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## **Workshop No 2/2017 for ECML National nominating authorities (NNA) and for ECML National contact points (NCP)**

within the framework of the ECML's  
2016-2019 medium term programme of activities

(Graz, Austria, 4-5 May 2017)

## **Workshop report**

Promoting Excellence in Language Education  
Pour l'excellence dans l'éducation aux langues  
Für Sprachenbildung auf höchstem Niveau

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## Acknowledgment

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## 1. Introduction

### 1.1. Workshop context, objectives and programme

The fourth workshop for ECML National Nominating Authorities (NNAs) and National Contact Points (NCPs) in 33 member states and in Canada was held in Graz on 4/5<sup>th</sup> May 2017. Over the two days the following key issues were discussed:

- nomination procedures for ECML workshops;
- the mediation of ongoing developments within the framework of the ECML programme 2016-2019;
- the promotion of the ECML outputs from the previous programme 2012-2015;
- increasing impact.

In preparation for the workshop, a Padlet page was set up by the ECML as an online platform for information and communication. NNAs and NCPs were requested to do some pre-workshop tasks and to complete an online questionnaire highlighting challenges in their role of NNA and NCP and issues to be addressed at the workshop. Click [here](#) to see the pre-workshop survey results.

This report provides an overview of the 15 plenary presentations delivered as well as the results of the 4 accompanying group work discussions. All presentations, working documents and pictures are viewable via the [ECML dedicated web page](#) (registration and login required). The [workshop agenda](#) reflects the topics covered and the activities organised.

### 1.2. Role of the NNAs and NCPs

An **ECML National Nominating Authority** is a person/official agency in each member state responsible for selecting participants for the Centre's activities. The NNA acts as the relay between the expert community in their country and the ECML, soliciting applications for and nominating participants to ECML events based upon the participant profile and workshop description they receive in the regular calls for nominations sent out by the Centre.

An **ECML National Contact Point** is a person/official agency in each member state responsible for disseminating information and documentation relating to the European Centre for Modern Languages, its activities and its project results among institutions, associations and experts working at national level in the field of language education, as well as to other interested groups/individuals.

### 1.3. Participants and moderation

44 representatives of National Nominating Authorities (NNA) and National Contact Points from 30 ECML member states and Canada attended the workshop. The event was moderated by Terry Lamb, ECML project co-ordinator of the [Language Associations and Collaborative Support \(LACS\) project](#); Ana Kanareva-Dimitrovska, ECML Contact Point in Denmark; Ljiljana Subotić, ECML Governing Board member; and Sarah Breslin, Executive Director of the ECML. ([List of participants](#))

## **2. Nomination process for ECML workshops: from promotion through identification of experts to follow-up – challenges and success factors**

### **2.1. ECML procedures**

The participants took note of the [overall nomination process for ECML workshops](#), improvements introduced since their last workshop in 2014 (more transparent project names, tighter profiles of participants, details of the project workshops sent earlier, often pre-workshop tasks for participants, follow-up in terms of content, ongoing communities), and the importance of nominating the right experts considering their role in terms of dissemination, mediation and impact ([sample report extracts](#)).

Two (frequent) situations require additional negotiation with the ECML on a case-by-case basis:

- In cases where no suitable candidate can be identified for a specific workshop, two experts could officially be nominated to participate in any following ECML workshop within the 4-year period of a current programme (subsistence and travel costs paid by the Council of Europe).
- It is possible to nominate more than one participant to a specific workshop at his/her own cost, if additional places are available.

Attention is also drawn to the fact that the ECML also posts calls for application on its [Facebook page](#) after the deadline set for member states if places are still available for a workshop.

### **2.2. The nomination process in member states: a summary of discussion points**

NNAs are quite often placed in ministries or other institutions/agencies/universities with different resources at their disposal that can significantly impact their ability to affect processes and decision making.

NNAs stress the fact that nomination procedures are and can only be country and context specific. Strategies in place include open, semi-open or closed calls with respective criteria. Open calls should ensure a fair distribution of information and provide equal opportunities to apply. Depending on the country, final selection decisions fall under the responsibility of special committees, delegations, teachers' associations, or one person – the NNA or the ECML Governing Board member.

### **Recommendations**

The following suggestions for attracting a higher number of suitably qualified applicants were discussed:

- clarification of responsibilities (committee of selection or not, complexity level of administration system);
- adopting a balanced approach for the calls for nominations (closed lists, open, semi-open), providing transparency and ensuring equal opportunities to participate;
- developing different strategies for different workshops;
- considering existing lists of experts as well as new prospective participants; getting creative about finding new contacts;
- using social media as powerful and low-cost tools (in particular Facebook) to promote ECML workshops and reach more potential applicants ([Norwegian example](#));

- highlighting the benefits of the involvement in an ECML workshop; participation should be viewed as something prestigious by potential participants.

The following suggestions were proposed for enhancing promotion and mediation at the level of the workshop participants:

- Create a document outlining responsibilities in terms of reporting and follow-up guidelines.
- Send the “right” multiplier to a workshop (someone with access to a large network, who is motivated to keep abreast of project developments beyond the workshop itself; who takes responsibility for dissemination).
- Make more active use of participants’ reports (these are published on the ECML website on the national pages, public section, and on password-restricted project pages): see how the reports and contacts can be used at national level; ask for some other kind of reports according to the topic (already with the invitation); use summaries in the national language. In-depth reflection is required with a view to improving the quality of reports for publication (format, content).
- Consider follow-up activities such as
  - the organisation of local, regional and/or national meetings for ECML workshop participants, the home institution, local experts, NNAs and national authorities;
  - a presentation by workshop participants on the ECML workshop;
  - the setting-up of networks and online communities;
  - the publication of articles written by workshop participants and/or NNAs in professional journals and official publications, on national websites, on the [ECML website](#).

### 3. Mediation of ongoing developments

#### 3.1. ECML programme 2016-2019

Mediation plays a key role over and beyond the life of the ECML projects in contributing to the relevance, effectiveness and efficiency of the Centre’s programmes, thus helping member states to implement their priorities in the field of language education.

##### 3.1.1. Getting involved in current programme developments

- Ways to involve the wider expert public: four online surveys:
  - [“Developing language awareness in classes”](#) ([online questionnaire](#) until the 31 July 2017);
  - [“Learning environments where modern languages flourish”](#): interested schools can register on the [project’s working platform](#) until 31 July 2017;
  - [“Towards a Common European Framework of Reference for language teachers”](#) ([online survey](#) until 20 June 2017);
  - questionnaire preceding the third ECML think tank on “pathways for learning” (available from September 2017);
- participating in the annual campaign on the [European Day of Languages](#) (26 September 2017);
- using ECML online resources (project videos and flyers available in 2-3 working languages) ([www.ecml.at](#));
- the ECML (live streamed) colloquium on teacher education for linguistic diversity (13-14 December 2017);
- staying informed of developments with the ECML news ([European Language Gazette](#), [Facebook](#) and [Twitter](#) announcements, project news).

### **3.1.2. Benefitting from ECML support in national contexts: training and consultancy events for member states**

The ECML offers its member states [training and consultancy services](#) in a range of key areas on language education. In this context ECML experts work with national authorities and local experts to devise and implement in-country activities, tailored to the particular context and target audience. Requests should be come from the ECML [Governing Board members](#). [Armenia](#) and [Slovenia](#) presented examples of factors to consider at both the planning and delivery stage, in order to make the most of ECML training and consultancy.

By the end of 2017, 37 training and consultancy events will have taken place. The deadline for requests for 2018 is 1<sup>st</sup> November 2017. Information will be sent out to national authorities soon.

NNAs and NCPs discussed challenges and collected ideas and suggestions on how to mediate the current ECML programme, in particular on how to keep up interest within a programme (not just when there is a workshop or at the end), to use Facebook and Twitter, to inform people of ECML activities, to send out information (e.g. promotion of think tanks), to use participant reports or promotional texts in the home language.

### **3.2. Additional suggestions from group work**

- ECML should ensure that the Governing Board members, NNAs and NCPs are informed about national events the Centre supports (training and consultancy events, national dissemination events, national support events).
- Promote new ECML programmes through teacher training institutions.
- Identify occasions for inviting project coordinators to speak, e.g. research, school boards, etc. and make videos accessible on the internet.
- Invite ECML secretariat to national conferences, events.
- Use the occasion of national conferences or training events to include a mention / presentation of the ECML.
- Ensure that experience of an ECML event is shared among local experts and national authorities.
- Ensure a structured follow-up to workshops.
- Use events on the European Day of Languages to promote the ECML.
- Promote the current programme using online project videos and flyers.

## **4. ECML programme 2012-2015 “Learning through languages”**

### **4.1. Evaluation of the programme**

The participants took note of the [evaluation of the ECML programme 2012-2015](#) which was based on the results of two surveys: on the one hand, a survey targeting ECML Governing Board members, NNAs, NCPs, participants in activities and project/training and consultancy teams and, on the other hand, a public survey on the use of ECML publications. The results highlight the relevance of the programme and its outputs and outcomes for language education professionals and learners in ECML member states and show the potential for further improving promotion and mediation.

## 4.2. Promotion of programme outputs

### 4.2.1. Ready-to-use ECML resources and tools

NNAs and NCPs can use the following for [promoting the programme outputs and ongoing ECML developments](#) in their countries:

- [generic ECML video](#) and videos for individual projects ([YouTube channel](#));
- [new publications brochure](#);
- publication flyers which can be ordered in large numbers for national events;
- [12 online thematic areas](#) designed as a “shop window” for the work of the ECML, the Council of Europe and other key organisations;
- [web announcements](#);
- web section [“Publication of the month”](#);
- individual mailshots for each completed project;
- website dedicated to the [European Day of Languages](#) (5 million page views per year) with cross-links to ECML resources;
- webinars ([example](#)).

Currently under development:

- The ECML will create a Wikipedia page on the Centre which should, ideally, be translated in as many languages as possible. NNAs and NCPs will be contacted in due course about this.
- Tagging: the ECML has started to work at tagging its news items, i.e. attaching keyword descriptions (so-called tags) to identify text as a topic which will allow users to search for similar or related content on the ECML website.

Initiatives to further disseminate ECML outputs:

- translation of outputs; requests for translating ECML publications – which require the Council of Europe’s permission – can be sent at any time to [information@ecml.at](mailto:information@ecml.at);
- organisation of [training and consultancy activities](#), national support events linking up national activities with an ECML project (the ECML can sponsor the contribution of one expert), or national dissemination events; ECML flyers can be ordered at any time in large numbers ([information@ecml.at](mailto:information@ecml.at));
- the ECML can also be invited to participate in national events via Skype sessions, sending prerecorded video messages for events and/or to write articles for educational magazines or professional journals.

To promote national developments:

- register forthcoming events in the [international events calendar of the ECML](#);
- send news items on developments to the ECML ([information@ecml.at](mailto:information@ecml.at)) for the European Language Gazette, the news section of the ECML website, social media;
- publicize publications, studies, surveys through ECML thematic pages;
- send [articles](#) linking to national developments to the ECML;
- feed into databases:
  - inventory of ICT tools and open educational resources ([www.ecml.at/ictinventory](http://www.ecml.at/ictinventory));
  - directory of (currently 350) language associations/organisations ([lacs.ecml.at](http://lacs.ecml.at)): each association will be invited to update its data and to promote the work of the ECML;

- “Language for work” database ([languageforwork.ecml.at](http://languageforwork.ecml.at)) on all aspects of work-related language learning for adult migrants.

#### **4.2.2. Selected examples of promotion strategies from the International Federation of Language Teachers Association (FIPLV), Denmark, France and Montenegro**

- FIPLV: the [Guidelines and practical examples on using ECML resources in different contexts](#) (LACS project of the ECML) provide examples of how ECML projects have been adapted for use in different ways. ([PowerPoint presentation](#))
- The Danish NCP has created a wide national network covering all levels of education and a dedicated website <http://ecml.dk/en/>. ([PowerPoint presentation](#))
- The French NCP ensures dissemination through the institutional website, newsletters, editorial news (10 000 subscribers), events, an annual seminar involving the Governing Board member, the NNA, and ECML project coordinators, and productions (tool, interview, video) of French workshop participants. ([PowerPoint presentation](#))
- In Montenegro, dissemination is ensured via a dedicated [web page](#), meetings with coordinators, NCP/NNA/ECML Governing Board member, ECML training and consultancy events, and articles in professional journals. Foreign language teachers’ associations have been identified as an important new target audience. ([PowerPoint presentation](#))

#### **4.3. Further suggestions for promoting the ECML and its resources**

- Select carefully the right target groups, the particular product/activity to promote and choose the right medium and timing of the promotion.
- The NCPs itself could use ECML materials in their own work; select relevant publications/projects for specific target groups to focus on; remind teachers of relevant projects at relevant times (NCP as a “scout”).
- Think about synergies at national level across different institutions and agencies such as inspectorates, national curriculum organisations, teacher training centres, examination centres, universities, colleges, primary and secondary schools, kindergartens, employment agencies, embassies, cultural institutions, libraries, journal publishers, commercial and non-profit consultancy, parent associations.
- Identify existing relevant online professional communities; think about creating an online professional community of people involved with the ECML at national level.
- NCP/NNA should draft a short report on ECML which can be passed on to the ministries and relevant stakeholders.
- Within the framework of educational reforms think about ways to highlight the contribution of the ECML.
- Consider the use of e-mail signature to highlight your role as NNA/NCP (with the ECML logo and website).
- Adapt the products to national settings.
- Consider cooperation with universities and translation institutes to translate ECML materials.
- Communicate ECML activities on the local level using different platforms and making sure the information is up-to-date, clear and attractive.
- Link the ECML website/national website to other relevant websites (links on ministry/school/institutional/teacher/educational/ associations’ websites); asking partners and



associations to publicize information on their relevant web pages (e.g. call for workshop nominations).

- Create a local website / a web page dedicated to the ECML.
- Use social media as powerful and low-cost tools (Facebook, Twitter, adverts campaigns, management tools and analytics) to promote the ECML.
- Make more use of ECML databases (international calendar of events, expert database, etc.).
- Adapt or translate the text from ECML mailshots focusing on a specific theme and send to relevant networks.
- Publicize articles in professional/language teacher journals and magazines.
- Create ECML resource centres, e.g. in a university.

## **5. Ways to strengthen impact of ECML work at national level**

### **5.1. Examples from Lithuania, the Netherlands and Switzerland**

**Lithuania's strategy to increase impact of ECML work** is based on strengthening regional cooperation with Estonia and Latvia at ministerial level (annual meetings and joint action plans) and communities of language professionals on issues relating to ECML and Council of Europe programmes (e.g. training and consultancy events).

In the **Netherlands** true impact can be achieved by nominating the right multipliers to ECML workshops and following network meetings, doing things at the right time, providing practical training events for teachers, and reviewing ECML products. ([PowerPoint presentation](#))

The General Secretariat of the Swiss Conference of Cantonal Ministers of Education is about to carry out a [study on the impact of ECML programmes and of cooperation with the ECML in Switzerland](#) from September to December 2017 in cooperation with the ECML. NNAs and NCPs are invited to return the pre-questionnaire ([English](#) - [French](#) - [German](#)) to Wilfrid Kuster ([wilfrid.kuster@phsg.ch](mailto:wilfrid.kuster@phsg.ch)) and to contact him for further information if interested in possible synergies.

### **5.2. Additional suggestions from NNAs and NCPs**

- Define a group of experts who would independently evaluate impact.
- Draw on the forthcoming Swiss impact study to develop joint strategies and procedures for analysis and evaluation of impact.
- Identify different ways and existing instruments to measure and improve impact at different levels (number and variety of objectives and selection of possible indicators); develop new measuring tools if necessary.
- Identify possible indicators such as:
  - impact of particular projects;
  - influence on language policy;
  - influence on teacher training;
  - creation of online professional communities;
  - number of times ECML tools are referred to in official documents relating to language education at national level;

- number of subscribers, of participants/people involved in projects, of activities/events/consultancy, publications citations, requests/contacts from national contact points;
- analysis of ECML related web statistics.

## **6. Workshop evaluation and next steps**

### **6.1. Actions proposed by participants as a result of the workshop**

The list of concrete actions can be found [here](#). Below are some examples not covered elsewhere in this report.

- At the level of the NNA, NCP and ECML Governing Board member:
  - develop a joint communication strategy which will be aligned with the ECML orientation and objectives and reflect on possible ways of including the expert results into national educational policies;
  - exchange experiences with NNA/NCP from different countries; consider the example of Denmark.
- Encourage more teachers to use ECML resources by setting up/using teacher networks, contacting teachers' associations, sending out mailings on ECML activities.
- Establish a link/to refresh cooperation with relevant associations to involve (language) teachers associations in future national ECML related actions; invite them to discuss how to promote ECML activities and tools among teachers; suggest that they include ECML links or a dedicated web page on ECML activities on their website.
- Use various networks (e.g. LACS), to engage in disseminating information about the upcoming ECML workshops.
- Encourage the centres of documentation and libraries of teacher training institutions and of university faculties to consult the ECML's online resources and to consider the possibility of publishing the information about this offer.
- Share tasks with colleagues.
- Make proposals for including the ECML authorities in teacher trainings.
- Get in touch with the organisers of specific projects in order to explore the possibilities of collaboration.
- Think about developing a communication strategy that includes social networks (Facebook etc.), websites and different tools for promoting the ECML, its activities and implemented projects, and for sharing ideas and information.
- Start thinking now about which forthcoming project outputs should be translated into the national language (where there is a particular synergy with national priorities).
- Discuss with the NNA the possibility of drafting online news better on a regular basis (maybe 2 per year) including information on possibilities, news, publications etc.
- Go through projects and link them to people who can disseminate.
- Promote national developments via the ECML: make sure that the ECML stays informed about developments and events at national level; encourage those involved in the development of a national strategy for language learning/teaching to submit the information to be published in the European Language Gazette and on the Centre's website.

## 6.2. Recommendations for the next NNA/NCP workshop

([Full list of recommendations](#) from NNAs and NCPs)

### Content

- Continue to provide an update on the ECML website, programme, resources.
- Continue to provide information about situation in member states and concrete practice examples related to dissemination, promotion and impact measurement; examples from different countries; sharing procedures and practices in greater detail in very small groups.
- Show more video clips from countries which have good practices and good implementation.
- Provide an update on general developments relating to language education at European level.
- Provide tools for measuring impact (e.g. check-list).
- Use the pre-workshop online questionnaire to identify examples of impact measures and dissemination strategies; publicize the results at the next meeting to see what is done in different countries.
- Provide more information about the ECML communication strategy using Twitter, Facebook, the European Language Gazette.
- Provide further examples of tasks of the NCP, strategies how to involve the role of NCP into the regular working every day.
- Provide help in defining priorities.
- Include an opportunity for participants to share information about the situation in their countries.
- Consider reintroducing the annual NCP report.

### Organisation/Structure/Format/Method

- Keep NNA/NCP workshop on the agenda on a regular basis (2-3 years).
- Start planning maybe one year before the next workshop to collect ideas (national priorities).
- Involve all three national authorities in a more detailed questionnaire prior to the workshop.
- Maybe offer such events on a regional basis to encourage cooperation between neighbouring countries.
- Plenary discussions: discussions should allow individuals to ask for additional information.
- Group work: avoid questions to be discussed in group work resulting in similar answers from one group work to another; create smaller working groups; possibly where participants are grouped according to the size of their country/type of organisation.

### Recommendations for the ECML

- Clarify roles and responsibilities of the NNA and the NCP and send out an official description.
- Develop practical products teachers can use immediately.
- Provide short descriptions of projects on the leaflets and short (downloadable) summaries of publications.
- Consider creating a common template for NCP web pages/websites.
- Further develop the LACS database of the ECML.
- Provide online and open seminars during and after ECML workshops.