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Egli Cuenat M., Goullier F., Panthier J. (2015)

Guide for the development and implementation of curricula for plurilingual and intercultural education¹

Council of Europe (Language Policy Unit)

Main fields

Nano: Language learning		Micro: Teaching methods		Meso: Piloting schools		Macro: (Inter)systemic approach	
1.1.	✓	2.1.		3.1.	✓	4.1.	✓
2.1.	✓	2.2.		3.2.	✓	4.2.	
3.1.	✓	2.3.		3.3.	✓	4.3.	✓
4.1.	✓	2.4.		3.4.	✓	4.4.	✓
5.1.	✓	2.5.		3.5.	✓	4.5.	

What is it?

Aimed primarily at persons responsible for developing curricula, this Guide addresses all those involved in language education. It offers practical approaches to curriculum development, illustrated with scenarios, to assist the implementation of plurilingual and intercultural education.

The Guide provides answers to the following thorny questions:

What is the specific content of plurilingual and intercultural education and what are its specific aims?

How can it be determined and promoted in teacher training?

How can it be gradually incorporated into curricula at different stages of education while respecting the specific content and aims of teaching individual languages?

How can curriculum scenarios be used to plan the distribution over time of this content and these objectives?

Who is it for?

- Teachers and teacher educators
- School principals and inspectors
- Decision-makers in education policy

Keys for EOL

The Guide provides a sort of checklist for EOL schools to assist in self-assessing the extent to which they foster plurilingual and intercultural education, especially chapters 2-3. More generally, the organisation of the curriculum overall could be analysed by applying the general principles of Chapter 1.

¹ Beacco J.-C., Byram M., Cavalli C., Coste D., Egli Cuenat M., Goullier F., Panthier J. (2015), *Guide for the development and implementation of curricula for plurilingual and intercultural education*, Council of Europe (Language Policy Unit). www.coe.int/en/web/language-policy/guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education

Suggestion for EOL

	Chapter 1 Designing curricula for plurilingual and intercultural education	Chapter 2 Establishing points of convergence and encouraging links between all languages taught at school	Chapter 3 Organising a curriculum for plurilingual and intercultural education
NANO: Learning	- knowing one's plurilingual and intercultural repertoire and linking it to one's personal development	- acquiring cross-linguistic strategies - experiencing relations and distances between languages	- developing a curriculum for language learning
MICRO: Teaching	- communicating aims and values of plurilingual and intercultural education	- consolidating reflective approaches to language - developing projects about intercultural mediation	- analysing the learners' educational needs
MESO: Managing schools	- planning the organisation of a curriculum for plurilingual and intercultural education	- orienting teacher development to intercultural education - linking intercultural approaches and cross-subject projects	- creating the right conditions to implement curricula for plurilingual and intercultural education

Of great interest for EOL

APPENDIX I: Outline for a survey on social perceptions of languages and how they are dealt with in the curriculum

APPENDIX II: Outline for a local language survey

APPENDIX III: Outline for specification of teachers' competences with a view to plurilingual and intercultural education

APPENDIX IV: Instruments and resources for developing and implementing curricula for plurilingual and intercultural education

APPENDIX V: Learning methods and activities

APPENDIX VI: Taking into account the linguistic and cultural repertoire of allophone pupils

(<https://www.coe.int/en/web/language-policy/guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education>)