Overview of new ECML-funded Training and consultancy offers 2025

This overview presents ECML-funded Training and consultancy offers at a glance. Details of the proposed activities, practical information and the application form can be found here:
www.ecml.at/Trainingandconsultancy

Please note: the application deadline for 2025 is **15 November 2024**.

Title	Target groups	Main objectives
Plurilingual and intercultural education: teacher and learner competences	• Teachers of languages and other subjects at primary, secondary, university and vocational level • Teacher educators, designers of teacher education programmes	To explore pluralistic approaches in teaching and learning, relevant competences for teachers as well as materials for teacher education
The CEFR Companion Volume: Mediation and other key concepts Focus: "Teacher and learner competences" **or** Focus: "Curriculum and evaluation"	• Language teachers at primary, secondary, university and vocational level • Teacher educators, curriculum planners, material developers • School inspectors/advisors	To use CEFR CV related modules in language teacher education programmes and prepare teachers to include mediation in their teaching and assessment practices
Action research communities for language teachers	• Foreign language teachers • Teacher educators	To help teachers critically reflect on their teaching practice and to stimulate them to see action research as a tool for the creation of more inclusive, democratic and peaceful classrooms, schools, communities, and societies
Learning environments where languages flourish Focus: "Plurilingual and intercultural education" **or** Focus: "Early language learning"	• Language and subject teachers including teaching staff in pre-school and primary settings • Teacher educators • Headteachers, school inspectors and administrators	To learn how to integrate languages into the core of learning and teaching, including through the use of generative AI; to learn how to benefit from holistic and inclusive language learning environments
Steps towards implementing plurilingual and intercultural education	• Teachers of languages and other subjects at all levels • Teacher educators • Professional interested in languages in all subjects	To explore and practise the use of materials both for the classroom and in teacher education supporting the implementation of pluralistic approaches in plurilingual and intercultural education

Fostering digital citizenship through language education	• Language teachers, teacher educators • Decision-makers: educational advisors, inspectors, policy and curriculum developers	To raise awareness of what it means to be a responsible citizen using languages and digital technology and how to design adaptable reflective and real-world tasks for learners
Supporting work-related second language learning for adult migrants and ethnic minorities	• Language and vocational teacher/trainer trainers • Learning providers, staff responsible for integration programmes • Representatives of employer organisations, companies and trade unions	To offer practical guidance to professionals working in the field of language support for adult migrants to enable their labour market participation and language skills development
Plurilingual and intercultural education in early language learning	• Teachers at pre-primary and primary level • Teacher educators • Minority and majority language education professionals • Designers of teacher education programmes and teaching materials	To explore why and how to implement pluralistic approaches in early language learning and to determine which materials and activities are best suited for the classroom and how to involve parents.
Beyond CLIL – Pluriliteracies teaching for deeper learning	• Teachers at secondary and vocational level • Teacher trainers • Educational authorities responsible for CLIL programmes	To develop an understanding of the role of CLIL for deeper subject learning, progression and knowledge transfer; to practise examples of didactic approaches to Pluriliteracies
A roadmap for schools to support the language(s) of schooling	• Head teachers and teachers • School leaders and administrators, policy makers involved in school development • Teacher educators	To explore a whole-school approach to give visibility to the language dimension in all subjects and to discover promising practices that help enhance competence levels in the language(s) of schooling

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