



R1

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 report¹ 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)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the workshop participant	Geert Janssen
Institution	Flemish Ministry of Education and Training
E-mail address	geert.janssen@ond.vlaanderen.be
Title of ECML project	Think tank: "Transversal competences in foreign language education"
ECML project website	https://www.ecml.at/ECML-Programme/Programme2020-2023/Developingtransversalcompetencesinlanguageeducation/tabid/4301/Default.aspx
Date of the event	8-9 February 2022
Brief summary of the content of the workshop	<p>The Think Tank brought together language professionals to review and explore ways in which learners' transversal competences may be developed as part of foreign language education and how teachers and future teachers can be supported in this task. Participants were also invited to suggest ways in which these ideas may be channelled into a follow-up project.</p> <p>Aims of the event:</p> <ul style="list-style-type: none">-to explore together ways in which learners' transversal competences are being - and could be - developed as part of (foreign) language education;-to consider the role played by teacher education in supporting the implementation of TCs;-to examine the role of TCs in language policy and curriculum design in member states;-to collect examples of good practice relating to TCs in language teaching and teacher education;-to consider how existing competence frameworks (Council of Europe's RFCDC, EU Framework, UN Agenda 2030, OECD Agenda 2030, UNESCO etc.) might assist language professionals in selecting TCs and incorporating them in the design of curricula, the development of pedagogies and the creation of teaching materials;to explore, and find solutions to, the challenges of incorporating TCs in language education.
What did you find particularly useful?	<p>The workshop allowed me to have increased competence in incorporating TCs into foreign language curricula. I now have a better understanding about which TCs are addressed in some national curricula and about the usefulness of competence frameworks. I discovered some good practices relating to TCs in language teaching and teacher education.</p>

<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>As a designer of foreign language curricula, I have now better understanding of the transversal competences that can play a major role in foreign language education. This can allow me to make propositions for finetuning the Flemish foreign language curriculum in the future.</p>
<p>How will you further contribute to the project?</p>	
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<p>Inform stakeholders and colleagues by mail (written report of the conference). See attached.</p>

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.).

Verschillende referentiekaders nemen transversale competenties op voor taalonderwijs:

- ✓ *Common European Framework of Reference for Languages* (Council of Europe)
- ✓ *Companion Volume* (Council of Europe)
- ✓ *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (Council of Europe)

Ook het *Reference Framework of Competences for Democratic Culture* beschrijft enkele transversale competenties die kunnen gekoppeld worden aan vreemdetalenonderwijs:

- ✓ het waarderen van culturele diversiteit
- ✓ openheid voor culturele 'andersheid' en voor andere overtuigingen, wereldbeelden en praktijken
- ✓ vaardigheden m.b.t. luisteren en waarnemen
- ✓ communicatieve, talige en meertalige vaardigheden
- ✓ kennis en kritisch begrip van de wereld
- ✓ kennis en kritisch begrip van taal en communicatie

Vaststellingen:

- ✓ Vreemdetalenonderwijs is een goede omgeving is voor de ontwikkeling van sommige transversale competenties (bv. meertalige, interculturele, communicatieve competenties, burgerschapscompetenties).
- ✓ Taal kan worden beschouwd als een centraal instrument voor veel transversale competenties.
- ✓ In sommige lidstaten zijn transversale competenties niet verplicht maar worden ze behandeld in (methodologische en pedagogische) richtlijnen.

- ✓ In sommige lidstaten worden transversale competenties niet of zelden beoordeeld.
- ✓ Veel transversale competenties zijn langetermijndoelen en zijn als zodanig moeilijk te beoordelen binnen de beperkte scholingstijd. 21^e-eeuwse vaardigheden zijn 'levensvaardigheden': ze moeten worden gezien in de context van levenslang leren.
- ✓ Vaak is er een groot verschil tussen het beoogde curriculum, de implementatie ervan in scholen en de resultaten die de leerlingen behalen.

Volgende elementen werden benadrukt:

- ✓ Het belang van een competentiegericht curriculum.
- ✓ De rol van evaluatie.
- ✓ Het belang van het integreren van transversale competenties in de lerarenopleiding.
- ✓ Het belang van een structurele nascholing van leraren met betrekking tot de integratie van transversale competenties in vakinhoudelijke competenties.
- ✓ Vakoverschrijdende benaderingen en samenwerking tussen vakleraren.