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## Participant's report to the National Nominating Authority and the National Contact Point

### Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report<sup>1</sup> in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

### The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat ([Erika.komon@ecml.at](mailto:Erika.komon@ecml.at))

within the given deadline.

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

## 1. Reporting

<b>Name of the workshop participant</b>	Mrs. Catherine Carré-Karlinger
<b>Institution</b>	NCoC BIMM (National Competence Center for Education in the Context of Migration and Multilingualism), Austria
<b>E-mail address</b>	<a href="mailto:catherine.carre-karlinger@ph-ooe.at">catherine.carre-karlinger@ph-ooe.at</a>
<b>Title of ECML project</b>	RECOLANG - Resources for assessing the home language competences of migrant pupils
<b>ECML project website</b>	<a href="https://www.ecml.at/ECML-Programme/Programme2020-2023/Resourcesforassessingthehomelanguagecompetencesofmigrantpupils/tabid/4297/Default.aspx">https://www.ecml.at/ECML-Programme/Programme2020-2023/Resourcesforassessingthehomelanguagecompetencesofmigrantpupils/tabid/4297/Default.aspx</a>
<b>Date of the event</b>	2 <sup>nd</sup> - 3 <sup>rd</sup> December 2021, online workshop
<b>Brief summary of the content of the workshop</b>	<p>The main objective of the RECOLANG workshop was to bring together international expertise on multilingualism in education in order to stimulate exchange and dialogue on objectives and methods promoting the consideration, assessment and recognition of multilingual pupils' skills in their home languages. These practices are still largely lacking in Europe although interdisciplinary scientific evidence suggests that the recognition of the linguistic repertoire and the appreciation of multilingual pupils' language skills would support their educational and professional pathways, by avoiding breaks in their schooling and facilitating access to professional training. Implementing such measures would contribute to promoting equity in education as one of the main objectives and thus, social justice and social cohesion.</p> <p>During the workshop evaluation systems of home/family languages have been presented and participants were given an insight into existing materials and tools for assessing language proficiency in these languages. After an analysis in small groups, they shared their thoughts on the possible benefits of such assessment modes for students and their families according to their specific institutional educational context.</p> <p>The results of a European survey as well as testimonials from students and educational actors were introduced to the participants and used to identify the needs related to assessment practices and materials. Subsequently, the conditions required for implementing the assessment/recognition of family language skills into practice - based on the existing materials, certificates and offers - were discussed</p>

	<p>(values, criteria, tools used in different contexts; common methods and criteria for the establishment and development of this type of assessment).</p> <p>Finally, keywords and materials for a European resource kit were identified.</p>
<p><b>What did you find particularly useful?</b></p>	<p>By using a Moodle platform and a Padlet it was possible to obtain basic and comprehensive information, to collect useful documents and gather them in order to increase the common pool of ideas, tools and resources on this area. The participants were also asked to actively contribute to the collection of data before the workshop and to participate in an online survey</p> <ul style="list-style-type: none"> <li>- on knowledge and experience of procedures considering the diversity of students' languages and cultures,</li> <li>- on knowledge and experience of materials/tools for the assessment of skills in home languages.</li> </ul> <p>Their diverse expertise has significantly enriched the discussions during the workshop: they produced differentiated analyses that showed similar issues and challenges in many contexts, gave space to critical voices and thus provided many new impulses for further discussions in the respective educational contexts.</p> <p>Participants contributions will be integrated into the next steps of the project and support the team in further developments. The co-construction of knowledge and tangible planning of actions allowed participants to take ownership of the project, to feel motivated and supported by the common goals.</p> <p>It was particularly useful</p> <ul style="list-style-type: none"> <li>- to compare and reflect on specific educational needs of plurilingual students, on the current place and role of their family languages in educational practices and structures</li> <li>- to discuss the terminology and the concept of evaluation (formative / summative?)</li> <li>- to get an overview on assessment practices of home/family language skills and their purposes</li> <li>- to discuss the strategies behind the practices</li> <li>- to be introduced to existing tools and materials by the experts themselves</li> <li>- to discuss about obstacles and support available for the implementation of this type of assessment</li> <li>- to identify common criteria for multilingual assessment</li> <li>- to consider the impact that such measures would have on the professional development of teachers/educational actors</li> <li>- to ask common questions for further reflection and to</li> </ul>

	<p>understand the complexity of the issue: qualitative assessment? observation, documentation and diagnostic? process of formative assessment? cultural aspects? role of families? harmonisation between teaching practices and assessment? integrative models of language education and place of family languages/plurilingual competences? assessment of plurilingual competences in regular teaching? in subject teaching? teacher education: initial and in-service training? adequate curricula and teaching materials for home languages? etc.</p> <ul style="list-style-type: none"> <li>- to build a community of experts for future developments.</li> </ul>
<p><b>How will you use what you learnt / developed in the event in your professional context?</b></p>	<p>I will apply this gained extended awareness to my work as an expert for plurilingual education in teacher education and in developing further projects for the NCoC BIMM, promoting home/family languages education at the national level with a focus on teacher education.</p> <p>Furthermore, I will integrate this knowledge in other European projects in which I currently participate:</p> <ul style="list-style-type: none"> <li>- ECML mediation measure “Supporting Multilingual Classrooms”,</li> <li>- ECML project PALINGUI on observation, documentation and assessment of plurilingual competences at pre-primary and primary level,</li> <li>- ERASMUS+ project CITIZED on citizenship and democratic education related to the topic of migration, equity and social participation.</li> </ul>
<p><b>How will you further contribute to the project?</b></p>	<p>As a project team member within the NCoC BIMM, I am available for further exchange and for the participation to further events,</p> <ul style="list-style-type: none"> <li>- keeping contact with the project team and with the RECOLANG community,</li> <li>- getting in touch with some experts and disseminating the project.</li> </ul> <p>Furthermore, I could try to create synergies between RECOLANG and the PALINGUI project, another ECML project on “Language learning pathways of young children – Making early language learning visible”, in which I am a team member.</p>
<p><b>How do you plan to disseminate the project?</b></p> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional</li> </ul>	<p>The information about RECOLANG can be disseminated with my participation in conferences and national events and within professional networks existing in Austria.</p> <p>Known events at this point in time:</p> <ul style="list-style-type: none"> <li>- 15. 1. 22: Annual conference of the network for home/family language teachers</li> </ul>

<p>journal/website</p> <ul style="list-style-type: none"> <li>- in a newspaper</li> <li>- other</li> </ul>	<ul style="list-style-type: none"> <li>- 19. 1. 22: Meeting with the representatives for home language education in teacher education from all regional school boards in Austria</li> <li>- 6. 4. 22: BIMM network meeting</li> <li>- 28-31. 8. 22: Summer School for plurilingual and home language education.</li> </ul> <p>The project will also be promoted in Austria via the BIMM website <a href="http://www.bimm.at">www.bimm.at</a> and the newsletter (02/22).</p>
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**2. Public information**

**Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).**

Im Rahmen des laufenden ECML Programms fand am 2.- 3. 12. 2021 ein online Workshop zum Projekt RECOLANG statt. Hauptziel dieser Veranstaltung war es, den Austausch und den Dialog über Ziele und Methoden anzuregen, die die Berücksichtigung, Evaluierung und Anerkennung der Ressourcen mehrsprachiger Schülerinnen und Schüler in ihren Familiensprachen fördern könnten. Obwohl interdisziplinäre wissenschaftliche Erkenntnisse darauf hindeuten, dass die Wertschätzung des gesamten sprachlichen Repertoires und die Anerkennung der Sprachkompetenzen mehrsprachiger Schülerinnen und Schüler deren Bildungs- und Berufsweg unterstützen, fehlen solche Praktiken in Europa noch weitgehend. Sie würden aber dazu beitragen, Brüche in der Schullaufbahn zu vermeiden und den Zugang zur Berufsbildung zu erleichtern. In diesem Sinne versteht sich das Projekt als ein Vektor für Bildungserfolg, das auf mehr soziale Gerechtigkeit und sozialen Zusammenhalt zielt.

Zu diesem Anlass wurde umfangreiches internationales Fachwissen über Mehrsprachigkeit als Bildungsauftrag zusammentragen. Rund fünfzig Expertinnen und Experten aus verschiedenen europäischen Ländern sowie aus Kanada nahmen an dem Workshop teil und tauschten ihr Wissen und ihre Erfahrungen über Verfahren, Materialien oder Instrumente zur Evaluierung und Anerkennung von Kompetenzen in den Erstsprachen aus. Ihre rege Beteiligung an den zahlreichen Diskussionen während des Workshops generierte neue inspirierende Impulse für eine weiterführende Reflexion innerhalb des Projektteams und den jeweiligen nationalen Bildungskontexten. In Österreich knüpft RECOLANG an die bevorstehende Einführung des neuen Fachlehrplans für Erstsprachen gut an. Das Projekt wirft die Frage nach standardisierten Verfahren für die Anerkennung einer qualitativ hochwertigen mehrsprachigen Bildung auf und könnte auch einige Lösungsansätze dafür bieten.