

## 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 report<sup>1</sup> in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

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 workshop 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 <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat ([Erika.komon@ecml.at](mailto:Erika.komon@ecml.at))

within the given deadline.

#### 1. Reporting

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

<b>Name of the workshop participant</b>	<b>Maia Feldman</b>
<b>Institution</b>	<b>City of Copenhagen , Childrens- and Youth Administration</b>
<b>E-mail address</b>	<b>zelmas@hotmail.com</b>
<b>Title of ECML project</b>	<b>CARAP for parents</b>
<b>ECML project website</b>	<a href="http://carap.ecml.at/Forparents/Events/tabid/2986/language/en-GB/Default.aspx">http://carap.ecml.at/Forparents/Events/tabid/2986/language/en-GB/Default.aspx</a>
<b>Date of the event</b>	<b>30.-31. October 2013</b>
<b>Brief summary of the content of the workshop</b>	Exchange of experiences, methods & research concerning activities involving parents in plurilingual and intercultural teaching and learning in schools and education. The participants were: Persons in charge of associations of parents of students, which are interested in languages; Persons in charge of teaching professionals aiming at/interest in the diffusion of the plurilingual and pluricultural approaches; Teachers / Teacher trainers / Researcher-teachers with experience in the information/ involvement of parents in education processes.
<b>What did you find particularly useful?</b>	<ul style="list-style-type: none"> <li>- The detailed presentations from the various participants of initiatives and methods, concerning intercultural and plurilingual activities involving parents in cooperation with schools and communities.</li> <li>- The very qualified discussions about the issues of plurilingual and intercultural integration in schools and curricula, as well as the exchange of methods and strategies in doing so among the variety of European participants</li> </ul>
<b>How will you use what you learnt/ developed in the event in your professional context?</b>	As an advisor on intercultural and bilingual matters in schools and institutions in the City of Copenhagen, I have gained very useful knowledge and inspiration from the network meeting. I have already presented the approaches, both in training teachers and pedagogues and in my work as advisor. I have also presented some of the methods and language approach to a group of 35 arab-danish parents. I plan to initiate a project, in cooperation with parents and 2 teachers, involving language awakening among the pupils and activating the language resources in multilingual families in learning processes. I hope to use these experiences to further develop such approaches in other schools and kindergardens. For this, I have gained very valuable inspiration at the meeting in Graz!

<p><b>How will you further contribute to the project?</b></p>	<p>I plan to document and film/ take pictures of the activities that will take place during the spring and autumn 2014. I very much hope to be able to present and discuss it with partners in the project, and contribute to the “bank” of methods of plurilingual parentinvolvement</p>
<p><b>How do you plan to disseminate the project?</b></p> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	<p>I have presented the methodological and didactic approaches and ideas, that I exchanged and learned about at the network meeting, for colleagues in the City of Copenhagen (integrations advisors, language advisors in kindergardens, school psychologists, officials at the Childrens- and Youth Administration). Also, I have presented the approach and methods of using minority languages and family language resources in learning and teaching activities, in a course for kindergarden teachers where I taught.</p>

## 1. 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.).

*CARAP Forældre (CARAP for parents) udspringer af projectet: CARAP - A Framework of Reference for Pluralistic Approaches to Language and Culture. <http://carap.ecml.at/>*

*CARAP Forældre har til formål at fremme og udbrede viden om de læringsmæssige, sociale og kognitive fordele ved flersproget og interkulturel undervisning. Endvidere er formålet at udvikle forældreinddragelse i skolen gennem flersprogede og interkulturelle læringsaktiviteter. Disse målsætninger forudsætter, at lærere får viden og uddannelse i flersprogede og interkulturelle tilgange til læring og forældreinvolvering.*

*Projektet sigter mod at udvikle, beskrive og udbrede konkrete didaktiske metoder og undervisningsforløb, som styrker alle elevers flersprogede og interkulturelle kompetencer og som udnytter forældrenes ressourcer i læring og trivsel i skolen. Grundtanken er at alle elevernes almene sprogforståelse, flersproglige færdigheder og interkulturelle kompetencer styrkes, samt at alle elevers læring, trivsel og selvværd fremmes, gennem inddragelse og representation af en bredere vifte af forældre og sproglige kompetencer i skolen.*

*CARAP Forældre er baseret i European Centre for Modern Languages, en institution under Europarådet. <http://www.ecml.at/Home/tabid/59/language/en-GB/Default.aspx>.*

*CARAP forældre løber fra 2013 – 2015. Læs mere om projektet her:*

*<http://carap.ecml.at/Forparents/tabid/2892/language/en-GB/Default.aspx>*

# Involving parents in plurilingual and intercultural education

**Project working languages:** French, English

**Project term:** 2013-2014

**Project team:** [Stéphanie Clerc](#), [Anna Maria Curci](#), [Brigitte Gerber](#), [Xavier Pascual Calvo](#)

**What is it about?** The project aims to disseminate knowledge relating to the cognitive and social benefits of plurilingual and intercultural education. It also aims to develop the inclusion of parents in the elaboration of plurilingual and intercultural activities at school. To achieve this second aim, teachers must be informed about and trained in the benefits of involving families in pluralistic approaches – plurilingual and intercultural.

## Target audience involved in project activities

- teachers;
- teacher educators;
- parents and parents' associations;
- associations (national or international) of experts in education promoting plurilingual approaches and didactics

The project joins an enterprise aiming at deconstructing language and ethnic prejudices, which represent obstacles to the development of plural approaches in education systems, especially when they include socially minority languages and cultures. On the one hand it aims at informing parents of students, and, more widely, actors in the education context, about cognitive and social interests of these plurilingual and pluricultural approaches. One important task will be diffusing scientific knowledge about interest in all the languages, whatever their value on the "languages market" is, in the general language development, the construction of knowledge about the world and the construction of a common culture, which has to include diversity. On the other hand, the project aims at proposing ways of involving these actors inviting them to contribute to the design and to the implementation of these approaches. This aspect allows to face the concern of school institutions to establish closer connections with parents; some of them, who are migrants or belong to disadvantaged socio-economic classes, are often linguistically and symbolically insecure towards school especially because of the social representations which depreciate the languages (or language variety) and cultures of their own heritage.

## Expected outcomes and outputs Major output

- Information material designed to inform the general public – especially parents - of the benefits of pluralistic approaches;
- Creation of networks of mediators to present and disseminate the plurilingual projects of the ECML.

Major outcomes: Parents support the development of pluralistic approaches and are involved in their implementation in schools, alongside teachers trained and aware of the advantages of such partnership.

The term *pluralistic approaches to languages and cultures* refers to didactic approaches which involve the use of several (or at least more than one) variety of languages or cultures simultaneously during the teaching process. By abandoning the "compartmentalised" view of an individual's linguistic and cultural competence(s), this publication is a valuable step towards implementing the *Common European Framework of Reference for Languages*, in particular its rationale on plurilingual and intercultural competence.

Examples of descriptors:

- "Can use knowledge and skills already mastered in one language in activities of comprehension / production in another language" (Skills);
- "Having confidence"