This is a presentation to promote the Call for project proposals for the next programme 2020-23 of the European Centre for Modern Languages of the Council of Europe. This is the first part of a three part presentation on the new Call.

SLIDE II

It is important to situate the Call within the wider context of the ECML's work. The ECML attempts to link quality language education to the three founding pillars of the Council of Europe – democracy, human rights and the rule of law. In fact, quality language education has a key contribution to make.

Quality language education begins with a respect for each individual and their unique linguistic repertoire – and includes not only the traditional foreign language classroom, but regional and minority languages, languages of migration, the language of schooling and, with its focus on the individual, goes beyond formal education systems in a lifelong learning perspective.

In today's troubled world we need this perspective on language education more than ever before. And we need to come up with new solutions in contexts which are constantly changing – hence the title of the new programme.

The diagram on this slide uses the image of the heart – because language learning and teaching, as well as attitudes to language and culture – this is not just an academic exercise but one that is intertwined with questions of emotions and identities.

The diagram also outlines the basic structure of ECML programmes, with the development strand and its key focus on projects - the subject of this Call – and then the mediation strand where the ECML works with experts on the ground in member states, adapting and contextualising ECML resources.

On the next slide you will see the wide range of areas of language education that the ECML addresses because if you are thinking about taking part in the next programme, you will want to explore and understand what has gone before.

SLIDE III

As we know, there are many different aspects to language education and over the years the ECML has tried to address many of these. This is not to suggest,

however, that each area is a stand-alone; many areas overlap: to take one example, plurilingual education begins in early language learning. But we have created these thematic areas to help end-users navigate the vast array of resources available.

If you are considering responding to the Call for project proposals, please take a close and critical look at what has already been produced so that you build on these resources, rather than duplicate them.

But even if you decide you are not in a position to respond to the Call, you are invited to dip into this treasure trove and then to encourage your colleagues to do so, too. There are resources for language teachers, for teacher educators, for parents, for those working to support the integration of adult migrants – just to name a few.

But what makes the ECML unique?
Are you a researcher constantly being harangued by your institution to demonstrate impact? Are you a practitioner who would like your practice to feed into research and to see how research can support your practice? And would you like to influence policy developments? The ECML is unique in bringing experts who work in policy, in research and in practice together to learn from each other in what really is a true professional learning community operating at a pan-European level and beyond. Project teams produce practical resources that lend themselves to local, regional or national adaptation and implementation, resources to support quality language education for everyone.