48-22-628 93 29 / 51 77, *E-mail:* kkwalcz@men.waw.pl

Working language / langue de travail: French / français

(2) Mme **Magdalena MAZINSKA**, Directeur adjoint, Bureau de l'intégration européenne et des relations internationales, Ministère de l'Éducation nationale, Al. Szucha 25, PL-00-918 Warszawa

*Tel:* +48-22-628 41 35, *Fax:* +48-22-628 85 61, *E-mail:* mazinska@kaliopie.men.waw.pl

Working language / langue de travail: French / français

(2) Ms **Stefania WILKIEL**, Officer in charge, Department of European Integration and International Cooperation, Ministry of Education, Al. Szucha 25, PL-00-918 Warszawa

*Tel:* +48-22-628 41 35, *Fax:* +48-22-628 85 61, *E-mail:* wilkiel@men.waw.pl

Working language / langue de travail: English / anglais

## ROMANIA / ROUMANIE

(1) M. **Dan Ion NASTA**, Directeur de recherche en didactique des langues vivantes, Institut des sciences de l'éducation, Strada Stirbei Voda 37, RO-70732 Bucarest

*Tel:* +40-1-31 36 491, *Fax:* +40-1-31 21 447, *E-mail:* danion\_na@altavista.com

Working language / langue de travail: French / français

(2, 3) Ms **Elena ZAMFIR**, Directrice de la Direction générale des relations internationales, Ministère de l'Éducation Nationale, 30, General Berthelot Street, RO-70738 Bucarest Sector 1

*Tel:* +40-1-313 10 13, *Fax:* +40-1-312 66 14, *E-mail:* ezamfir@men.edu.ro

Working language / langue de travail: French / français

(2) Ms **Rodica DABU**, Chief Inspector, Ministry of National Education, Directorate of European Integration, International Programmes and Institutions, 30, General Berthelot Street, Sector 1, RO-70738 Bucarest

*Tel:* +40-1-313 10 13 / +40-1-310 43 19, *Fax:* +40-1-310 43 19, *E-mail:* rdabu@men.edu.ro

Working language / langue de travail: English / anglais

## SLOVAK REPUBLIC / REPUBLIQUE SLOVAQUE

(1, 2, 3) Ms **Danica BAKOSSOVÁ**, Senior Officer, Ministry of Education of the Slovak Republic, Stromová 1, SK-813 30 Bratislava,

*Tel:* +421-2-593 74 330, *Fax:* +421-2-547 72 181, *E-mail:* danika@education.gov.sk

Working language / langue de travail: English / anglais

## SLOVENIA / SLOVENIE

(1, 2, 3) Ms **Zdravka GODUNC**, Counsellor to the Government, Ministry of Education and Sport, Trubarjeva 5, SLO 1000 Ljubljana

*Tel:* + 386-1-433 91 09, *Fax:* +386-1-425 47 60, *E-mail:* zdravka.godunc@mss.edus.si

Working language / langue de travail: English / anglais

## SPAIN / ESPAGNE

(1) Ms **Gisela CONDE MORENCIA**, Education Advisor, M<sup>o</sup> Educación y Deporte, Subdirección General de Cooperación Internacional, P<sup>o</sup> del Prado 28, 2e planta, E-28014 Madrid

*Tel:* +34-91-506 55 96, *Fax:* +34-91-506 57 04, *E-mail:* gisela.conde@educ.mec.es

Working language / langue de travail: English / anglais

(1) Ms **Mercedes DE CASTRO RUIZ**, (substitute member of the Governing Board / membre suppléant du Comité de direction), Education Advisor, M<sup>o</sup> Educación y Deporte, Subdirección General de Cooperación Internacional, P<sup>o</sup> del Prado 28, 2e planta, E-28014 Madrid

*Tel:* +34-91-506 56 91, *Fax:* +34-91-506 57 04, *E-mail:* mercedes.decastro@educ.mec.es

Working language / langue de travail: English / anglais

(2, 3) Mr **Pedro PÉREZ PRIETO**, Subdirección General de Cooperación Internacional, M<sup>o</sup> Educación y Cultura, P<sup>o</sup> del Prado 28, E-28014 Madrid

*Tel:* +34-91-506 56 91, *Fax:* +34-91-506 57 04 / 05, *E-mail:* pedrop.prieto@educ.mec.es

Working language / langue de travail: English / anglais

## SWEDEN / SUEDE

(1, 2, 3) Ms **Ingela NYMAN**, Director of Education, National Agency for Education (Skolverket), S-106 20 Stockholm

*Tel:* +46-8-723 32 68 / 32 00, *Fax:* +46-8-24 44 20, *E-mail:* ingela.nyman@skolverket.se

Working language / langue de travail: English / anglais

(3) Ms **Eva OSCARSSON**, National Agency for Education (Skolverket), S-106 20 Stockholm

*Tel:* +46-8-723 32 00, *Fax:* +46-8-24 44 20, *E-mail:* eva.oscarsson@skolverket.se

Working language / langue de travail: English / anglais

## SWITZERLAND / SUISSE

(1, 2, 3) Mme **Gabriela FUCHS**, Conférence suisse des directeurs cantonaux de l'instruction publique – EDK / CDIP, Section Affaires internationales, Zähringerstraße 25, Postfach 5975, CH-3001 Bern

*Tel:* +41-31-309 51 11, *Fax:* +41-31-309 51 50, *E-mail:* fuchs@edk.unibe.ch

Working language / langue de travail: French / français

## ”THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA” /

## ”L’EX-RÉPUBLIQUE YOUGOSLAVE DE MACÉDOINE”

(1, 2, 3 ) Mme **Doréana HRISTOVA**, Chargée des Relations internationales, Ministère de l'Éducation et des Sciences, 9 D. Cupovski, 1000 Skopje

*Tel:* +389 2 116 101, *Fax:* +389-2-116 101, *E-mail:* doreana@mofk.gov.mk

Working language / langue de travail: French / français

## VI. The Secretariat

### EUROPEAN CENTRE FOR MODERN LANGUAGES OF THE COUNCIL OF EUROPE

Nikolaipplatz 4, A-8020 Graz, Austria

*Tel:* +43 316 32 35 54, *Fax:* +43 316 32 35 54 4, *E-mail:* [information@ecml.at](mailto:information@ecml.at)

*URL:* <http://www.ecml.at>

Michel Lefranc, Executive Director: [michel.lefranc@ecml.at](mailto:michel.lefranc@ecml.at)

Josef Huber, Deputy Director / Head of Programmes: [josef.huber@ecml.at](mailto:josef.huber@ecml.at)

Michael Armstrong, Administrator: [michael.armstrong@ecml.at](mailto:michael.armstrong@ecml.at)

Catherine Seewald, Documentalist: [catherine.seewald@ecml.at](mailto:catherine.seewald@ecml.at)

Michèle Bergdoll, Programme and Logistics Officer: [michele.bergdoll@ecml.at](mailto:michele.bergdoll@ecml.at)

Margit Huber, Administration Assistant: [margit.huber@ecml.at](mailto:margit.huber@ecml.at)

Elke Resch, Project Assistant (webmaster): [elke.resch@ecml.at](mailto:elke.resch@ecml.at)

Katie Stephens, Secretary to the Director

Perrine Ilic-Lamacq, Publication Assistant: [perrine.il@ecml.at](mailto:perrine.il@ecml.at)

Nicolas Kravic, Assistant Documentalist: [nicolas.kravic@ecml.at](mailto:nicolas.kravic@ecml.at)

Aleksandra Nikoloska, Programme Secretarial Assistant: [aleksandra.nikoloska@ecml.at](mailto:aleksandra.nikoloska@ecml.at)

## VII. The Austrian Association ("Verein Europäisches Fremdsprachenzentrum in Österreich")

Ursula Newby, General Manager: [verein.efs@ecml.at](mailto:verein.efs@ecml.at)

*URL:* <http://www.ecml.at/efs>

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