

From the first to the second medium-term programme of activities 2000 – 2003 and 2004 – 2007

Presently in the third year of its current medium-term programme, which will end in late 2003 with a large-scale conference dedicated to the presentation and discussion of its results, the European Centre for Modern Languages (ECML) is already looking ahead and preparing the programme of activities for the years to come.

The second medium-term programme will cover the years 2004 to 2007 and will build on the results already achieved while basing itself on the experiences of running the first four-year programme from 2000 to 2003.

This information is intended to provide a preview of the general orientations and objectives of the

next programme of activities of the ECML, which will be presented in more detail in the Call for Proposals to be published in February 2003. It also situates the second medium-term programme within the overall framework of the ECML and in view of the results of its current programme of activities.



Contents

From the first to the second medium-term programme	1
Latest news from the ECML	
Projects 1.1.4 and 1.3.1	
Project 1.1.4	4
Project 1.3.1	5
New ECML resources	6
Contributions of the Language Policy Division, Strasbourg	8
European Year of Languages 2001	8
Conference on Languages, Diversity, Citizenship	9
Language Education Policy Profiles	10
Guide for the development of language education policies in Europe	10
European Language Portfolio	11
How to contact us	12

Background

After three years of existence, and an in-depth evaluation of its functioning and orientation (1997), the decision was taken by the Committee of Ministers of the Council of Europe to make the ECML a permanent institution (1998). The ECML was equipped with a new mission focusing on the support for the implementation of language education policies and innovative approaches in the teaching and learning of languages.

In complementarity to the Language Policy Division of the Council of Europe the ECML is intended to provide a platform for the exchange of ideas, development and training, a meeting place for language teachers, teacher trainers, and other experts involved in the shaping of language teaching and learning in its member states.

A medium-term cycle of programming was adopted, each cycle spanning 4 years, in order to optimise the functioning and impact of its activities and to facilitate the planning process.

Looking ahead, 2004 to 2007

The framework and structure of the second medium-term programme will take into account a number of adjustments that have proved as necessary in the light of setting-up and running the first medium-term programme.

Expert teams and participants alike have generally reacted very positively to the medium-term 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.

However, experience has also shown that there is both a need for increased training and awareness raising activities for the expert community in our member states and for events that target a wider audience.

The three major types of projects that will be balanced in the new programme will be: a) **research and development**, b) **training** and c) **awareness raising**.

Together with a balance of shorter and longer projects this shall also help to achieve an even distribution of resources and results in terms of products, processes and services over the four years of the programme.

The ECML is currently preparing the general orientation and framework of its second medium-term programme in an intensive process of consultation with its member states and the final decisions will be taken late 2002 and early 2003.

Language education for social cohesion in a multilingual and multicultural Europe.

The second programme will be placed under the umbrella theme “Language education for social cohesion in a multilingual and multicultural Europe” (working title) reflecting the major concern of its member states: Which role can or should language education play in our quest for better understanding, mutual respect between all citizens living in the same political context?

The ECML will be seeking proposals, which take up this question in the form of projects or sets of activities that:

- support the implementation of language education policies in its member states
- promote innovative approaches to the teaching and learning of languages

- promote professionalisation of language educators

In a variety of thematic areas, for example:

- Successful intercultural communication, intercultural competence and communication
- Diversity of mother tongues (migrants, minorities, majorities)
- Internationalisation of the educational context
- The use of new tools and instruments
- Impact of ICT on the philosophy and face of the language education
- Collaborative work in language education
- Potential of border regions for language learning
- Whole-school policies on languages
- Integrated approach to language education (didactics and methodology)
- Potential for the promotion of plurilingualism in areas of public life
- Organisational formats of language learning in the context of life-long language and intercultural learning
- Changing roles and responsibilities, profiles, competences and skills of language educators, promotion of professionalism
- Interface between theory to practice in pre- and in-service training
- ...

Focusing on aspects related to:

- Classroom work and methodology
- Working environment (working tools and context)

- Material development
- Curriculum and course design
- ...

Targeting one of the following domains:

- Pre-school, Primary school
- Lower and upper secondary school, Vocationally oriented schools
- Colleges, University, Teacher education
- Adult education, workplace, Continuing education (languages for a non-specialist clientele)
- Media, wide public (non-educational sector)

Submission of proposals

Regardless of the specific theme chosen each project shall contribute to the promotion of the teaching and learning of languages in a **multilingual, multicultural and life-long perspective** on the basis of equal opportunities for all members of society and take account of the Recommendations of the Council of Europe in the area of language teaching and learning and in particular the tools developed over the past ten years: the **Common European Framework of Reference and the European Language Portfolio**.

With the publication of the Call for Proposals in February 2003 experts will be invited to submit project proposals. They will receive the necessary information, guidelines and help in the **Call for Proposals** itself and in an accompanying **information kit** in the form of an online database (also published as CD ROM and on paper).

It will be important that projects are led by international teams of 3 - 4 experts and that the proposals also reflect the priority concerns of

member states. Thus it is highly desirable that proposals are embedded in a national consultation process.

The Call for Proposals will be circulated widely as from February 2003, with deadline for submissions being the end of June 2003. The selection process will be completed in September/ October 2003.

First medium-term programme, 2000 to 2003

The current programme was established in the course of 1999 based upon a Call for Proposals and it began in November 1999 with a central workshop leading into the one of its major focuses "The organisation and set-up of language education". It addressed the various factors coming into play when looking at the process of initiating and promoting innovation in the field of language education and highlighted the importance of project management skills and competences.

Over 20 international projects were included in the current programme – each with a series of activities, workshops, regional events, network and expert meetings focusing on aspects as varied as:

- the exploration of new potential for increased language learning either in approaches (synergy between the learning of different languages, development of multiliteracy) or with regard to new contexts where language learning could take place (border regions, twin cities, etc)
- ways to integrate language awareness and the development of an intercultural communicative competence in the language learning; research into cultural mediation, into needs analysis and course

design for the language needs of migrant workers

- exploration of the use of information and communication technologies for language learning, also including self-assessment
- development of learner strategies and autonomy, bilingual education and quality assurance in language teaching provisions
- exploration of the changing role, functions and status of language educators

The activities in 2002 and 2003 concentrate on the final stages of each project, finalising their research findings and preparing the results for wide dissemination in the form of books, CD ROMs and project web sites.

Over 30 such products will be published before the end of 2003 intended for the wider expert public and in particular teacher trainers and teachers of languages. In the first instance, the ECML will distribute them to the experts who participated in the projects, the national authorities in its member States and the National Contact Points. They will be advertised on the ECML web site and will be available on demand and free of charge while stock lasts. At a later stage all publications will be available for download.

A large-scale conference in October 2003 will offer a showcase for the results of each project and serve to present and disseminate the results and thereby add to the visibility of the work of the ECML. The conference will also see the launch of the programme of activities for the years 2004 to 2007.

Josef Huber

Latest news from the ECML Project 1.1.4: Neighbouring language teaching in border regions

Why would a young boy living in Arnsfeld, Austria right next to the border with Slovenia learn Slovenian? After all this is a language that is only spoken by about 2 million people, wouldn't it be better for him to learn English?

Young people from Arnsfeld have the opportunity to learn Slovenian without neglecting their English studies. Arnsfeld School offers this language from the neighbouring country and what is interesting is that it is taught through direct contact with young Slovenians at Krk School which is just over the other side of the border. The teachers from both schools make sure that the lessons are not just language based: they want their students to know more about their neighbouring country, everyday life and customs. For example in geography lessons Austrian pupils find out about towns in Slovenia and visit them. But what is even more important for the teachers is that their pupils learn to work and cooperate with their neighbours. This explains why every year the schools organise a week of work in common during which the two languages are used.

This is, in a few words, one of the projects that was presented during the workshop between 13-15 June was led by Albert Raasch, Waldemar Pfeiffer and Ruud Halink: "Teaching a neighbouring country's language in border regions". This project was applauded by participants coming from some twenty European countries for the quality of cooperation between the teachers involved. The work on cooperation between young people was especially appreciated as it is evident that in cross-border regions

this aspect is a vital objective. A cross-border skill needs to be created.

Unfortunately it was noted that the Arnsfeld-Krk project was still not firmly enough embedded in existing structures. Educational authorities have not taken any steps to support this project. Nevertheless the project does benefit from the support of Euroregion (a body that develops international cooperation in certain border regions).

Do we know how to transfer Expertise?

In certain other border regions, the teaching of neighbouring language projects, supported by local, regional, national and euro-regional authorities has been developed. This has sometimes led to more vast projects which aim for cooperation between all sorts of institutions on both sides of the border or that give the neighbouring language an important status which is legally recognised. In these cases, the schools benefit not only from a financial support but also from a pedagogical back up, specific material relating to the border region, work experience for teachers etc.

The central objective of the workshop was therefore that of transfer, the possibility to benefit from existing expertise to improve the quality of the teaching of a neighbouring language or to launch comparable projects if they do not already exist, as is the case in certain regions. The conclusion of the seminar in relation to this transfer was that it is not really the specific projects that are

transferable but more the ideas and principles of the projects. For each border region these ideas must be turned into projects so that they can cater for the requirements of that particular region.

However, the participants found that it is important to work and develop tools to promote the teaching of neighbouring languages together. A leaflet will be produced providing an argument in favour of the neighbouring language. An essential instrument for progress making in this field will be the organisation of regional seminars and work experience for the teachers concerned. The majority of participants also wanted to continue their information exchanges and to combine their expertise; they considered that CICERO (see later) could be an interesting tool to achieve this.

A Project over three years

This workshop was the second to last step of a project within the framework of the ECML Graz (2000-2003 Programme). To achieve the necessary transfer, this seminar could use the experience of this project as a catalogue of quality criteria but equally as a means of presenting results, lessons and repercussions of the regional seminars which took place in the Netherlands (1999), Germany (1999), Estonia (2000), Germany (2001) and Spain (2002).

The last stage of the current project will be the publication of a leaflet which will provide an argument for the neighbouring language with additional information from the CICERO website on CD-ROM.

Later it is envisaged that a ‘manual’ on how to be a good neighbour, drawing on the expertise developed throughout this project be produced.

Another result of this project was the creation of a coordination and information centre for languages in border regions named CICERO. This centre was opened with the support of the European Union and the project’s bearers (Goethe Institut Munich, KulturKontakt Vienna, Education Ministries of Luxembourg and Estonia, The Netherlands Language Academy, Maastricht). This is more of a co-operation project with the office

being attached to the Language Academy than a new institute. CICERO helps to organise activities, gather and disseminate information via its website: www.cicero-net.nl and to put experts and officials in touch with each other.

A good neighbour?

The title of this text “a good neighbour is worth more than a distant friend” is a Dutch proverb. It is perhaps evocative of the pragmatic sense of the Dutch but it also illustrates one of the leading ideas of this projects. Neighbours are

pretty important. This young Austrian coming from Arnsfeld will perhaps stay in the region like a lot of his friends but he will now be able to cross the border to go to work, shop, meet friends and go to cultural events with greater ease. Cross-border skills are acquired through authentic and direct contact with the neighbour. Young people will be able to develop this competency in the future with other languages and other cultures.

Ruud Halink

From Awareness to Impact through Implementation

Latest news from the ECML project 1.3.1.: Information and Communication Technologies in Vocationally Oriented Language Learning – ICT VOLL IMPACT

This workshop series set out to show how ICT and their multimedia applications can be established as an integral part of modern language curricula in VOLL and training, and how they can encourage more flexible and accessible educational provision. The full documentation of the series, including the results of the final workshop, can be seen on the website at www.ecml.at/projects/voll. The main sections cover Web Literacy, Data Driven Learning, the Extension of the Classroom (Networked Learning), Teacher Training and Software Evaluation.

In many respects, the lifeline of the project mirrored most recent developments in the field of education and the use of ICT under seven headings:

- The proliferation of ICTs in working life
- The advent of miniaturisation of devices which are user-friendly and adapted to real needs

- The extension of ICT use from small, specialist or expert groups to wider audiences
- An increasing awareness of the need for, as well as the adoption and mastery of, the new literacies
- A convergence of many different but complementary aspects and uses of ICT
- An increasing awareness and implementation of theoretical constructs which inform and guide a principled approach to the deployment of ICT in foreign language learning and teaching
- The inclusion of the new media and technologies as an integral part of VOLL activities rather than as complementary or ancillary devices
- The implementation of didactic principles focusing on inquiry-based learning through ICT in line with the aims of language learning as specified in the

Common European Framework of Reference for Languages

1. The Proliferation of ICTs.

We now take the use of ICTs in working life for granted. They facilitate and call for collaborative, dynamic, problem-solving approaches. Contributions by Pierre Duffourd on the networking of his organisation in the agricultural sector, Kerstin Namuth and Mandy Jore in the area of teacher training in VOLL with an integrated distance learning element, the NICOLE project with its mission to provide a platform for collaborative learning in adult and continuing education throughout Europe are all indicative of how ICTs have changed the way in which we interact. These contributions provide excellent examples of good practice which can be emulated on a regional national and international scale.

2. Miniaturisation of Technologies.

The advent of an increasing number of small, wireless devices like the

mobile telephone, handheld computers and the like has changed communication patterns irreversibly. Their use has become closely interwoven into everyday life and social practices and will form the ways in which we use technology in foreign language learning in future. We must follow this aspect of technological change carefully to reap the potential benefits for the educational sector.

3. Implementation of ICTs.

Here we have seen a gradual development from small-scale applications, often restricted to a classroom and one or two pioneering teachers, to large scale implementation at national level or institution-wide. Examples of the latter are to be found, for example, in the reports from Iceland and Sweden.

4. Increasing demands are now being made on the acquisition of multi-literacies in modern society. These concern types of text encountered in web environments, perceptual modes required for decoding multi-layered information systems, technical skills related to navigation and manipulation of objects, and heightened cultural awareness, given that learners are exposed to a wider range of unexpected encounters than ever before. Here, the work of the “data driven learning” (DDL) group and the section on web literacy make valuable contri-

butions to the understanding and mastery of the new literacies.

5. As worked progressed during the series, it was interesting to observe a convergence in the work of the different groups identified above: Web Literacies, Teacher Training, DDL, Software Design, Activity Design. An increasing move towards “blended learning” in all groups could be observed, where online/offline dichotomies were dismantled and the respective strengths and affordances of the different media and tools harnessed. Contributions by Marianne Driessen and Franz Mittendorfer serve to illustrate this tendency.

6. We also perceived a shift towards a more theory-dependent and informed approach in participants. In the opening plenary of the first workshop, Bernd Rüschoff outlined the theoretical approach which informed the contributions and activities of the animating team, but it took some time before most contributions reflected a shift from the use of instrumental skills to the integration of constructivist and socio-cultural aspects into case studies, reflecting the five stages of “Appropriation” outlined in the section devoted to theoretical considerations.

7. Integration has also become a key concept with regard to the use of ICTs in VOLL in general for the project group. An initial fascination with the possibilities offered by individual aspects of

ICT has given way to the self-evident inclusion of only those elements which are conducive to richer learning environments in learning and teaching programs and programmes. The work of the “platform thinking” group clearly traces recent developments in this area.

8. The implementation of didactic principles focusing on inquiry-based learning through ICT.

This aspect is, above all, reflected in the work of the group dedicated to “data-driven learning”, where practical exercises show how learners (and teachers) may use the powerful instruments at their disposal to conduct their own research on large language samples to form and confirm their own hypotheses about language structure and language use.

The ICT in VOLL IMPACT series has, then, initiated a wide range of activities and served as a useful platform for colleagues interested in this sector of language learning and teaching. However, we are all conscious of the need for further research, co-operation and exchange in this field, and hope that the GRAZVOLL website will continue to provide a focal point for VOLL language teachers in Europe.

Tony Fitzpatrick

New ECML resources

Publications

Camilleri, Antoinette, *Introduction de l'autonomie de l'apprenant dans la formation des enseignants*, Centre européen pour les langues vivantes, Conseil de l'Europe, 2002, (French /

Français; English version published in 1999 / Publication en anglais parue en 1999)

Camilleri, George, *L'autonomie de l'apprenant – La perspective des enseignants*, Centre européen pour les langues vivantes, Conseil

de l'Europe, 2002, (French / Français; English version published in 1999 / Publication en anglais parue en 1999)

Drougas, Alex & Gerard Westhoff, *Handbook on the methodology of workshop and congress organi-*

sation, European Centre for Modern Languages, Council of Europe, 2002

Drougas, Alex & Gerard Westhoff, *Manuel sur la méthodologie et l'organisation d'ateliers et de conférences*, Centre européen pour les langues vivantes, Conseil de l'Europe, 2002

Fenner, Anne-Brit, *Sensibilisation aux cultures et aux langues dans l'apprentissage des langues vivantes sur la base de l'interaction dialogique avec des textes*, Centre européen pour les langues vivantes, Conseil de l'Europe, 2002, (French / français; English published in 2001 / Publication en anglais parue en 2001)

Harris, Vee, *Aider les apprenants à apprendre: à la recherche de stratégies d'enseignement et d'apprentissage dans les classes de langue en Europe*, Centre européen pour les langues vivantes, Conseil de l'Europe, 2002, (French / Français; English version published in 2001 / Publication en anglais parue en 2001)

Heyworth, Frank, *The management of innovative projects in language education: Training kit for project management*, European Centre for Modern Languages, Council of Europe, 2002

Heyworth, Frank, *La gestion de projets innovants dans l'enseignement / l'apprentissage des langues: kit de formation à la gestion de projets*, Centre européen pour les langues vivantes, Conseil de l'Europe, 2002

Kolodziejska, Eva & Stuart Simpson, *Les langues à travers les curricula: travail en réseau et élaboration de matériel pédagogique*, Centre européen pour les langues vivantes, Conseil de l'Europe, 2002, (French / Français; English version published in 2000 / Publication en anglais parue en 2000)

Workshop reports

Project 1.1.5 :

Literacy as correspondence, (Workshop report 12/2000, Graz, 12-16 December 2000), Lucija Čok, followed by Valerie Sollars *et al.* Online English version: http://www.ecml.at/documents/reports/wsrep115E2000_12.pdf

L'alphabétisation comme correspondance, (Rapport d'atelier 12/2000, Graz, 12-16 Décembre 2000), Lucija Čok, suivie de Valerie Sollars *et al.* Version française en ligne: http://www.ecml.at/documents/reports/wsrep115F2000_12.pdf

Project 1.3.2 :

The educational use of ICT in teacher education and distance language learning – opportunities, challenges and ways forward, (Workshop report 4/2002, Graz, 4-8 June 2002), Daphne Goodfellow, Gunther Abuja, Anne-Brit Fenner, Cecilia Garrido, Seppo Tella. Online English version: http://www.ecml.at/documents/reports/wsrep132E2002_4.pdf

Utilisation pédagogique des TIC dans le domaine de la formation des enseignants et de l'enseignement à distance des langues – possibilités, défis et perspectives, (Rapport d'atelier 4/2002, Graz, 4-8 juin 2002), Daphne Goodfellow, Gunther Abuja, Anne-Brit Fenner, Cecilia Garrido, Seppo Tella. Version française en ligne: http://www.ecml.at/documents/reports/wsrep132F2002_4.pdf

Project 1.3.3 :

ICT and young learners, (Workshop report 6/2001, Graz, 18-22 September 2001), Valerie Sollars, Mario Camilleri. Online English version: http://www.ecml.at/documents/reports/wsrep133E2001_6.pdf

Les technologies de l'information et de la communication et les jeunes apprenants de langue, (Rapport d'atelier 6/2001, Graz, 18-22 septembre 2001), Valerie Sollars, Mario Camilleri. Version française en ligne: http://www.ecml.at/documents/reports/wsrep133F2001_6.pdf

Project 2.7.1:

Quality assurance and self-assessment for schools and teachers, (Workshop report 3/2002, Graz, 20-22 June 2002), Laura Mureşan, Frank Heyworth, Mary Rose. Online English version: http://www.ecml.at/documents/reports/wsrep271E2002_3.pdf

L'assurance de qualité et l'auto-évaluation pour les établissements scolaires et les enseignants, (Rapport d'atelier 3/2002, Graz, 20-22 juin 2002), Laura Mureşan, Frank Heyworth, Mary Rose. Version française en ligne: http://www.ecml.at/documents/reports/wsrep271F2002_3.pdf

New database

Bibli/webography on Distance Learning

The bibli/webography on Distance Learning has been set up as an interactive database for the ECML project 1.3.2 "Information and Communication Technologies and distance learning". It is intended to be an online list of resources containing paper based literature, electronically accessible literature, related websites (non-literature specific), and on-line resources. <http://www.ecml.at/interactive/literature.asp>

Language Policy Division, Strasbourg

European Year of Languages 2001

The European Year of Languages 2001 was organised by the Language Policy Division (Strasbourg) with the assistance of the European Centre for Modern Languages. This is the Executive Summary of the Final Report which is available from

fairs, competitions and games.

4. The average EYL budget per country was above €500.000. It can be estimated that the overall total for all 45 participating countries may well have been in the area of well over 20 million €. On average, every euro

students, teachers and participants in adult education, administrators and policy-deciders. Little impact was achieved among members of migrant communities. The visibility of the Council of Europe was raised significantly among language professionals, more so than among the general public.



10. Almost all co-ordinators reported “major developments in language teaching”, mostly related to the European Language Portfolio. New partnerships were created during the EYL in almost all countries.

11. More than 120 different examples of good practice were provided by co-ordinators.

12. Almost all co-ordinators report that national follow-up activities are planned, mainly in the form of seminars and conferences. The theme most frequently mentioned is the European Language Portfolio (in 49% of all countries).

13. Co-ordinators provided the Council of Europe with a wealth of recommendations for follow-up action. Most frequently mentioned were projects on educational and language policy issues, followed by the promotion of the European Language Portfolio and the Common European Framework.

14. More than 30 different themes were proposed for future “European Days of Languages”. Three out of four co-ordinators regard specific EDL activities in their country as feasible, mainly in the format of seminars and conferences, festivals and fairs.

8

the Language Policy Division or downloadable from its website www.coe.int (Education / Modern Languages / Language Policy Division)

1. This report summarises the information provided by 41 EYL national co-ordinators at the end of the European Year of Languages 2001. The questionnaires mainly dealt with the structural and financial arrangements at national level, the perceived impact of the Year, examples of good practice, and follow-up activities.

2. The overall assessment of the EYL by national co-ordinators is positive. Every third co-ordinator said that the EYL achieved more than was expected. Almost two thirds said that it more or less achieved its aims.

3. More than 26.600 EYL activities were reported. Most frequent were seminar and conference-type activities, followed by festivals,

from public budgets generated additional private sponsorship of just under € 0,20.

5. Language professionals were the main target group of EYL programmes, followed by young people and adults.

6. The most frequently chosen theme was the “European Language Portfolio”, followed by the promotion of more diversified language teaching and learning, ways to improve the quality of language teaching and learning.

7. On average, the EYL was mentioned every third day by the media in every country.

8. In total, more than three million copies of EYL information or promotional material were produced and distributed.

9. Co-ordinators assume that the EYL made the strongest impact among language teachers, school

Conference on Languages, Diversity, Citizenship: Policies for Plurilingualism in Europe Strasbourg: 13 – 15 November 2002

This conference highlighted the new focus of the work of the *Language Policy Division* in Strasbourg with an increasing emphasis on assisting member States with an analysis and evaluation of their language education policies and with developing a response to the challenge of promoting plurilingualism and greater diversification in language learning.

In the context of the follow-up to the European Year of Languages the conference explored ways in which language education policies could support the development of plurilingualism among learners in all sectors of education, whether in ‘monolingual’ or multilingual contexts. It addressed key policy issues, presented new initiatives, and provided an opportunity for participants to indicate how the Council of Europe can best support member States in responding to current challenges in policy development and implementation.

The conference addressed:

1. The need for diversification in the language curriculum and respect for linguistic diversity throughout society
2. The concept of plurilingualism and its potential in both ‘monolingual’ and multilingual situations
3. The challenge of plurilingualism for national language education policies
4. The promotion of European standards and quality.

The conference first addressed the challenge of diversification of languages offered in education systems. This includes: guiding

principles to determine diversification; possible tension between diversification and diversity in multilingual contexts; the relationship between diversification and democratic citizenship in Europe; national policies and the European dimension in education; the extent to which current developments and models promote diversification. Particular attention was paid to the role of English within a diversified approach both in a plenary Round Table and in group sessions.

The conference then explored the concept of plurilingualism and its potential, including how it could be implemented both in majority ‘monolingual’ situations and in social situations which are multilingual (e.g. regional minorities, migrant communities, and frontier regions). The implications of a ‘global’ approach to language education were explored in plenary and group sessions – embracing all languages, including national/official languages, from ministerial level through school/institutional level.

In the next phase the conference looked at how member States could respond to the challenge of plurilingualism in developing national language education policies and how specific Council of Europe initiatives could assist in this process. Countries who so wish may avail themselves of the offer to reflect upon their language education policy by undertaking a ‘self-evaluation’ of their policy in a spirit of dialogue with Council of Europe experts. Countries may draw on the document:

‘Guide for the development of language education policies in Europe: from linguistic diversity to plurilingual education’, either as

part of this process or independently of it. These initiatives were presented briefly in plenary and participants were invited to make proposals for completing and using the policy guide in group sessions. The draft guide (in both the complete and short versions) and other relevant reference documents are available on the Language Policy Division’s website.

Finally, the policy dimension of Council of Europe instruments for standard setting and quality were examined, and participants were invited to identify priorities for future language policy work by the Council of Europe.

The attendance of a number of participants was facilitated by the European Centre for Modern Languages.

*Language Policy Division
DGIV – Council of Europe –
F - 67075 Strasbourg Cedex
Tel +33 3 88 41 26 25 / 20 79
Fax +33 3 88 41 27 88 / 27 06
decs-lang@coe.int
www.coe.int (Education /
Languages)
<http://culture.coe.int/portfolio>*

Language Education Policy Profiles

The new activity to assist countries (or other entities such as 'Land', canton, city, region) with a *self-evaluation* of language education policy in a spirit of dialogue with Council of Europe experts has been launched with a pilot activity in Hungary. A *Country Report* offering an overview of language education policy in Hungary and identifying its priorities has been prepared by the authorities. This descriptive report, and other relevant documentation, were studied by a Council of Europe expert group and served as the starting point for a visit by the group to Hungary for one week during October. The Council of Europe expert group – (five members, including one local expert nominated by the host authorities, and accompanied by a member of the Secretariat) – met with the authorities, authors of the Country Report and other parties concerned with language education, and visited a number of education establishments.

Taking into account the Country Report, other documents supplied, and the results of the on-site visit, the group will prepare an analytical *Experts' Report* which will be sent to the authorities for study and comment. This will assist the authorities in reviewing and elaborating further those elements of the Country Report which deal with future policy developments and challenges. The revised Report will serve as the basis for a Round Table or seminar on language education policy in Hungary to be held in Budapest in March 2003. The final step will involve the drafting of a *Language Education Policy Profile* by the Council of Europe expert group, which will be finalised in consultation with the authorities, and published by the Council of Europe and the national authorities in Spring 2003.

It is stressed that this activity to develop a 'Language Education Po-

licy Profile' does NOT involve external evaluation or comparisons with other countries. It is an *offer* from the Council of Europe to assist with a self-evaluation of policy (which ideally might cover *all* languages, including mother tongues), and it aims to focus on future policy developments. The Council of Europe experts have the function of acting as catalysts in a process of reflection and debate. There is close consultation with the authorities at all times and they nominate a representative on the Council of Europe expert group.

For further information contact:
Language Policy Division
DGIV – Council of Europe –
F - 67075 Strasbourg Cedex
Joseph Sheils/Philia Thalgot
Tel +33 3 88 41 20 79 / 26 25
Fax +33 3 88 41 27 88 / 27 06
decs-lang@coe.int
www.coe.int (Education /
Languages)
<http://culture.coe.int/portfolio>

10

Guide for the Development of Language Education Policies in Europe

From Linguistic Diversity to Plurilingual Education

The Language Policy Division has published this Guide in order to consider:

- the necessity of formulating and implementing language education policies which are coherent with the promotion of social inclusion and the development of democratic citizenship in Europe
- how policies of language education can be developed and maintained whose outcomes will be in accord with the pursuit of linguistic diversity

in societies and plurilingualism for citizens of Europe, i.e. new policies of education for plurilingualism.

The **Guide for the Development of Language Education Policies in Europe** is a response to the need to develop language policies on the basis of a coherent approach: clarifying principles and defining goals, analysing situations, identifying resources, expectations and needs, and the implementation and evaluation of these measures. The aim is to reduce the number of ad hoc decisions, often taken under the pressure of events, and promote a "global concept" for languages.

This document does not advocate any particular language education policy measure, but seeks to clarify the issues involved in these policies, identify the analyses that need to be conducted, and provides an inventory of ways of organising language teaching that comply with common European principles. These principles are already available since they have been set out in a large number of Council of Europe recommendations and conventions. This document seeks to clarify those principles through the successive formulations they have been given, and above all to explore their practical application.

Language Education Policy Guide

The document exists in draft form in two versions: the Main version (technical handbook), and an Executive (short) version (for policy deciders), and a process of consultation is being initiated. The Guide will be used in the Country Profile activity and may be used independently of this process by member States.

The 'Executive Version' of the Guide has been written for those

who influence, formulate and implement language education policies at any level, e.g. individual institution, local government, national education system or international public or private institution. It is a document not for language specialists but for policy makers who may have no specific specialist knowledge of technical matters in language education.

The 'Main Version', has been written for those who decide policy and for those responsible for

education, and provides the scientific and professional argument and evidence in much more detail. The Guide is accompanied by individual 'reference studies' on particular themes for readers who need further detail on specific issues.

The Guide can be downloaded from the Language Policy Division's website: www.coe.int

(Education / Modern Languages / Language Policy Division)

European Language Portfolio

The implementation of the European Language Portfolio is progressing extremely well. Almost all member States of the Council of Europe have developed models. A number of these have already been validated by the European Validation Committee and are being implemented ; others models are

being used on a pilot basis. The most recent international seminar (Luxembourg, October 2002) enabled progression on two major elements of the project :

- methodology for the elaboration of descriptors of language proficiency

- development of pre-validated templates and content for the European Language Portfolio

Website: <http://culture.coe.int/portfolio>



How to contact us

European Centre for Modern Languages of the Council of Europe

Mail address: Nikolaiplatz 4,
A-8020 Graz, Austria
Telephone: +43 316 32 35 54
Fax: +43 316 32 35 54 4
E-mail: information@ecml.at
URL: <http://www.ecml.at>

Acting executive director

Josef Huber: josef.huber@ecml.at

Secretariat: Katie Stephens:
katie.stephens@ecml.at

Programme

Josef Huber:
josef.huber@ecml.at

Michèle Bergdoll:
michele.bergdoll@ecml.at

Aleksandra Nikoloska:
aleksandra.nikoloska@ecml.at

Administration and finances

Michael Armstrong:
michael.armstrong@ecml.at

Margit Huber:
margit.huber@ecml.at

*Documentation and
Resource centre*

Catherine Seewald:
catherine.seewald@ecml.at

Nicolas Kravic:
nicolas.kravic@ecml.at

Perrine Lamacq:
perrine.lamacq@ecml.at

ECML Website

Elke Resch:
elke.resch@ecml.at

Austrian Association of the ECML

Ursula Newby:
verein.efs@ecml.at

Language Policy Division of the Council of Europe

Address: F-67075 Strasbourg cedex, France
E-mail: decs-lang@coe.int

Websites:

- **Language Policy Division:** www.coe.int (Education / Languages / Language Policies)
- **European Language Portfolio:** <http://culture.coe.int/portfolio>
- **European Day of Languages:** www.coe.int/JEL

Joseph Sheils: joseph.sheils@coe.int

Philia Thalgott: philia.thalgott@coe.int

Johanna Panthier: johanna.panthier@coe.int

Corinne Colin: corinne.colin@coe.int

Louise Everts: louise.everts@coe.int

Members of the Bureau of the Governing Board of the Enlarged Partial Agreement of the ECML

Ms Dagmar Heindler
(Chair/Présidente)
Österreichisches Sprachen-
Kompetenz-Zentrum
Bundesministerium für Bildung,
Wissenschaft und Kultur
Hans-Sachs-Gasse 3/1,
A-8010 Graz, Austria
E-mail:
heindler@sprachen.ac.at

Mr Gábor Boldizsár
(Vice-Chair/Vice-Président)
Conseiller général d'administration
Département pour la coopération et
le développement international
Ministère de l'Éducation nationale et
de la Culture
Szalay u. 10-14,
H-1884 Budapest, Hungary
E-mail: cdcc@om.gov.hu

Ms Krystyna Kowalczyk
(Vice-Chair/Vice-Présidente)
Inspecteur principal
Ministère de l'Éducation Nationale
Département de la formation continue
des enseignants
Al. Szucha 25,
PL-00918 Varsovie, Poland
E-mail: kkowalcz@men.waw.pl

Ms Zdravka Godunc
Counsellor to the Government
Ministry of Education, Science and
Sport, Education Development unit
Trubarjeva 5
SLO-1000 Ljubljana, Slovenia
E-mail: zdravka.godunc@mss.edus.si

Ms 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
Herrngasse 2
FL-9490 Vaduz, Liechtenstein
E-mail: guido.wolfinger@sa.llv.li

