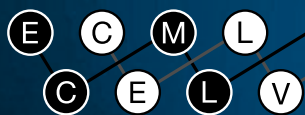


2008-2011 CALL FOR PROPOSALS

3RD MEDIUM-TERM PROGRAMME
OF THE EUROPEAN CENTRE FOR MODERN LANGUAGES 2008-2011

EMPOWERING LANGUAGE PROFESSIONALS

COMPETENCES - NETWORKS - IMPACT - QUALITY



European Centre for Modern Languages
Centre européen pour les langues vivantes



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INTRODUCTION

The European Centre for Modern Languages of the Council of Europe (ECML) invites proposals for its third medium-term programme (2008-2011) entitled **EMPOWERING LANGUAGE PROFESSIONALS: Competences - Networks - Impact - Quality**.

This new programme reflects both the mission of the Centre and the current concerns of its member states in the area of language education. It will address four thematic areas:

- A. Evaluation
- B. Continuity in language learning
- C. Content and language education
- D. Plurilingual education

Proposals are sought from professionals in language education for projects focused on the above themes to be included in this programme. Proposed projects should make a tangible and innovative contribution to the practice of learning and teaching of languages in Europe, should contribute to the overall aims of the ECML's programme and correspond both to the vocation of the Centre as well as to the values of the Council of Europe. Proposals should not duplicate efforts taking place in other institutions nor take up initiatives, which can be followed up better by other national or international organisations.

The following document is designed to stimulate the submission of proposals and facilitate the task of proposal writers. It contains background information on the ECML, the framework of the medium-term programme and the content and expected outcomes of projects.

Proposals can be submitted by experts in the field of language education living and working in a member state of the ECML¹ at any time before **1 May 2007** using the submissions template available from the Call for proposals website www.ecml.at/call. This site is an online reference tool for proposal writers and includes the *ECML Help Files* which provide all necessary information for writing and submitting a proposal.

Proposal writers may wish to consult their national authorities (national delegate representing their country on the Governing Board of the ECML) for advice on submissions.

¹ Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", United Kingdom.

A THE ECML

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1. THE ECML: WHAT IT IS

The European Centre for Modern Languages of the Council of Europe (ECML) is an institution whose mission is to encourage excellence and innovation in language teaching in order to help Europeans learn languages more efficiently. Based on the underlying values of the Council of Europe and its pioneering work in cultural cooperation and language education, the ECML works with experts to assist its member states in implementing effective language teaching policies and bringing about change in the teaching and learning of languages.

The ECML was set up in Graz, Austria, in 1995, as an Enlarged Partial Agreement of the Council of Europe². The Austrian authorities fund the infrastructure of the Centre and put at its disposal modern premises in Graz where the Secretariat is based and where the great majority of ECML events are held.

² A Partial Agreement is an administrative framework of the Council of Europe. 33 of the Council's 46 member states have subscribed to the Agreement on the ECML. See footnote 1.

Through its medium-term programme consisting of projects, workshops and conferences to which participants from the member states are invited, the ECML provides a platform for cooperation with experts, associations and institutions involved in enhancing European standards in language education. It also maintains Europe-wide networks for teacher trainers, researchers and educational administrators.

The Council of Europe's activities to promote linguistic diversity and language learning are carried out within the framework of the European Cultural Convention (1954) ratified by 48 states. This work is coordinated by the Department of Language Education and Policy, consisting of two units, the ECML in Graz and the Language Policy Division in Strasbourg.

The Language Policy Division's medium-term programme (2006-2009) is entitled "Language Policies for Democratic Citizenship and Social Inclusion". It is concerned with policies and European standards for foreign / second languages, the languages of school education (mother tongue for the majority of learners), national / official languages, the languages of minorities and language policies for the integration of migrants. The Division's major policy planning instruments include the *Common European Framework of Reference for Languages (CEFR)*, the *European Language Portfolio (ELP)* and the *Guide for the Development of Language Education*

Policies in Europe. These are facilitating the establishment of a European education area for languages and attracting attention from experts from all over the world.

The role and activities of the two units - the Language Policy Division at standard-setting and policy level and the ECML at the level of practice - are complementary and mutually reinforce one another. Drawing from these different perspectives of policy and practice, the Council of Europe's commitment is to assist member states in developing and putting into practice effective approaches to all aspects of language education in a multilingual Europe.

For more information on the ECML see: www.ecml.at

For more information on the Language Policy Division see:
<http://www.coe.int/lang>

2. THE ECML: HOW IT WORKS

The hallmark of the ECML is the organisation of international language education projects. Coordinated by teams of experts, these projects primarily target multipliers in language education such as teacher trainers, textbook authors and experts in the area of the development of curricula, educational standards, evaluation/assessment and certification.

A characteristic feature of all ECML projects is the vision of an overall concept of language education, integrating *all* languages rather than focusing on the teaching and learning of individual languages. This approach has proved to be highly effective in creating synergies between different linguistic and educational cultures and communities. In addition, this working concept promotes plurilingualism by addressing overall features of language education responding to linguistic and cultural diversity.

The Centre's projects are organised within a four-year programme. The second medium-term programme (2004–2007) groups 22 projects under the title *Languages for social cohesion – language education in a multilingual and multicultural Europe*. The projects cover a wide range of themes under four general headings:

- Coping with linguistic and social diversity
- Communication in a multicultural society
- Professional development and reference tools
- Innovative approaches and new technologies

CALL FOR

For more information on the projects of the second medium-term programme see: <http://www.ecml.at/activities/programme.asp>

The second medium-term programme of the ECML will come to a conclusion in September 2007 with a large-scale international conference in Graz. This event will serve to present and disseminate the outcomes of the programme to a wide professional public in Europe.

The results of the conference - as with all the publications, reports and CD-Roms resulting from the ECML's activities - will be available on the **ECML website** and will be distributed by the **Documentation and Resource Centre** via the ECML's networks. More information about these two essential services, which are at the disposal of ECML projects and participants, can be found on <http://www.ecml.at/>.

The ECML works in direct cooperation with its member states, collaborating in particular with three instances at national level:

<p>Governing Board and its Bureau</p>	<p>The Governing Board is the Centre's executive organ, composed of one representative from each member state: it defines and adopts the medium-term programme, monitors its implementation and oversees the management of the Centre's resources.</p> <p>The Bureau of the Governing Board, composed of the Chair of the Board, two Vice-Chairs and four members, is more closely involved in the day-to-day work of the Centre.</p>
<p>National Nominating Authorities</p>	<p>The official agencies in each member state responsible for selecting participants to attend the Centre's activities.</p>
<p>National Contact Points</p>	<p>Offices in the member states which assist in disseminating the Centre's products and information on its work through their own established national networks.</p>

For more information and the contact details of national representatives see: <http://www.ecml.at/aboutus/members.asp>

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B THE THIRD MEDIUM-TERM PROGRAMME

1. EMPOWERING PROFESSIONALS OF ALL LANGUAGES: VISION & OBJECTIVES

³ Henry Brooks Adams (1838 – 1918), American historian and journalist, in “The Education of Henry Adams” (1907), a critique of contemporary educational practice.

A teacher affects eternity; he/she can never tell where his/her influence stops.³

Over the last ten years, the ECML has made a significant contribution to the implementation of language education policies and to the professional development of language teachers across Europe. The third medium-term programme (2008-2011), which places particular emphasis on the empowerment of individual language education professionals, aims to strengthen cooperation between the Centre and other key institutions concerned with language education questions at local, national and European level.

The new medium-term programme takes place against the backdrop of major developments in the sphere of education involving both the Council of Europe and the European Union. These include the elaboration of a European Indicator of Language Competence, the action programme in the field of lifelong learning (2007-2013), the Lisbon strategy objectives in education and training and the European Year of Intercultural Dialogue (2008). Within UNESCO, a World Year of Languages is under discussion.

It is also a time in which teachers have to contribute to demanding national education reform processes and face up to major challenges, for example, standard-linked tuition and result-oriented assessment, greater autonomy of educational institutions, increasing ethnic and cultural heterogeneity among students and promotion of lifelong or recurrent education.

Within such a context, the ECML is convinced that the key to the realisation of better language teaching and learning processes and results is to be found in increasing awareness of and confidence in the capacities of professionals in language education.

Thus, the thematic strands of the ECML’s third programme have been chosen to equip language professionals involved in the processes described above by addressing basic principles, such as plurilingualism, and critical issues

such as evaluation, continuity in language learning and the role of content in language education. These strands take account of national priorities identified by the Centre's member states in their language policies.

The vision of empowering teachers highlighted in the programme's title will be pursued through the following objectives:

- Enhancing the professional **competence** of language teachers

ECML activities seek not only to encourage teachers and other actors in language education to acquire new knowledge in their field of expertise, but also, and even more importantly, to see that this knowledge is put into effective practice in their working environment. Through this process of professional development, individual language experts will be able to make a better contribution to change and innovation in their work. Support for language professionals as agents of change is therefore a direct investment in higher quality language learning.

- Strengthening professional **networks** and the wider community of language educators

The dissemination of the major principles and instruments promoting enhanced standards in language education developed by the European organisations can only be achieved via effective information and communication structures. The sharing of knowledge, ideas and initiatives throughout the wider professional community of practice will have a powerful impact on the content and quality of the work of the individual, on overall developments in theory and practice, and on the cohesion of the educational community and its public profile.

- Enabling language professionals to have greater **impact** on reform processes

The ECML's support for language education professionals and their networks will help teachers play a more influential role in their professional environment. They will also be better equipped to participate effectively in the consultations involved in decision-making processes.

- Contributing to better **quality** of language education in Europe

Through the improved competences, stronger networks and greater impact of its members, the language-teaching profession will become more actively involved in defining and delivering higher standards of language education.

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2. PROGRAMME THEMES

2.1 Thematic strands

The four thematic strands chosen for the third medium-term programme are key elements in innovative language education and represent areas where there is currently increasing demand on the professionalism of the teacher:

- A. Evaluation
- B. Continuity in language learning
- C. Content and language education
- D. Plurilingual education

ECML projects are expected to focus on methodology and give rise to concrete outcomes that can be applied directly in language education practice. Proposals should be designed either:

- to further develop thinking and practice related to aspects of one or more of the strands, or
- to disseminate previous work related to aspects of one or more of the strands more widely and effectively among the profession

Below is a brief description of the subject matter of each thematic strand together with a non-exhaustive list of possible sub-themes and related reference works.

For guidance on writing project proposals see the ECML Help Files:
<http://www.ecml.at/call>

A - Evaluation

Evaluation and assessment have an important formative as well as summative function. However, they sometimes consume disproportionate amounts of learning and teaching time. It is therefore of critical importance to ensure that the approaches used are based on recognised quality principles. How can learners and teachers (and other stakeholders) know that learning has been successful? What evaluation strategies can they adopt? How can evaluation and assessment facilitate the planning of future learning? How can school examinations be linked to European standards? How should teachers react to the shift towards more centralised evaluation?

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Possible sub-themes include:

- quality assurance in testing, assessment, certification
- learner self-assessment
- teacher evaluation and teacher self-assessment
- innovation and good practice in evaluation

Work in this area which you should take account of includes, amongst others:

The Common European Framework of Reference for Languages (CEFR)

The European Language Portfolio (ELP)

Current ECML projects:

QualiTraining - A Training Guide for Quality Assurance

IMPEL - ELP implementation support

ELP_TT - Training teachers to use the ELP

ECML publications:

Bergen 'Can Do' project

Quality management in language education

B - Continuity in language learning

Climbing the educational ladder from primary school up often involves negotiating missing “rungs” in certain subject matters. These gaps are particularly acute between primary and secondary and between lower and upper secondary school programmes. In language learning, the difficulty of passing from one level to another is often compounded by different approaches and materials. In addition, there is sometimes even competition rather than cooperation between different language sections in schools.

How can teachers of the first foreign language equip their students with key skills for learning any language? What tools can assist in ensuring a smooth transition between educational levels or promote common approaches across different languages? How can Europeans be motivated to continue language learning after their formal education at school or university?

Possible sub-themes include:

- the link between learning one's first foreign language and learning further foreign languages
- the disjuncture between primary and secondary school language teaching
- learner motivation and learner age
- new media and autonomous language learning

Work in this area which you should take account of includes, amongst others:
The European Language Portfolio (ELP)

Current ECML projects:

CHAGAL-Set Up - European Curriculum guidelines for Access programmes into higher education for under-represented Adult Learners

LCaS - Language Case Studies

Lquest - LanguageQuests

Gulliver - To get to know each other leads to better mutual understanding

ECML publications:

ODYSSEUS – Second language at the workplace: Language needs of migrant workers: organising language learning for the vocational/workplace context

C - Content and language education

Approaches to teaching content through languages and Content and Language Integrated Learning (CLIL) are increasingly popular across Europe, but teacher training programmes for language teachers with an explicit focus on CLIL remain rare and, for subject teachers, almost non-existent. It has been claimed that the implementation of CLIL is outpacing a measured debate about the impact on students and teachers of using an L2 as the medium of instruction.

How can the content of conventional foreign language classes further contribute to overall aims like intercultural competence or learner autonomy? When evaluating student performance, should there be a focus on language or content? What is the place of content in vocational language courses? What would a model CLIL teacher training look like?

Possible sub-themes include:

- The content of foreign language classes
- Content-based approaches for languages other than English
- Teacher education for CLIL
- The evaluation of processes and outcomes for CLIL

Work in this area which you should take account of includes, amongst others:
Eurydice work on Content and language integrated learning (CLIL) at school in Europe

European Commission: CLIL/EMILE - The European Dimension: Actions, Trends and Foresight Potential (2002)

Current ECML project:
The CLIL Quality Matrix

ECML publications:

Approaches to materials design in European textbooks: implementing principles of authenticity, learner autonomy, cultural awareness

ECML thematic collection on bilingual education

D - Plurilingual education

Council of Europe policy attaches particular importance to the development of plurilingualism – the lifelong enrichment of the individual’s linguistic and cultural repertoire - with the aim of enabling Europeans to interact in a number of different languages and cultural contexts. However, although in most European countries learners are encouraged to learn at least two foreign languages at school, in practice, it is observed that the compulsory learning of a second foreign language at school is often questioned.

How can this development be counteracted? How can plurilingual education be put into practice when teachers themselves are not plurilingual and/or do not have experience in multicultural environments? How can learners best be encouraged to value and respect other languages and cultures apart from their own?

Possible sub-themes include:

- Integrated didactics
- Learning the language of your neighbours
- Integrating intercultural competence into teacher training
- Benefiting from diversity: the role of community languages

Work in this area which you should take account of includes, amongst others:
Guide for the Development of Language Education Policies in Europe (GDLEP)

Current ECML projects:

Valeur -Valuing All Languages in Europe

ALC - Across Languages and Cultures

ICCinTE - Intercultural communication training in teacher education

LEA - Language Educator Awareness

ECML publications:

Janua Linguarum – The Gateway to languages – The introduction of language awareness into the curriculum: Awakening to languages

Mirrors and Windows. An intercultural communication textbook
Neighbouring languages in border regions
The plurilingualism project: Tertiary language learning – German after English

2.2 European principles and tools for language education

As a Council of Europe institution, the ECML operates within the context of the ongoing language education work of the major European organisations. Project proposals are therefore expected to show how they will take account of existing European language education principles and tools.

Projects relating to areas which are the object of funding of other institutions, particularly the European Union, will also be welcome if it can be shown that the project, as run within the ECML's programme, will bring clear added value compared to the results of the original projects.

One of the advantages of coordinating a project with the Centre is to be given the opportunity of having direct access to developments and expertise within the Council of Europe. Correspondingly, projects building on principles and tools developed by the Council of Europe will be particularly welcome.

3. HOW TO GET INVOLVED IN THE THIRD MEDIUM-TERM PROGRAMME

The section below gives essential information on who may submit a proposal for the third medium-term programme and what will be expected of this person if the project is accepted. Advice on writing project proposals can be found in the *ECML Help Files*: <http://www.ecml.at/call>.

Any language expert **living and working in an ECML member** state may submit a proposal. Although proposals may be submitted by individuals acting on their own behalf, experience shows that it is preferable for individuals to be supported by their institution, network or association. Those applying should ideally be working in a professional area which corresponds to the ECML's field of work, i.e. the practice of teaching and learning languages.

The ECML will welcome proposals in which cooperation with national and / or European institutions and associations provides visible added value. The modalities, financing and framework of such cooperation should be clearly detailed in the proposal and will have to be approved by the ECML.

3.1. Project coordinators

Applicants whose projects are selected by the Governing Board of the ECML will be expected to act as **project coordinators**. This task requires significant project management skills and previous experience of project work, preferably in an international context. A project coordinator should expect to spend on average about four weeks a year on project coordination and project activities. Most of the project events take place in Graz, whereas in between meetings, projects are largely coordinated via e-mail or other types of distance communication. The project coordinator liaises with the ECML Secretariat over all matters to do with the project. He or she will be required to enter into an individual contractual relationship with the ECML. This contract will be based on the project as described in the proposal and will be limited in scope and duration to the life of the project and its related activities. The coordinator is responsible for the running of the project on the basis of an action plan agreed with the ECML and for the monitoring, reporting and evaluation of project progress and results.

The project coordinator oversees, in cooperation with the website correspondent (see 3.2), content and quality of the project website set up by the ECML for each individual project. This website is hosted on the ECML webserver and its aim is to provide both transparency and visibility of project processes and results, thus promoting participation and dissemination on a wider level.

In summary, project coordinators' responsibilities will include:

- leading the project team and coordinating the project
- all matters related to project content
- implementing the agreed action plan to the agreed standards and deadlines
- regular liaison with the ECML Secretariat on all project-related matters
- ensuring the effective preparation and delivery of all project events and meetings and production of all necessary documentation
- taking responsibility for the effective flow of information between team members, participants in project activities, and the ECML
- ongoing evaluation of project activity and reporting on project progress to the ECML
- submission of the final results of the project to the ECML
- participation at meetings for coordinators in Graz, 15-16 November 2007 and in 2010 (for coordinators of short-term projects, only one meeting)

One of the working languages of the project must be either French or English. The project coordinator will therefore require at least C1 level in

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written production on the scale of the *Common European Framework of Reference for Languages* in the selected working language.

For more information on project languages see [4.2](#) below.

2000-2011

3.2 Project team members

Proposal writers are asked to put together an international team to lead the project involving three other people and should, in their submission, indicate the names, institutions and nationality of each member, together with a short professional CV.

Project team composition should reflect:

- a range of professional expertise
- a balance of experienced members and newcomers
- a broad range of language skills
- varied geopolitical origin

One of the team members will be appointed by the project coordinator to carry out the task of the project website correspondent. She / he will liaise with the ECML webmaster and provide texts and materials for regular updating of the project website in order to inform the wider public about the project and attract the interest of the targeted audience.

3.3 Provision by the ECML

The ECML is responsible for logistics, budgetary matters and financial management relating to the running of the project and the production of the final project products.

The contribution of the Centre includes amongst others:

- travel and subsistence costs for team members and participants⁴ for the meetings and events included in the action plan of the project
- an honorarium for the planning and facilitation of workshops, regional workshops and national training events
- fellowships for selected medium-term projects ([see 4.1.1](#))
- an editing fee for the editors of publications
- the production of publications selected by the editorial board ([see 4.4](#))
- an honorarium for the appointed website correspondent of the team
- a coordination fee for the coordinator upon the submission of regular progress reports

⁴ With the exception of national participants' costs for events held outside the premises of the ECML, i.e. regional workshops and national events.

*For more information on project finance, see the ECML Help Files:
<http://www.ecml.at/call>.*

3.4 Target project audiences

Proposals must clearly define the project's target audience. Typically, the ECML involves the following groups in its activities and events:

- teachers working as multipliers in networks (e.g. in teacher associations)
- teacher educators
- decision-makers (head teachers, curriculum developers, ministry officials, etc.)

A project which targets an audience beyond the three groups listed above may be considered if the overall aims and objectives of the project contribute to the achievement of ECML objectives and fit within one of the four thematic strands.

In some cases, the target group for activities during the project will differ from the target audience for the outcomes of the project, e.g. where a group of teacher educators work together on a project to develop materials for teachers. In such cases, both target groups should be clearly identified.

4. ORGANISATION OF PROJECT WORK

4.1 Project formats

Two project formats are possible: 'medium-term' projects, which typically will run over 3-4 years and 'short-term' projects of 1-2 years. In both cases the projects should be linked to one of the defined thematic strands and contribute to the overall objectives of the programme. The different characteristics and advantages of these formats are outlined below. Each year of the programme will comprise a balance of the different events described below.

4.1.1 Medium-term projects (3 - 4 years)

The medium-term timeframe makes it possible to envisage projects developing via different phases in the project's lifespan. A typical operational sequence would be: research and development, presentation of preliminary results at a workshop, piloting, drafting of final product or publication, dissemination.

Medium-term projects should seek to:

- provide new insights, strategies, materials or practical tools for empowering language professionals in their educational practice
- give support to practitioners in language education for implementing European principles and tools
- set off a dissemination process for specific activities or results
- apply effective project self-evaluation procedures
- create structures and strategies for sustainability

Priority will be given to projects focusing on and resulting in contributions to language education practice rather than merely adding to the theory on the subject.

Project action plan and project activities supported by the ECML

The ECML can support and finance a given number of meetings and events for each medium-term project (see details below). The events and meetings in the project action plan should be outlined each with its specific rationale and objectives. The profile of target participants should also be made clear.

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The following events form the basis of typical collaborative work carried out within ECML projects:

		Typical (maximum) number of events within a project
Expert meeting (EX)	Meetings of the project team at different stages in the course of a project (normally for a 2-day period in Graz); in exceptional cases a small number of additional experts can also be invited to these meetings.	3 meetings (maximum 4)
Workshop (WS)	The central component in medium-term projects, held in Graz. The project team prepares and moderates a 2 - 4-day workshop with participants selected and nominated by the National Nominating Authorities of the 33 member states of the ECML upon the basis of a given participant profile supplied by the project coordinator. A preparatory meeting is usually held to plan this type of event. Workshops can serve a number of purposes: the setting up of projects, to work on common approaches to mutual problems or the presentation of project results, as think tanks or awareness raising conferences, or with a clear focus on training for trainers/multipliers.	1 workshop (maximum 2)
Network meeting (NW)	2-day network meeting of the project team in Graz together with active members or the spokespersons of project networks - established at an earlier workshop – usually with the task of following up an aspect of the workshop (maximum 16 participants).	1 meeting (maximum 2)
Regional workshop (RW)*	A 2 – 3-day workshop in one of the member states, co-financed by the host authorities / institution, with local or regional participants and up to 8 nominated participants from other member states, prepared and moderated by 2 members of the project team. A preparatory meeting is usually held to plan this type of event.	1 event (maximum 2)
National event (NE)*	A seminar organised in one of the member states and co-financed by the host authorities / institution with local or regional participants. These 1-2-day events are in general organised and moderated by one project team member, possibly with the help of a workshop participant and offer a means of achieving larger scale involvement / piloting / training / dissemination at national level.	Only for projects with a particular focus on dissemination

* It will be the responsibility of the project coordinator to liaise with the national authorities/institution about the setting up and running of these events.

The type and number of events within each project will vary depending on the project's objectives and it is not expected that a single project will use all of the activities listed above. Based on the experience of past programmes, the following options for project events are available:

		2008	2009	2010	2011
ONGOING PROJECT WORK					
MEDIUM-TERM PROJECTS 4 years, developmental ⁵	OPTION A	1 EX + 1 WS	1 EX + 1 NW or RW	1 EX	1 WS + PRODUCT
	OPTION B	1 EX	1 EX	1 WS + 1 NW or RW	1 EX + PRODUCT
	OPTION C	1 EX	1WS + NEs	1 EX + NEs	1 EX + 1 NW or RW + PRODUCT
	OPTION D	CUSTOMISED ARRANGEMENT			

⁵ A proposed project structure covering a period of 3 years can be submitted under Option D

- EX = Expert meeting
- WS = Workshop
- NW = Network meeting
- RW = Regional workshop
- NE = National event

Option A:

entails network building, facilitation and larger scale collaborative working throughout the project; this option is suited to projects with a strong process component and focusing on the development and piloting of a new instrument / new materials. In this case the final workshop would most likely target a new group for dissemination purposes.

*Example of a current project with a similar format:
Web journals in language education*

Option B:

the project team has a less facilitative role and greater direct responsibility for the development of a product. The involvement of a wider group in the latter stages of the project will be limited in duration and have a closely defined purpose, for example providing feedback on case studies, training multipliers in the use of a tool etc.

*Example of a current project with a similar format:
Across languages and cultures*

CALL FOR

Option C:

involves a strong training and collaborative working component. The initial stages of the project could concentrate on the development of materials for a training kit followed by a workshop leading, if appropriate, onto the piloting of a kit via national events. Feedback received during these events would contribute to the development of the final product to be disseminated by the established network.

Example of a current project with a similar format:

Training teachers to use the European Language Portfolio

Option D:

offers proposal writers the flexibility to propose an alternative set of activities over a 3 or 4 year timeframe best adapted to the objectives of their project whilst respecting the limits set for an individual project.

As a means of support, **fellowships** assisting projects in their research phase are available for a selected number of projects. They are awarded to young graduates from member states and cover either a period of three months full-time or six months part-time work at the ECML in Graz. Fellows are chosen by the ECML in co-operation with the project coordinator. Proposals may include a request for a fellow if the specific task to be carried out by the fellow at a given phase of the project action plan is clearly indicated.

For more information on project events and configuration see the ECML Help Files: <http://www.ecml.at/call>

For the application deadline [see 4.5.1](#)

4.1.2 Short-term projects (1 - 2 years)

These projects will mainly pursue reflective practice in the process of implementing existing training materials / training kits (e.g. developed in ECML projects) to multipliers in language education.

Objectives of short-term projects are:

- to provide assistance and training in real educational environments
- to offer training on adaptation of “generic” materials to local contexts
- to encourage multipliers to carry out follow-up events

Project action plan and project activities sponsored by the ECML

The action plan put forward in the project proposal should outline the specific function and objectives of the planned events and meetings. The profile of the participants to be invited for the project activities must also be clearly indicated.

The following events will form the basis of short-term projects:

		Number of events
Workshop (WS)	The project team prepares and moderates a 2 - 4-day workshop with participants selected and nominated by the National Nominating Authorities of the 33 member states of the ECML upon the basis of a given participant profile supplied by the project coordinator. A preparatory meeting is usually held to plan this type of event. Workshops can serve a number of purposes: the setting up of projects, to work on common approaches to mutual problems or the presentation of project results, as think tanks or awareness raising conferences, or with a clear focus on training for trainers/ multipliers.	1 workshop
Expert meeting (EX)	Meetings of the project team at different stages in the course of a project (normally for a 2-day period in Graz); in exceptional cases a small number of additional experts can also be invited to these meetings.	Maximum 2 meetings
National event (NE)*	A seminar organised in one of the member states and co-financed by the host authorities / institution with local or regional participants. These 1-2-day events are in general organised and moderated by one project team member, possibly with the help of a workshop participant and offer a means of achieving larger scale involvement / piloting / training / dissemination at national level.	Maximum 8 events

* It will be the responsibility of the project coordinator to liaise with the national authorities/institution about the setting up and running of these events.

CALL FOR

The following formats for short-term project events are available:

		2008	2009
SHORT-TERM PROJECTS 1 -2 year projects with a focus on training in the field	OPTION A	1 EX	1 WS + 1 EX
	OPTION B	1 EX + 4 NEs	4 NEs + 1 EX
	OPTION C	CUSTOMISED ARRANGEMENT Where justified, other events may be included. Refer to the information on the events available within medium-term projects.	

For the application deadline [see 4.5.2](#)

4.2 Project languages

ECML projects will be conducted in two working languages. These languages will usually be English and French, the official working languages of the Council of Europe. Project teams are encouraged to take advantage of this possibility throughout the project lifetime. Interpretation in these languages will be provided for central workshops. However, project teams must be able to communicate without interpretation. Hence, the team members have to have productive and receptive competence in one of the languages used and good receptive skills in the other. General communication with the ECML may take place in English, French or German.

To encourage participation of speakers or teachers of other languages, ONE of the two official languages may be replaced by another language. In such cases, project proposals must indicate the reasons for the choice. The impact on participation that the choice of working languages may entail as well as any administrative and financial constraints will be taken into consideration in the selection process.

All working documents (minutes of meetings, progress reports, items for the project website, final reports of projects and documents for publication) are preferably submitted to the ECML in both working languages used in the project; the ECML Secretariat will only ensure translation of documents destined for publication from and to English, French and, for projects using it, German. Publications in languages other than English, French or German may only be authorised if a national expert approved by a member of the Governing Board undertakes to verify all texts.

PROPOSALS

In order to encourage language diversity, project teams are strongly encouraged to look for creative ways of involving further languages where possible in project activities (i.e. in group work, regional events, national activities, etc.) and ideas for this should also be indicated in the project submission.

2009-2011

4.3 Project evaluation process

Evaluation of project processes is an important part of project management and must be incorporated into project planning from the outset. In particular, proposal writers need to indicate from where the project is starting so that they can demonstrate progress and achievement during the project.

Ongoing evaluation provides an opportunity to reflect on the project in practice and makes it possible to adjust the working plan so that project objectives can be met. Special attention is to be given to communication within the project team, with the Secretariat and the wider public.

Evaluation requires openness, ensures transparency and should cover:

- monitoring project activities
- identifying areas or procedures of good project practice as well as areas needing improvement
- assessment of achievements
- recommendations for improvement

ECML project evaluation involves the project coordinator, the project team and the ECML secretariat. In addition, the ECML appoints an external programme consultant to offer advice on content matters of individual projects and to assist in the evaluation of the programme.

*For more information on the project evaluation process see the ECML Help Files: <http://www.ecml.at/call> and refer to the ECML publication: *A Guide to Project Management*.*

4.4 Results and outcomes of projects

Projects (whether of 2- or 4-year duration) should both focus on achieving outcomes in terms of processes (i.e. training, exchange, networking, development of competences, etc.) and give rise to products which are of practical use to clearly defined target groups.

Each project will lead to a tangible product - the scope and objectives of which must be included in the project proposal. Where specialist knowledge is required in developing a product (for example in the setting up of an interactive database) this should explicitly be referred to in the project proposal and taken into account when considering the composition of the project team. All projects must clearly specify the intended audience for their products and give an indication of the value of the product to that audience.

The ECML offers the following possible options for the production of project outcomes for **medium-term projects**:

New developments

An outline of a new structure, a new methodology or innovation for language teaching and learning providing stimulus for further elaboration and practical adaptation.

Reference tools

A reference work or other collection of findings, good practice, case studies and/or arguments intended to provide ready reference.

'How to' manuals

Practical information that provides explanation and procedures for how a pedagogical intervention, approach, method or task is to be launched, conducted, completed and / or evaluated.

Training kits

A set of tools, typically consisting of activities to be carried out in training sessions, that allows a teacher or teacher trainer to create applications of an existing instrument for a specific educational context.

If you wish to suggest an alternative form of project outcome, please make this clear in your proposal.

Short-term projects seek to engage as large a professional audience as possible over the duration of the project. This is why web-based presentation and documentation of project processes, plans and outcomes play a major role. In addition to online documentation, a final report on recommendations and strategies for further dissemination will be compiled by the project teams.

To ensure high quality standards, a peer review editorial board will assess publication proposals (for printed, digital and online formats) against the

objectives outlined in project descriptions and make suggestions on the format for publication and methods of promotion and distribution.

The ECML will finance and assure the production and dissemination of products recommended by the editorial board. Cooperation with publishers will also be welcomed.

For examples of previous ECML project products, please consult:
<http://www.ecml.at/doccentre/researchdetail.asp?rg=1&l=E>

4.5 Application deadlines

4.5.1 Application deadline for medium-term projects

Proposals can be submitted at any time before **1 May 2007** using the submissions template available from the Call for proposals website <http://www.ecml.at/call>.

4.5.2 Application deadline for short-term projects

Proposals for years one and two of the programme (2008 + 2009) should be submitted using the template available from the Call for proposals website <http://www.ecml.at/call> by the official deadline of **1 May 2007**.

A further Call for proposals specifically for short-term projects for years 3 and 4 of the programme (2010 + 2011) will be launched in **summer 2009** via the ECML website and mailing lists.

5. SELECTION PROCESS FOR PROJECT PROPOSALS

The selection of project proposals will take place in three phases:

- a) Assessment by an expert advisory group: evaluation of the proposals via a 'blind reading' process
- b) Examination of projects by the Bureau of the Governing Board and discussion with the expert advisory group: drawing up of a shortlist of projects
- c) Presentation of the shortlisted projects to the Governing Board: final selection of project proposals to be included in the programme (September 2007)

CALL FOR

A grid indicating the set of criteria on which proposals will be assessed is included in the submissions template and in the *ECML Help Files*. These correspond to the following main categories:

- Extent to which the project proposal corresponds to the mission and the framework of the ECML and to the objectives of the third medium-term programme
- Quality of project design
- Sustainability of project processes and results
- Potential benefit to European language education professionals

PROGRAMME FEATURES AT A GLANCE

Four thematic strands

- Evaluation
- Continuity in language learning
- Content and language education
- Plurilingual education

Support for project events offered by the ECML to projects in its programme

Activities in Graz - the ECML is responsible for the organisation of logistics and finance:

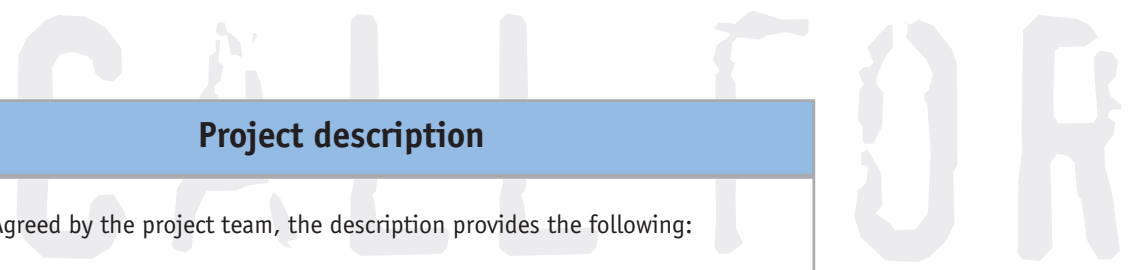
- **Expert meetings;** working sessions of the project team
- **Workshops** (up to 33 nominated participants from member states); prepared and moderated by the project team
- **Network meetings** a follow-up to workshops (for up to 15 participants); prepared and moderated by the project team

Activities in the member states - financial and organisational responsibility shared by national authorities/institution and the ECML

- **Regional workshops** (up to 8 nominated European participants and local participants from the host country); prepared and moderated by up to three project team members
- **National events;** prepared and moderated by one delegated member of the project team, possibly supported by a workshop participant

Project proposals

- submitted by the prospective project coordinator in English or French by e-mail using the electronic form provided (<http://www.ecml.at/call>)
- provides project description, project management plan and full details of team members
- deadline for submissions: 01 May 2007
- final selection by the Governing Board of the ECML in September 2007
- meeting of all selected project coordinators in Graz, 15 – 16 November 2007



Project description

Agreed by the project team, the description provides the following:

- an abstract
- the context of the project
- cooperation with other institutions and organisations
- the project aim and objectives
- an outline of expected results
- a strategy for ensuring the sustainability of the results
- the working languages of the team

Project management plan

Also submitted by the applicants, this must indicate:

- an action plan specifying the series of activities planned for the project, taking account of ECML provision
- a profile of the target audience:
 - participants in project events
 - users of the project outcomes
- a project evaluation plan and a procedure for quality control
- a dissemination plan for the results

Target project audience

For ECML events

(e.g. workshop participants):

- Teachers working as multipliers in networks
- Teacher educators
- Decision-makers (head teachers, curriculum developers, etc.)
- Other, if justified

For project outcomes

(e.g. project publications)

- Teachers
- Teacher educators
- Decision-makers (head teachers, curriculum developers, etc.)
- Other, to be defined

Project team

One coordinator

- must be expert in the topic of the proposed project
- responsible for project management and guidance
- must live and work in a member state

Team members

- selected by the coordinator
- 3 language experts familiar with the project topic
- from different member states
- one team member will be the website correspondent

Coordinator and team members are responsible for the running of the project on the basis of the agreed action plan and for reporting and the evaluation of progress and results

Two project formats

Short-term projects (1 - 2 years)

- focusing on training activities
- using readily available training materials (e.g. materials developed in the framework of the Centre's 2nd medium-term programme)

Medium-term projects (3 - 4 years) focusing on providing:

- new insights, strategies, materials or practical tools for empowering language professionals in their educational practice
- support to practitioners in language education for implementing European principles and tools

Project context

- Projects are expected to take account, where appropriate, of European educational principles and tools (e.g. ELP, CEFR, Guide for the Development for Language Education Policies in Europe)
- Projects should indicate in which way they are providing support for implementing these principles and tools

D REFERENCES

CALL FOR

ECML	Document sections
<p>ECML homepage www.ecml.at</p> <p>ECML call for proposals website www.ecml.at/call</p>	<p>A.1. THE ECML: WHAT IT IS</p> <p>INTRODUCTION</p> <p>B.3.3. Provision by the ECML</p> <p>B.2.1. Thematic strands</p> <p>B.4.1.1. Medium-term projects (3 - 4 years)</p> <p>B.4.3. Project evaluation process</p> <p>B.4.5. Application deadline</p>
<p>Resolution (94)10 on the Enlarged Partial Agreement establishing the European Centre for Modern (adopted by the Council of Europe Committee of Ministers on 8 April 1994) http://conventions.coe.int/Treaty/EN/PartialAqr/Html/Graz9410.htm</p>	<p>A.1. THE ECML: WHAT IT IS</p>
<p>ECML member states (status: 4 September 2006) http://www.ecml.at/aboutus/members.asp</p> <p>Dates of accession: http://conventions.coe.int/Treaty/Commun/ListeTableauAP.asp?AP=12&CM=&DF=28/02/05&CL=ENG</p>	<p>A.1. THE ECML: WHAT IT IS</p>
<p>ECML national representatives http://www.ecml.at/aboutus/aboutus.asp?t=structure</p>	<p>A.2. THE ECML: HOW IT WORKS</p>
<p>Members of the Governing Board of the ECML http://www.ecml.at/aboutus/gb.asp</p>	<p>INTRODUCTION</p> <p>B.3.1. Project coordinators</p>
<p>Second medium-term programme (2004-2007) "Languages for social cohesion – language education in a multilingual and multicultural Europe" http://www.ecml.at/activities/programme.asp</p>	<p>A.2. THE ECML: HOW IT WORKS</p>

Current ECML projects

<p>ALC - Across languages and cultures</p>	<p>B.4.1.1. Medium-term projects (3 - 4 years) - Option B</p> <p>B.2.1.D – Plurilingual education</p>
<p>Blogs - Web journals in language education</p>	<p>B.4.1.1. Medium-term projects (3 - 4 years) - Option A</p>
<p>CHAGAL-Set Up - European Curriculum guidelines for Access programmes into higher education for under-represented Adult Learners</p>	<p>B.2.1.B – Continuity in language learning</p>
<p>CLIL Quality Matrix</p>	<p>B.2.1.C – Content and language education</p>
<p>ELP TT - Training teachers to use the European Language Portfolio</p>	<p>B.2.1.A. Thematic strands: Evaluation</p> <p>B.4.1.1. Medium-term projects (3 - 4 years) - Option C</p>
<p>GULLIVER To get to know each other leads to better mutual understanding</p>	<p>B.2.1.B – Continuity in language learning</p>
<p>ICCinTE - Intercultural communication training in teacher education</p>	<p>B.2.1.D – Plurilingual education</p>

[IMPEL - ELP implementation support](#)

[LEA - Language Educator Awareness](#)

[LCaS - Language Case Studies](#)

[LanguageQuests](#)

[QualiTraining - A Training Guide for Quality Assurance](#)

[Valeur -Valuing All Languages in Europe](#)

B.2.1.A. Thematic strands:
Evaluation

B.2.1.D – Plurilingual education

B.2.1.B – Continuity in language
learning

B.2.1.B – Continuity in language
learning

B.2.1.A. Thematic strands:
Evaluation

B.2.1.D – Plurilingual education

ECML publications

All publications

www.ecml.at/publications

B.4.4. Results and outcomes of
projects

Candelier, Michel, *Janua Linguarum – The Gateway to languages – The introduction of language awareness into the curriculum: Awakening to languages*, Council of Europe / European Centre for Modern Languages, 2004, ISBN 92-871-5312-4.

[Abstract and e-book](#)

[Project website](#)

B.2.1.D – Plurilingual education

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[Résumé et livre électronique](#)

[Site web du projet](#)

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B.2.1.C – Content and language
education

Fenner, Anne-Brit & David Newby, *Réflexion sur la conception de supports dans les manuels en Europe: la mise en oeuvre des principes d'authenticité, d'autonomie de l'apprenant et de sensibilisation à la culture*, Conseil de l'Europe / Centre européen pour les langues vivantes, 2002, ISBN 92-871-5071-0.

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Grünhage-Monetti, Matilde, Elwine Halewijn and Chris Holland, *ODY SSEUS – Second language at the workplace: Language needs of migrant workers: organising language learning for the vocational/workplace context*, Council of Europe / European Centre for Modern Languages, [book + CD-Rom], 2003, ISBN 92-871-5266-8.

[Abstract and e-book](#)

B.2.1.B – Continuity in language
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Grünhage-Monetti, Matilde, Elwine Halewijn et Chris Holland, *ODY SSEUS – la deuxième langue sur le lieu de travail: Les besoins linguistiques pour les travailleurs migrants: l'organisation de l'apprentissage des langues à des fins professionnelles*, Conseil de l'Europe / Centre européen pour les langues vivantes, [livre + CD-Rom], 2004, ISBN 92-871-5267-5.

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[Project website / Site web du projet](#)

B.2.1.D – Plurilingual education

Hasselgreen, Angela, Bergen *'Can Do' project*, Council of Europe / European Centre for Modern Languages, [book + CD-Rom], 2003, ISBN 92-871-5263-2.

[Abstract and e-book](#)

[Project website](#)

B.2.1.A. Thematic strands:
Evaluation

- Heyworth, Frank, *A guide to project management*, Council of Europe / European Centre for Modern Languages, [book + CD-Rom], 2002, ISBN 92-871-4965-8.
[Abstract and e-book](#)
- Heyworth, Frank, *Guide de gestion de projets*, Conseil de l'Europe / Centre européen pour les langues vivantes, [livre + CD-Rom] 2002, ISBN 92-871-4963-5.
[Résumé et livre électronique](#)
- Huber-Kriegler, Martina; Lázár Ildikó, Strange John, *Mirrors and Windows. An intercultural communication textbook*, Council of Europe / European Centre for Modern Languages, 2003, 92-871-5193-8.
[Abstract and e-book](#)
- Huber-Kriegler, Martina; Lázár Ildikó et Strange John, *Miroirs et fenêtres – Manuel de communication interculturelle*, Conseil de l'Europe / Centre européen pour les langues vivantes, 2005, 92-871-5914-9.
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- Hufeisen, Britta & Neuner, Gerhard, *Le concept de plurilinguisme : apprentissage d'une langue tertiaire – L'allemand après l'anglais*, Conseil de l'Europe / Centre européen pour les langues vivantes, 2004, ISBN 92-871-5143-1.
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- Newby, David, Thematic collections: Presentation and evaluation of work carried out by the ECML from 1995 to 1999, Council of Europe / European Centre for Modern Languages, 2003, ISBN 92-871-5272-1.
[Online: e-book and abstract](#)
- Newby, David, Collections thématiques: Présentation et évaluation des travaux menés par le CELV de 1995 à 1999, Conseil de l'Europe / Centre européen pour les langues vivantes, 2004, 5271-3.
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B.4.3. Project evaluation process

B.2.1.D – Plurilingual education

B.2.1.D – Plurilingual education

B.2.1.A. Thematic strands:
Evaluation

B.2.1.C – Content and language
education

Language Policy Division

Homepage of the Language Policy Division
www.coe.int/t/dq4/Linguistic

Common European Framework of Reference for Languages (CEFR)
http://www.coe.int/t/dq4/Linguistic/Manuel1_EN.asp#TopOfPage

A.1. THE ECML: WHAT IT IS

A.1. THE ECML: WHAT IT IS

B.2.1. Project coordinators

B.2.1.A. Thematic strands:
Evaluation

B.2.2. Project context: European
principles and tools for lan-
guage education

European Language Portfolio (ELP)
http://www.coe.int/t/dg4/Linguistic/Portfolio_EN.asp#TopOfPage

A.1. THE ECML: WHAT IT IS
B.2.1.A. Thematic strands:
Evaluation
B.2.1.B – Continuity in language
learning
B.2.2. Project context: European
principles and tools for
language education

Guide for the Development of Language Education Policies in Europe (GDLEP)
http://www.coe.int/t/dg4/Linguistic/Guide_niveau2_EN.asp#TopOfPage

A.1. THE ECML: WHAT IT IS
B.2.1.D – Plurilingual education
B.2.2. Project context: European
principles and tools for
language education

Council of Europe

Council of Europe
<http://www.coe.int>

A.1. THE ECML: WHAT IT IS

European Cultural Convention (1954)
<http://conventions.coe.int/Treaty/EN/Treaties/Html/018.htm>

EU projects

European Commission
CLIL/EMILE - The European Dimension: Actions, Trends and Foresight Potential (2002)
http://ec.europa.eu/education/policies/lang/doc/david_marshall-report.pdf

B.2.1.C – Content and language
education

Eurydice
Content and language integrated learning (CLIL) at school in Europe
http://www.eurydice.org/portal/page?_pageid=257,167666&_dad=portal&_schema=PORTAL

B.2.1.C – Content and language
education

Submissions template

Please download the submissions template from the ECML's Call for proposals website:

www.ecml.at/call.

B GENERAL PROJECT OUTLINE

B1 WHICH THEMATIC STRAND CORRESPONDS TO YOUR PROJECT? (Please cross only one)

- > Evaluation
- > Continuity in language learning
- > Content and language education
- > Plurilingual education

B2 WHAT IS THE TARGET AUDIENCE FOR THE ACTIVITIES PLANNED WITHIN THE PROJECT? (Please cross)

- > Teachers working as multipliers in networks
- > Teacher educators
- > Decision-makers (please specify):
- > Other (please specify):

B3 WHAT IS THE TARGET AUDIENCE FOR THE PROJECT RESULTS? (Please cross)

- > Teachers
- > Teacher educators
- > Decision-makers (please specify):
- > Other (please specify):

PROPOSALS 2008-2011

2000-2011 CALL FOR PROPOSALS

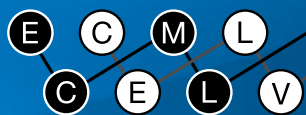
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