

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 <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)

within the given deadline.

1. Reporting

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

Name of the workshop participant	Johannes THEINER
Institution	Verband der Elternvereine an den höheren und mittleren Schulen Wiens/European Parents' Association
E-mail address	johannes.theiner@univie.ac.at
Title of ECML project	CARAP for Parents
ECML project website	http://parents.ecml.at/
Date of the event	April 28 to 30, 2014
Brief summary of the content of the workshop	<p>Presentation of project results, experiences and examples; Video clips from the project were shown and reflected. They showed the empowering effect of involving parents to introduce their language to the learning environment of their children (kindergarten, primary school) to realise a plurilingual attitude and an inclusive learning community. The values of plurilingual attitude were discussed and linked to ethnic, cultural and religious diversity in societies. Examples from Bosnia provided a shocking example of current challenges. A shared language does not necessarily provide sufficient “social glue”. Other examples show that multi-cultural events are more easily provided at schools than sustainable plurilingual programmes.</p> <p>The project’s aims and values were put in relation to EU education policies and evaluation benchmarks as currently discussed. The specific role of parents and the potential of their active involvement as “pedagogic partners” vis-a-vis teachers and other professional pedagogues was confirmed during the discussion by parents’ representatives as well as other participants.</p> <p>Dissemination strategies were in the core of the workshop tasks. We discussed</p> <ul style="list-style-type: none"> • potential project partners inside and outside schools • ... and their role in the dissemination, • ways to present the concept and methodology • ... targeting different groups • core messages to societies • Requirements for sustainable development
What did you find particularly useful?	The well organised meeting gave rich opportunities to discuss and reflect the “plurilingual approach” among representatives from the wide diversity of CoE-member states. As a result of the participants’ diverse background the

Das vom ECML geförderte Projekt „CARAP for Parents“ wird seit 2012 von der „European Parents‘ Association“ durch die österreichische Vertretung begleitet. Im Rahmen eines Projekt-Workshops konnte sich Johannes Theiner über Erfahrungen aus dem Projekt informieren und in die Diskussion über dessen Weiterentwicklung einbringen.

„Plurilingualismus“ bedeutet, dass jede Sprache und ihr/e Sprecher/in gleich wertgeschätzt, dass jede Sprache als wertvolles kulturelles Menschheitserbe angenommen und diese Gleichwertigkeit und Wertschätzung aller (Fremd-)Sprachen auch im Bildungssystem gezielt vermittelt werden. Die dazu nötigen Haltungen und pädagogisch-didaktischen Methoden werden derzeit in der Pädagog/innenbildung überhaupt nicht oder unzureichend vermittelt – europaweit! Im Rahmen des Projekttreffens in Graz kamen Elternvertreter/innen, Expert/innen und politische Funktionär/innen aus zahlreichen Mitgliedsländern des ECML – einer Einrichtung des Europarats – zusammen. Projekterfahrungen geben wertvolle praktische Beispiele für die aktive Einbeziehung von Eltern als „Bildungspartner“ in Volksschule und Kindergarten. Dort können den (grundsätzlich wissbegierigen) Kindern Perspektiven der Welt der Sprachen eröffnet werden. Die Partnerschaft zwischen Lehrer/innen und Eltern(Familie, die den Grundwert der Elternvertretung darstellt, wird zum unübersehbaren Mehrwert im Schulsystem.

Inklusive Ansätze, soziale Kohärenz und Multikulturalität, Sprachkompetenz in Mutter- und Landessprache, Selbstbewusstsein und Weltoffenheit werden durch den plurilingualen Ansatz ermöglicht.