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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 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	Roger Persson
Institution	Skolverket – Swedish National Agency for Education
E-mail address	Roger.persson@skolverket.se
Title of ECML project	Transversal competencies in foreign language education
ECML project website	https://www.ecml.at/transversalcompetences
Date of the event	08-09/02/2022
Brief summary of the content of the workshop	Transversal skills in curricula, teacher pre-service and in-service training. Focus on what transversal competences really means and how these competences are represented in texts and educational practise. Examples of good practise in different member states and discussions about possible future research areas.
What did you find particularly useful?	Extended and deeper insights in what transversal skills can contribute in the development of language curricula.
How will you use what you learnt / developed in the event in your professional context?	New insights will be used in work with current revision of language curricula for upper secondary education. Teacher in-service training project will be approached for discussion about how transversal skills could add value to the project. Dissemination of think tank will also take place in the Skolverket internal language focus group.
How will you further contribute to the project?	See above
How do you plan to disseminate the project? <ul style="list-style-type: none">- to colleagues- to a professional association- in a professional journal/website- in a newspaper- other	<ul style="list-style-type: none">-Discussions with colleagues at Skolverket on how the think tank outcomes can be used in curricula and in- service training.- If possible contributions to different newsletters.

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.).

Europarådets språkcentrum i Graz (ECML/CELV) hade en digital workshop den 8-9 mars 2022 med

representanter från över 30 länder. Ämnet var *Transversal Competences in Foreign Language Education* dvs ämnesövergripande eller generella kompetenser i språkundervisningen. Sverige representerades av Skolverket. Under workshopen diskuterades hur *transversal competencies* kommer till uttryck i läroplaner och i lärarutbildning och -fortbildning. Goda exempel presenterades från flera medlemsländer, bland annat från Finland och Norge. Diskussioner fördes också om möjligheter att starta ett paneuropeiskt forskningsprojekt inom ramen för ECML/CELV nästa projektperiod.

Transversal skills kan definieras utifrån många internationella ramverk: FN, UNESCO, OECD, EU; Europarådet... Det kan handla om många olika kompetenser, till exempel samarbete, digitalisering, entreprenörskap, kritiskt tänkande, hållbar utveckling eller mänskliga rättigheter. Det finns ingen direkt koppling till begreppet i de svenska läro-, kurs-, och ämnesplanerna men många av kompetenserna har sin motsvarighet under läroplanernas rubriker "Normer och värden" samt "Kunskaper". Indirekt finns också olika möjligheter till ämnesövergripande arbete, som skulle kunna definieras som *transversal*.