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Participant's report to the National Nominating Authority and the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report¹ in the “Experts involved in ECML activities” section of each ECML member state website (please see www.ecml.at/memberstates).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the event or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at www.ecml.at/memberstates)
 - and in copy to ECML Secretariat (Erika.komon@ecml.at)
- within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the event participant	Chang Zhang
Institution	Post-Primary Languages Ireland
E-mail address	chang.zhang@ppli.ie
Title of ECML project	ARPIDE project - Using ECML resources to support plurilingual and intercultural education for democratic culture
ECML project website	https://www.ecml.at/ECML-Programme/Programme2024-2027/ECMLresourcesfordemocraticculture/tabid/5860/language/en-GB/Default.aspx
Date of the event	20 th and 21 st November 2024
Brief summary of the content of the event	The ECML network meeting explored the alignment of language education with a plurilingual approach, democratic principles and intercultural understanding. Key topics included the Council of Europe's recommendations on plurilingual education , the Reference Framework of Competences for Democratic Culture (RFCDC) , and practical tools such as the grid and framework for resource adaptation. Through interactive plenaries and group work, participants examined strategies for localising ECML resources to foster plurilingualism and intercultural competence within their specific jurisdictions and educational contexts.
What did you find particularly useful?	<p>The discussions centred around the four pillars of the RFCDC (values, attitudes, skills, knowledge and critical understanding), which proved to be particularly engaging and thought-provoking for me. The discussions effectively bridged theory and practice, highlighting the practical implications of plurilingualism for teacher education and continuous professional development (CPD). This practical orientation offered a deeper understanding of how the ECML's resources can be implemented to foster inclusive, plurilingual approaches in classrooms.</p> <p>The outcomes of the first day's deliberations led to an adapted focused task: identifying common and specific challenges faced by different stakeholders and distributors in identifying and promoting various ECML resources. This shift provided valuable insights into tailoring strategies to address the unique needs of diverse educational contexts. The exploration of these challenges</p>

	<p>and solutions provided actionable strategies to support linguistic diversity and social cohesion while enhancing the impact of teacher training and support programmes.</p>
<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>To begin with, I am preparing a CPD session in February for teachers, focusing on the plurilingual approach. This session aims to deepen teachers' understanding of the curriculum specification and the plurilingual approach by exploring its underpinning democratic values. This will be especially relevant for teachers from migrant backgrounds, who bring diverse perspectives and experiences with democratic values and cultural practices, enriching the dialogue and broadening collective understanding.</p> <p>By integrating findings from this networking meeting and the broader ECML resources, the CPD will address immediate professional development needs but also contribute to broader conversations about inclusion, diversity, and long-term engagement in language education. This is an identified need of CPD for teachers so future sessions and workshops might be scheduled regularly.</p> <p>Additionally, insights from my ongoing research into language provision in schools participating in DEIS programmes in Ireland (Delivering Equality of Opportunity in Schools) will be informed by this meeting and the relevant project. This research highlights the importance of tailoring strategies to promote inclusivity and equity, ensuring that plurilingual approaches are accessible and effective in schools serving disadvantaged communities. This meeting will also help lay the groundwork for my future work and research on sustaining student motivation in language learning, in terms of resources and networking.</p>
<p>How will you further contribute to the project?</p>	<p>I aim to contribute by following the updates from this project, contributing data and user experience if requested to pilot the toolkit developed. I will also be piloting ECML resources in selected schools supported by my unit and documenting outcomes to refine their adaptability. I aim to provide feedback to the ECML on implementation challenges and successes, facilitating resource enhancement for broader use.</p>
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional 	<ul style="list-style-type: none"> • To colleagues: Through in-house presentations and tailored workshops for PPLI colleagues and teachers. Through professional and personal conversations with colleagues in other relevant units, to increase awareness of ECML resources, events and services.

<p>association</p> <ul style="list-style-type: none"> - in a professional journal/website - in a newspaper - other 	<ul style="list-style-type: none"> • To a professional association: By presenting findings at relevant language and educational conferences. • In a professional journal/website: Publish a paper on the topic of implementation of new curricular languages from the scope of multilingualism and plurilingualism. • Other: Leveraging social media and the website of my unit to share insights and updates from the event.
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2. Public information

Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc).

The recent ECML network meeting, "Using ECML Resources to Support Plurilingual and Intercultural Education for Democratic Culture," provided education professionals with tools and frameworks to enhance language teaching practices. Participants explored the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) and adapted resources to local contexts, fostering inclusive, democratic, and intercultural learning environments. The event underscored the role of plurilingual education in building social cohesion and supporting linguistic diversity.

This initiative is particularly relevant for educators aiming to develop intercultural competences and democratic values through language learning. It also aligns with Ireland's Languages Connect strategy, promoting diverse language provision to meet the needs of all learners. The toolkits and resources arising from this project will offer practical guidance on identifying and implementing ECML resources in schools and training contexts, with a focus on adaptability and impact. For educators, school leaders, and policymakers, this project presents an opportunity to shape inclusive, future-ready language education systems.