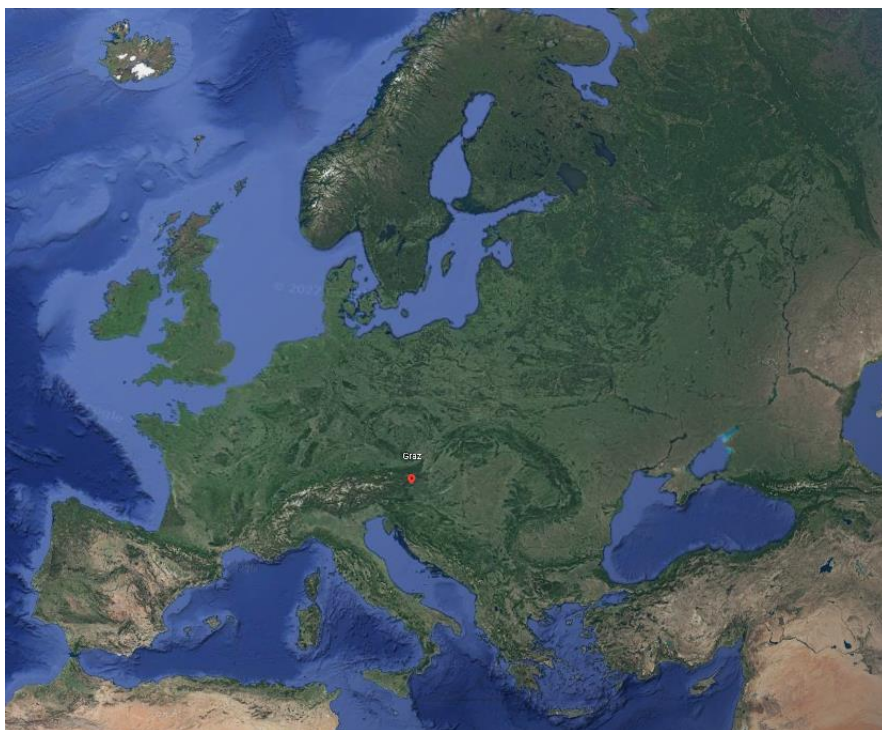


Welcome to the ECML! The European Centre for Modern Languages of the Council of Europe



Bienvenue au CELV!
Sarah Breslin

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European Centre for Modern Languages of the Council of Europe

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The ECML is a unique institution whose mission is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently. Our vision: A Europe committed to linguistic and cultural diversity... [Find out more about the ECML](#)



Upcoming events

Latest news



<https://www.ecml.at/Resources/SupportingthelinguisticintegrationofrefugeesfromtheUkraine/tabid/5558/language/en-GB/Default.aspx>

HOME > RESOURCES > SUPPORTING THE LINGUISTIC INTEGRATION OF REFUGEES FROM THE UKRAINE

Supporting the (linguistic) integration of refugees from Ukraine

These dedicated webpages focus primarily on guidance and resources to support the linguistic integration of refugees from Ukraine in schools and in the workplace. It is targeted at policymakers, school principals and teachers (of all subjects), as well as at Human Resource staff and labour market support services. It is a work-in-progress; new resources and other relevant information will be added as they become available.

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<https://www.ecml.at/Resources/SupportingthelinguisticintegrationofrefugeesfromtheUkraine/Recommendationsforteachers/tabid/5563/language/en-GB/Default.aspx>

11 Council of Europe Recommendations to National Authorities in relation to teachers

Member states should encourage teachers of all subjects to:

1. consider the difficulties that learners face when they cannot speak the language of schooling.

A video about the experience of a migrant child in a maths class.



2. pay particular attention to opportunities to bolster the confidence of refugee children.

Pay particular attention to opportunities to bolster the confidence of refugee children by:

- using body language that reflects affirmation, valuing and welcoming the child even when it is not possible to understand what the child is saying;
- following the child's lead, using whatever is meaningful to the child to initiate and develop communication;
- finding out what subjects they like and by involving them in courses where the language dimension is relatively secondary, such as music, art and physical education.



An example of using different languages while playing games in physical education (in Spanish and French, age 6-12)

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Recommendation CM/Rec(2022)1 of the Committee of Ministers to member States on the importance of plurilingual and intercultural education for democratic culture

*(Adopted by the Committee of Ministers on 2 February 2022
at the 1423rd meeting of the Ministers' Deputies)*

“... support collaboration between educational and cultural institutions, civil society and businesses to promote plurilingual and intercultural learning for democratic culture”



COUNCIL OF EUROPE

Committee of Ministers

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