

The European Centre for Modern Languages of the Council of Europe

Second Implementation Meeting of the DECODE Project

February 18, 2026



ECML PROGRAMME – PROGRAMME DU CELV – EFSZ-PROGRAMM 2024-2027

Language education at the heart of democracy

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Outline

- Welcome and introduction round
- Organisational matters
- Guidelines for the implementation of the CDC-based teaching materials
- Presentation of CDC-based teaching materials in language education
- Allocation of CDC-based teaching materials among participating teachers
- Timeline
- Next steps
- Q&A session



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Organisational matters

Expected outputs of the DECODE project:

1. Collection of teaching materials on CDC for young learners

Examples of interactive exercises and classroom activities linked to the four dimensions of the CDC framework:

Values, Attitudes, Skills and Knowledge and critical understanding (Council of Europe, 2018a).

- Targets language learning and development of CDC in the language classroom.

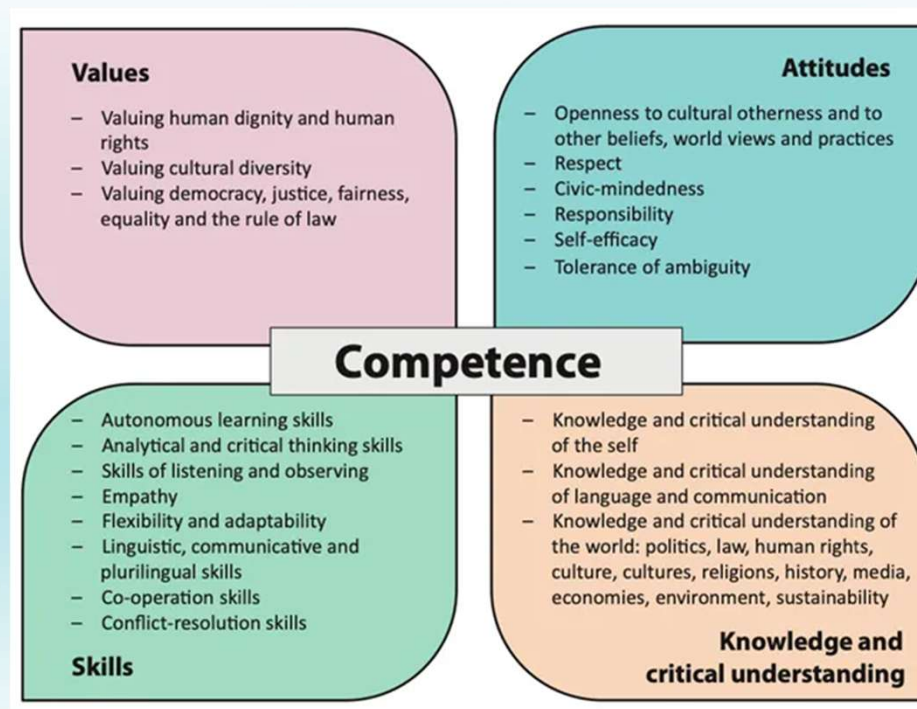


Figure 1. Model of competences for democratic culture (Council of Europe, 2018a)



Organisational matters

2. Guidelines for the implementation of CDC in language classes

Rationale and practical instructions for implementing CDC in language classes at the primary level (children aged 6-10 years).

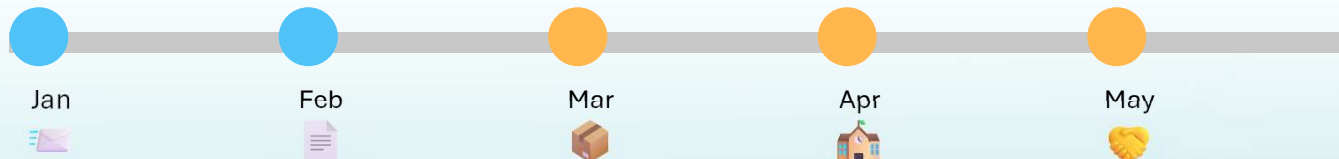
- Materials bridge the language of schooling, home language, and foreign language.



Figure 2. Modell der Kompetenzen für eine demokratische Kultur (Europarat, 2023)



Implementation Phase (January–June 2026)



✓ COMPLETED

- 📄 CDC-based teaching materials reviewed
- ✉️ Invitations sent to teachers and principals

🕒 NEXT STEPS

- 📄 Participation form (by 22 February)
- 📦 Allocation / adaptation of CDC materials
- 🏠 Implementation in language classes
- 📝 Feedback & evaluation
- 🤝 Third implementation meeting (May 2026)





Guidelines for implementation of the CDC teaching materials

- According to Council of Europe Recommendation (Council of Europe, 2022), plurilingual and intercultural education not only strengthens communication and mediation skills, but also values linguistic and cultural diversity, encourages critical reflection on cultural diversity, supports inclusion, and is essential to education for democratic culture.
- Language classrooms are seen as key spaces where learners can develop both democratic and language competences in an integrated way, using their whole plurilingual repertoire.
- Plurilingual repertoire “refers to the different languages an individual is able to use. The languages may have been learnt in different contexts (in the home, through social contact, at school, etc.); they may be used for different purposes (communicating with the family, socialising with neighbours, studying at school or university, etc.); sometimes two or more of them may be used at the same time” (Council of Europe, 2022, p. 5).
- The developed teaching materials within the DECODE project aim to promote both competences for democratic culture (Council of Europe, 2018a; 2021) and communicative language competences (Council of Europe, 2001; 2020) among young learners aged 6–10 in the context of language education.



Main focus areas of the CDC-based teaching materials

Language of schooling

- Official language(s) used as a language of instruction in school.
- The language used for teaching various school subjects and for the functioning of schools. This language is usually the official language(s) of the State or the region (e.g., Polish in Poland).
- Depending on the national or regional context, several languages of schooling are used.

Foreign language

- Language with which a child has no regular contact in his/her family environment and which is not used in relations with peers or adults in his/her immediate environment or to regulate everyday life in the institution.

Home language

- “Home languages are languages, or varieties of a language, that family members use in their everyday interactions.” (cf. Beacco & Byram, 2007, pp 114-115, own translation)
- Home languages are used in everyday family life. They may be a minority language, a regional language, a migrant language, a dialect or even (a variety of) a language of schooling.

Source: ECML Glossary



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Guidelines for including home languages in CDC-oriented language education (6–10)

- **Acknowledge home languages as a valuable resource**
To treat learners' home languages as linguistic and cultural resources that support participation, inclusion, and respect for diversity.
- **Foster the use of full linguistic repertoires to support understanding and expression**
To encourage learners to draw on their complete linguistic resources when expressing ideas, values, and emotions, particularly in relation to complex CDC-related topics.
- **Encourage comparison and reflection**
To support learners in comparing words, expressions, and meanings related to democratic values across languages, fostering curiosity and critical thinking.



Guidelines for including home languages in CDC-oriented language education (6–10)

- **Promote inclusive participation through translanguaging**
To enable learners to use multiple languages flexibly during group work and discussions in order to support participation and ensure that all voices can be heard.
- **Be mindful of safe and inclusive language practices**
To recognise learners' home languages as valuable resources while keeping their use voluntary, in order to maintain a safe, inclusive, and respectful learning environment for all learners.
- **Provide Scaffolding**
To offer structured support through modelling, visual aids, sentence starters, guiding questions, and peer collaboration, enabling learners to gradually develop confidence in using the language of schooling or the target language.



Guidelines for implementation of the CDC teaching materials

- **The Principle of Adaptivity**
- The CDC-based teaching materials in language education may be adapted to the specific educational context of each school.

- **Teachers are encouraged to:**
 - translate the materials into the language of schooling or the foreign language being taught,
 - adjust tasks and instructions to the language level and age of learners,
 - include learners' home languages, where possible.



Topics of CDC templates developed by the participants in the Network Meeting:

Colours of emotions

Festivals from different cultures

Food adventure

What if?

Me and the world where I live. Me and my identity (2 sessions)

Investigation Station (2 sessions)

Sustainability and food consumption

Languages all around me (2 sessions)

Untranslatable words

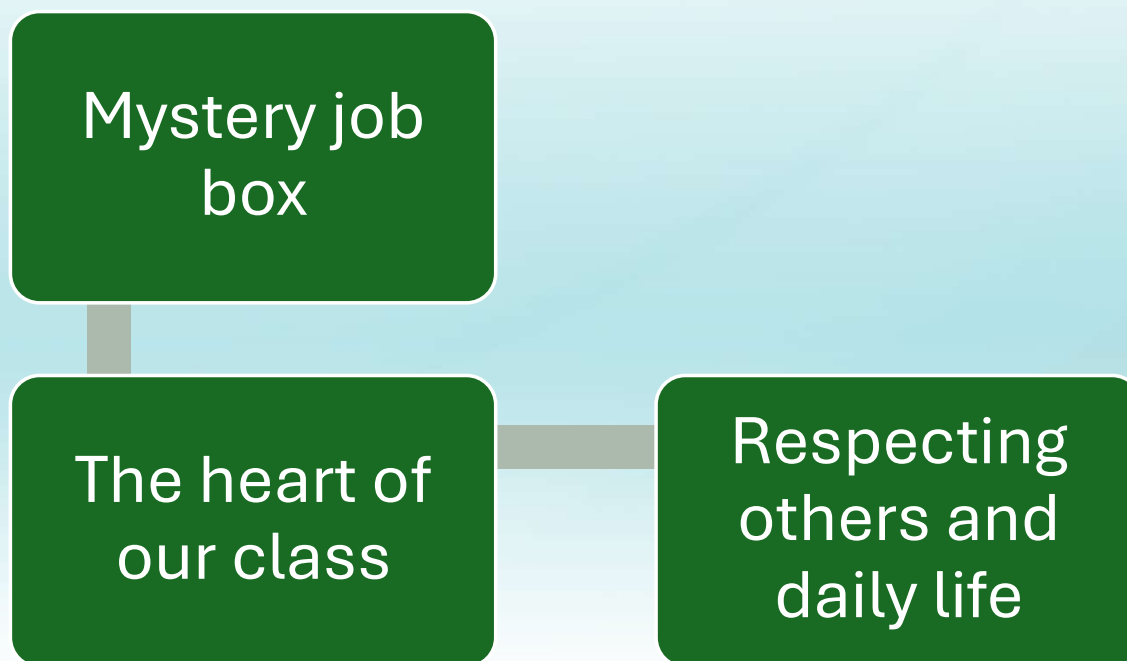
It's OK to be different

Bullying

Developing competences for democratic culture for young learners through language education



Topics of CDC activities developed by UCO students:



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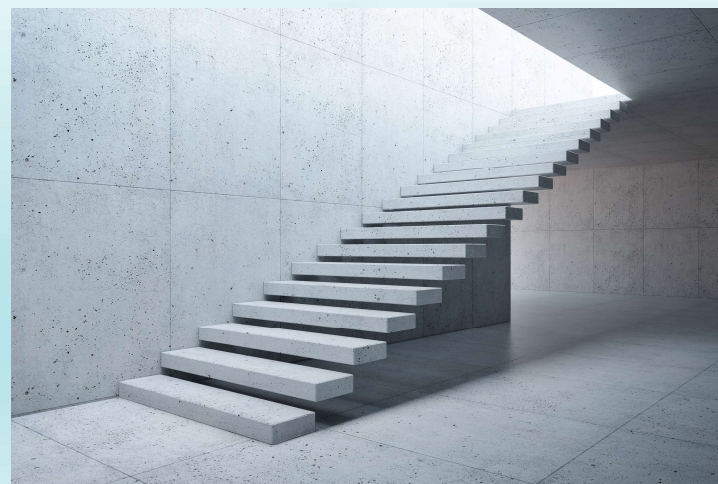
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Allocation of CDC-based teaching materials among participating teachers

- Each participating teacher will initially be allocated **up to four CDC-based teaching materials**.
- Teachers are invited to **express up to two preferences** regarding the teaching materials they wish to use, where needed.
- The allocation will take into account the teaching context, such as the language(s) taught, age group(s) and curricular relevance.
- Once the final number of teachers is confirmed, any remaining materials may be allocated in a second round based on teachers' interests, needs, or teaching plans.
- This approach ensures a balanced, needs-based, and transparent distribution, while allowing flexibility once participation is finalised.



- Please indicate the **language(s)** taught, the **age group(s)** of your learners, and **up to two activities** you would prefer to work with:
https://drive.google.com/drive/folders/1ZHb3g5YjvmUPf8RFVuLk6FydJ5q6MgH?usp=drive_link




Developing competences for democratic culture for young learners through language education




Feedback and Evaluation Form on CDC-based teaching materials

- **Goal:**
- Implement 4 CDC activities in your language classes at a primary school in your country
- **Applicable school subjects: foreign languages and languages of schooling**
- **Include learners' home languages**
- Complete the Feedback and Evaluation Form and return it to the DECODE team

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Feedback and Evaluation Form on the Implementation of CDC Teaching Materials in Language Education

Date:

Activity: School subject: Age of students: Number of students in the classroom:
School: Teacher / Facilitator: Country:
Feedback from students during the reflection phase (last 5 minutes) (Please ask the students: "What did you learn from this activity?" Write down their answers)
Challenges in terms of implementation formulated by the teacher:
Suggestions of the teacher:

Template: Feedback and Evaluation Form



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Timeline for the implementation of CDC-based materials

- Beginning of 2026**
Distribution of the ECML invitation letter to participating institutions.
- February 2026**
Online implementation meeting with all participating partners.
Allocation of topics for implementation and, where necessary, translation of materials.
- March–August 2026**
Piloting of CDC-based materials in language classes in 9 countries.
Completion and submission of the Feedback and Evaluation Form to the DECODE team after each activity.
- September–December 2026**
Review and analysis of the collected feedback forms.
Revision of materials and finalisation of project outputs.
- November 2026**
Workshop “Implementing CDC in language classrooms across Europe” in Graz



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Next Steps

- Please return the Participation Form by 22 February.
- Fill out the Google Form and specify the age group of your learners and up to two CDC activities by 22 February: [Participants interested in implementing CDC materials.xlsx - Google Sheets](#)
- Please fill out the Feedback and Evaluation Form after every activity you have implemented in the language classroom and return it to the DECODE team.
- The third online Implementation Meeting will take place in May 2026



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Key resources & contacts for the DECODE project

- **DECODE Website:** www.ecml.at/decode
- **Google Form:** [Participants interested in implementing CDC materials.xlsx - Google Sheets](#)
- **Padlet for further readings:** <https://padlet.com/ECML/content-network-meeting-decode-developing-competences-for-de-7j9w6f5jzg81fhon>
- **Google folder with CDC-based teaching materials in language education:** https://drive.google.com/drive/folders/1ZHb3g5YjvmUPf8RFVuLkB6FydJ5q6MgH?usp=drive_link



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Q&A session

- Is there anything else you need, as a teacher, to implement the CDC-based teaching materials in your language classroom?
- Are there any concerns, questions, or points that require clarification at this stage?



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