



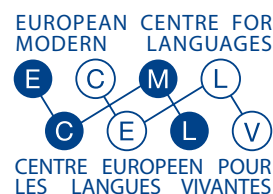
CALL FOR PROJECT PROPOSALS FOR THE ECML PROGRAMME 2024-2027

Language education at the heart of democracy



ENG

European Centre for Modern Languages of the Council of Europe



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Part 1

Understanding the Call

Background

Are you passionate about languages and currently active in the field of language education as a teacher, teacher educator, inspector, researcher and/or curriculum or materials writer? Are there particular aspects of language education which concern you, for example limited opportunities for the learning of languages other than English, a lack of interest in less widely spoken languages, the place of home languages or of languages in the vocational sector? Perhaps you're thinking

about the impact of artificial intelligence on language learning and teaching. Or maybe you are feeling the impact of recent and current crises in your context and on your learners.

Do you have ideas for addressing any of these challenges? Are you in a position to identify examples of inspiring practice or relevant research findings? Could it be that you are already working on one of these topics at national level?



If so, and you live and work in an [ECML member state](#), then this Call for project proposals from the **European Centre for Modern Languages of the Council of Europe (ECML)** is for you! Read on to find out how you can share your expertise and take part in a truly intercultural, inspirational and transformative learning experience.

New to the ECML?

Don't let that be a barrier – in fact, the ECML is keen to reach out to newcomers and to encourage the next generation of language professionals to benefit from this unique European platform and will also be organising a **webinar for potential proposal writers** new to the Centre.

This webinar will take place on **Monday 12 June from 15:00-17:00 (CET)**; registration for this webinar can be found on the dedicated [website for this Call](#). The recording will be available on the ECML Call website immediately afterwards.

The webinar will address such topics as:

- how ECML projects are organised;
- what kind of project outputs are envisaged;
- what makes a successful project proposal;
- where to find relevant Council of Europe resources and how to build on these;
- how to find team members.

On the next page you will find a brief summary of how the ECML works; you can find out more by visiting our website: www.ecml.at.

The role of the ECML

The ECML is an enlarged Partial Agreement of the Council of Europe, currently with 35 [member states](#)¹. Established in Graz, Austria in 1994, **the ECML's mission** is to encourage excellence and innovation in language learning and teaching and support its member states in the implementation of effective language education policies. It does so by working with decision-makers in member states and bringing together language experts from across Europe to develop innovative, research-informed approaches and resources to help overcome challenges in language education.

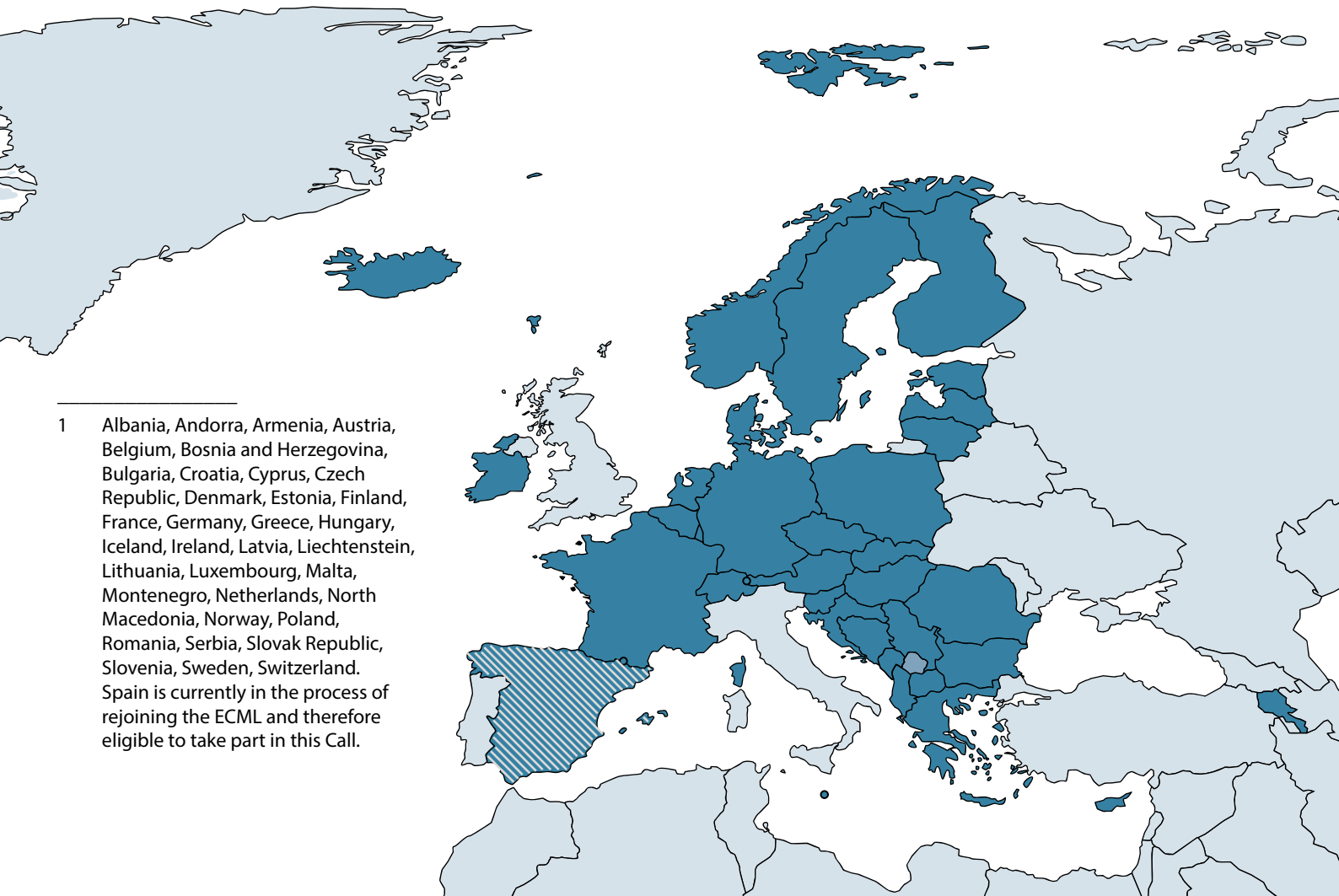
The ECML initiates and coordinates [4-year programmes](#) which consist of two strands: development and mediation. The development strand primarily covers innovation projects which result in new resources for language professionals. You can find out more about ECML resources in the section entitled "[ECML project outputs](#)". The mediation strand consists of in-country capacity-building ([ECML Training and consultancy](#)), as well as of activities for a wider public, such as the [European Day of Languages](#) (EDL), webinars and conferences.

Across all of its activities, the ECML is in constant dialogue with all those involved in language education, be they ministry representatives from member states, national and international networks, INGOs working in the field of language education through the ECML Professional Network Forum, as well as individual researchers, inspectors, education administrators, teachers, teacher educators, parents or community workers. It also works closely with the European Commission: a Cooperation Agreement between the two institutions allows for the co-funding of certain Training and consultancy activities, a [summer academy](#) for language teacher educators, and specific initiatives such as the activity initiated by members of the ECML's [Professional Network Forum](#): "[Language education in the light of Covid: lessons learned, ways forward](#)".



In this way, the ECML acts as a platform and meeting place for all those involved in language education with a remit that goes beyond traditional foreign languages to include all

languages present in any given educational context, whether or not they are part of the official curriculum.



1 Albania, Andorra, Armenia, Austria, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, North Macedonia, Norway, Poland, Romania, Serbia, Slovak Republic, Slovenia, Sweden, Switzerland. Spain is currently in the process of rejoining the ECML and therefore eligible to take part in this Call.

The focus of this Call

This Call is specifically **for project proposals for the development strand** of the next ECML programme 2024-2027. The proposed projects must address current priorities in ECML member states; more detail on these priorities and on how they were identified can be found in the section entitled “[Themes for project proposals](#)”. The Wordle below is designed to give you an initial impression and to tempt you to find out more.

Context and rationale

As an Enlarged Partial Agreement of the Council of Europe, the ECML’s work contributes to the promotion of the three overarching values of the organisation: democracy, human rights and the rule of law. Language education has a critical role to play: the provision of lifelong, quality language education supports not only educational and professional success, but personal development and a sense of self-worth, which in turn contribute to a democratic, socially cohesive and peaceful Europe.

The Council of Europe has played a key role in bringing about positive change in the field of language education across Europe and beyond, broadening the aims from a focus on modern foreign languages to a recognition of the importance of the languages of schooling and the need to draw on all languages in a learner’s repertoire, whether or not they are present in the curriculum. By capitalising on learners’ individual linguistic repertoires, it places the development of plurilingual and intercultural competences at the core of learning and teaching, promoting linguistic and cultural diversity in the pursuit of quality education for all.

Although many countries have embraced this positive change, they are hampered in their progress by a wider political climate of growing intolerance towards other people, cultures and the languages they speak, by limited financial and human resources and by compartmentalised education systems. In recognition of this challenging situation and in order to highlight the role that quality language education can



play in strengthening our democracies, the Council of Europe developed [Recommendation CM/Rec\(2022\)1 on the importance of plurilingual and intercultural education for democratic culture](#), which was adopted in February 2022 by the Council's decision-making body, the Committee of Ministers. By building on two key Council of Europe instruments – the [Common European Framework of Reference for Languages \(CEFR\)](#) and its [Companion volume](#), and the [Reference Framework of Competences for Democratic Culture \(RFCDC\)](#), the Recommendation emphasises the contribution that quality language education can make to strengthening democratic citizenship and human rights.

The Recommendation presents a holistic and ambitious vision for language education and at the same time, through its Explanatory Memorandum, showcases the rich array of high-quality, relevant Council of Europe resources and the practical support offered by the ECML. Situated as it is at the interface between policy, research, teacher education and practice, the ECML is in a unique position to support member states as they work towards implementing the Recommendation.

ECML survey on current priorities in language education

This Call is the result of a process of dialogue and negotiation. It outlines a range of current priorities in language education, identified by the ECML's 35 member states. These priorities will be the focus of the next ECML programme 2024-2027.

The main instrument for identifying current priorities in language education was a survey carried out in late 2022. It was addressed to ECML Governing Board members as well as to language professionals and was based on different sources of data: documented feedback received from National Authorities, experts and participants at ECML events as well as key ECML and wider Council of Europe publications. The same survey was sent separately to experts and network partners involved in ECML activities.

The survey was organised around the nine ECML [thematic areas](#) which reflect main trends in language learning and teaching and provide insights into the wide range of topics, theories and



practices that have been the concern of language education for a number of years. In light of more recent developments in language education and feedback from member states and language professionals, a further thematic area was added to these nine: that of transversal competences, or 21st century skills as well as an overarching section on the Recommendation of the Council of Europe on the importance of plurilingual and intercultural education for democratic culture.

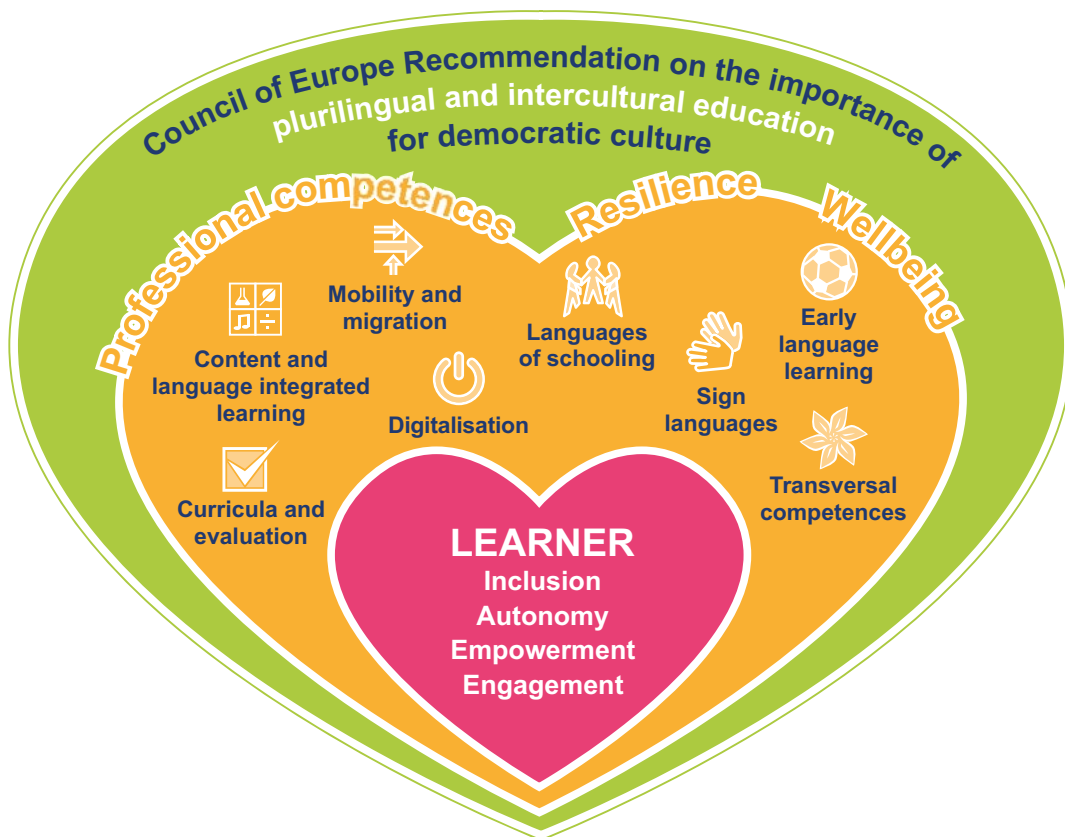
Survey findings – key messages for the ECML programme 2024-2027

Respondents to the survey indicated the relevance of **all** thematic areas, including the additional theme of transversal competences and the importance of targeted support in relation to the Council of Europe Recommendation on the importance of plurilingual and intercultural education for democratic culture.

What emerged was a clear recognition that in order to meet learners’ complex needs and to realise the vision presented in the Recommendation, simultaneous action is required at multiple

levels: at organisational and policy level within curricular and assessment reform processes, as part of teacher education (both pre- and in-service), at the level of educational institutions, both among teachers of different subjects and in the wider school community as well as at the level of individual teacher competences and attitudes – each level reviewed through a holistic lens which embraces all languages and places the learner at the centre.

The findings also led to the development of the new diagram below. This diagram not only represents the relationship between the survey themes in a more accurate way, with the new Recommendation providing an overarching framework for the ECML’s work, it also highlights the ECML’s particular focus on providing support for all those working in the field as they respond to the diversity of learner needs. Most importantly, it reminds us of the ultimate goal: to place learners at the heart of our work, so that they can develop their linguistic and intercultural competences, their autonomy and social responsibility, in order to participate fully in democratic societies.

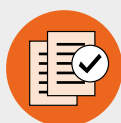


Themes for project proposals

The survey also highlighted specific themes within language education where challenges remain. These are listed in the following table and provide the basis for new project proposals.

How are the themes organised?

The findings of the ECML survey reveal that certain themes are a priority at multiple levels or “orientations”, listed below:



policy implementation;



(language) teacher education (both pre- and in-service);



the practice of language teaching and learning (in classrooms or in other formal and/or non-formal settings).

These themes have been labelled “top priorities in member states”. Applicants submitting project proposals in this category can choose their preferred orientation: policy implementation, (language) teacher education or the practice of language teaching and learning.

The remaining themes, which also refer to important priorities in language education identified in the survey, have been organised according to the specific level or “orientation” most frequently mentioned in the survey. All submissions will be considered on an equal basis irrespective of the chosen category/priority.

Please be aware that the orientation simply refers to **the main**, but **not the exclusive, focus** or **emphasis** of a project proposal. The chosen orientation will have an influence on the type of **outputs** to be developed and on the **main target group** – for example, the orientation on the practice of language learning and teaching will likely result in hands-on, user-friendly resources for teachers as the main target group. Irrespective

of the orientation, it is important to keep in mind that the ECML’s role is primarily to support **practical implementation**.

Please also note that many of the themes listed are broad in nature and therefore **do not correspond to project titles** which should relate clearly to the chosen aspect but be more specific. In the **Appendix** you can find the same table but with an additional column on the right where related ECML and Council of Europe language policy and education resources are listed.

Top priorities in member states



All orientations possible:

- policy implementation
- teacher education
- practice of language teaching and learning

Holistic support (wellbeing/linguistic needs) for recently arrived refugees or migrants

The place of home languages: mediating between home languages and the language of schooling/foreign languages

The linguistic integration of vulnerable children

Literacy development across all subjects

Diverse language classrooms at pre and/or primary level

The inclusion of learners with (any kind of) additional needs in the language classroom

Developing 21st century skills (for example, as critical thinking, autonomous learning, problem solving, negotiation, managing conflict, etc.) by addressing global challenges in the language classroom (for example, sustainable development, democracy, peacebuilding, climate change)

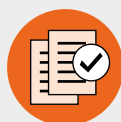
Formative assessment (including peer/self-assessment) for language learning/enhancing the range of assessment procedures, including digital forms of assessment

Broadening the range of additional languages on offer (formal/non-formal)

Increasing motivation to learn languages in addition to English

Artificial intelligence in language learning and teaching

Other important priorities in member states



Orientation: policy implementation

First steps towards implementation of the [Recommendation of the Council of Europe on the importance of plurilingual and intercultural education for democratic culture](#)

CLIL in vocational education or adult education

CLIL: the challenges of continuity, assessment and inclusion

Language support for skilled/qualified migrants to enter the workplace or tertiary education at the appropriate level

Addressing the linguistic needs of learners left behind as a result of the pandemic

Constructive alignment: language curricula, teaching and assessment



Orientation: (language) teacher education

Linguistic and culturally sensitive approaches

The role of home languages in the teaching of the language of schooling or language in other subjects

CLIL: knowledge-building in subjects

The formative and summative evaluation of plurilingual and intercultural competences

Developing language teacher autonomy, criticality, resilience and wellbeing



Orientation: the practice of language learning and teaching

Developing intercultural competences in the language classroom

Increasing language learner wellbeing and motivation

Interdisciplinary projects to enhance language learning

A focus on literacy/oracy and language development in vocational education and training or higher education

Hybrid and blended modes for more effective and more inclusive language learning

Have you found your area of interest and expertise? Would you like to address one or more of these priorities by getting involved in building networks across member states, developing user-friendly, practical resources which are easily adaptable to different national contexts? If so, we would welcome your proposal.

In Part 2, you will find detailed information on the nature of ECML projects as well as practical information on how to submit a project proposal.

Part 2

ECML projects and project proposals – essential information

ECML project outputs

What sort of outputs are produced?

At first glance it may seem strange to start with the end of a project, i.e. the output but this is a very helpful way to help you understand what the ECML's expectations are for your proposed project. Innovation projects result in user-friendly resources which place a strong focus on the practice of plurilingual and intercultural education.

All resources are produced in at least two languages, one of which must be either English or French/German. Resources from current projects as well as resources developed in previous programmes are all made available on the ECML website, organised for easy access within the following thematic areas and also accessible via the [publications database](#).

The target groups of ECML resources reach out not only to teachers, teacher educators and curriculum developers but also to learners, parents, and policymakers. Statistics and impact



studies such as the [evaluation of the 2016-2019 programme](#) show that these resources are widely used and have considerable influence on new approaches to language learning and teaching in Europe. This [flyer](#) gives you an overview of projects in the current programme 2020-2023: themes, target groups and outputs.

What makes project outputs unique?

New resources resulting from ECML projects are unique because they are developed within a framework of democratic and continuous European cooperation and dialogue. Through workshops and network meetings which are built into the project plan, this development process is enriched by the active involvement of the project target group, be they teachers, teacher educators or other language experts from Europe and beyond who provide constructive input including the piloting of draft outputs. This process helps ensure maximum relevance and ownership of the final outputs.

The ECML Secretariat also provides ongoing input and advice as part of the ECML's quality assurance processes. Moreover, an externally appointed ECML project consultant will follow the project development throughout, commenting on draft texts and supporting the project team as required.

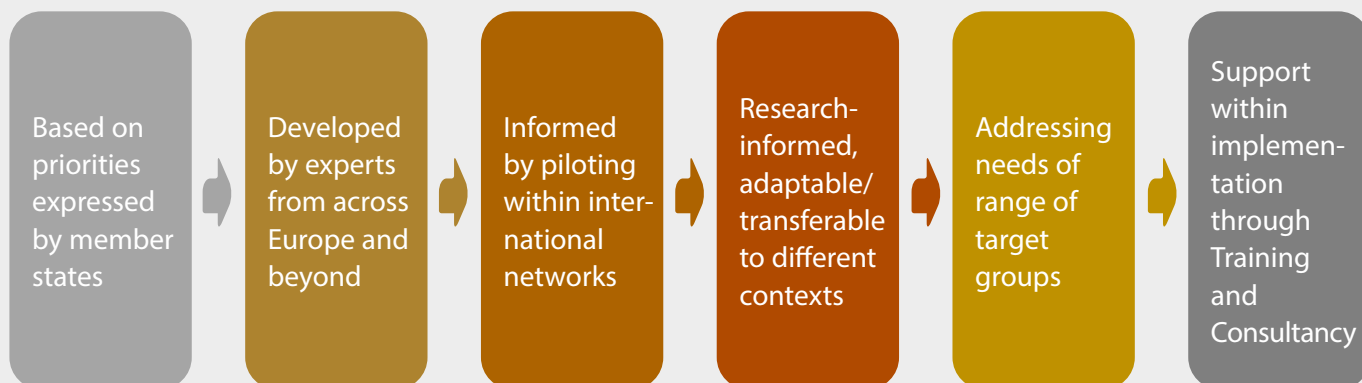
Although this Call focuses on the development strand of the ECML programme, applicants should be aware of the complementarity of the development and the mediation strands: project outputs become new ECML resources which "feed" the mediation activities. For example,

once projects are finalised and the new resources published, project teams can extend their work by developing a Training and consultancy offer for member states based on the project outputs and focusing on implementation and adaptation for different national contexts.

Project outputs – which languages?

English and French are the two official working languages of the Council of Europe, but does that mean they are the only two languages used at the ECML? Of course not! The ECML embraces and actively encourages plurilingualism whenever and wherever possible, both formally and informally. However, in order to be able to quality assure project outputs, these must be produced in either English and French or English and German. German is possible because the ECML is hosted by Austria, a German-speaking country. That said, project outputs should include elements that can be easily translated/adapted into other languages and teams are actively encouraged to use additional languages for certain project activities, such as surveys, promotional videos and during project events.

How are ECML resources developed?



The process is as important as the product

Project teams

- Projects are carried out by a team of four experts, each working and living in a different ECML member state. In exceptional cases, applications from non-member states as team members can be accepted (with a maximum of one project team member from a non-member state).
- One of the experts will be **the coordinator** with overall responsibility for team and project management.

The working time that coordinators dedicate to project work varies considerably. However, based on feedback from current and past coordinators, we believe this work amounts to approximately **20 to 25 hours per month**. We strongly recommend that prospective coordinators secure the approval and recognition of this European cooperation from their employers before submitting an ECML project proposal. Ideally, involvement in an ECML project should bring benefits to the applicant's institution.

The other team members should expect to dedicate on average **10 to 15 hours per month** to project-related tasks and will assume the following roles:

- **Website correspondent:** is primarily responsible for updating the content of the project website. No previous technical expertise is needed.
- **2nd language documentalist:** ensures that key documents relating to the project are made available in the second language, including key project terminology.
- **Communications officer:** ensures that information on project developments and expected outcomes are regularly communicated to relevant target audiences by using different communication channels.

Please note that the tasks can be shared by the four team members. Further details on the roles can be found in the online [FaQ](#) section.

Project teams can be supported in their work by **associate partners**. These are persons with a specialisation in the area of work who become involved with a project team on a voluntary basis (perhaps to pilot resources or to provide background research) and who help raise awareness of the project and disseminate the final outputs. The names of associate partners are made visible on the project web pages. Please note that the ECML does not fund associate partners. The ECML welcomes third-party funding from the institutions of the associate partners. If this is likely to be available, a reference to this support should be made in the application.

Activities organised and funded by the ECML

Projects can be for **2, 3 or 4 years**. Depending on the length and focus of the project, a project will involve one or more of the following opportunities to engage in European dialogue:

Workshop

All ECML projects include a central workshop which allows for the participation of professionals from each of the 35 ECML member states. The participants contribute to the project's development and subsequently act as multipliers in their own countries. It is often the opportunity for establishing a core project network – experts who can commit to further project development work and/or piloting of resources. Each member state has a [National Nominating Authority](#), whose function is to nominate a suitable participant for the workshop, based on a participant profile produced by the project team.

Network meeting

This is a smaller meeting, involving the project team and (up to 14) active members of the project network, selected by the project team. It often has the function of following up a particular

aspect of the workshop such as running national 'sub-projects' or actively working on developing resources based on national feedback.

Expert meeting

This is a meeting of the project team members (ECML funded), sometimes complemented by the presence of associate partners (self-funded).

Webinar for a wider public

This activity enables the project team to reach a wider target audience.

Team members are expected to be present in Graz for all core project activities. Hybrid events are primarily to allow more participants to take part.

Experience over the past years has shown that additional online team meetings, which are not organised by the ECML, are a very helpful and efficient way to complement the project activities organised and funded by the ECML.

Support from the ECML

Applicants may well be familiar with EU projects and how they work. It is important to stress that the set-up at the ECML is VERY different. As a much smaller institution, the ECML works on a limited budget, and the project funding available is substantially lower than for many EU projects. In general, approximately 100 000 Euros is foreseen for all the activities taking place within an individual project (of up to 4 years). The funding is managed by the ECML and is used to cover the following costs:

- annual coordination fees for project team members;
- travel and subsistence costs for meetings;
- technical preparation and design of online resources/publications;
- advice and guidance at all levels of the project from the ECML Secretariat;

- a designated external ECML programme consultant to assist in matters of quality assurance;
- logistical and financial management of meetings;
- technical support for the development of a website, live streaming, webinars and online surveys;
- promotion of the project and its outputs to key target groups in all 35 ECML member states;
- hosting of online resources/publications;
- interpretation of the project workshop into two working languages;
- support for translation of the project outputs.

Annual coordination fee: the team receives a total of 6 000 Euros per year (there is flexibility in the way this is divided among team members). This amount represents a token recognition of team members' commitment to the project.

All financial matters and a large amount of the administrative management are taken care of by the ECML allowing teams to devote their time to the content aspects of their project.

Submission deadline and selection procedure

Who can apply?

A project proposal can **ONLY** be submitted by a prospective project coordinator. This person **MUST** live and work in an ECML member state.

Key dates

ALL applications must reach the ECML **by 23:00 (CET) on Thursday 31 August 2023**. Applications received after this date and incomplete applications will **NOT** be considered.

September 2023

Project proposals will be evaluated by an Expert Advisory Group.

October 2023

- The Bureau of the ECML Governing Board will establish a shortlist of project proposals; the ECML will inform project coordinators whose projects have been shortlisted. Online interviews may take place if aspects of the proposal need to be clarified.
- The Governing Board will make their final decisions on the chosen project proposals for the ECML programme 2024-2027.
- The ECML will inform coordinators whose project proposals have been chosen.

Please note: the ECML reserves the right to ask coordinators to amend their project proposals in line with feedback from the Governing Board.

16 November 2023

Online exchange and brief presentation of new coordinators and projects; following this meeting unsuccessful candidates will be informed.

25-26 January 2024

Face-to-face meeting of project coordinators at the ECML (Graz, Austria).

Selection criteria

0. Key quality indicators

The proposal is...

0.1. complete

0.2. proofread

0.3. clear

0.4. realistic

1. The proposed PROJECT COORDINATOR should demonstrate...

1.1. professional expertise and experience in the relevant priority area;

1.2. knowledge of Council of Europe and other European developments in the field;

1.3. experience in international cooperation;

1.4. involvement in relevant established networks;

1.5. strong project management skills;

1.6. C1 in either English or French/German and at least B2 in the other working language of the project.

Please note: a project coordinator MUST live and work in an ECML [member state](#).

2. The PROJECT PROPOSAL will be assessed according to the following criteria:

ALIGNMENT WITH THE VALUES OF THE COUNCIL OF EUROPE

2.1. The proposal is underpinned by one or more of the Principles in the Council of Europe's [Recommendation on the importance of plurilingual and intercultural education for democratic culture](#):

Plurilingual and intercultural education ...

- is essential to education for democratic culture;
- respects and values linguistic and cultural diversity;
- promotes language awareness and language sensitivity across the curriculum;
- encourages critical reflection on cultural diversity;
- helps to foster critical digital literacy and digital citizenship;
- encourages learner autonomy and values the learner's voice;
- supports the inclusion of disadvantaged and marginalised learners on an equal footing with other learners.

RELEVANCE AND ADDED VALUE

The proposal ...

- 2.2. addresses national priorities as outlined in this Call;
- 2.3. has a clear rationale;
- 2.4. can demonstrate need in relation to the target group/s;
- 2.5. is underpinned by relevant ECML, other Council of Europe or international resources/research;
- 2.6. supports the implementation of the Recommendation;
- 2.7. builds on innovative developments at (inter)national, regional or local level, thereby avoiding duplication.

QUALITY PROJECT DESIGN AND OUTPUTS

The proposal ...

- 2.8. makes effective use of the possible formats of project activities funded by the ECML and shows coherence in terms of objectives, target groups and clearly defined project phases;
- 2.9. proposes digital outputs in the form of innovative, user-friendly and adaptable resources.

STAKEHOLDER ENGAGEMENT

The proposal ...

- 2.10. offers strategies for how to engage the target audience;
- 2.11. presents ideas for engaging national and international networks, associations and other relevant parties.

3. The project team will be assessed according to the following criteria:

Team members ...

- 3.1. have professional expertise and experience in the relevant project domain;
- 3.2. are involved in relevant established networks;
- 3.3. demonstrate all C1 in either English or French/German and at least B1 in the other working language of the project;
- 3.4. are willing to undertake, together with other team members, the typical project tasks as outlined in the description of team member roles.

The ECML is keen to encourage the participation of experts from across ECML member states. With this in mind, the final selection of project proposals will take into account the range of member states represented in the project proposals.

Please note: the ECML programme 2024-2027 will fund approximately ten projects, depending on the proposed duration and the quality of the submissions.

Further relevant links

ECML

- ECML member states
www.ecml.at/memberstates
- Overview of ECML programmes
www.ecml.at/programme
- ECML training and consultancy for member states
www.ecml.at/trainingandconsultancy
- ECML publications
www.ecml.at/publications
- ECML 25th Anniversary Declaration
www.ecml.at/declaration

Council of Europe

- Language policy programme
www.coe.int/lang
- Recommendation CM/Rec(2022)1 of the Committee of Ministers to member states on the importance of plurilingual and intercultural education for democratic culture
www.ecml.at/recommendation
- Council of Europe, Education Department
www.coe.int/en/web/education/home
- Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC)
www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture

Appendix – Themes for project proposals with related resources

Top priorities in member states



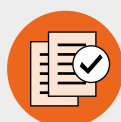
All orientations possible:

- **policy implementation**
- **teacher education**
- **practice of language teaching and learning**

Themes for project proposals	Related ECML and Council of Europe language policy/education resources
<ul style="list-style-type: none"> • Holistic support (wellbeing/ linguistic needs) for recently arrived refugees or migrants • The place of home languages: mediating between home languages and the language of schooling/ foreign languages • The linguistic integration of vulnerable children • Literacy development across all subjects • Diverse language classrooms at pre and/or primary level • The inclusion of learners with (any kind of) additional needs in the language classroom 	<ul style="list-style-type: none"> • Supporting the (linguistic) integration of refugees from Ukraine • Language support for adult refugees – A Council of Europe toolkit • Young migrants – Supporting multilingual classrooms – Themes/Teaching units • Educomigrant – Collaborative community approach to migrant education – A virtual open course for educators • Teaching the language of schooling in the context of diversity – Study materials for teacher development • Language skills for successful subject learning – CEFR linked descriptors for mathematics and history/civics • Developing language awareness in subject classes • A roadmap for schools to support the language(s) of schooling • Resources for assessing the home language competences of migrant pupils • A handbook for curriculum development and teacher training – The language dimension in all subjects • Guide for the development and implementation of curricula for plurilingual and intercultural education • Thematic area – Sign languages

<ul style="list-style-type: none"> Developing 21st century skills (for example, as critical thinking, autonomous learning, problem solving, negotiation, managing conflict, etc.) by addressing global challenges in the language classroom (for example, sustainable development, democracy, peacebuilding, climate change) 	<ul style="list-style-type: none"> Transversal competences in foreign language education – think tank Reference Framework of competences for Democratic Culture (RFCDL)
<ul style="list-style-type: none"> Formative (and peer/self-assessment) for language learning/ enhancing the range of assessment procedures, including digital forms of assessment 	<ul style="list-style-type: none"> Common European Framework of Reference for Languages (CEFR) and its Companion volume “Covid-19 and language education: Two challenges, one response” (webinar) European Language Portfolio (ECML website) CEFR-QualiMatrix: A quality assurance matrix for CEFR use Mediation (CEFR) Mediation in teaching, learning and assessment CEFR Companion Volume implementation toolbox Testing and assessment – Relating language curricula, tests and examinations to the Common European Framework of Reference (RELANG)
<ul style="list-style-type: none"> Broadening the range of additional languages on offer (formal/non-formal) Increasing motivation to learn languages in addition to English 	<ul style="list-style-type: none"> Towards whole-school language curricula – Examples of practice in schools From linguistic diversity to plurilingual education: Guide for the development of language policies in Europe CLIL in languages other than English – Successful transitions across educational stages The future of language education in the light of Covid – Lessons learned and ways forward
<ul style="list-style-type: none"> Artificial intelligence in language learning and teaching 	<ul style="list-style-type: none"> Digital citizenship through language education Digital literacy for the teaching and learning of languages Inventory of ICT tools and open educational resources

Other important priorities in member states



Orientation: policy implementation

Themes for project proposals	Related ECML and Council of Europe language policy/education resources
<ul style="list-style-type: none"> • First steps towards implementation of the Council of Europe Recommendation on the importance of plurilingual and intercultural education for democratic culture 	<ul style="list-style-type: none"> • Recommendation CM/Rec (2022)1 on the importance of plurilingual and intercultural education for democratic culture and its Explanatory Memorandum (pp. 19-39) • From linguistic diversity to plurilingual education: Guide for the development of language policies in Europe • Guide for the development and implementation of curricula for plurilingual and intercultural education • A handbook for curriculum development and teacher training – The language dimension in all subjects
<ul style="list-style-type: none"> • CLIL in vocational education or adult education • CLIL: the challenges of continuity, assessment and inclusion 	<ul style="list-style-type: none"> • CLIL in languages other than English – Successful transitions across educational stages • Enhancing language education in cross-border vocational education • Thematic area – Content and Language Integrated Learning (CLIL) • A pluriliteracies approach to teaching for learning
<ul style="list-style-type: none"> • Language support for skilled/qualified migrants to enter the workplace or tertiary education at the appropriate level • Addressing the linguistic needs of learners left behind as a result of the pandemic 	<ul style="list-style-type: none"> • Language for work – Tools for professional development • Linguistic Integration of Adult Migrants (LIAM) • Literacy and second language learning for the linguistic integration of adult migrants • Initiative “The future of language education in the light of Covid – Lessons learned and ways forward” • Supporting the (linguistic) integration of refugees from Ukraine
<ul style="list-style-type: none"> • Constructive alignment: language curricula, teaching and assessment 	<ul style="list-style-type: none"> • Common European Framework of Reference for Languages (CEFR) and its Companion volume • “Covid-19 and language education: Two challenges, one response” (webinar) • European Language Portfolio (ECML website) • CEFR-QualiMatrix: A quality assurance matrix for CEFR use • CEFR Companion Volume implementation toolbox • Testing and assessment – Relating language curricula, tests and examinations to the Common European Framework of Reference (RELANG)



Orientation: (language) teacher education

Themes for project proposals	Related ECML and Council of Europe language policy/education resources
<ul style="list-style-type: none"> • Linguistic and culturally sensitive approaches • The role of home languages in the teaching of the language of schooling or language in other subjects • CLIL: knowledge-building in subjects 	<ul style="list-style-type: none"> • Young migrants – Supporting multilingual classrooms – Themes/Teaching units • Teaching the language of schooling in the context of diversity – Study materials for teacher development • Educomigrant – Collaborative community approach to migrant education – A virtual open course for educators • Language skills for successful subject learning – CEFR linked descriptors for mathematics and history/civics • Developing language awareness in subject classes • A pluriliteracies approach to teaching for learning • A roadmap for schools to support the language(s) of schooling
<ul style="list-style-type: none"> • The formative and summative evaluation of plurilingual and intercultural competences 	<ul style="list-style-type: none"> • Resources for assessing the home language competences of migrant pupils • A framework of reference for pluralistic approaches to languages and cultures • A handbook for curriculum development and teacher training – The language dimension in all subjects
<ul style="list-style-type: none"> • Developing language teacher autonomy, criticality, resilience and wellbeing 	<ul style="list-style-type: none"> • Initiative “The future of language education in the light of Covid – Lessons learned and ways forward”



Orientation: the practice of language learning and teaching

Themes for project proposals	Related ECML and Council of Europe language policy/education resources
<ul style="list-style-type: none"> • Developing intercultural competences in the language classroom • Increasing language learner wellbeing and motivation • Interdisciplinary projects to enhance language learning • A focus on literacy/oracy and language development in vocational education and training or higher education 	<ul style="list-style-type: none"> • Plurilingual and intercultural learning through mobility – Practical resources for teachers and teacher trainers and video • A pluriliteracies approach to teaching for learning • Enhancing language education in cross-border vocational education • Rethinking language education after the experience of Covid – Final report • More languages? – PlurCur! Research and practice regarding plurilingual whole school curricula
<ul style="list-style-type: none"> • Hybrid and blended modes for more effective and more inclusive language learning 	<ul style="list-style-type: none"> • Digital citizenship through language education • Digital literacy for the teaching and learning of languages • Inventory of ICT tools and open educational resources



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