European Centre for Modern Languages 2016-2019 programme

Call for submissions

LANGUAGES AT THE HEART OF LEARNING

EUROPEAN CENTRE FOR MODERN LANGUAGES
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

French edition:
Appel à manifestations d'intérêt pour le programme d'activités
du CELV 2016-2019 « Les langues au cœur des apprentissages »

For questions related to this Call please contact the ECML at call@ecml.at

Call website: **http://call.ecml.at**

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1. Throughout the document the term “teacher education” refers to both initial and in-service teacher training and development, unless otherwise specified.

CALL FOR SUBMISSIONS AT A GLANCE

Overview of all project themes

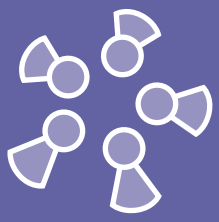
LANGUAGES AT THE HEART OF LEARNING

Open project proposals

Inclusive, plurilingual and intercultural education in practice

Language teacher education in digital literacy

Pathways for learning



Professional learning communities

Closed project proposals

Teacher education for early language learning

Learning environments where foreign languages flourish

Whole-school teacher cooperation – language(s) of schooling

Towards a CEFR for language teachers

TWO TYPES OF SUBMISSIONS

OPEN PROJECT PROPOSALS

The ECML outlines the broad themes but **does not predetermine the content or output** of such projects. General guidance and suggestions are provided.

Open project proposals must be submitted by interested **teams** and must correspond to one of the following themes:

- Inclusive, plurilingual and intercultural education in practice
- Language teacher education in digital literacy and in innovative learning environments
- Pathways for learning: holistic approaches to learner development
- Professional learning communities

CLOSED PROJECT PROPOSALS

The ECML provides **detailed project information** to which project proposals ideally correspond.

For **individual professionals** – to apply as project coordinator or as team member of one (or more) of the following *closed* project proposal projects:

- Teacher education for early language learning
- Learning environments where foreign languages flourish
- Whole-school teacher cooperation for support in the language(s) of schooling

With the exception of the closed project proposal:

- Towards a Common European Framework of Reference for language teachers

where applications from **teams or consortia**, in addition to **individual applications**, are possible.

Primary focus of project work: In the case of both open project proposals and closed project proposals, the focus will either be mainly on:

- **development** (new, innovative tools such as training modules, guidelines, toolkits), or on
- **mediation**[2] (communicating, disseminating and adapting the results of ongoing and concluded ECML projects so that they can be implemented at national, regional or local level).

2. This is a bottom-up process involving negotiation with interested stakeholders. It may also involve translation of ECML materials into national languages and dialogue with ECML experts to ensure appropriate interpretation.

All projects, however, will normally have elements of both development and mediation, though the balance will differ. Experts are free to determine the primary focus in the case of all open project proposals and for the closed project proposal "Whole-school teacher cooperation for support in the language(s) of schooling". For all other closed project proposals the primary focus has been predetermined.

Languages of ECML projects: in order to promote linguistic diversity and ensure that the ECML reaches out to as wide an audience as possible, all ECML projects operate in two languages, one of which must be either English or French, the official languages of the Council of Europe. (For further information on project languages, see *What languages are used within the projects?* on page 48).

Roles in project teams

An ECML project team is a team of four professionals living and working in four different **ECML member states**.

Project coordinator

- must have acknowledged expertise in both theory and practice of the topic of the proposed project as well as proven leadership skills
- is responsible for project management and guidance
- must live and work in an ECML member state

Team members

- proposed by the coordinator submitting a project (under the open project scheme) **or** chosen from the pool of candidates responding to the Call for closed project proposals (after the selection process – if the application is accepted)
- three (language) education experts with significant expertise in the project topic
- at least one of the team members (or the coordinator) must currently work in the context of the key target group of the project
- each one from a different ECML member state
- contribute fully to project development work
- take on additional responsibilities in one of the following areas (for details on tasks see below): website, second language of the project, communications

It must be ensured that relevant language competence at professional level is represented in teams.

The coordinator and team members are responsible for the running of the project on the basis of the agreed action plan and for the reporting and evaluation of progress and results.

Applications from team members (but **not** for the role of coordinator) from non-member states will **only** be considered where the added-value can be clearly demonstrated and on the understanding that no more than one team member can come from a non-member state.

ECML project teams should represent a wide range of ECML member states. In view of this, applications from countries currently less represented in ECML project teams are particularly welcome (details can be found on the website promoting the Call for submissions).

PROCEDURE

Submission of an open project proposal includes:

- completion of the open project proposal template (certain sections of the template must be completed in both proposed project languages)
- an optional online video presentation (max. 5 minutes) outlining the key aims of the project

Submission of an individual application for a closed project proposal includes:

- completion of the closed project proposal template (certain sections of the template should be completed in both proposed project languages)
- an optional online video presentation (max. 5 minutes) by
  - experts applying as coordinators: outline of their approaches to the project
  - experts applying as team members: outline of envisaged contribution

SUBMISSION

The open project proposals submission form completed by the prospective project coordinator should be sent to the ECML via e-mail (call@ecml.at).	The closed project proposals application form completed
	• by the applicant
	  • as project coordinator, or
	  • as team member
	• or, in the case of an application for the project "Towards a Common European Framework of Reference for language teachers",
	  • by the applicant applying as project coordinator,
	  • by the applicant applying as team member
	  • or by a team or consortium
	should be sent to the ECML via e-mail (call@ecml.at).

Submissions are sought from:

- practitioners and researchers in language education;
- teachers and teacher educators of all languages;
- experts in education with a strong interest in language education.

Applicants should be living and working in a member state of the ECML[3]. The number of submissions per person is not limited. Deadline for submissions: **1 May 2015** to the address **call@ecml.at** using the submissions templates available from the Call for submissions website **http://call.ecml.at**. The site acts as an online reference tool for those wishing to be involved in the ECML's 2016-2019 programme and includes an FAQ section providing guidance on the submission process.

Anyone thinking about applying may contact the ECML secretariat as well as their national authorities (national delegate representing their country on the Governing Board of the ECML)[4] for further information, advice and support.

Submission deadline: **1 May 2015**.

3. **www.ecml.at/memberstates**
4. **http://govboard.ecml.at**

SELECTION PROCESS

Open project proposals

Following the deadline for submissions on **1 May 2015** the selection of open project proposals will take place in three phases:

1. Expert evaluation of the quality of the proposals
2. Evaluation by national authorities represented in the ECML Governing Board
3. Selection of shortlisted projects by the Governing Board

Closed project proposals

The selection of coordinators for closed projects follows the steps outlined above. The selected coordinators will be invited to determine the composition of the project team in consultation with the ECML if his/her project is accepted. The selection of team members (and consortia – relevant for the project "Towards a Common European Framework of Reference for language teachers" only) will be based upon all applications received for the particular project through the Call for submissions. In the case of the project "Towards a Common European Framework of Reference for language teachers" it may be that the process of establishing a project team with possible sub-working groups requires an exploratory meeting at the ECML with relevant partners.

ANNOUNCEMENT OF RESULTS OF THE SELECTION PROCESS

Following the Governing Board meeting in October 2015 to determine the projects to be included in the ECML 2016-2019 programme, the selected coordinators will be informed **by November 2015**.

The first meeting of project coordinators will take place at the ECML on **24-26 November 2015**.

Applicants for team membership under the closed project proposal scheme will be informed on the status of their application no later than by the **end of January 2016**.

INTRODUCTION

Quality language education matters.

Contemporary European societies are characterised and enriched by linguistic and cultural diversity, by migration and mobility. However we only truly value and treasure these characteristics by recognising and responding to the associated challenges.

Language education in the widest sense – the learning and teaching of all languages in formal, informal and non-formal contexts, as well as the provision for teacher education and the implementation of language policies – is key: lifelong, quality language education supports not only educational and professional success, but personal development and a sense of self-worth, all of which help foster economic growth, democratic citizenship and social cohesion.

Quality language education is a pre-requisite for quality education overall.

The European Centre for Modern Languages of the Council of Europe

The promotion of quality education and of linguistic and cultural diversity are central tenets of the Council of Europe[5]. The role of the ECML, as an enlarged Partial Agreement of the Council of Europe, is to build on these underlying values and to help its member states bridge the gap between policies and practice in language education. Its mission is to encourage excellence and innovation in language teaching and support its member states in the implementation of effective language education policies.

It does so by initiating and coordinating 4-year programmes which provide the framework for innovative projects and activities. By working with decision makers in member states, by complementing the work of the Language Policy Unit of the Council of Europe, and by bringing together language experts to develop innovative, research-informed approaches responding to challenges in language education, the ECML is ideally equipped to act as a pioneering institution and a catalyst for reform in the teaching and learning of languages.

The Centre also identifies and further develops synergies with the European Commission's work on learning and teaching languages; this is reflected in agreed areas of ongoing cooperation, as well as a joint action entitled "Innovative methodologies and assessment in language learning".

5. See pages **Quality education and languages at the Council of Europe** and **Wider policy context** at **http://call.ecml.at**

CONTEXT AND RATIONALE OF THE CALL

ECML programmes are determined primarily by ECML member states. In developing this Call for submissions for the new programme, the ECML undertook extensive consultation with its Governing Board, National Nominating Authorities and National Contact Points to review and evaluate the current programme (2012-2015) and to identify common priorities to be addressed by the new programme, while taking account of the work of the Language Policy Unit and the wider European political context. Other ECML partners, such as project team members and International Non-Governmental Organisations (INGOs) represented in the Professional Network Forum, also contributed to the consultation process. This Call is founded on the results of this democratic process of dialogue and negotiation.

Looking back to move forward

The current ECML programme places great importance on inclusive, plurilingual and intercultural approaches which draw and build on the relationships between different cultures and between first and other languages. In this way they encourage critical thinking and facilitate autonomous learning.

Moreover, feedback from users of ECML reference tools in this domain confirms that inclusive, plurilingual and intercultural approaches have a strong impact on the effectiveness and efficiency of language learning.

By focusing on the needs of the learner and on the learner's linguistic and cultural repertoire, such approaches encourage interdisciplinary, transversal and holistic thinking and closer cooperation between teachers across the curriculum and across educational stages.

Above all, such approaches help combat exclusion, xenophobia, discrimination and other forms of threats to social cohesion and in this way contribute to quality education for all. As such, they will continue to underpin the new programme.

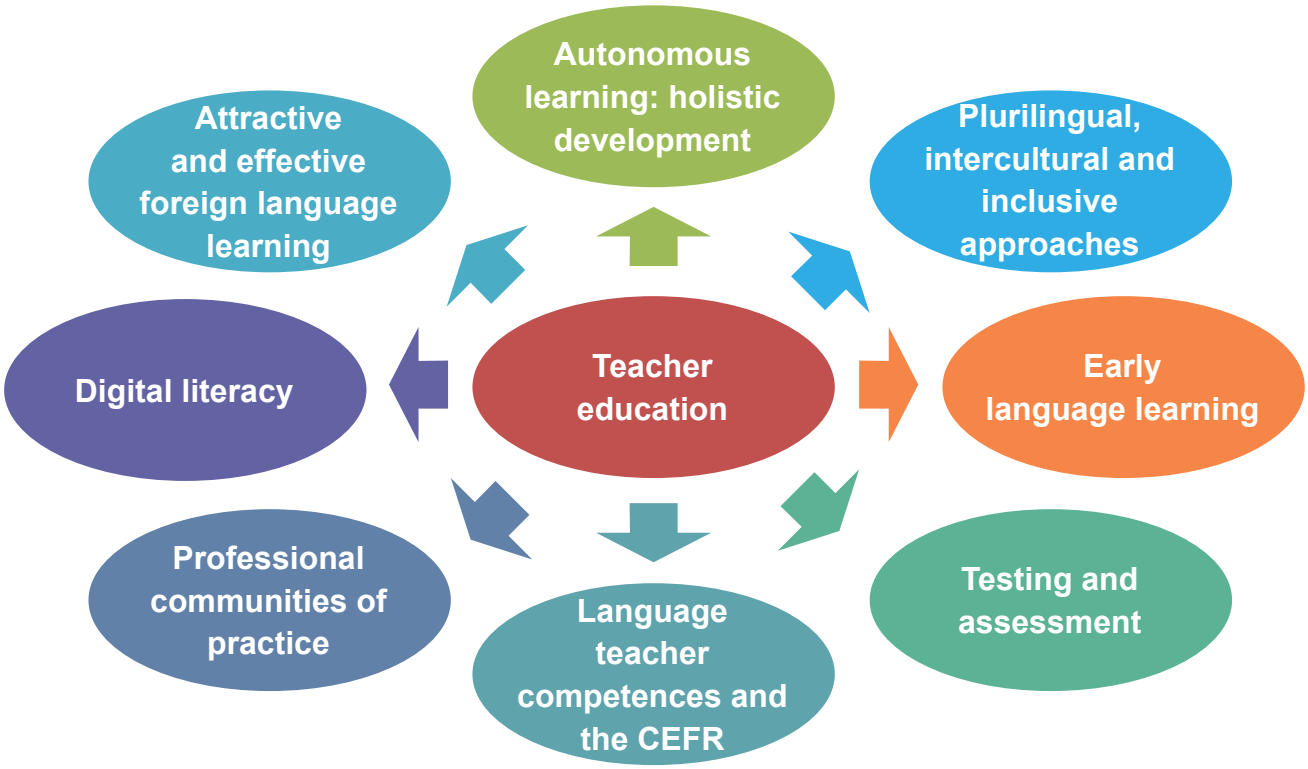
Current priorities in ECML member states

Through the aforementioned consultation process, the ECML was able to obtain a clear picture of current national developments in language education in member states.

Despite the difficult economic climate, many member states are currently undertaking major educational reforms to improve language education and respond to the ever-changing needs of contemporary European societies. Further information about national developments can be found on the **ECML member country web pages**.

However, the process also identified common challenges which the ECML, with its wealth of expertise, would be best-placed to address in the coming years. There was evidence of significant gaps between policy and practice, between academic theory and classroom reality and between the needs of practitioners and the support available. This is as true for foreign language learning – despite the wealth of expertise, the years of investment and the priority given to it in most education systems – as it is for the language/s of schooling, regional/minority languages and migrant languages in formal, informal and non-formal contexts.

The following graphic shows the top priorities in language education in ECML member states; teacher development lies firmly at the centre and the themes, though distinct, are all interrelated.[6]



The added value of the ECML lies clearly in the Centre's ability to support teacher education and to develop networks/communities of educational practice, not only in relation to initial teacher education but also in the context of continued professional development for both newly qualified and experienced teachers.

In summary

At the core of this Call for submissions for the new programme lie the interrelationship between quality education and quality language education, and the recognition that language is at the root of all learning: all teachers, irrespective of sector or subject area, have a role to play in developing the linguistic and intercultural repertoires of their learners. This is reflected in the new title – **"Languages at the heart of learning"**.

This Call builds on the expertise, networks and most successful outputs of the past 20 years of ECML operation in both Europe and beyond. It aims to take

6. Please note: the topic "Testing and assessment" is addressed through the ECML's training and consultancy scheme for member states.

the underlying principles of the current programme (2012-2015) to the next level of innovative development and practical implementation in a wide range of European language-learning environments, with the ultimate goal of improving access to quality education for all.

OPEN PROJECT PROPOSALS

Expert teams are invited to submit a project proposal on one of the themes listed below. Proposals must align with the context and rationale of the ECML 2016-2019 programme. Proposals should relate to previous and ongoing ECML work and to relevant ECML publications in the proposed area.

Inclusive, plurilingual and intercultural education in practice

Language teacher education in digital literacy and in innovative learning environments

Pathways for learning: holistic approaches to learner development

Professional learning communities

Inclusive, plurilingual and intercultural education in practice

Aim

In this thematic area the ECML intends to undertake concrete and practical steps towards the implementation of inclusive, plurilingual and intercultural education across a range of learning environments.

Context

The Council of Europe, national governments and educational institutions are committed to the goal of quality education for all and recognise that this goal fosters democratic processes and social cohesion. However, existing structures for learning, be they in schools, universities, workplaces or elsewhere, do not lend themselves easily to the inclusive, plurilingual and intercultural approaches needed to realise this goal. In fact, such value-based instruction is sometimes seen as standing in the way of education which focuses on factual knowledge and hard skills for the labour market. ECML resources and examples of good practice clearly demonstrate, however, that the integration of plurilingual and intercultural approaches has a positive impact on the efficiency of language learning, making such approaches highly relevant to the labour market.

Moreover, such approaches develop the kind of attitude required for effective communication in public and private life, in first, second and foreign language contexts. Most notably, structured learning outcomes have been described in the ECML's *Framework of reference for pluralistic approaches to languages and cultures* (FREPA/CARAP) and the ECML has extensive experience in promoting these approaches in teacher education in more than 20 ECML member states, as well as in Canada, the United States and Japan.

Envisaged project proposals

The work in this thematic area is expected to be of a practical nature and should provide clear, replicable examples/scenarios in which inclusive, plurilingual and intercultural approaches have been implemented in effective and sustainable ways.

Proposals could also include some of the following: evidence of the benefits for the project target groups(s), user-friendly guidelines for adapting any given scenario to other contexts, communication strategies for effective networking and dissemination,

key messages to convince educational decision makers and policy makers of the need to and benefit of, mainstreaming such approaches.

The chosen target group, be they teacher educators, classroom teachers, adult education service providers, employers or others, should be directly involved in the project work.

Envisaged project proposals can focus either on school-based or on non-school environments.

Suggested project contexts/elements/targeted areas

SCHOOL-BASED LEARNING (INCLUDING PRE-PRIMARY AND VOCATIONAL SCHOOLING)

- The language of schooling
- Vulnerable learners (e.g. learners with special needs, learners from challenging socio-economic backgrounds; disengaged learners; heterogeneous groups; Roma)
- Migrant languages
- Sign languages
- Regional or minority languages
- Early language learning, e.g. in multilingual and multicultural contexts
- Bilingual education/CLIL

NON-SCHOOL ENVIRONMENTS

- CLIL/bilingual education within higher education institutions
- Work-based learning
- The linguistic integration of adult migrants
- The linguistic integration of Roma

Language[7] teacher education in digital literacy and in innovative learning environments

Aim

In this thematic area the ECML intends to help providers of teacher education as well as teachers to make best use of existing digital low- or no-cost tools suitable for language learning. Beyond the proficient and effective use of these tools in educational practice it is intended to embed (by way of example) new technologies in creative learning environments and to develop teacher and learner competences in digital literacy.

Context

There is a concern shared by representatives of ECML member states that more attention in both pre-service and in-service teacher education needs to be paid to the role of digital literacy and on the educational impact new media can have on language learning.

Digital literacy has become a buzzword which covers a range of issues related to up-to-date know-how and use of information, learning and networking facilities made available through online web technology. Efficient searches for information, familiarity with virtual online learning environments and platforms, access to professional databases and online libraries, the exploration of new online tools, virtual, synchronous and asynchronous classrooms, MOOCs etc. are all opening doors for teachers and creating innovative learning environments. These new developments offer endless possibilities to language teachers, providing, for example, unlimited access to language and to language users via the web. However, they also present serious challenges in terms of teacher development. Language teachers need the skills not only to access such media, but to critically evaluate and use them in meaningful ways which contribute to quality language education. Moreover, by exploiting new media, the 21st century language teacher develops both the learner's own digital literacy and critical thinking skills as part of the language learning experience, increasing learner motivation, making languages more relevant and ultimately raising attainment.

7. This applies to all types of language learning.

The ECML has very successfully hosted several projects on “Developing online teaching skills” (DOTS, MoreDOTS) and provides resources for specific target groups and learning contexts (e.g. an online inventory of Open Educational Resources, a Moodle platform for communities of practitioners). Across Europe there is sustained demand for the ECML training activity “Use of ICT in support of language teaching and learning” (ICT-REV) in the framework of the ECML cooperation with the European Union. Yet more needs to be done to enhance pre-service and in-service teacher education to equip language teachers to be at the forefront of innovative developments, to pioneer innovative language learning scenarios and to rise to the challenge of next-generation classrooms and textbooks.

Envisaged project proposals

Outputs and outcomes of projects under this theme are expected to contribute to the planning and implementation of teacher education programmes. Thus, teacher educators and developers of teacher education programmes should be the key target groups of projects. Alternatively, self-access online training modules can be proposed for the professional development of teachers.

Projects should take a coherent, sustainable approach to teacher education.

Suggested project contexts/elements/targeted areas

- Mobile learning – learning ‘on the go’
- A transferable evaluation framework for teacher education modules/ programmes in digital literacy (pre-service/in-service) with quality indicators and key components
- The adaptation of professional learning modules in digital literacy to specific educational contexts (e.g. primary, vocational, university teaching) and/or to teachers concerned with specific target groups (e.g. homogenous foreign language learning groups, mixed-ability classes in secondary or vocational education)
- Guidelines for the creation/use of innovative learning environments
- Development of next generation learning materials which are easily accessible/ free or low-cost

Pathways for learning: holistic approaches to learner development

Aim

In this thematic area the ECML intends to explore key cognitive and non-cognitive factors which influence the language learner, whilst at the same time taking a closer look at specific learning-to-learn strategies and learning skills, particularly by establishing links between languages and cultures.

Context

For quality language education to promote successful educational and professional careers as well as fulfilling personal lives, it must address the individual needs, abilities and interests of the learners. This shift from an emphasis on teaching to one on learning has profound implications for classroom pedagogy. Moreover it may not be evident to learners themselves why developing plurilingual repertoires, academic literacies (i.e. cognitive academic language proficiency which supports learning in all subjects), non-cognitive skills (e.g. socio-emotional skills, creativity, soft skills) and intercultural communication skills is vital for their professional and personal lives. The teacher, therefore, becomes a mediator, in continuous dialogue with the learner. Such dialogue is supported by learning environments or classroom activities that aim to develop learners' ability to reflect on their learning not only in terms of setting goals, using appropriate learning strategies, and assessing themselves, but more importantly by understanding their own motivation, and the emotional, social and other factors which influence their attitude and disposition towards learning. In brief, such dialogue lays the foundations for lifelong, autonomous, pro-active and successful language learning.

Learner autonomy is seen in the context of democratic citizenship because it fosters "independence of thought, judgement and action, combined with social skills and responsibility" (Council of Europe 2001, p. 4). This vision of language learning challenges approaches that treat the target language in isolation and consider "mastery" of the language as the sole learning objective. It goes far beyond the scope of teaching towards and testing specific levels of linguistic competence and is fully embedded in overall educational aims.

The CEFR strongly supports this approach to language learning although it is often identified only with its proficiency scales and viewed primarily as an instrument for

testing and assessment. To counterbalance this prevalent focus on learning outputs it seems necessary – and in line with the philosophy of the CEFR and its companion piece, the European Language Portfolio – to put a stronger emphasis on support for the process of language learning.

Feedback from member states suggests that whilst the underlying principles of such approaches are highly valued, both the concept and practical implementation of the idea of pathways and competences for learning require further examination, particularly at a time of ever-increasing importance of assessment, proficiency scales and standards. Teachers and learners alike need support in balancing what can seem like mutually exclusive priorities.

Envisaged project proposals

The ECML seeks open project proposals on competence-oriented step-by-step approaches to learner empowerment in language learning, reflecting the principles promoted by the CEFR and the ELP. These proposals should take into account the educational pathways of the learner (from kindergarten up until adult education, possibly by focussing on a particular stage), be adaptable to different learning contexts (different subjects/informal and non-formal) and easily accessible for the learner.

Projects will be expected to produce attractive, user-friendly modules that help teachers to moderate and provide guidance for the learning process and/or that can be used by learners in different learning environments, with support from their teachers. Learners themselves should be actively involved in these projects, for example in the piloting of suggested tools.

Suggested project contexts/elements/targeted areas

- Scaled descriptions of plurilingual and intercultural competences linked to the CEFR scales, based on the ECML's *Framework of reference for pluralistic approaches to languages and cultures* (FREPA/CARAP) which can be used by both teacher and learner
- Guidelines/tools for teachers on how to facilitate autonomous learning through, for example, formative assessment across the curriculum, self-assessment in non-formal and informal learning environments
- Steps and procedures for effective management of a value-based and competence-oriented learning process developing both cognitive and non-cognitive skills
- Learner pathways in bilingual education/CLIL
- Lifelong learning approaches/tools to support transitions: pre-primary to primary; primary to secondary; secondary to higher education or the workplace; higher education to the workplace

Professional learning communities[8]

Aim

In this thematic area the ECML intends to demonstrate the power of professional learning communities to contribute to the creation of a highly skilled and dedicated workforce where teachers see themselves as leaders of learning, open to new ideas and committed to professional development to ensure quality and better outcomes for learners.

Context

The speed of societal change together with the increasing linguistic and cultural diversity in our schools, universities and workplaces, is placing ever-increasing demands on the teacher. At the same time, severe budget constraints mean reduced access for many teachers to structured professional development opportunities. How can learning communities for language teaching practitioners bridge this gap and help ensure their continued professionalism and expertise?

The power of such networking in language education is widely recognised within the profession, be it for experts working on a European level, for professionals engaged in collaborative work on a local, regional or national level, or for teachers coming together to share and learn from each other. Further work is required to foster involvement in such communities, to ensure that they make the best use of online technology and social media, that they meet the development needs of participants, reach out to teachers of other subjects and stages, in other learning environments and in other regions/countries and tap into and influence other platforms such as research networks, platforms for public debate or policy-making thinktanks.

The ECML, with its network of European experts, its project workshops and online community, is, in itself, an example of a professional learning community in practice and is therefore ideally placed to both support and learn from other professional learning communities.

8. The term “professional learning community” (PLC) is used to describe collaborative learning among colleagues within a particular work environment or field, such as schools.

Envisaged project proposals

Project work under this theme should provide successful models for the creation/sustaining of professional learning communities, operating at local, national and European level and enhancing current practice through networking, exchange of ideas, critical thinking and engagement with a range of educational experts in a bottom-up approach to professional development.

Moreover, project proposals should consider how such communities of practice might feed into and draw on existing ECML expertise through possible complementary peer-learning opportunities on priority topics at the ECML in Graz.

Suggested project contexts/elements/targeted areas

- Ideas for convincing language teachers (from the newly-qualified to those approaching retirement) of the value of participating in such communities
- Specific support for newly-qualified language teachers
- Maintaining and improving teachers' language competence
- Teacher involvement in action-research for professional development
- Involving learners and/or parents
- Efficient and effective planning and management of such communities
- Whole-school language learning policies

CLOSED PROJECT PROPOSALS

Individual experts are invited to submit an application for one or more of the closed project proposals listed below. If the expert wishes to assume the role of project coordinator, he/she is requested to further develop the basic project outline provided by the ECML by submitting a full project description.

Teacher education for early language learning

Learning environments where foreign languages flourish

Whole-school teacher cooperation for support in the language(s) of schooling

Towards a Common European Framework of Reference for language teachers

Teacher education for early language learning

Primary focus of project work

Development: the creation of new, innovative tools

Rationale

"Early introduction to ... language learning in school must be accompanied by effective and coherent curriculum and instruction to result in advantages in comparison to a later start."[9] (Fred Genesee)

The current trend across Europe is to introduce programmes for enhanced language learning earlier in primary school. At the same time, linguistic and cultural diversity in European primary schools is increasing. In this context, what kind of training programme is needed for primary school teachers if we are to ensure the quality and effectiveness of early language learning? What knowledge, skills and attitudes should be developed? Which methodologies/approaches are best suited to younger learners? What lessons can be learned from CLIL or bilingual approaches, for example? How do we embed the use of the ELP and an inclusive, plurilingual and intercultural approach from the beginning?

This project aims to address these questions and develop a high-quality teacher-training module for primary teachers. However the module should also be of relevance for pre-primary teachers in national contexts where early language learning begins at this stage.

European tools[10]

Publications

- *Framework of reference for early second language acquisition*
- Validated models of the European Language Portfolio (ELP)
- *Guide for the development and implementation of curricula for plurilingual and intercultural education*

9. In: "Is early second language learning really better? Evidence from research on students in CLIL programs", *Babylonia* 01/14, p. 29.
10. Some of the reference tools listed are currently under development. In this case links are provided to the relevant project website.

- *European portfolio for student teachers of languages* (EPOSTL)
- *A framework of reference for pluralistic approaches to languages and cultures* (FREPA/CARAP)
- *Plurilingual and pluricultural awareness in language teacher education: A training kit* (LEA)
- *Assessment of young learner literacy linked to the Common European Framework of Reference for Languages* (AYLLIT)
- First results of the current ECML project "European portfolio for student teachers of pre-primary education" (Préélémentaire)
- *Enseignement précoce des langues modernes par des contenus* (EPLC)
- *Plurilingualism and pluriculturalism in content-based teaching* (CONBAT+)

Expected outputs

- A model curriculum
- A piloted teacher education module, adaptable for both pre-service and in-service primary teachers
- Sample lesson plans for trainers
- Recommendations for adapting and implementing the teacher education module in specific contexts based on experience from piloting the module in ECML member states
- A scheme for evaluation of the implementation of the teacher education module

Expected outcomes

- Raising awareness of the need for quality teacher education programmes for language teachers of young learners
- Supporting teacher educators and developers of teacher education programmes to evaluate existing programmes and to integrate innovative elements into their programmes

Target group

Teacher trainers for the primary and, where relevant, the pre-primary sector

Ultimate beneficiary

Children in primary and, where relevant, pre-primary schools

Learning environments where foreign languages flourish

Primary focus of project work

Development: the creation of new, innovative tools

Rationale

In 2012 the European Commission published two important surveys: the first ever European Survey on Language Competences (ESLC)[11] and the Special Eurobarometer: *Europeans and their languages*[12]. Whilst the results of the latter show that Europeans believe in the importance of speaking more than one language in addition to mother-tongue, the results of the former reveal disappointing levels of language competence, particularly in the second foreign language.

Eurobarometer

- 98% of Europeans consider mastering other foreign languages as useful for the future of their children.
- Most Europeans support the EU's vision for citizens to be able to speak **at least two** foreign languages

European Survey on Language Competences

- Only four in ten pupils reach 'independent user' level (B1/B2) in the first foreign language. In the majority of countries, this is English.
- Too many pupils – 14% for the first language and 20% for the second – do not reach 'basic user' level which means that they are not able to use very simple language, even with support.

What more can be done, particularly in times of severe budget restraints where there is a tendency towards a concentration of resources and attention on English only,[13] to ensure that learners across different learning stages are not only given the chance to learn more than one foreign language but feel motivated to do so?

11. Full version in English: **http://ec.europa.eu/languages/policy/strategic-framework/documents/language-survey-final-report_en.pdf**
12. European Commission (2012), ***Europeans and their languages***, Special Eurobarometer 386, pp. 7-8.
13. Eurydice (2012), ***Key data on teaching languages at school in Europe 2012***.

How can learners be assured of a positive and enriching learning experience, which results in higher attainment, is relevant for their future careers, and instils in them a love of languages and a desire to continue to develop their linguistic repertoire throughout life?

This project will present key evidence from research and other sources on the benefits of learning more than one foreign language.

It will identify success factors in the creation of language-friendly learning environments which promote and support the learning of at least two foreign languages in ways which appeal equally to male and female learners. These factors can be of many different kinds; for example, they can be structural (e.g. flexible timetabling/joint planning across languages); extra-curricular (e.g. opportunities for pupil/teacher exchange/virtual partnerships); or promotional (involvement of parents and the wider community; language competitions and celebrations etc.). To name but a few.

Moreover, it will explore the kind of pedagogical approaches which increase learner motivation and attainment in learning additional foreign languages. These approaches should be pluralistic, establishing links between different languages and cultures, drawing on the learners' home languages and paying attention to inter-comprehension skills.

All educational stages can be targeted. For the schooling sector cooperation with parents' associations is sought.

European tools

ECML publications promoting plurilingualism and advocating diversity of language learning should be used as tools and resources for relevant contexts.

Publications

- *The Plurilingualism Project: Tertiary Language Learning – German after English*
- *Guide for the development and implementation of curricula for a plurilingual and intercultural education* (Council of Europe/Language Policy Unit)
- *Content and language integrated learning for languages other than English – Getting started!: Information brochure and interactive web portal: Case example German as a foreign language* (CLIL-LOTE-START)
- *Enseigner une discipline dans une autre langue – Méthodologie et pratiques professionnelles* (CLIL-LOTE-GO) (publication available in French only)
- *A framework of reference for pluralistic approaches to languages and cultures* (FREPA/CARAP)

Current ECML projects

- “Mobility programmes for sustainable plurilingual and intercultural learning” (PluriMobil)
- “Involving parents in plurilingual and intercultural education” (Parents)
- “Literacies through Content and Language Integrated Learning: effective learning across subjects and languages” (CLIL and Literacies)

Expected outputs

- An interactive compendium of successful ways in which learning provision in at least two foreign languages can be secured, improved and promoted. This compendium should include:
  - real examples adaptable to different learning environments
  - a dedicated section for classroom teachers, focusing on pedagogy
  - an attractive, user-friendly presentation of key messages from research on the benefits of learning at least two foreign languages, tailored to the needs of different target audiences (e.g. parents, decision makers, learners)
  - key findings from research on successful promotion of language learning
  - a simple tool to help schools analyse the language needs/interests of their learners

Expected outcomes

- Extensive promotion of the online compendium/key messages across national, regional and local networks
- Increased awareness at policy and institutional level of the value of offering more than one foreign language
- Strategies for enhancing learning opportunities in situations where foreign language learning is limited

Target group

Teachers, parents, decision makers at institutional level

Ultimate beneficiary

Learners, society at large

Whole-school teacher cooperation for support in the language(s) of schooling

Primary focus of project work

Development (creating new, innovative tools) OR Mediation (communicating, disseminating and adapting existing ECML tools)

Rationale

This project is intended to promote whole-school cooperation in schools, bringing together the expertise of teachers of all subjects, ideally under the leadership of (head) language teachers for the benefit of all learners and in particular for those whose first language is not the language of schooling. In this context the focus of teacher cooperation is on the language(s) of schooling, the prerequisite for fulfilling learning across the curriculum.

The envisaged teacher cooperation will focus on how to cater effectively for competence development in the language(s) of schooling and the development of cognitive academic language proficiency in all school subjects.

The aim is not only to raise awareness of the requirements of language competences in the language(s) of schooling for successful education, but to determine concrete language needs and develop and implement appropriate measures for learners requiring support.

Amongst the key references for the project is the CEFR – with its description of language competences and its approach to defining language proficiency – and the ECML publication *Language skills for successful subject learning: CEFR linked descriptors for mathematics and history/civics*.

Results of whole-school cooperation projects should include hands-on material for enhancing language skills in the targeted language(s).

European tools

Publications

- *Language skills for successful subject learning: CEFR linked descriptors for mathematics and history/civics* (Language descriptors) (planned for spring 2015, draft version on request)

- The *Languages of schooling* section of the Language Policy Unit's Platform of resources and references for plurilingual and intercultural education
- *Promoting plurilingualism: Majority language in multilingual settings* (MARILLE)
- *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR)

Current ECML projects

- "Diversity in majority language learning" (Maledive)
- "Plurilingual whole school curricula" (Plurcur)
- "Literacies through Content and Language Integrated Learning: effective learning across subjects and languages" (CLIL and Literacies)

Expected outputs (for development projects only)

- Model whole-school teacher cooperation projects on the language(s) of schooling which indicate both success factors and pitfalls to avoid
- Examples of how language descriptors can be used by both the teacher and the learner to support the learning process and to (self-)monitor language development in different subjects at different levels
- The production, piloting and evaluation of sample classroom materials (including approaches promoted by the ELP) to support the learning process. The presentation of the materials should include feedback from learners
- A variety of successful approaches for supporting learners' needs in the language(s) of schooling

Expected outcomes

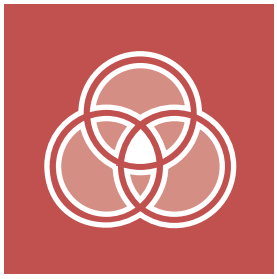
- Examples of the successful application of the "Short guide for developing similar CEFR linked language descriptors for subject matter subjects", part of the ECML publication *Language skills for successful subject learning*
- Examples of non-language teachers contributing to the linguistic development of their students in the language of schooling
- Examples of the Platform of resources and references for plurilingual and intercultural education of the Language Policy Unit being used in practice

Target group

Teachers of all subjects in primary, secondary and/or vocational schools (with support from school managers)

Ultimate beneficiary

Learners requiring support in the language(s) of schooling



Towards a Common European Framework of Reference for language teachers

Primary focus of project work

Development: working towards a new, innovative instrument

Rationale

Teacher education and the ongoing need to review, enhance and expand teacher competences in response to our complex and ever-changing society, lie at the heart of the national priorities in language education identified by ECML member states.

What does it mean to be a language teacher in today's Europe? How have major societal changes such as increased migration, mobility, ICT, the focus on lifelong learning or the development of qualification frameworks impacted on the role of the language teacher?

These developments have taken language education beyond the traditional confines of the foreign language classroom into the teaching and learning of the languages of instruction, the learning of regional, minority and migrants' languages – contexts which to-date have remained largely unexplored. These new contexts bring a whole new meaning to the term "language teacher". Moreover, languages are considered as transversal skills with the recognition of the importance of languages in subject teaching and the growing importance of intercultural communication in our increasingly linguistically and culturally diverse society.

Further developments at a European level are now required to identify synergies in the competence domains (and within them, the competences themselves) relevant to **all** language teachers as well as competence domains specific to education sector/ language type etc. Such developments could also identify the competences relevant to subject teachers, with the overall aim of ensuring that teachers are equipped to provide maximum support for the linguistic development of their learners. These developments may, in due course, and depending on the results, provide the basis on which to develop a Common European Framework of Reference for language teachers.

Specific project aim

This project within the 2016-2019 ECML programme aims to explore the feasibility/ usefulness of such a framework whilst at the same time deliver concrete outputs which could serve as its basis. The project will build on the wide range of existing high-quality European tools in the area of foreign language teacher competence as well as the recent developments in Switzerland where linguistic profiles for language teachers in occupation-specific contexts have been developed.

Long-term aim (beyond the timeframe of the 2016-2019 ECML programme)

Such developments may ultimately result in the creation of a Common European Framework of Reference for teachers of all languages which would open gateways for truly plurilingual education. With its focus on teacher rather than learner competence, the new framework would complement the existing CEFR. Like the CEFR, it would not be intended to prescribe national policy or teacher education curricula, but rather serve as a reference tool which users might wish to consult. It could also lead to the development of a European Language Teacher Portfolio (ELTP) for teachers of **all** languages.

European tools

- *European portfolio for student teachers of languages* (EPOSTL)
- *Framework of reference for pluralistic approaches to languages and cultures* (FREPA/CARAP)
- Results of the current ECML project “European portfolio for student teachers of pre-primary education” (Préélémentaire)
- *European profile for language teacher education – A frame of reference*
- *European profiling grid* (EPG)
- *EAQUALS framework for language teacher training and development*

Council of Europe/Language Policy Unit

- The platform of resources and references for plurilingual and intercultural education
- *Guide for the development and implementation of curricula for plurilingual and intercultural education*[14]
- *Guide for the development of language education policies in Europe*

14. Revised guide available in 2015.

Expected outputs

First steps towards the possible establishment of a CEFR for language teachers. These should comprise:

- A user-guide for navigating the existing tools with an overview of their different forms, content, functions and target users
- Critically-reviewed examples of these tools in use in different contexts with links, where possible, to relevant national curriculum models
- An identification of the key competence areas/competences relevant to **all** language teachers and, where possible, those relevant to subject teachers
- Piloting and further development of the Swiss linguistic profiles (empirical validation of descriptors in different school contexts; potential use of the profiles for profession-specific formative evaluation) with a view to adapting them to a wider European context
- A feasibility study on the usefulness of a possible CEFR for language teachers (to be produced by December 2018)

Expected outcomes

- Promoting dialogue and agreement on the key role of language teachers in education
- Promoting transparency and coherence in language teacher education
- Promoting an understanding of the role all teachers play in developing the linguistic repertoire of their learners
- Collaboration among teachers to promote and support plurilingualism

Target group

Policy makers and curriculum developers for teacher education, teacher educators

Ultimate beneficiary

Language teachers and their learners

Application procedure

Due to the large-scale development work involved in this project, an exception to the rule of “individual only” applications for closed project proposals is being made.

Therefore, in addition to individual applications it is possible for teams or consortia to submit a project proposal. Such teams or consortia are requested to present their proposal in the submission template entitled "Towards a Common European Framework of Reference for language teachers".

NB: In order to ensure that all of the outputs are fully realised and also to open up the possibility for further developments beyond 2019, third-party funding will be required. Co-funding is therefore sought from organisations with a specific interest in this development.

FURTHER RELEVANT INFORMATION

1. How many projects will be in the programme?
2. Who can submit a project proposal?
3. What are the different roles and functions within the projects?
4. What support is provided by the ECML?
5. In what ways are the national authorities of the member states involved in project work?
6. Who are the target audiences of the ECML projects?
7. What organisational format and structure will the projects take?
8. What languages are used within the projects?
9. How are projects continuously evaluated?
10. What are the expected outputs and outcomes of the projects?
11. When are the submission deadlines?
12. How and when are projects selected?

1. How many projects will be in the programme?

The exact number of projects is not predetermined. However, an average project costs approximately €100 000 and the overall estimated budget for the 2016-2019 programme is 1.6 million Euros. The actual cost of an individual project is dependent on the number and type of activities included and its duration.

2. Who can submit a project proposal?

Teachers of all languages, teacher educators and other experts and researchers in language and/or education as well as representatives of organisations related to or having a strong interest in education living and working in an ECML member state may submit a project proposal. In exceptional cases, applications from non-member states as team members (not as coordinators) can be accepted (with a maximum of one project team member from a non-member state). Although submissions may be made by individuals acting on their own behalf, it is important for the individuals to be supported by their institution, network or association. Those applying should ideally be working in a professional area which corresponds to the ECML's field of work, i.e. the practice of teaching and learning languages and/or education in general. It is expected that a project team will include at least one member currently working directly as a practitioner in the area of the project.

The ECML welcomes project proposals in which cooperation with national and/or European institutions and associations provides visible added value. The modalities, financing and framework of such cooperation should be clearly detailed in the proposal.

The ECML welcomes applications from all suitably-qualified candidates, irrespective of gender, disability, marital or parental status, racial, ethnic or social origin, colour, religion, belief, or sexual orientation.

3. What are the different roles and functions within the projects?

In principle, projects have a coordinator and 3 team members. Within its team, each project should cover the following roles (outlined below):

- Website correspondent
- Second language documentalist
- Communications person

In addition, a project may involve Associate partners on a self-financing basis where their role in the project is clearly indicated in the project proposal (see next page).

Project coordinator

This task requires significant leadership, communication and project management skills as well as previous experience of project work, preferably in an international context. The coordinator should have a direct link to the target audience of the project.

In terms of involvement, the role is likely to involve an average of about four weeks a year on project coordination and project activities.

Most of the events take place in Graz. Between meetings, projects are largely coordinated via e-mail or other types of distance communication.

The project coordinator liaises with the ECML secretariat on all matters related to the project. He or she will be required to enter into an individual contractual relationship with the ECML. This contract will be based on the project as described in the proposal and will be limited in scope and duration to the life of the project and its related activities.

The coordinator is responsible for the running of the project on the basis of an action plan agreed with the ECML and for the monitoring, reporting and evaluation of project progress and results. The project coordinator oversees, in cooperation with the website correspondent, the content and quality of the project website set up by the ECML for each individual project. This website, hosted on the Centre's web server, is intended to provide both transparency and visibility of project processes and results, thus promoting participation and dissemination on a wider level.

In summary, the project coordinator's responsibilities include:

- leading the project team and coordinating the project
- all matters related to project content
- implementing the agreed action plan to the agreed standards and deadlines
- regular liaison with the ECML secretariat on all project-related matters
- ensuring the effective preparation and delivery of all project events and meetings and production of all necessary documentation
- taking responsibility for the effective flow of information between team members, participants in project activities, and the ECML
- ongoing evaluation of project activity and reporting on project progress to the ECML
- submission of the project outputs to the ECML
- participation at meetings for coordinators in Graz, on 24-26 November 2015 and in 2017

One of the languages of the project must be either French or English. The project coordinator will therefore require **at least** C1 level in written production on the scale of the Common European Framework of Reference for Languages in the selected language.

Team member

Team members will be responsible for assisting in the preparation and delivery of the project outputs and outcomes according to the plan agreed for the project. Team members will also be assigned one of the 3 roles outlined below; alternatively, these roles can be shared, provided all 3 team members have the necessary skills.

Website correspondent

In addition to the responsibilities as team member, the website correspondent will be responsible for the updating and further development of a project website (established and hosted by the ECML) and the production/uploading of documents/materials related to project content in liaison with the project coordinator, the second language documentalist and the ECML webmaster. The website correspondent will also be responsible for promoting ongoing communication among the project network established. Finally, the website correspondent will be responsible for proposing a structure and providing ideas for the design of the website to be established as output of the project. Competence in digital literacy and the use of social media is required.

Second language documentalist

In addition to the responsibilities as team member, the second language documentalist will be responsible for ensuring that key documents related to project content are available in the second language of the project; for publishing key project terminology in both languages; for maintaining a second language version of the project website and for liaising with the ECML concerning language questions. The second language documentalist will therefore require **at least** C1 level in written production on the scale of the Common European Framework of Reference for Languages in the second language.

Communications person

In addition to the responsibilities as team member, the communications person is expected to communicate information on the ongoing work, expected outcomes and benefits to wider society as well as to specialist target groups as appropriate. Competence in the use of social media is required. Participation in activities of thematically-related projects is expected in order to facilitate synergies between projects. The scope of participation will be defined together with the relevant project team and the ECML.

Associate partner

Associate partners are persons with a specialisation in the area of work who become involved with a project team and are financed by their institution or national authorities. This special form of cooperation has been widely used within the ECML's current programme to further promote cooperation at institutional level and/or as a means of familiarising a non-member state with the activities of the ECML.

4. What support is provided by the ECML?

The ECML is responsible for logistics, budgetary matters and financial management relating to the running of all projects within the programme, as well as for the production of the final project outputs.

The contribution of the Centre includes:

- travel and subsistence costs for team members (excluding those of associate partners) and participants for the meetings and events included in the action plan of the project;
- annual coordination fees for each of the roles indicated on page 41 under *What are the different roles and functions within the projects?* (except for associate partners);
- a 3-month fellowship, if proposed by the project coordinator and approved by the ECML. The fellow will be a recent graduate assisting a project in a specific aspect of its work; he/she will carry out this work at the ECML;
- the technical preparation and layout of online publications;
- provision of relevant documentation and materials for events;
- consultancy at all levels of the project (i.e. support for management, content, technical, website, dissemination, evaluation, project promotion, documentary);
- logistical and financial management of meetings (e.g. invitations, assistance with travel and accommodation and payment);
- technical support for website development and for live streaming of workshops and the organisation of webinars;
- support and guidance from a designated external ECML programme consultant for the entire duration of the project.

5. In what ways are the national authorities of the member states involved in project work?

The ECML works in direct cooperation with its member states, in particular through the instances listed below which support the Centre's work and ensure

effective structures for decision making, selection of participants for activities and widespread dissemination of results at national level. For contact details see **www.ecml.at/memberstates**.

Governing Board

The Centre's executive organ composed of one representative from each member state. The Board defines and adopts the Call for submissions for the programme and the resulting composition of the programme. The Board also monitors the implementation of the programme and the management of the Centre's resources and forwards a report on the Centre's activities to the Council of Europe's Committee of Ministers.

National Nominating Authorities

The official agencies in each member state are responsible for selecting participants for the Centre's workshops, based upon the detailed participant profiles provided by the project teams.

National Contact Points

The Contact Points assist in disseminating the Centre's products (the end results of the projects) and in supplying information on its work within the member states through national networks.

6. Who are the target audiences of the ECML projects?

Open project proposals and closed project proposals should clearly target a specific audience (for example primary school teachers) and involve practitioners with up-to-date experience of working in this area.

Typically a project will involve the following groups in its activities and events:

- professionally active teachers of any language, working at primary, secondary or tertiary level of education and engaged in networks (e.g. in teacher associations);
- teacher educators;
- decision makers (head teachers, curriculum developers, ministry officials, etc.);
- other stakeholders (parent organisations, business representatives, etc.).

Some projects may target an audience beyond the four groups listed as long as the expected outputs and outcomes of the project contribute to the achievement of ECML aims and the current programme rationale (see *Context and rationale of the Call* on page 14).

In some cases, the target group for activities during the project will differ from the target audience for the outputs of the project, e.g. where a group of teacher educators work together on a project to develop materials for teachers. In such cases, both target groups should be clearly identified in the general project outline.

7. What organisational format and structure will the projects take?

Projects may be planned for 2-4 years duration within the 2016-2019 programme, depending on the character of the activities proposed. With regard to the overall planning of project activities, outcomes and outputs, project coordinators are advised to take account of the fact that the presentation of all project outputs is scheduled for September 2019.

The ECML can support and finance a given number of meetings and events for each project (see details below). The events and meetings in the project action plan should be outlined, each with its specific rationale and expected outputs and outcomes. The profile of target participants should also be made clear.

The events below form the basis of typical collaborative work carried out within ECML projects. In addition, the ECML can support national or regional events where co-financing is available either from the national hosting authorities or institutions.

EXPERT MEETING

Meetings of the project team at different stages in the course of a project (normally for a 2-day period in Graz). In exceptional cases a small number of additional experts can also be invited to these meetings.

TYPICAL NUMBER OF EVENTS: 3

DAYS: 2

NETWORK MEETING

2-day network meeting of the project team in Graz together with active members or the spokespersons of project networks, established at an earlier workshop, usually with the task of following up an aspect of the workshop (maximum 16 participants).

TYPICAL NUMBER OF EVENTS: 1

DAYS: 2

COMPLEMETARY INFORMATION
Preceded by a preparatory meeting (1 day) for the team in Graz

PROJECT WORKSHOP

The central component of the project. The project team prepares and moderates a 2-3-day workshop, held in Graz, with participants selected and nominated by the National Nominating Authorities of all member states of the ECML upon the basis of a participant profile supplied by the project coordinator.

Workshops can serve a number of purposes: the setting up of projects, to work on common approaches to mutual issues or the presentation of project results, as think tanks or awareness raising conferences, or with a clear focus on training for trainers/multipliers.

In order to open the event to a wider interested audience, it is planned to broadcast an agreed part of workshops via live video webstream.

TYPICAL NUMBER OF EVENTS: 1

DAYS: 2-3

COMPLEMETARY INFORMATION
Preceded by a preparatory meeting (1 day) for the team in Graz

WEBINAR

This enables projects to reach and interact with a wider cross-section of the target audience; webinars require substantial preparation on a technical and content level but give the team an opportunity to obtain input/feedback from practitioners working in the area or project who they might not otherwise reach.

TYPICAL NUMBER OF EVENTS: 1

COMPLEMETARY INFORMATION
Preceded by a preparatory online meeting with the secretariat

The type and number of events within each project will vary depending on the project's objectives and it is not expected that a single project will use all of the activities listed above.

Participants' involvement is expected to go beyond simply participating in one or more events. Workshop participants should be involved in the development, piloting and/or dissemination of the project outputs; project plans should indicate in which way(s) participants will contribute.

As a means of support, fellowships assisting projects in their research phase will be available for a selected number of projects. They are awarded to young graduates from member states and cover either a period of three months full-time or six months part-time work at the ECML in Graz. Fellows are chosen by the ECML

in cooperation with the project coordinator. In the general outline of a project, a coordinator may request a fellow to carry out a specific task at a given phase of the project action plan.

8. What languages are used within the projects?

ECML projects will be conducted in two languages. These languages will usually be English and French, the official languages of the Council of Europe. Project teams are encouraged to take advantage of this possibility throughout the project lifetime. Interpretation in these languages will be provided for project workshops. However, project teams must be able to communicate without interpretation. Hence, the team members have to have productive and receptive competence in one of the languages used and good receptive skills in the other. General communication with the ECML may take place in English, French or German.

To encourage participation of speakers or teachers of other languages, **one** of the two official languages may be replaced by any other language. In such cases, project proposals must indicate the reasons for the choice. The impact on participation that the choice of languages may entail as well as any administrative and financial constraints will be taken into consideration in the selection process.

In order to encourage language diversity, project teams are strongly encouraged to look for creative ways of involving further languages where possible in project activities (i.e. in group work, regional events, national activities, etc.).

9. How are projects continuously evaluated?

Evaluation of project processes is an important part of project management and must be incorporated into project planning from the outset. In particular, project proposals should indicate where the project is starting from so that progress and achievement can be demonstrated during the project. Ongoing evaluation provides an opportunity to reflect on the project in practice and makes it possible to adjust the working plan so that project objectives can be met.

ECML project evaluation involves the project coordinator, the project team and the ECML secretariat. In addition, the ECML appoints an external programme consultant to offer advice on content matters of individual projects and to assist in the evaluation of the programme.

For more information on the project evaluation process see **www.ecml.at/evaluation** and refer to the ECML publication: *A guide to project management*.

10. What are the expected outputs and outcomes of the projects?

Projects should work towards both outputs which are of practical use to a clearly defined target group, as well as outcomes, i.e. long-term impact of the project ideas. In more specific terms the following definitions apply:

Project outputs: The main goods and services that must be developed. In the ECML context "goods" include the project publications – manual, website, guide etc. – and "services" include workshops, regional events, network meetings etc.

Project outcomes: The positive change that project teams hope to bring about in the professional environment both during the life of the project and in the longer term.

If the primary focus of project work is on development, the project should concentrate on the production of practical, user-friendly and adaptable outputs attractive for specific target groups.

If the primary focus of project work is on mediation, the project should concentrate on processes supporting the widespread use and adaptation of ECML work and documented evidence of application of ECML work and its added value for users.

All projects should seek to engage a wide range of practitioners within the targeted audience from ECML member states. To achieve this, the web-based presentation of the project and networking via a wide range of communication channels including social media will play a major role. The team should undertake proactive dissemination and ensure an attractive, up-to-date website presentation throughout the life of the project.

To ensure high quality standards, project proposals will be assessed against specific criteria relating to expected outputs, outcomes and dissemination (see web page **Selection criteria** on **http://call.ecml.at**). Proposals offering to produce user-friendly formats for online publication and initiatives for the promotion and dissemination of the project ideas are particularly welcome.

The ECML will finance and assure the preparation and dissemination of project outputs. All outputs will be made available online. Cooperation with publishers will also be welcomed.

11. When are the submission deadlines?

Deadline for submissions: **1 May 2015** using the appropriate submissions templates (**call@ecml.at**).

12. How and when are projects selected?

The selection of project proposals submitted either by teams (under the open project proposal scheme) or by candidates applying as coordinators (under the closed project proposal scheme) will take place in three phases:

1. Assessment by an expert advisory group: evaluation of the proposals via a 'blind reading' process;
2. Examination by the Bureau of the ECML Governing Board and drawing up of a shortlist of projects;
3. Presentation of the shortlisted projects to the Governing Board: final selection of open project proposals to be included in the programme (October 2015).

A grid indicating the set of criteria on which proposals will be assessed is on the page **Selection criteria** on **http://call.ecml.at**. These correspond to the following main categories:

- Relevance to national priorities in ECML member states and to the mission of the ECML;
- Alignment with the rationale for the 2016-2019 ECML programme as outlined in the Call for submissions;
- Quality of project design;
- Communication and sustainability of project processes and results.

Additional selection criteria relating to the professional profile of the applicant will be applied when selecting coordinators for projects under the closed project proposal scheme.

Applicants for team membership other than project coordination may be directly contacted by a selected coordinator. He/she will propose the composition of the project team on the basis of all applications received for the particular project through the Call for closed project proposals. All candidates applying as team members will be informed by the ECML about the status of their application by no later than the end of January 2016.

Applications from teams or consortia responding to the closed project "Towards a Common European Framework of Reference for language teachers" will be assessed according to the added value and expertise of the proposed group of experts or organisation(s). It may be that the process of establishing a project team with possible sub-working groups requires an exploratory meeting at the ECML with relevant partners.

Following the selection of a coordinator for every project by the ECML Governing Board, he/she will be invited to a coordinators' meeting at the ECML on 24-26 November 2015.

Further relevant information

The following sections can be found online at the ECML's website **http://call.ecml.at**

- Selection criteria
- Quality education and languages at the Council of Europe
- Wider policy context
- Links and references

European Centre for Modern Languages 2016-2019 programme

Call for submissions

E-mail: call@ecml.at

Web: http://call.ecml.at

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EUROPEAN CENTRE FOR MODERN LANGUAGES
E C M L
C E L V
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE