

## EUROPEAN CENTRE FOR MODERN LANGUAGES, GRAZ

2<sup>nd</sup> meeting of the Professional Network Forum on Language Education  
Graz, 6 January 2011

**DGIV/EDU/GRAZ(2011)14 – 28 April 2011**

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### Meeting minutes

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#### I. Opening of the meeting

<Appendix I: Agenda>

The meeting was opened at 09.00 on Thursday 6 January 2011 by Alan DOBSON, Chair of the ECML Governing Board and Waldemar MARTYNIUK Executive Director of the ECML.

The participants were welcomed (Appendix II: List of participants):

- AILA – Bernd Rüschoff
- ALTE – Emyr Davies
- CEL/ELC – Wolfgang Mackiewicz
- CercleS – Johann Fischer
- EALTA – Gudrun Erickson
- EAQUALS – Peter Brown
- FIPLV – Terry Lamb
- OLBI – Aline Germain-Rutherford
- ECML – Michael Armstrong, Catherine Seewald, Anna Kehl

in particular those who participated for the first time in a Network Forum meeting:

- CEL/ELC – Maurizio Viezzi
- EUNIC – Martin Hope
- EPA – Johannes Theiner
- IAM – Britta Hufeisen
- ICC – Rob Williams

Mr MARTYNIUK also transmitted the best wishes and apologies of those invited to the event who were not able to participate on this occasion :

- Ms Ólöf Ólafsdóttir, Director of Education and Languages of the Council of Europe;
- Mr Harald Hartung, Head of Unit C5 – Multilingualism Policy, Directorate General for Education and Culture, European Commission,
- Ms Susanna Slivensky, Deputy Executive Director / Head of Programmes of the ECML,
- Mr Joseph Sheils, Head of the Council of Europe Language Policy Division;
- Mr Alexey Kozhemyakov, Head of the Council of Europe Secretariat of the European Charter for Regional or Minority Languages,

who apologised for not being able to attend the event.

## II. Background

Encouraged by its Governing Board, the ECML seeks to intensify its relationships with institutions and associations with similar aims working in the field of language education and assessment.

Following on from the Memorandum of Cooperation signed in 2008 by the ECML and the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa, the Centre has developed a generic bilateral cooperation agreement which outlines the modalities of the desired cooperation and formalises the commitment to work together. The objective of the agreement is to ensure synergies at institutional level in the pursuit of common goals through the exchange of expertise, information and documentation, the attendance at partner events and the cooperation in joint activities. The impact of the cooperation is evaluated by each partner at yearly intervals and reported jointly or separately to the ECML's Governing Board and the Governing Body of the partner organisations. The Governing Board of the ECML may choose to include this data in its Annual Report to the Committee of Ministers of the Council of Europe. The term of the Memorandum corresponds to the duration of the ECML's 3<sup>rd</sup> medium-term programme "*Empowering Language Professionals*" (2008-2011) and should be subject to revision by agreement between the Parties.

The agreement was signed so far by a number of leading INGOs having participatory status with the Council of Europe: the International Association of Applied Linguistics (AILA), the Association of Language Testers in Europe (ALTE), the European Confederation of Language Centres in Higher Education (CercleS), the, the European Association for Quality Language Services (EAQUALS), the European Association for Language Testing in Europe (EALTA), the International Certificate Conference (ICC), the International Federation of Modern Language Associations (FIPLV), and the Conseil européen pour les langues / European Language Council (CEL/ELC).

The initiative to set up a Professional Network Forum on Language Education allowing leaders of INGOs to meet once a year or once every two years under the auspices of the Council of Europe at the ECML in Graz emerged from this context. Three new members joined the Forum in 2011: the European Parents Association (EPA), the European Union National Institutes for Culture (EUNIC) and the International Association of Multilingualism (IAM).

Mr MARTYNIUK reminded that the Professional Network Forum was set up in order to provide a platform for experts for cooperation and exchange of the latest developments, as well as for synergetic activities. The purpose of the ECML was in particular to intensify the links with NGOs and civil society considered as important partners in the Centre's activities.

The Graz Declaration on language education 2010 "Quality education for plurilingual people living in multilingual societies" signed by all network partners was disseminated throughout 2010 and served as a basis for the call for submissions for the next ECML programme of activities 2012-2015.

## III. Aims of the meeting

<Appendix I: Agenda>

The five aims of the meeting were:

- To exchange information and discuss the latest developments of the network partner, focusing on the presentation of new Network members, the developments in their organisations, their follow up to the Graz Declaration 2010, developments and outlook on activities of the Council of Europe and the European Union;
- To present the "Call for submissions for the ECML programme of activities 2012-2015" as an output of the Graz Declaration 2010;
- To explore ways of disseminating and promoting the Call and to discuss possible areas, themes, and formats for the partners' involvement;
- To present the concept and the draft agenda of the "ECML conference 2011" which will conclude the Centre's programme of activities 2008-2011 and to discuss the partners' involvement;
- To agree on a brief statement that summarises the forum outputs and which could be published.

#### IV. Content and organisation

The event was organised around four main sessions and one concluding one. The main sessions were based on brief presentations given by each partner organisation, followed by extensive discussions:

##### 1. Update on partners: new memberships, partner activities, highlights and burning issues<sup>1</sup>

Bearing in mind the report of the first meeting of the Professional Network Forum (7 January 2010), the new members were invited to briefly present the profile and highlights of their organisation. The other members were invited to highlight the latest developments with regard to activities, initiatives, projects, events, products, publications, since the launch of the Graz Declaration 2010 that could be highlighted and promoted/disseminated through the Network.

##### 1.1 New members *(in alphabetical order)*

##### 1.1.1. European Parents' Association (EPA) *(new member)*

[[www.epa-parents.eu](http://www.epa-parents.eu)]

[PowerPoint presentation: see [www.ecml.at](http://www.ecml.at)]

**Mr Johannes THEINER**, President of the European Parents' Association (EPA), presented the European Parents' Association (EPA) which joined the Professional Network Forum. The association celebrated its 25<sup>th</sup> Anniversary in 2010. It comprises 50 associations of parents and families from 24 European countries, represents 150 millions of European citizens and represents the unique stakeholder organisation of parents at the European Commission. Considering that parents are potential supporters of the learners and all educational concepts, the main concerns of EPA are to optimise conditions for the child's education, to promote the rights and the role of parents in education as primary educators, to support "parental participation" in public education, to encourage active European citizenship and parents to be open for lifelong learning.

EPA supports the participation and collaboration of parents (dissemination of information on developments, about innovative educational practices, training, opportunities for exchange, lobbying, etc). The work of the EPA focuses on networking and representation activities, including the organisation of two annual conferences that bring together professionals and (non-specialist) parents, the involvement in EU consultations and initiatives (such as Piccolingo) and in Council of Europe working groups, cooperation with national, regional and local networks. Within this framework, the meeting "Parents as successful teachers" on 7 January 2011 intended to develop materials to help parents to be teachers in early language learning.

On 25-26 March 2011, an international Conference on assessment and evaluation in school will be organised by EPA in Budapest in cooperation with the Hungarian Pedagogic Society/Comenius Workshop. The ECML will receive an official invitation.

##### 1.1.2. European Union National Institutes for Culture (EUNIC) *(new member)*

[[www.eunic-online.eu](http://www.eunic-online.eu)]

[PowerPoint presentation: see [www.ecml.at](http://www.ecml.at)]

**Mr Martin HOPE**, Director Benelux and EU Office, British Council / EUNIC, presented the European Union National Institutes for Culture (EUNIC). EUNIC is the network of the international cultural relations institutes from the member states of the European Union. EUNIC is based on unique clusters around the world (see the list of members on the website): 30 members from 26 countries work in over 150 countries with over 2 000 branches, among others in the field of languages, education and intercultural dialogue. Traditionally the individual member organisations (such as Goethe Institut, Alliance française, Camoes, etc) are well known for providing language courses, supporting learners, and promoting their own cultures. Moreover they increasingly work together as a network to promote

<sup>1</sup> This information can also be found in the individual PowerPoint presentations and handouts provided by the participants: see the special file on the ECML website [www.ecml.at](http://www.ecml.at)

education. In this context, EUNIC is highly interested in further developing cooperation with the Council of Europe and the European Union.

EUNIC is currently involved in the EU project “Language rich Europe” which promotes multilingualism for stable and prosperous societies and which involves an interdisciplinary network of over 1200 decisions-makers from 19 countries and 3 regions. Addressing the increased mobility and migration in Europe, the project attempts to improve language policies and practices in language education and multilingual services. To this end, a comparative analysis of countries’ performance against European standards and recommendations on multilingualism policy and practices will enable the establishment of the Language Rich Europe Index. This sustainable benchmarking tool will provide national databases on language diversity based on 150 criteria that cover national, foreign, regional and immigrant languages in (pre-)primary, lower and upper secondary, adult vocational and university education, in business, in the media, as well as in public services and public spaces. The results will be published in 2012 and will contribute to raise awareness of the work of the EU and the Council of Europe, to highlight the national strengths, to develop national action plans, to share good practice, to develop synergies for better language education, and to cooperate on improvements.

EUNIC is also involved in the EU project “EC civil society platform to promote multilingualism”. This activity focuses on research and practice in the area of lifelong learning, preschool education and social/community services for social inclusion. An online multilingualism observatory will be set up and will provide information on key motivators and inhibitors of learning languages, highlight the best positive practices to learn languages in local and regional contexts and offer tools evaluated and assessed for suitability according to context. The results should contribute to support local and regional authorities in developing and better implementing language policies and to raise awareness of language learning among the general public. They will be disseminated through national and pan-European networks of local and regional authorities, as well as through the Professional Network Forum.

**Mr HOPE** stressed the need to ensure that the recommendations of the European Union and the Council of Europe are implemented in the individual states. Data on implementation could provide a powerful lever in approaching governments. Moreover the results should be made easily accessible to the end users including parents and head teachers.

### 1.1.3. International Association of Multilingualism (IAM)

[[www.iammultilingualism.org](http://www.iammultilingualism.org)]

[PowerPoint presentation at [www.ecml.at](http://www.ecml.at)]

**Ms Britta HUFSEIN**, Member of the International Association of Multilingualism (IAM) and ECML link person, presented the International Association of Multilingualism (IAM). IAM is an international network of scholars who share an interest in multilingualism (currently 136 individual members from 23 countries around the world). IAM seeks to establish a network of professionals interested in the field of multilingualism, in particular on multiple language acquisition and learning to improve research in the area. To this end, it aims to raise awareness on related issues, to disseminate related theories, to foster exchange, cooperation with researchers and network synergies on a regular basis, and to attract new researchers. IAM organises conferences on a 2-year basis and participates in projects and external events. Some members were or are involved in the ECML project “Creating synergy for the learning of subsequent languages” (2000-2003), EU projects (for example “Languages in a network of European Excellence, FP6 - LINEE, “Europäische Mehrsprachigkeit: Interkomprehension”), as well as research projects (EuroComCenter, Galatea). The project results are published in book series edited in different languages and the *International Journal of Multilingualism*.

IAM offers for the Professional Network Forum biannual conferences, publication opportunities in the *International Journal of Multilingualism* and the association’s book series, as well as expertise in the field of multilingualism, cooperation, joint projects and its participation in ECML activities. The next key event this year will be the 7<sup>th</sup> International Conference on Third Language Acquisition and Multilingualism (University of Warsaw, 15-17 September 2011) at which the ECML director has been invited to give a keynote speech.

## 1.2. Other members

### 1.2.1. International Association of Applied Linguistics (AILA)

<http://www.aila.info/>

[PowerPoint presentation, version January 2010: see [www.ecml.at](http://www.ecml.at)]

**Mr Bernd RÜSCHOFF**, Vice-President of the International Association of Applied Linguistics (AILA), highlighted the latest developments in his organisation.

AILA disseminated the Graz Declaration 2010 through its channels and newsletters, discussed the paper within the network, and raised awareness of young researchers on the work of the ECML and the Professional Network Forum within the framework of the AILA biannual conference. The Declaration was also presented at the AILA Executive Meeting in Australia as an interested example of regional cooperation on burning topics and of good practice to foster regional cooperation.

The 16th AILA World Congress with the theme “Harmony in Diversity: Language, Culture, Society” will be held on 23-28 August 2011 in Beijing, China. One of the topics will focus on applied linguistics on a regional basis. The Graz Declaration and the Professional Network Forum will also be presented in this context.

Considering the burning issues raised in the Graz Declaration, AILA is trying to establish a new special interest group and a research network on migration, mobility and social inclusion to tackle the linguistic hybridity in individuals, social groups and societies and the influences of multilingualism on these levels.

If members of the Professional Network Forum are interested in attending the AILA conference or in contributing to the research network on migration and mobility, please contact Mr Rüschoff.

### 1.2.2 Association of Language Testers in Europe (ALTE)

<http://www.alte.org>

[PowerPoint presentation, version January 2010: see [www.ecml.at](http://www.ecml.at)]

**Mr Emyr DAVIES**, representative of the Association of Language Testers in Europe (ALTE), presented the latest developments from the Association. ALTE currently has 34 members, representing the testing of 27 languages. ALTE has over 40 affiliate institutions.

A number of large meetings and smaller interest group meetings took place in 2010:

- ALTE’s 38<sup>th</sup> bi-annual meeting and conference (Rome, Italy, 12-14 May 2010) with the theme “Reference level descriptions and assessment” explored the ways in which the reference level descriptions – in particular in relation to Italian, French, German and English – have built on the work of the CEFR and discussed their impact on assessment. John Trim, one of the authors of the CEFR, opened the conference with a review of the origins and development of the CEFR and described how the reference level descriptors have evolved out of earlier work done in relation to the CEFR;
- ALTE’s 39<sup>th</sup> meeting and conference (Prague, Czech Republic, 10-12 November 2010) with the theme “Fairness and quality management in language testing” discussed ethics in language testing, in particular ways of ensuring the fairness of language tests and testing practices and of ensuring the quality demands of examinations in relation to their functions and purposes;
- the 32<sup>nd</sup> Language Testing Research Colloquium (LTRC) “Crossing the threshold: Investigating levels, domains and frameworks in language assessment” (University of Cambridge, United Kingdom, 14-16 April 2010) focused on proficiency levels, language domains and the role of interpretative frameworks of reference for language learning, teaching and assessment;
- “Language assessment for integration in the Italian context: International perspectives and the CVCL experience” (Rome, Italy, 11 May 2010) aimed to facilitate an exchange of ideas and experiences between practitioners, consultants and legislators and to inform interested members of the public.

One aspect of ALTE's work focuses on the professional development programme including a 3-tier training programme in language testing and specialised language courses with ALTE experts:

- Launch of the first Tier 3 language testing course: "The application of structural equation modeling in language testing research" (Charles University, Prague, Czech Republic, 8-9 November 2010).
- ALTE Foundation courses in language testing, testing speaking and listening (Rome, Italy, 15 May 2010) and ALTE Foundation course in language testing: getting started (Prague, Czech Republic, 13 November 2010)
- "ALTE testing course: An introduction to assessing writing" (Rome, Italy, 10-11 May 2010): addressed the main issues associated with the assessment of writing including a model of writing ability and a framework for testing writing, choosing, designing and critiquing test formats and tasks, as well as rating scales, raters and the rating process;
- ALTE Introductory course in language testing 2010 (Bilbao, Spain, 20-24 September 2010) and ALTE Introductory course in language reading 2010 (Bilbao, Spain, 27 September – 1<sup>st</sup> October 2010).

Moreover, the work performed by the following ALTE special interest groups could be of interest to the members of the Professional Network Forum:

- The Language Assessment for Migration and Integration Special Interest Group provides a platform for language testers to discuss the issues they are confronted with in their own countries and to support each other in attempting to ensure issues of test fairness and their relationship to civil and human rights are properly understood and considered by policy makers.
- The Young Learners (Teenagers & Children) Special Interest Group focuses on the testing of children in the international context.
- One of the key issues discussed by the ALTE Language for Specific Purposes (LSP) Special Interest Group is the relationship between language for specific purpose examinations and general language examinations.

The ALTE website provides updated information on the ongoing work of these working groups.

The revised version of the *Manual for Language Test Development and Examining – For use with the CEFR* is now available on the Council of Europe website:

[[http://www.coe.int/T/DG4/Linguistic/ManualLanguageTest-Alte2011\\_EN.pdf](http://www.coe.int/T/DG4/Linguistic/ManualLanguageTest-Alte2011_EN.pdf)].

ALTE was commissioned to prepare this revised version of the Manual by the Language Policy Division of the Council of Europe and representatives of many ALTE Members and Affiliates, particularly members of the ALTE CEFR/Manual Special Interest Group and their colleagues, contributed to the revision by supplying materials and reviewing draft texts at various stages in the process. The Manual is a useful addition to the 'toolkit', which offers support to assessment providers and other practitioners with an interest in language testing in the use of the *Common European Framework of Reference for Languages*.

Among the key events organised this year ALTE's 4<sup>th</sup> International Conference will take place from 7-9 July 2011 in Krakow, Poland, with the theme "The impact of language frameworks on assessment, learning and teaching". Five hundred participants are expected. Waldemar Martyniuk has been invited to give a keynote speech. This will be an excellent opportunity to disseminate information about the Professional Network Forum.

### 1.2.3. European Association for Language Testing and Assessment (EALTA)

[[www.ealta.eu.org](http://www.ealta.eu.org)]

[PowerPoint presentation, updated version January 2011: see [www.ecml.at](http://www.ecml.at)]

**Ms Gudrun ERICKSON**, Secretary of the European Association for Language Testing and Assessment (EALTA), presented the latest developments of the European Association for Language Testing and Assessment (EALTA), a professional association for language testers in Europe which aims to cover and represent the interests of those who work in language testing and assessment or associated areas of language education and applied linguistics in Europe.

EALTA membership mainly includes teacher educators, teachers, people involved in the development of tests in national or institutional testing unites or centres, students in higher education and researchers from 63 countries. In 2010, there was an increase in membership (numbers from December 2010): 1232 individuals (+28%), 145 associate members (+34%), 54 institutional organisations (stable) and 17 experts (increase by 2). Membership is free for individuals and

associate members, and there are low fees for institutions and experts. One key principle is to try to keep costs very low and to be as inclusive as possible.

EALTA makes all its materials on previous projects, from the conferences and other events available for free on the website ([www.ealta.eu.org](http://www.ealta.eu.org) > Resources > 2010). The latest online resources are:

- Felianka Kaftandjieva's second doctorate on six recent standard-setting methods and accompanying MPI programme
- Materials from EALTA's 7<sup>th</sup> Annual Conference (The Hague, Netherlands)
- Materials from EALTA's first Summer School (York, United Kingdom) include guidelines for good practice, emphasize common guidelines and deal with issues relating to the classroom and teacher education: *Good practice in language testing and assessment: an educational perspective*
- Materials from a joint IATEFL TEA SIG/EALTA conference (Barcelona, Spain): *Putting the CEFR to good use* (proceedings to be published)
- Materials from the first SIG symposium on classroom based language assessment (Cyprus)
- Materials from the first SIG symposium on writing (Warwick, United Kingdom).

In October 2011 a volume on *Collaboration in language testing and assessment* will be published.

EALTA's annual conferences illustrate the wide field of testing and assessment. In 2011, the theme of the annual conference (Siena, Italy) will be "Ethics in language testing and assessment" and will include aspects from classroom all the way to large scale testing. Pre-conference workshops and colloquia will cover topics such as Assessing writing – task development and constructing rating scales and Using the Manual for relating examination to the CEFR.

#### 1.2.4. European Association for Quality Language Service (EAQUALS)

[\[www.eaquals.org\]](http://www.eaquals.org)

[PowerPoint presentation, version January 2010: see [www.ecml.at](http://www.ecml.at)]

**Mr Peter BROWN**, Founding Chair, European Association for Quality Language Services (EAQUALS), highlighted the following developments in his association which aims to promote and guarantee quality in language teaching and learning:

The work on linguistic integration and migration continues.

- EAQUALS held a highly successful international conference in Berlin, Germany, on 22-24 April 2010. The theme of the conference, 'upholding and accrediting excellence in language education', was chosen to mark the completion of a new version of EAQUALS Accreditation Scheme Manual.
- Standards in curriculum and quality in general management have been extended: the new ISO 29990:2010 entitled "Learning services for non-formal education and training -- Basic requirements for service providers" provides basic standards in general training services.

EAQUALS and the British Council have joined together to create a Core Inventory for CEFR levels A1 to C1 for English. The Core Inventory has been published under the title *A Core Inventory for General English* and edited by Brian North, Angeles Ortega and Susan Sheehan. It was launched at the British Council on 11 November 2010 as part of EAQUALS yearly SIP (Special Interest Project) workshop (London, 11-13 November 2010). The Inventory maps the communality of interpretation of the CEFR for General English in terms of curriculum content for young adults. The aim was to produce a resource that can be used by both teachers and learners alongside CEFR descriptors in order to set their priorities (to download the publication: <http://www.eaquals.org/news/item.asp?n=11821>).

EAQUALS 2011 International Conference, on the theme of Enhancing Classroom Language Learning: the Challenges for Teachers, Trainers and Managers, will be held in Prague on 8-9 April 2011 (more information at: <http://www.eaquals.org/news/item.asp?n=12644>).

EAQUALS celebrates its 20<sup>th</sup> anniversary in Trieste, Italy, in November 2011.

### 1.2.5. Conseil européen des langues (CEL) / European Language Council (ELC)

[[www.celelc.org](http://www.celelc.org)]

[PowerPoint presentation, updated version January 2011: see [www.ecml.at](http://www.ecml.at)]

**Mr Wolfgang MACKIEWICZ**, Director of the Conseil européen pour les langues / European Language Council (CEL/ELC), presented the Council's latest developments.

In 2010, CEL/ELC mainly focused on fine-tuning of burning issues and finalised the Council's mission statement (see PowerPoint presentation, p. 4-5).

It organised a Forum (Brussels, Belgium, 2-3 December 2010) with the theme "The multilingual challenge: the next generation" and invited the Executive Director of the ECML to give a keynote speech; the event discussed the role of languages in the internationalisation of higher education, challenges to strategies for language learning and teaching, the relevance of multilingualism to business performance and employability, language mediation and new technological tools, as well as new research designed to address the increasing multilingual challenge.

The CEL/ELC has almost completed its three LLP projects entitled LanQua (a European quality benchmark for the area of languages), MOLAN and MULTICOM and launched three new LLP projects: The "European benchmark framework for Mandarin Chinese", "Optimising professional translator training in a multilingual Europe" and "CELAN – Network for the promotion of language strategies for competitiveness and employability".

Moreover the Business Platform has been consolidated with CELAN and the OMC Thematic Working Group "Languages for jobs".

The CEL/ELC will design a short- and medium-term agenda for 2011-2020 and agree on the format of the new institutional website at its Strategy Board Meeting in Spring 2011. The ECML will be invited to the MOLAN Closing Conference

### 1.2.6. European Confederation of Language Centres in Higher Education (CercleS)

[[www.cercles.org](http://www.cercles.org)]

[PowerPoint presentation, version January 2010: see [www.ecml.at](http://www.ecml.at)]

**Mr Johann FISCHER**, President of the European Confederation of Language Centres in Higher Education (CercleS) and Acting Director Centre for Languages and Transferable Skills, presented the latest developments of the organisation. Its aim is to improve language teaching, learning, assessment at university level and to offer a platform for teachers and staff at university to learn from mutual experience. The confederation has about 340 members and continues to grow.

The 11<sup>th</sup> CercleS conference took place from 2 - 4 September 2010 in Helsinki, Finland. The theme "University Language Centres – Language Policy and Innovation" reflected the importance of languages and language learning in modern society through six thematic lines: Putting policies into practice, Learning outcomes: strategies and realities, Personalising learning environments and networking, Plurilingualism and English as a Lingua Franca, Managing change and quality assurance, and Current issues in languages for specific purposes. The ECML offered a set of materials for exhibition and distribution purposes. The updated conference materials can be consulted at [<http://www.cercles.org/en/main.html>].

In 2009 and 2010, focus groups were set up in order to bring together the competences available within the individual institutions, to learn from each other and further develop ideas, to enhance the quality of their everyday work, and to stimulate innovation and involve more CercleS members in the daily task of the network. It is hoped that the activities of these Focus Groups will lead to more workshops and seminars in various parts of Europe making CercleS more active and more visible. The II CercleS Focus Group meeting was organised in Messina, Italy, from 14-16 May 2010.

Current priorities focus in particular on the following activities:

- CercleS seminar with the theme "Ten years of the CEFR and the ELP. The central role of the learner in using the CEFR and the ELP" will be held from 24-26 November 2011 in Groningen, Netherlands. This event will celebrate the triple anniversary of the European Day of Languages, the CEFR and the ELP. It will enable to look back on the use and the impact of the Common European Framework of Reference (CEFR) launched in 2001 and the European Language

Portfolio (ELP), and will look forward to new challenges and opportunities [more information at [www.rug.nl/languagecentre](http://www.rug.nl/languagecentre) and [www.cercles.org](http://www.cercles.org)].

- CercleS is developing an academic journal which will soon be published. The journal will be available online and in print format from 2011.
- The ECML Call for submissions for the 4<sup>th</sup> programme of activities was disseminated among the CercleS members in December 2010. Further ways will be explored to improve cooperation with the ECML and to make it more efficient and interactive.

### 1.2.7. International Federation of Language Teacher Associations / Fédération internationale des professeurs de langues vivantes (FIPLV)

[[www.fiplv.org](http://www.fiplv.org)]

[PowerPoint presentation, version January 2010: see [www.ecml.at](http://www.ecml.at)]

**Mr Terry LAMB**, President of the International Federation of Language Teacher Associations (FIPLV), presented the latest developments of his organisation. The federation comprises national multilingualism associations and international unilingual associations in over 100 countries and covers several hundred thousand teachers of languages worldwide. It provides a global network of support for language professionals, contributes to their professional development, disseminates the latest international research, and campaigns on issues of concern.

Current activities:

- Terry Lamb was invited to comment on the Australian language curriculum (the Australian context is multilingual, but primarily English).
- The EU project "Languages of Europe: Theory, policy and practice" (LETPP) has come to an end (<http://www.letpp.eu>). The results include a review of current policy and policies at European and national levels, an analysis of how things are changing and suggestions for future action in relation to such central issues as the future model of language policy, the lingua franca, multilingual education, languages beyond school, languages and the worldwide web and multilingual cities.
- The FIPLV participated in the Council of Europe Intergovernmental Policy Forum "The rights of learners to quality and equity in education – the role of language and intercultural skills" (Geneva, Switzerland, 2-4 November 2010). ([http://www.coe.int/t/dg4/linguistic/conference\\_EN.asp](http://www.coe.int/t/dg4/linguistic/conference_EN.asp))
- The FIPLV is involved in the ECML project "Majority language instruction as basis for plurilingual education (MARILLE)" which intends to support teachers in multilingual classrooms and to promote plurilingualism in the majority language classroom. (<http://marille.ecml.at>).
- The ECML project "Language associations and collaborative support (LACS)" continues until 2011. It aims empower teachers through their involvement in associations and to disseminate news about associations and the ECML. (<http://lacs.ecml.at>)

The current priorities focus on continuing to build on membership, opening up membership to unilingual associations (latest member in Georgia), regionalising further as experience has shown that it is much easier to operate on a regional level rather than on a global level, continuing to be involved and looking into new projects, modernising the FIPLV website and structure, and exploring the needs for associations in the 21<sup>st</sup> century.

### 1.2.8. International Language Network (ICC)

[<http://www.icc-languages.eu/ecml.php>]

[PowerPoint presentation, version January 2011: see [www.ecml.at](http://www.ecml.at)]

**Mr Rob WILLIAMS**, Chair of the International Language Network (ICC), presented the latest developments in his network. Elected President in 2010 he replaces Mr Rolf Schärer.

ICC is a network of interested parties in language and vocational education to promote and improve the learning and teaching of languages in adult education, to work in the field of quality assurance and certification, to share expertise and best practice, to collaborate in joint innovative projects, to train teachers, and to disseminate expertise and best practice. The network comprises a range of practitioners and stakeholders in language education including publishers, associations, schools, teachers, etc.

From 28-30 October 2010, ICC was privileged to be invited to participate in the 1<sup>st</sup> International Congress in Mexico entitled "Training for Excellence - Tools for teachers and International Certification". The ICC gave presentations on virtual Learning in 3D worlds, Benefits and Challenges for Teachers and Learners, Principles and Views on Online Training as Means of Creative and Effective Teaching, Accreditation and Certification, The NEW Online Language Test Generation - Language exams for students, Developing Language Tests for ESP (English for Special Purposes) and Teacher Training, Technology and Quality (more information at <http://www.icc-languages.eu/mexico.php>).

The 3rd International Conference "ICT for Language Learning" held in Florence, Italy, on 11-12 November 2010 had the aim to promote and to share good practice and transnational cooperation in the field of the application of ICT to language learning and training and provided great opportunities for networking and dissemination (to download the conference proceedings: <http://www.pixel-online.net/ICT4LL2010/index.php>).

The following ICT-based projects continued:

Teacher Training / Teacher Development:

- The European Certificate in Language Teaching to Adults (EUROLTA) is an ICC teacher training accreditation scheme, an internationally recognised qualification for those who wish to teach modern languages to adults (<http://www.icc-languages.eu/eurolta.php>). In 2010 the training scheme and certification and the related procedures were reviewed and a manual was published.
- European Language Teachers Assessment and Certification (ELTACS) is a dissemination project funded by the European Commission as a part of the Education and Culture DG Lifelong Learning Programme which aims to update and disseminate the EUROLTA certification for teacher trainers, to carry out needs analyses and surveys of current language teacher training, and to initiate an innovative teacher training scheme with complementary EUROLTA certification for teacher trainers. (<http://www.eltacs.eu/ials?id=2>)
- An Expert Forum took place in Berlin on 4 December 2010 to discuss the need for greater regulation and standardisation in teacher training and to establish a set of framework criteria relating to teacher development. ([http://www.icc-languages.eu/groupthink\\_icc\\_berlin.php](http://www.icc-languages.eu/groupthink_icc_berlin.php))

Joint Innovative projects:

- The Deaf Port project intends to develop a multilingual European Language Portfolio for the Deaf and Hearing Impaired. (<http://www.deafport.eu/EN/>)
- The Diverse European Workplace project aims to disseminate intercultural training material through Grundtvig training programmes.

Development of ICT learning platforms and tools:

- "Access to Virtual and Action Learning Live ONline (AVALON)": the 2 year multilateral project focused on facilitating language learning in virtual 3D worlds. It was funded under the EU EACEA Lifelong Learning Programme (LLP) and ran until December 2010. The 10 state funded universities and 16 other public and private organisations operate in the areas of language education, teacher training, intercultural training, language testing and certification, online education, publishing, business communication and networking, design of 3D environments and language learning in virtual worlds. (<http://www.avalonlearning.eu/>)
- "Practice Enterprise for Language: Learning & Intercultural Communication (PELLIC)" is a project of the European Union which aims to develop tools for business communication, including a virtual learning environment, language course materials and teacher support materials. The project integrates tertiary level, advanced and continuing vocational as well as lifelong language learning into authentic multicultural working life and business contexts. (<http://www.pellic.eu/>)
- "Let's GO": The LeTS project (<http://www.leonardo-lets.net/>) developed services addressed to university language teachers (online training courses focusing on the selection of language training products exploiting the ICT potential, on how to use e-learning products and on how to develop language training products exploiting new technologies), promoted the application of new technologies to language teaching and learning, and allowed the sharing and exchange of elearning materials for the teaching of European languages. The project Lets Go (<http://letsgo.pixel-online.org/info/>) intends to promote the practical experimentation of the LeTS portal by two additional target groups: school teachers and professional trainers.

Priorities in 2011 include the ICC Annual Conference (Winterthur, Switzerland, 20-26 January 2011) with the theme “Teaching Languages in a Multilingual Society: Issues and solutions” to which Waldemar Martyniuk, ECML, is invited to give a keynote speech and to offer relevant documentation.

### 1.2.9. Official Languages and Bilingualism Institute (OLBI), University of Ottawa, Canada

[[www.olbi.uottawa.ca](http://www.olbi.uottawa.ca)]

[PowerPoint presentation, version January 2010: see [www.ecml.at](http://www.ecml.at)]

**Ms Aline GERMAIN-RUTHERFORD**, Director of the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) of the Official Languages and Bilingualism Institute (OLBI), presented the latest developments of the Institute.

CCERBAL welcomed a large number of researchers, language teachers and other interested stakeholders at their 3<sup>rd</sup> Annual Conference (April 2010). The theme was “Individual Plurilingualism and multilingual communities in a context of official bilingualism”. The event provided opportunities to explore the present situation and the future of different communities and their local institutions in the context of official bilingualism, and to discover the ECML resources and projects through the keynote speech given by Waldemar Martyniuk and the ECML exhibition stand. The proceedings of CCERBAL 2010 will be available in booklet format in 2011.

From 27-30 September 2010, OLBI also hosted an ECML expert meeting within the framework of the ECML’s project “Combat – Content based teaching + Plurilingual/Cultural awareness” followed by a successful Symposium “European-Canadian project: Integrating plurilingualism/pluriculturalism into content-based teaching” jointly organised by OLBI and the Canadian Association of Second Language Teachers (CASLT). This was a concrete way to highlight the types of projects conducted by ECML.

In March 2010, OLBI jointly organised the first International Symposium on “Language planning in capitals and urban environments: practices and challenges” with delegates from six officially bilingual cities from Europe and Canada – Biel-Bienne, Brussels, Barcelona, Helsinki, Moncton and Ottawa. The event aimed to create a consortium to further research on the topic and a consortium of Canadian institutions to lobby the government to become a full partner of the ECML.

The Canadian International Development Agency has funded a project entitled “Governance for peace through language rights – Sri Lanka” which is administered by Agriteam Canada in cooperation with OLBI. The project’s goal is to support the Sri Lankan government and non-governmental organisations to promote bilingualism and trilingualism, to strengthen and implement policies and programmes that protect and promote language rights as a means to fostering social harmony and contributing to sustainable peace in Sri Lanka.

Furthermore, OLBI cooperates with the Organisation universitaire interaméricaine on multilingualism issues and increasingly seeks cooperation and research synergies in South and North America.

The 4th CCERBAL Conference will be held on 28-29 April 2011 on “Evaluation in a context of individual and global mobility”. The goal is to contribute to the quality of teaching and learning of languages, to the discussion of language policy issues and assessment practices in a context of increasing transnational migration, and to the understanding of the economic and social impacts of language policies on society. Evaluation issues will be explored from three perspectives: language planning and policies, bilingualism, teaching and learning ([www.olbi.uottawa.ca/en/ccerbal2011.php](http://www.olbi.uottawa.ca/en/ccerbal2011.php)).

The Professional Network Forum was in particular useful to disseminate the conference call and the new issue of the periodical *Synergies*.

### 1.3. Update on developments and outlook on activities of the European Union

[\[http://ec.europa.eu/europe2020/index\\_en.htm\]](http://ec.europa.eu/europe2020/index_en.htm)

**Mr Wolfgang MACKIEWICZ** gave an overview of the European Commission's main developments.

Launched by the European Commission in March 2010, the 'Europe 2020 Strategy' follows on from the Lisbon Strategy (2000-2010) and is the EU's growth strategy for the coming decade. It identifies three mutually reinforcing priorities which should help the EU and the Member States deliver high levels of employment, productivity and social cohesion: Smart growth through the development of knowledge, innovation, and education; Sustainable growth based on a greener, more resource efficient and more competitive economy; Inclusive growth aiming to raise labour market participation, fight poverty, and strengthen social and territorial cohesion.

Concretely, the Union has set five ambitious objectives on education, innovation, employment, social inclusion and climate/energy to be reached by 2020. Each Member State will adopt its own national targets in each of these areas. Concrete actions at EU and national levels will underpin the strategy.

In order to boost growth and jobs, the Commission's 'Europe 2020' agenda consists of seven flagship initiatives with a clear link to improved quality and efficiency of higher education, training and research and requiring action at all levels, by EU-level organisations, member states, and local and regional authorities:

- 'Innovation union' aims to improve conditions and access to finance for research and innovation;
- 'Youth on the Move' aims to enhance the quality and international attractiveness of Europe's higher education system and to promote student and young professional mobility;
- 'An Agenda for New Skills and Jobs' aims to integrate both 'work' and 'education' into one lifelong learning process;
- 'Digital Agenda for Europe' aims to create a digital single market and making ultra fast internet accessible to all;
- 'Resource-efficient Europe';
- 'Industrial Policy for the Globalisation Era';
- 'European Platform against Poverty'.

The extent to which the language related issues can feed into these initiatives needs to be clarified. A new consultation for the next LLP will be open in November 2011.

Moreover two online platforms under development were briefly mentioned:

- the business platform for Multilingualism lead by Mr Mackiewicz and
- the civil society platform lead by the GINN Munich.

The Polish government has taken the decision to make multilingualism a cornerstone of its presidency and policy. At an event organised in Warsaw around the European Day of Languages 2011, Commissioner Androulla Vassiliou will give a keynote speech.

### 1.4. Update on developments and outlook on activities of the Council of Europe

**Mr Waldemar MARTYNIUK**, Executive Director of the ECML, informed the participants about relevant activities of the Language Policy Division (LPD).

The report entitled "The right of learners to quality and equity in education – The role of linguistic and intercultural competences" (Intergovernmental Policy Forum, Geneva, Switzerland, 2-4 November 2010) was distributed. It can be downloaded from the LPD website ([http://www.coe.int/t/dg4/linguistic/Source/Source2010\\_ForumGeneva/ForumGeneva2010-Report\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Source2010_ForumGeneva/ForumGeneva2010-Report_EN.pdf)), as well as the materials produced for the Forum (see pp. 40-41). The resources are downloadable from the website of the Language Policy Division of the Council of Europe ([http://www.coe.int/t/dg4/linguistic/conference\\_EN.asp](http://www.coe.int/t/dg4/linguistic/conference_EN.asp)). Special attention was drawn on items I and IV of the list. The topics under item I "Integration of children and adolescents from migrant backgrounds" reflects the priority for the year to come in the wider concept of intercultural education. The topics under item IV "Language and school subjects – Linguistic dimensions of knowledge

building in school curricula” explores which language competences are required to educate pupils in other subjects (for example what should be the language of schooling for learning history or sciences?). The document presenting the items for a description of linguistic competence in the language of schooling necessary for learning/teaching literacy (for example what is taught when teaching Polish in Poland?) is under preparation.

Moreover, the virtual platform for plurilingual and intercultural education was presented ([http://www.coe.int/t/dg4/linguistic/langeduc/le\\_platformintro\\_EN.asp?](http://www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp?)). The purpose of the Platform is notably to offer reference tools that can be used to analyse and construct curricula for languages of schooling which are taught as subjects in their own right and used for the teaching of other subjects. The Platform represents an open and dynamic resource, with system of definitions, points of reference, descriptions and descriptors, studies and good practices which member states are invited to consult and use in support of their policy to promote equal access to quality education according to their needs, resources and educational culture.

Current and future work will focus on migrants and other vulnerable groups and link them to human rights.

Moreover, validation of European Language Portfolios has been replaced by registration. This process will involve both the Language Policy Division and the ECML. The role of the former Validation Committee, a sub-committee of the Steering Committee for Education of the Council of Europe, was to assure the conformity of European Language Portfolio models to the common European Principles and Guidelines.

## 2. Call for submissions for the ECML programme of activities 2012-2015

[Call for submissions: PowerPoint presentation  
<http://call.ecml.at/Materials/tabid/2297/language/en-GB/Default.aspx>]

**Mr Terry LAMB** chaired the second session which intended to present the content of the ECML's 4<sup>th</sup> programme of activities (2012-2015), entitled “Learning through languages: Promoting inclusive, plurilingual and intercultural education” and the related call for submissions, and to discuss how the Professional Network Forum partners could be involved in this framework.

### 2.1. Presentation of the call for submissions

**Mr Waldemar MARTYNIUK** presented the Call for submissions which results from a thorough consultation process and the Graz Declaration 2010, and highlighted in particular the innovative aspects. Submissions will be accepted until 1 May 2011. The new programme will be approved by the Centre's Governing Board and launched at the end of the Closing Conference of the 3<sup>rd</sup> medium-term programme 2008-2011 in September 2011. Projects and experts should be identified by that time.

Concerning the new aspects of this programme, the concept of “Promoting inclusive, plurilingual and intercultural education” is goes well beyond what the Council of Europe and the ECML have done so far. Among the many innovative aspects, the Call document reflects in which ways the ECML as Council of Europe institution is eager to cooperate with (new) partners and stakeholders and is starting to implement the new plurilingual and intercultural concept of language education.

The term “inclusiveness” goes beyond the concept of modern or foreign languages: it reflects a long-term vision of an education that recognises the key importance of language competences in this process and that supports the individuals in primary development to get educated in the context they are operating to become effective citizens in a society. The notion of “inclusiveness” includes formal and non-formal education. It involves decision takers at all levels. It takes into account the work of the different Council of Europe units working in the field of languages and education, language professionals etc. Assuming that without being well equipped with a language we may not be equipped with another subject, language teachers together with teachers of other subjects are invited to feel part of this process. It considers ways to support and work with parents. It intends to examine the impact on beneficiaries and the situation of the learners in a specific context. Going beyond the development tools, approaches and supporting materials, the concept also includes mediation projects which focus on the implementation of this approach.

Additionally, this programme focuses on concepts such as “quality education” (to be understood as fair and equal opportunity education), lifelong learning and mediation to multipliers and stakeholders.

Another new feature is the two types of submissions:

- The call for tenders seeks submissions from individual experts to take part in/coordinate a project outlined by the ECML, targeting areas which have been prioritised by the ECML member states: the foreign language classroom, the majority language classroom, the subject classroom (CLIL oriented projects), informal/non-formal learning or mediation projects.
- The call for project proposals seeks submissions by teams of experts to run a project relating to the programme scheme and to one of the following themes: support for migrant language education, regional or minority languages, sign languages and language provision for the blind and visually impaired, evaluation and assessment, any other innovative approaches in foreign language learning.

The Professional Network Forum is invited to submit proposals for this programme and to contribute to disseminate the Call for submissions. To this end, a brochure and a promotional flyer are available in English and in French in print and online formats, as well as a dedicated website.

## 2.2. Presentation of the materials and website dedicated to the call for submissions

**Mr Michael ARMSTRONG** guided the participants through the website which can be accessed from the welcome page of the ECML main website [www.ecml.at](http://www.ecml.at) or from [www.ecml.at/call](http://www.ecml.at/call):

- The section ‘Call document’ provides the brochure in PDF or linear format with hyperlinks to terminology and reference documents. Section 3.3 ‘The rationale for the ECML Programme 2012-2015’ reflects the Graz Declaration 2010.
- The ‘Activities’ section provides a calendar of dissemination activities organised by partners and stakeholders.
- The ‘Materials’ section provides the call brochure and flyer which can be distributed to the relevant target groups.
- The 3 forms for submitting a project or an individual application as project coordinator or team member are available in the section ‘Application forms’
- The ‘Glossary’ section covers administrative matters related to the ECML.
- The ‘FAQ’ section includes key questions and answers about the programme, the projects and the applications.

## 2.3. Questions for clarification

### What are the reasons to apply?

There are many personal and professional reasons for participation in the ECML’s work:

- giving a broader scope to work in a cutting edge European institution;
- developing expertise in cooperation with participants from 34 ECML member states;
- having opportunities to create, innovate and publish;
- being able to achieve significant results with the support, funding and infrastructure of the ECML;
- benefitting from research and practice within an international context, opportunity to cooperate with colleagues and to benefit from expertise from all over Europe and beyond;
- benefit from wide-scale dissemination opportunities;
- a coordinator or a team member can focus on project content, rather than logistics;
- the opportunity to publish high quality work.

### How is a project financed?

The ECML is responsible for logistics, budgetary matters and financial management relating to the running of all projects within the programme as well as for the production of the final project products. Between 70 000-120 000 Euros are allocated to a 4-year project. In some cases, a project can be cofinanced by other institutions (for example the European Union).

The ECML budget allows only for the payment of modest fees in recognition of the work done by the coordinator and the other team members.

The call document (section 6.3) and the FAQ section describe what financing and support are provided by the ECML. The contribution of the Centre includes:

- travel and subsistence costs for team members (excluding associate partners) and participants for the meetings and events included in the action plan of the project;
- annual coordination fees for each of the roles indicated under section 6.2 (except for associate partners); the expert subsistence allowance for 2011 of €175 per meeting day; workshop participants receive an allowance of € 100 per meeting day.
- The ECML pays an annual coordination fee for each project selected for the Centre's programme of activities. The fee (which amounts to a maximum of €4,500 each year) is divided among team members and the programme coordinator to partially compensate the time spent invested in project work. The payment of the fee, which is linked to a contract, is paid at the end of the year upon submission of the annual progress report
- a 3-month fellowship, if proposed by the project coordinator and approved by the ECML. The fellow will be a recent graduate assisting a project in its research phase;
- the production and distribution of publications selected by the ECML editorial board;
- provision of relevant documentation and materials for events;
- consultancy at all levels of the project (i.e. management, content, technical, website, dissemination, evaluation, project promotion, documentary);
- logistical management of meetings (e.g. invitations, assistance with travel and accommodation).

### **What is meant by “innovative approaches”?**

The term “innovative approaches” allows the Call to be as open-ended as possible. Innovation in language education can be defined in various ways – as a new perspective (considering for example the intercultural and multicultural concept), technology driven learning, placing foreign language learning in a new context, considering foreign language learning as a tool to learn other subjects, considering the linguistic repertoire as a means to acquire any knowledge, mediation etc.

### **How are teams developed?**

The different roles and functions within the projects are described in section 6.2. of the call (project coordinator, website correspondent, second working language documentalist, team member, mediation link person (only for development projects), associate partner. Teams are generally set up once the coordinator is selected: the coordinator will generally be selected first and play a role in selecting the other members during a 3 month consultation period. The selected projects will be presented as part of the new programme;

### **How does the ECML handle political and geographical balance and regional team building (considering for example cooperation within the Baltic Region)?**

A team of members from neighbouring states may be interesting. The decision will depend on the quality of the proposals submitted. The ECML encourages intergovernmental cooperation and will seek balance within a team, taking into account that the project results should serve as many as possible.

### **Mediation projects**

There is a real need to mediate projects. However, considering that education in Europe is more diverse than ever before, how can a success story in a specific context be turned into a success story in another context? What messages are needed to make them relevant for many different contexts? One answer could be to ensure high quality projects that are relevant to as many contexts as possible. People could also be encouraged to measure the impact achieved over a period of time and to publish impact reports.

### 3. Dissemination and promotion of the Call: partners' involvement

The third session explored in which ways the network partners can promote the Call and collected suggestions on relevant formats and topics concerning their involvement.

#### ECML measures

Ms Anna KEHL presented the promotional measures of the ECML:

- the dissemination of the documentation to the Governing Board, the National Nomination Authorities, the National Contact Points, the Professional Network Forum and other partners, the coordination teams and participants of the past and current ECML programmes of activities, and Council of Europe networks;
- announcement in the next issue of *Babylonia*;
- the European Language Gazette (5 500 subscribers) devoted a special issue to the Call in January 2011;
- publication of a news item (ECML website, CASLT (Canada), FIPLV); the ECML news item will be sent to further partners;
- FIPLV sent the announcement to its members and inserted a news announcement on its website;
- a PowerPoint presentation of the Call will soon be available in English, French and German and could be used to promote the call during partner events;
- The relevant documentation, logo and links to all the documents could be sent on request to the Professional Network Forum for dissemination purposes through their channels (publications, events etc).

#### Ideas for the ECML to further promote the call:

Ways on best mediating the Call for proposals should be explored: how might it be relevant for different contexts?

Forum partners will invite the ECML to present the Call during relevant events.

A short version in 3 languages should be delivered to the Forum partners for publication on their institutional websites.

IAM could place a short article in two journals (0,5 page), *Zeitschrift für Fremdsprachenforschung* and *International Journal on Multilingualism*.

The Call website could provide quotes from satisfied stakeholders/customers (for example from workshop participants, feedback received on how participants and/or their school benefitted from an ECML project).

Project coordinators could write a short text on the impact of their project (how their project relates to classrooms) which could be used on the call website to show examples of coordinators and projects.

Web platforms such as YouTube or Facebook might be efficient tools for reaching a different target group and community.

#### Potential areas, projects and themes of the partners' work related to the content of the call for submissions:

Topics connected with migration (integration, the role of languages in general, learning in general) (AILA)

The ECML should consider the need for translation and interpretation in effective public services in Europe which is closely linked to individual rights (individual freedom, health rights, etc.) and democracy. ELC set up a special interest group (SIG) on translation and interpretation for public services which analyzes the situation in Europe, identifies issues and needs in terms of legislation, edition and put forward recommendations to higher education sectors, policy makers, the Council of Europe, the European Union etc. The aim is to create a network with partners in the field of education and training, translation and interpretation and ideally to launch a European Masters in translation and interpretation in the future.

Mediation initiatives that could raise awareness and encourage inclusiveness of the deaf and hearing impaired and in research on language education needs and personal development in professional contexts requiring language competences. (ICC)

The impact of the existence of different academic cultures and visions about academic career, education etc on the professionals might be interesting (OLBI).

The impact when public services such as fire service, police service recruit from the original community (EUNIC)

Collaboration with associations at all levels of education is interesting. FIPLV focuses mainly on primary and secondary schools. A different focus would complement that very well.

The Forum partners could supply expertise within the network and offer an additional perspective when requested.

The ECML offers the following resources that can be used by the partners:

- The website <http://contactpoints.ecml.at> provides the contact details of contact persons in each member state and Canada involved in the projects, information about the projects and their workshop reports; these contacts might be useful if partners look for specific experience and expertise;
- Partners could use the ECML events database (<http://www.ecml.at/Resources/Internationaleventscaendar/tabid/165/language/en-GB/Default.aspx>) to publicise their events or the ECML expert database (<http://www.ecml.at/Resources/Experts/tabid/115/language/en-GB/Default.aspx>) to find speakers for conferences or to promote expertise within their organization.

#### 4. ECML conference 2011

[Draft agenda of the conference DGIV/EDU/Graz(2010)47rev]

**Mr Michael ARMSTRONG**, presented the draft agenda for the conference.

The Closing Conference of the 3<sup>rd</sup> medium-term programme of activities of the ECML (2008-2011) is the Centre's major event in 2011. The conference will be held at the Karl-Franzens University, Graz, Austria, from 29 September to 1 October (2,5 days). The working languages will be English and French. German will be provided in the opening ceremony.

The event will enable the ECML to publicise the results of the 24 projects and special focus activities conducted between 2008 to 2011, to highlight good practice, to promote examples of national contexts, and to officially launch the new ECML programme of activities 2012-2015 entitled "Learning through languages: Promoting inclusive, plurilingual and intercultural education". It will also be a key opportunity to promote the ECML's work to states which are still not members of the Centre's Partial Agreement, in particular Canada, Italy, Portugal and the Russian Federation, which have already expressed great interest in the Centre's activities.

An international audience of 200-250 participants will be expected. On the one hand, the ECML will invite about 150 participants at its own costs including its Governing Board, the Austrian Association of the ECML, the project coordinators and project participants who will present the achievements and highlight to what extent they can be applied within national and professional contexts, experts who will be nominated by the National Nominating Authorities from the Centre's 34 member states, EU representatives, as well as Council of Europe representatives from the Language Policy Division and the Secretariat of the European Charter for Regional or Minority Languages. On the other hand, there is the possibility to welcome 100 additional experts including the partners of the Professional Network Forum. In this case, travel and subsistence costs should be borne by each expert / partner institution.

The two first sessions will focus on decision makers, the following ones on a specialist audience. All project results will be presented in parallel sessions of 45-minute presentations and 90-minute mini-workshops. In the show and tell sessions coordinators from different projects will speak to people on an informal basis. The 10<sup>th</sup> Anniversary of the European Day of Languages (26 September) will also be a theme within the conference.

The conference report will basically consist in a user friendly presentation (catalogue) highlighting how the achievements could be taken up in the national contexts.

The members of the Professional Network Forum will be conference partners, as a further means of 'opening up' the conference and situating it in a wider context whilst ensuring high quality standards. They were informed about the draft agenda of the conference and invited to give their feedback in particular on the following four points:

a) On 30 September the opening session will focus on the issue: "Is quality work of language educators important for national and European developments?". The Forum partners were invited to suggest a potential keynote speaker with a political background who could deliver a speech on language education on political level. Baroness Cousins, Lord Davies and Ladie Katie Ashton were proposed as interesting options. In the meantime Anne Brasseur, Member of the Parliamentary Assembly of the Council of Europe, accepted to give the keynote speech on this occasion.

b) Level of involvement: the Forum partners will receive the call for nomination in due time and can nominate 2 representatives to participate at their cost within the conference. Additional representatives would be possible on a 'first-come, first-served' basis.

c) The Forum partners will be invited to participate in the project fair which will be launched within the framework of the opening ceremony on 29 September 2011 (afternoon). The fair will display all materials produced by each project, including publications, flyers and a display describing what project sought to achieve and the results. The Forum partners could provide a stand, banner, flyers and present their institution and related project work. They were invited to decide whether they would like to be grouped together or put together with projects which are best suited to the topics (for example, EALTA – Evaluation strand of the ECML), and to reflect on their presentation (related themes and initiatives etc.) within this area.

d) On 1 October a discussion panel – currently composed from the 12 partners of the Professional Network Forum and the Language Network Graz ([www.sprachennetzwerkgraz.at](http://www.sprachennetzwerkgraz.at)) – will discuss synergies arising from partnerships in language education. The Forum members were invited to make suggestions on the running of this session in a lively manner and expressed the following ideas:

- Format: Concerning the optimal panel size and composition, a smaller panel with 4-5 people might be more appropriate than a larger one with all partners. A professional journalist could be asked to handle this session like a television debate, to moderate such a format and to focus the debate, and to avoid a communication gap between experts and the end users. Content: The conference would launch 24 sets of results (publications, websites, CD-Roms, flyers, folders) and disseminate them to stakeholder groups: a key issue is to examine on how best information about these achievements can be prepared and communicated through the most appropriate channels. The political message with the main principles should be distilled for stakeholder groups. The discussion should also offer inspiration and enable to launch the new medium-term programme of the ECML. According to the defined target audience, the discussion could bring together the experiences and make the kick-off into the next generation of cooperation.
- Dissemination measures foreseen by the ECML include free provision of all project publications with a short description and the relevant links to the full versions in the Resources section on the ECML website (<http://www.ecml.at/publications>). The web section "Publication of the month" will also be used to highlight the publications throughout the period 2012-2015. Beyond the existing distribution lists of dissemination of the ECML, the Centre will inform people who have already expressed an interest or might be potentially interested in project results (with the support of the project coordinators).

## **5. Closing statements**

### **5.1. Usefulness of future cooperation and meetings**

The date of the next meeting at the ECML was set for 2 February 2012.

All partners highly value this kind of cooperation, meeting and exchange. These occasions enable to update each partner of ongoing activities, to develop synergies, to highlight burning issues, to report on current trends relating to the individual institution, to use them in each partner's context (for example to design calls, to reflect on one's own work), and to ensure necessary lobbying. From the ECML point of view, it was very useful to think about the Call as a common product. The Centre hopes to receive many interesting proposals for its next medium-term programme of activities.

Future meetings of the Network Forum could adopt the format of a topic oriented seminar, colloquium, and/or joint conference. The content could focus on:

- the presentation of the new medium-term programme of the ECML at the next meeting in 2012;
- the presentation of ECML developments and how they relate to the work of the network partners;
- exploring ways to organise joint conferences around themes relating to ECML priorities that are also relevant for the partners. It was suggested to organise such at conference in 2013 (not possible before) which aims to exchange views on the progress of the 4<sup>th</sup> medium-term programme of activities of the ECML; to discuss how partners could contribute to specific projects which are linked to key issues and/or topics they are involved in; and to focus on burning issues and the possible steps to address these.

### **5.2. ECML follow-up**

The ECML will send the meeting report to the participants, update the dedicated website with the latest developments in the partner organisations, dedicate a space in the relevant web section for each new member, and update the flyer of the Professional Network Forum with further three members. The new forum partners – IAM, EPA, EUNIC – are invited to provide the ECML with a short description and the logo. The Centre will provide a news item summarising the event.

**APPENDIX I**

2nd ECML Professional Network Forum on Language Education  
(Graz, 6 January 2011)

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## Agenda

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Wednesday evening, January 5<sup>th</sup>, 2011, at 20.00: Informal get-together the evening before the meeting at Restaurant "Der Steirer", Graz, Belgiergasse 1

|               |  |
|---------------|--|
| 09.00 – 09.15 | <b>Opening:</b> <ul style="list-style-type: none"> <li>• Welcome to ECML (Alan Dobson &amp; Waldemar Martyniuk)</li> <li>• Introduction of participants</li> <li>• The purpose and the agenda of the meeting (Waldemar Martyniuk)</li> </ul>   |
| 09.15 – 11.00 | <b>Session 1: "Update on network partner activities"</b> <ul style="list-style-type: none"> <li>• Presentation of new Network members</li> <li>• Brief statements by all partners on the latest developments in their organisations, incl. follow up to the Graz Declaration 2010</li> <li>• Update on developments and outlook on activities of the Council of Europe and the European Union</li> <li>• Discussion</li> </ul> |
| 11.00 – 11.15 | Coffee break   |
| 11.15 – 12.30 | <b>Session 2: "Call for submissions for the ECML programme of activities 2012-15"</b> <ul style="list-style-type: none"> <li>• Presentation of the Call</li> <li>• Questions for clarification and discussion</li> </ul>   |
| 12.30 – 14.30 | Lunch break  |
| 14.30 – 16.15 | <b>Session 3: "Partners' involvement"</b> <ul style="list-style-type: none"> <li>• Dissemination and promotion of the Call</li> <li>• Possible areas, themes, and formats for partners' involvement</li> <li>• Discussion</li> </ul>   |
| 16.15 – 16.30 | Coffee break   |
| 16.30 – 17.30 | <b>Session 4: "ECML conference 2011"</b> <ul style="list-style-type: none"> <li>• Presentation of concept and draft agenda</li> <li>• Involvement of partners</li> <li>• Discussion</li> </ul>   |
| 17.30 – 18.15 | <b>Closing statements</b>  |
| 19.00         | <b>Reception/Dinner offered by the Austrian Association of the ECML</b><br><a href="http://verein.ecml.at/">(http://verein.ecml.at/)</a>   |

## APPENDIX II

## EUROPEAN CENTRE FOR MODERN LANGUAGES, GRAZ

## ECML Professional Network Forum on Language Education

2nd meeting (Graz, 6 January 2011)

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