

The European Centre for Modern Languages Professional Network Forum

ECML

The Professional Network Forum is formed of international associations and institutions that share common values and have overlapping expertise in the field of language education and assessment. Under the auspices of the ECML, the members of the Forum have agreed to share their know-how and have committed themselves to work together on areas of common interest in the service of language education.

AILA, the International Association of Applied Linguistics, is the international federation of national or regional associations of applied linguistics, contributing to the development of all subject areas of applied linguistics. www.aila.info



ALTE, the Association of Language Testers in Europe, is an association of providers of foreign language examinations and includes many of the world's leading assessment bodies. Through its activities ALTE provides leadership in addressing issues of test quality and fairness and in raising awareness of language testing issues. www.alte.org



CercleS, the European Confederation of Language Centres in Higher Education, is a confederation of independent associations and brings together some 290 institutions whose main responsibility is the teaching of language. www.cercles.org



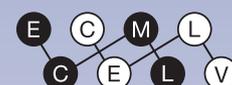
EALTA, the European Association for Language Testing and Assessment, is a professional association for language testers in Europe, aiming to promote the understanding and the sharing of testing and assessment practices throughout Europe. www.ealta.eu.org



EAQUALS, the European Association for Quality Language Services, is an international association of language training providers aiming to promote and guarantee quality among institutions offering language education and training and language teacher training. www.eaquals.org



ECML, the European Centre for Modern Languages of the Council of Europe, functions as a catalyst for reform in the teaching and learning of languages. It assists its stakeholders in its 34 member states in bringing language education policies and practices together. www.ecml.at



CEL/ELC, the Conseil Européen pour les Langues/ European Language Council, is an association whose main aim is the quantitative and qualitative improvement of knowledge of the languages and cultures of the European Union and beyond. www.celelc.org



FIPLV, the Fédération Internationale des Professeurs de Langues Vivantes, is the only international multilingual association of teachers of languages. www.fiplv.org



ICC, the International Certificate Conference e.V., is a non-governmental organisation and sets standards for a transnational network of language learners. The ICC is an international association with local impact representing the field of language learning and teaching. www.icc-languages.eu



OLBI, the Official Languages and Bilingualism Institute of the University of Ottawa, strengthens and promotes education and research in the fields of teaching, evaluation and language-policy design in Canada. www.olbi.uottawa.ca



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The European Centre for Modern Languages

The Graz Declaration on Language Education 2010



“Quality education for plurilingual people living in multilingual societies”

On 7 January 2010, the INGO-Professional Network Forum on Language Education was founded at the European Centre for Modern Languages (ECML) of the Council of Europe in Graz. The Forum brings together eight renowned international associations working in this area, all of which had signed bilateral cooperation agreements with the ECML, and have competences relevant to policy, research and practice in language education. The Graz Declaration 2010, summarized below, provides the basis for the activities to be undertaken by the new Professional Network Forum.

TOWARDS A NEW CONCEPT OF LANGUAGE EDUCATION

The members of the Professional Network Forum on Language Education undertake to work together on various key initiatives, including:

1. An **overview** of European and **international reference sources** on which to base national, regional, and local language education policies, strategies, and practices.
2. Closer international and regional cooperation in **sharing and applying relevant research**, and ensuring that relevant research projects are properly designed to address new challenges
3. **New approaches** to learning, teaching, and assessment in multilingual and multicultural classrooms, including among recently arrived migrants
4. **Improved mutual recognition of language qualifications**, specifically in less widely taught languages and languages for specific purposes
5. The development of a **common approach to the assurance and enhancement of the quality of support for language learning across all sectors**, and of schemes for promoting quality and outstanding achievement in language education
6. Ways of **identifying the professional competences needed by language teaching professionals working in different contexts**, including more effective use of new technologies in (language) education, innovative pre-service language teacher education, and mobility programmes for teachers.
7. An **open forum** for discussion of language education policies and their implementation leading to more integrated approaches to language education at national, regional, and local levels.
8. A **common language to discuss and develop ways of assessing linguistic and plurilingual competences**, and a redefinition of the concept of literacy in multilingual communities
9. **Further development and implementation of Council of Europe tools**, such as: the Common European Framework of Reference (CEFR) and the European Language Portfolio (ELP); the development of reference standards for competences in the languages of schooling, academic education and language courses for migrants, as well as for the most widely used non-European languages; the wider use of ‘personal language profiles’ (e.g. in language portfolios).
10. **Implementation of relevant Council of Europe recommendations**, such as Recommendation (2008)7 on the use of the CEFR and the promotion of plurilingualism.

The signatories of the Graz Declaration 2010: Bernd Rüschoff, the International Association of Applied Linguistics (AILA), Berit Halvorsen, the Association of Language Testers in Europe (ALTE), Johann Fischer, the European Confederation of Language Centres in Higher Education (CircleS), Sauli Takala, the European Association for Language Testing and Assessment (EALTA), Peter Brown, the European Association for Quality Language Services (EAQUALS), Waldemar Martyniuk, the European Centre for Modern Languages of the Council of Europe (ECML), Wolfgang Mackiewicz, Conseil européen pour les langues / European Language Council (CEL/ELC), Terry Lamb, the International Federation of Language Teacher Associations / Fédération Internationale des Professeurs de Langues Vivantes (FIPLV), Rolf Schärer, the International Certificate Conference (ICC), Aline Germain-Rutherford, the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa, Canada,