Inspiring innovation
in language education

European Centre for Modern Languages of the Council of Europe

Call for proposals
for the programme 2020-2023

Inspiring innovation in language education:
changing contexts, evolving competences

Motivation

CEFR implementation

Intercultural communication

Formative assessment

Outcomes-based curricula

(e)Mobility

Skills development

Teacher competences

Mediation

Digital literacy

Language-sensitive teaching

Whole-school approaches

Language-aware schools

Gamification

CLIL

Multilingual classrooms

Translanguaging

Plurilingual repertoires

Teacher agency

Communities of practice

Learning strategies

Diversification

Attitudes, beliefs and values

Learner autonomy

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www.ecml.at/call

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INTRODUCTION

Are you passionate about languages and currently active in the field of language education, perhaps as a teacher, teacher educator, inspector, researcher and/or curriculum or materials writer? Are you convinced of the important role of language education in building a better Europe, one founded on democracy, social justice and social cohesion, where all young people have access to quality education? Do you have creative, innovative ideas on how to improve and promote language learning and teaching? Perhaps you already have professional experience of development projects, at regional or national level and would like to develop your competences further through international networking?

If you work and live in an **ECML member state** and would like to share and enrich your ideas through European collaboration, then this ECML Call for proposals is for you!

The ECML would particularly like to encourage younger professionals to take part in what is a truly intercultural experience, one where you can benefit from this unique European platform to negotiate, communicate and publish your innovative ideas and make a genuine contribution towards influencing language education in Europe.

The Call outlines a range of current priorities in language education, identified by the ECML's 33 member states. These will be the focus of the next medium-term programme 2020-2023. The graphic below offers you an initial impression.

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Outcomes-based curricula

(e)Mobility   Teacher competences   Mediation

Digital literacy   Skills development

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Communities of practice   Diversification   Language policy

Methodology

Whole-school approaches   Language-aware schools   Gamification   Multilingual classrooms   Translanguaging   Attitudes, beliefs and values

Priorities

Would you like to address one or more of these priorities by getting involved in developing user-friendly, practical resources which are easily adaptable to different national contexts? If so, we would welcome your proposal.

Tempted? Then read on to have a deeper understanding of the context of this Call and the role of the ECML.

Context and rationale

With a mission to encourage, promote and develop excellence and innovation in language learning and teaching, the European Centre for Modern Languages, an Enlarged Partial Agreement of the Council of Europe, launched its first series of workshops in 1995 under the theme of "modern language learning in the new Europe". Subsequent activities and 3 and 4-year programmes followed, with the overarching themes reflecting shifting perspectives and new challenges: "languages for social cohesion"; "empowering language professionals"; "learning through languages: promoting inclusive, plurilingual and intercultural education" and, most recently, "languages at the heart of learning". Since its inception, the work of the ECML has complemented the extensive activity and developments in the field of language policy undertaken by the Council of Europe (Strasbourg). It has widened its remit to include not only foreign languages but also regional/minority languages, the languages of schooling and of migration, placing a strong focus on practice. It has acted as a platform and a meeting place for over fifteen thousand language professionals from across its 33 member states and beyond, to share their expertise through workshops, think tanks, network meetings, colloquia and conferences, resulting in a wealth of resources not only for teachers, teacher educators and curriculum developers but also for learners, parents and policy-makers. A number of these resources have had considerable influence on approaches to language learning and teaching in Europe.

2020 marks an important moment in the centre's history combining as it does, the centre's 25th anniversary and the launch of its 6th medium-term programme — a moment when the past meets the present and prepares the future. Against a backdrop of rising populism and in a climate where the founding principles of the Council of Europe – democracy, human rights and the rule of law – cannot always be taken for granted, it seems fitting to use this moment in history to pause and reflect on the centre's rich activities and outputs over the past 25 years. Such a reflection should be a springboard for creativity, for the creation of completely new resources where a gap can be identified, or for consideration of how existing resources might be combined, adapted and rendered fit-for-purpose to address the current challenges, in an era of global accountability and international standards, of unprecedented and rapid change − geopolitical, economic and technical. All of this places pressure on national education systems as they work to improve the efficiency and effectiveness of language learning and teaching in increasingly multilingual and multicultural classrooms.

The ECML, with access to internationally renowned experts in language education, with networks across its member states and beyond, with project formats that bring
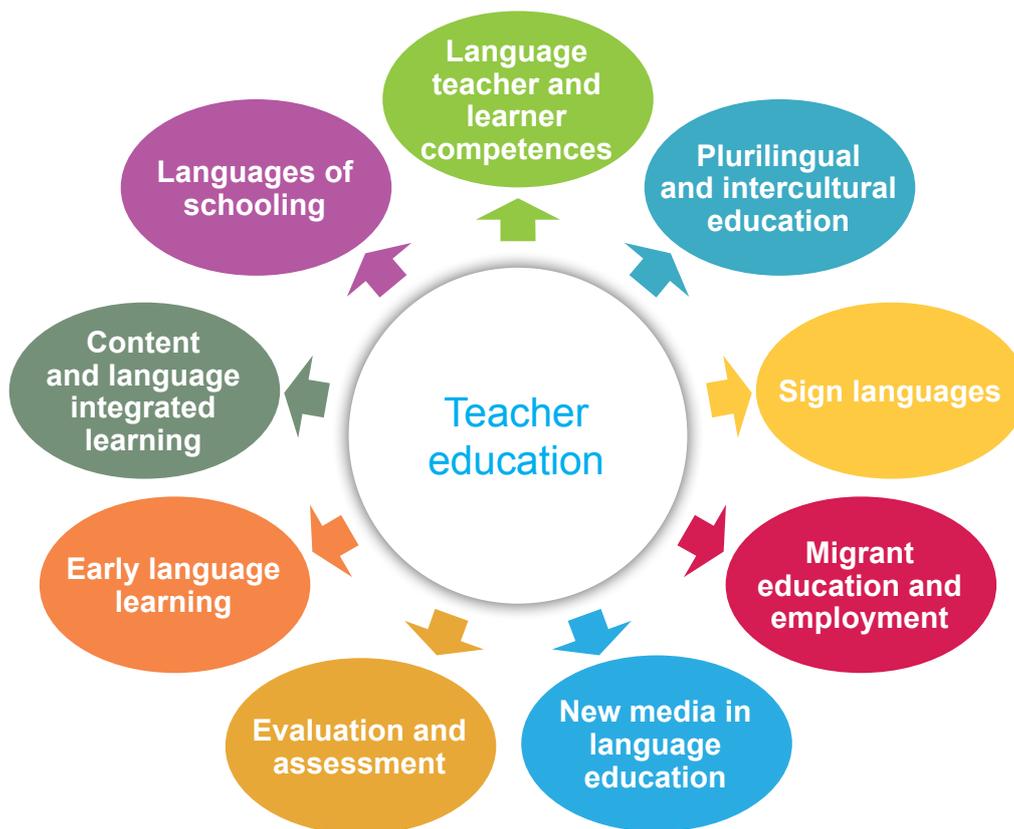
Figure 1: ECML resources are organised under these thematic areas

together up to 100 stakeholders, is in a unique position to address these challenges and influence reform processes.

This Call is the result of a process of dialogue and negotiation which began with an online survey in which ECML member states listed their language education priorities and explained why these were of particular importance. What emerged was also a clear recognition that to realise the goal of quality language education, simultaneous action is required at multiple levels: at organisational level, within curricular and assessment reform processes, as part of teacher professional development (both initial and ongoing), at the level of individual teacher competences and attitudes — each level reviewed through a holistic lens which embraces all languages and responds to the diversity of learners and their individual needs. Moreover, this Call takes cognisance of the views expressed by professionals in the field and of developments at the European Commission.

This Call is clearly situated within the context of wider Council of Europe priorities in education, in particular inclusive approaches to education and education for democratic citizenship, where the development of linguistic and intercultural competences plays a key role.

Current priorities in more detail

The table below attempts to group related priorities, provide possible examples of project topics and then align these to ECML thematic areas where existing resources can be found, since a number of priorities previously addressed in ECML programmes have reappeared in different guises.

This is not to suggest, however, that these groupings are fixed or that each priority must be treated as a stand-alone; transversality and synergy within and across these groupings, combined with pedagogical approaches tailored to the language and context in question, more accurately reflect the interrelated nature of different aspects of language education, and are both inevitable and desirable. To take a few examples: effective and innovative exploitation of digital tools continues to be a challenge for teachers of different languages and sectors with opportunities to develop digital competences required; the maintenance of home languages is a topic that concerns not only teachers (of all subjects and at all stages), but other educational players such as parents or headteachers; given that multilingual classrooms are an everyday reality in many European countries, pluralistic approaches are also needed in the traditional foreign language classroom.

Please note: the order in which priorities are listed in this table does not suggest any kind of hierarchy.

Priority areas	Examples of possible project topics	ECML thematic areas with existing ECML resources
Language professionals as agents of change	• Beyond competences: the role of values and attitudes in language teacher education • Learner-centred processes and strategies (differentiation, individualised learning, learner autonomy) • Implementation/facilitation of holistic approaches to language education • Developing creativity and critical thinking skills: the role of digital literacy and digital tools (e.g. gamification) • Teacher development and pedagogical approaches for language learning in the early years	**Language teacher and learner competences** **New media** **Early language learning**

Considering and reconsidering flagship resources of the Council of Europe	• Outcomes-based curricula and the **Common European Framework of Reference for Languages (CEFR)** • The **CEFR Companion Volume**: implications for learning and teaching • The CEFR and the **Reference Framework of Competences for Democratic Culture**: languages supporting democracy • Formative assessment and portfolio approaches, such as the **European Language Portfolio (ELP)**	**Evaluation and assessment**
Foreign language learning and teaching in the spotlight	• Foreign language methodologies for skills development — new challenges in changing contexts • The first foreign language as a gateway to other languages • The place of pluralistic approaches in the foreign language classroom • CLIL methodology refreshed: challenges and opportunities at different educational levels	**Plurilingual and intercultural education** **CLIL**
Bi-/plurilingual education for a new decade	• Regional and minority languages; Romani • Bilingual education in multilingual classrooms • The language of schooling for migrant pupils and vulnerable learners: different pedagogical approaches • Advances and challenges in pluralistic approaches (translanguaging, culturally responsive pedagogies, language awareness, language-sensitive teaching etc.) • **Languages across the curriculum**: the role of language in knowledge construction • Language awareness and the role of mediation	**Plurilingual and intercultural education** **Languages of schooling**
Organising language education	• Language learning pathways • Diversification of languages on offer/successful 2nd and 3rd foreign language/support for home languages • Successful transitions across educational stages • **Curricular reform**: introduction of outcomes-based language curricula/of CLIL/of early language learning: what needs to be considered? • Whole-school/Institutional **language policies** • (e)Mobility	**Language teacher and learner competences** **CLIL** **Early language learning** **Plurilingual and intercultural learning**

Figure 2: Priority areas in more detail

Call for proposals for the 2020-2023 programme

ECML programme of activities: how we work

Figure 3: ECML programme of activities

ECML activities can broadly be grouped into two categories: development and mediation. As the name suggests, the development strand, usually in the form of projects, focuses on innovation, on the creation of new resources in response to current challenges; the mediation strand, usually in the form of **ECML training and consultancy**, focuses more on the implementation and adaptation of existing ECML resources to different national contexts and on the promotion and dissemination of these resources through conferences, colloquia or webinars. Although this Call refers specifically to the development strand, applicants need to understand how the two strands complement each other.

The ECML Programme 2020-2023 will fund approximately ten projects, depending on the proposed duration and the quality of the submissions. While all project proposals should demonstrate innovation and creativity, they should also take into account previous ECML resources and activities. We will be looking for a mixture of projects: some which focus on creating completely new resources and others which systematically review what has gone before, updating and repackaging these resources in a more efficient manner and complementing them through examples of successful implementation in different national contexts.

ECML projects

What are the common features of an ECML project?

- It will be led by a team of four experts, each working or living in a different **ECML member state**.

- One of the experts will be the coordinator; the others will assume the roles of website correspondent, 2nd language documentalist and communications officer. As the names suggest, the coordinator will have overall responsibility for team and project management; the website correspondent will primarily be responsible for updating the content of the project website. No previous technical expertise is needed. The 2nd language documentalist will ensure that key documents relating to the project are made available in the second language, including key project terminology. The communications officer will be responsible for ensuring that information on project developments and expected outcomes are communicated to relevant target audiences at regular intervals and using different communication channels. Please note that the tasks can be shared by the 4 team members. Further details on the roles can be found on the Call website **www.ecml.at/call**.

- It will result in the production of a new electronic resource which must:

  - take account of the Council of Europe's policies and aims in **language education** and in **education** more widely;

  - be significantly enhanced by international cooperation;

  - build on previous ECML and wider Council of Europe resources in the field;

  - offer possibilities for context specific adaptation and wider-scale application;

  - have potential to enhance the learning of more than one language.

- It will be conducted in two working languages, one of which must be either English or French, the official languages of the Council of Europe. As the project develops, however, and in order to facilitate language diversity, teams are strongly encouraged to look for creative ways of involving further languages where possible in their activities and in their final outputs (i.e. in group work, national activities and in ensuring that part of their results can be easily offered for translation into additional languages).

- Depending on the length and focus of the project, it 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 the 33 ECML member states. 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. The workshop plays a key role in the life of an ECML project, bringing together experts from different countries and contexts who 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.

  - **Network meeting:** this is a smaller meeting, involving the project team and (up to 16) 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.

  - **Fellowship:** of max. 3 months to work directly on a challenging aspect of the project.

  - **Webinar:** this enables the project team to reach a wider cross-section of the target audience.

- It will be for a duration of between two and four years.

- 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. If associate partners participate in project events, their participation is financed by their institution or national authorities. This special form of cooperation has been widely used within the ECML's current programme to further promote cooperation at institutional level and/or as a means of familiarising a non-member state with the activities of the ECML. The ECML also 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.

What makes ECML projects unique?

Democratic processes of dialogue and negotiation lie at the heart of the ECML's approach to projects. Based on their experience and expertise in the field, potential coordinators submit a proposal with envisaged outputs, but coordinators need to be open to the idea of discussing and amending their project plans both before the project is launched and at regular intervals throughout the life of the project.

The project will not only benefit from advice and support from the ECML Secretariat and from an externally appointed ECML programme consultant, but from discussion and collaboration with representatives from across ECML member states, who will use project events (workshops/network meetings) to bring their own experience and expertise to the table. In this way, final outputs may look different from those initially proposed, but will have been greatly enriched through this European exchange and will respond more directly to needs in member states.

Neighbouring languages
Regional/minority languages
Transitions
Policy-makers
Headteachers
Lifelong learning
Vocational education
Informal/non-formal sector
Teacher educators
Innovation
Inspectors
Teachers
Parents
Secondary
Languages of schooling
Pre and in-service teacher education
Language teachers
Higher education
Primary
Pre-primary
Foreign languages
Learners
Languages of migration
Language in subjects

Education sectors, target groups and languages

HOW TO PARTICIPATE

You can become involved in two different ways:

• if you have experience and expertise in a particular area AND a project idea in mind: **as a coordinator**

• if you have experience and expertise in a particular area but do not wish to submit a project proposal: **as a team member**

NB: It is possible to apply as both a coordinator and as a team member, either for the same topic or for different topics, provided these correspond to your area/s of expertise.

From the challenges to project proposals – next steps

If you believe you have the experience and expertise to become a coordinator or other team member for a new ECML project, based on the priorities (or combination of priorities) outlined in figure 2, here's what you need to do **before** completing a proposal form:

For potential coordinators and team members:

- Make sure you have read the sections "ECML Programme of activities: how we work" and "ECML Projects" and have understood how a typical ECML project works, what kind of outputs are developed and what funding is available.

- Familiarise yourself with related ECML resources and think carefully about the added value you can bring; within each **ECML thematic area** you can find resources developed from previous projects, ongoing projects and Training and consultancy activities – consider how your idea builds on what is already there.

- Familiarise yourself with the work of the Council of Europe related to your area of interest. You can find out more on the Language Policy Portal **here**.

- Make sure you have read and understood the selection criteria (see p.17-19 for further details).

For potential coordinators only:

- Look carefully at the list of priority areas identified by ECML member states as represented in figure 2. Your proposal must respond clearly to these needs.

- Choose your target group carefully, ensuring that you have direct contact to this group. Remember, a project that is for everyone, often ends up being for no one.

- Think about the ideal length of your project which can be for 2, 3 or 4 years. For example, if your idea is to update an existing resource, perhaps 2 years is enough; if you want to develop something completely new, you might need more time to include a piloting phase.

- Seek advice and information through your national ECML Governing Board representative/other national representatives. You can find them **here**.

- If you already know the other experts you would like to cooperate with (and who

each work in a different ECML member state), remember to include their names in your project proposal and remind them that they must ALSO apply separately as team members. But do not worry if you are not in a position to propose a team – if your proposal is chosen, you can then look at the pool of team member candidates and create, under the guidance of the ECML Secretariat, your dream team!

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 used to cover the following costs:

- annual coordination fees for project team members

- travel and subsistence costs for meetings

- the possibility of a 3-month fellowship (candidate can be proposed by the team or by the Secretariat)

- technical preparation/layout of online publications

- advice and guidance at all levels of the project from the ECML Secretariat

- a designated external ECML programme consultant to assist in quality assurance matters

- 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

- hosting of online 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 4 500 Euros per year (there is flexibility in the way this is divided among team members). Although this amount is clearly not based on market rates, it does represent 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 and therefore teams can devote their time to the content aspects of their project.

Deadline, selection procedure and criteria

ALL applications must reach us by **23:00 (CET) on Monday 22 April 2019**. Applications received after this date will NOT be considered.

Selection of project coordinators and team members

May/June 2019
Project proposals and applications for team members will be evaluated by an Expert Advisory Group.

July 2019
The Bureau of the ECML Governing Board will establish a shortlist of project proposals; the ECML will inform coordinators of the projects that are shortlisted.

October 2019
The Governing Board will decide on the projects chosen for the ECML programme 2020-2023.

Acceptance of project proposals

The initial acceptance of projects will be provisional since the ECML may ask coordinators to amend their proposal to fit in with the overall programme. There may also be changes to the composition of the project team.

Selection of team members

The ECML will select a pool of potential team members from among those who have made individual applications.

The ECML will inform coordinators whose projects have been chosen. If an application does not include a complete project team, the selected coordinator will be requested to build a team from the pool of successful applicants for team membership.

14-15 November 2019
First meeting of project coordinators at the ECML. After this meeting the ECML will inform applicants who have not been chosen for the programme.

Selection criteria

Selection criteria for project coordinators, submitting a project proposal

1. The proposed PROJECT COORDINATOR should demonstrate…

a. professional expertise and experience in the relevant priority area

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

c. experience in international cooperation

d. involvement in relevant established networks

e. leadership and team-building skills

f. strong project management skills

g. C1 in either English or French 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 proposed PROJECT PROPOSAL should clearly demonstrate…

RELEVANCE

a. how it will contribute to field of language education and address one or more national priorities as outlined in this Call

ADDED VALUE

b. how it will build on existing relevant resources, including those of the ECML, thereby avoiding duplication

c. innovative, user-friendly outputs for specific target groups in different contexts

PROJECT DESIGN

d. effective use of the possible formats of project activities funded by the ECML

e. coherence in terms of objectives, target groups and clearly defined project phases

STAKEHOLDER ENGAGEMENT

f.   ideas for how to engage the target audience

g.   ideas for mobilising national and international networks, associations and other relevant parties

Selection criteria for other team members

1.   professional expertise and experience in the relevant project domain

2.   involvement in relevant established networks

3.   good team player

4.   C1 in either English or French and at least B1 in the other working language of the project

5.   a willingness to undertake, together with other team members, the typical project tasks as outlined in the description of team member roles

Please note: All 4 team members should live and work in an ECML member state. Consideration of one team member, who is not from an ECML member state, may be considered if this person brings particularly relevant experience and expertise. This person cannot take on the role of coordinator.

Proposal forms

To download a proposal form, please see **www.ecml.at/call**.

Further relevant web links

- 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

- Council of Europe
  www.coe.int

- Language education at the Council of Europe
  www.coe.int/lang

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EUROPEAN CENTRE FOR
MODERN LANGUAGES

E C M L
C E L V

CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

COUNCIL OF EUROPE

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