



Curriculum

[Council of Europe Recommendation CM/Rec \(2022\)1 on the importance of plurilingual and intercultural education for democratic culture](#)

Measures

b ii. - b xvi; c i., c vii. (summary)

The measures call on authorities to ensure that the language dimension of all subjects is made explicit in curriculum guidelines and curricula and that learners are given opportunities to develop the competences needed for authentic, increasingly complex communication in at least two additional languages, with appropriate certification. They also highlight the need to create favourable conditions for complex learning environments, including those that integrate digital media, and to support the development of teaching and learning resources that foster plurilingual repertoires and intercultural awareness. Pedagogical approaches should empower learners by fostering autonomy, critical thinking, learner voice, and a democratic classroom and school culture, and promote language and cultural awareness to prepare learners for intercultural dialogue.

Assessment practices must also be strengthened through instruments aligned with the aims of plurilingual and intercultural education for democratic culture.

At the curricular level, systems should assign a central role to the concepts and principles of plurilingual and intercultural education, including the language dimension of all subjects, and in teacher education they should help teachers develop assessment competences that recognise and value plurilingual and intercultural learning.

What is it about?

A curriculum is a coherent set of plans and practices with regard to educational vision, goals, content, learning activities, learning environment, assessment, grouping, learning time, role of the teacher, and learning resources with reference to a learning period. All elements of a curriculum are interrelated to operationalise an educational vision. A curriculum can be considered in terms of plans, implementation, experiences and outcomes. It is a multi-layered system involving various levels from international guidelines and national policy through school and classroom to the individual learner, with all levels influencing each other. A curriculum must meet learners' needs (relevance); be logically structured into a coherent whole (consistency); be

usable in the situation for which it is intended (usability); and lead to the desired outcomes for learners (effectiveness).

Why is this important and what can be done?

A curriculum provides a framework to design, structure, implement, and evaluate educational programmes. Teachers are central to this process, interpreting, selecting, and shaping content in response to student needs and contexts. To achieve quality education, it is essential to ensure alignment between the core components of the curriculum: goals, teaching and learning activities, and ways to verify whether students have successfully achieved the intended learning outcomes. As far as plurilingual and intercultural competences are concerned, it is essential that they be included in the vision and goals of national and school curricula. This applies to all subjects, not only to language curricula.

Council of Europe resources for policy/decision makers

Resource 1: [A Handbook for Curriculum Development and Teacher Training. The Language Dimension in All Subjects](#)

This ECML resource develops responses to the current challenges of education systems highlighting the importance of language not just as a separate subject in school, but in all subjects across the curriculum.

It serves as a practical guide for curriculum development and teacher training, providing measures and guidance to make language requirements explicit in curricula, materials, and teaching practices.

Resource 2: [Guide for the development and implementation of curricula for plurilingual and intercultural education](#)

This ECML resource serves as a resource for shaping plurilingual and intercultural language education policies and for embedding such approaches across curricula. It presents key issues and principles of curriculum design from a plurilingual and intercultural perspective and explains how to identify, integrate, and sequence relevant content and goals throughout the different stages of education.

Council of Europe resources for teacher educators/ pedagogical advisors

Resource 1: [CEFR-QualiMatrix. A quality assurance matrix for CEFR use](#)

This ECML resource supports language education professionals in engaging in curriculum renewal supported by the action-oriented approach fostered by the CEFR which integrates planning, teaching and assessment as a means to promote quality in language education.

CEFR vision of teaching and learning. It includes an [interactive matrix for self-evaluation](#), a [database of promising practices](#) and a collection of [resources for planning, teaching and assessment](#).

Resource 2: [A Guide to Action-oriented, Plurilingual and Intercultural Education](#)

This ECML resource outlines the educational vision of the CEFR Companion Volume, explaining crucial aspects of plurilingual and intercultural education, It summarises work of the Council of Europe in language learning, and gives a good overview of Council of Europe resources (with links) on different aspects of plurilingual and intercultural education as well as providing orientation for teacher educators and curriculum developers on how to implement it.

Chapter 5, in particular, discusses how to use the CEFR Companion Volume in curriculum design for action-oriented, plurilingual and intercultural language education.

Further resources

[Curricula and Evaluation - Platform of resources and references for plurilingual and intercultural education](#)

Overview of a number of tools to support the creation of curricula and the introduction of evaluations.