

TOWARDS PLURILINGUAL AND INTERCULTURAL EDUCATION A SURVEY TOOL FOR REFLECTION AND PLANNING

Module for lower secondary education

What is the purpose of the tool?

This tool is designed to help member states reflect on and assess to what extent plurilingual and intercultural education is being implemented at lower secondary level, as proposed in the Council of Europe's Recommendation on *The Importance of Plurilingual and Intercultural Education for Democratic Culture* ([Recommendation CM/Rec \(2022\) 1](#)). It will also help member states to highlight strengths and areas for improvement, and to plan steps that may be needed to strengthen implementation.

What are the benefits of using the tool?

The information gathered will:

- help to identify strengths and areas for improvement within your education system using a self-assessment approach;
- help you to plan future steps towards plurilingual and intercultural education at lower secondary level;
- enable member states to share examples of good practice;
- guide Council of Europe support, resources, and language policy.

By analysing the submitted responses, the Council of Europe will gain a better understanding of how plurilingual and intercultural education is being implemented in member states and will be able to share good practice so that countries can learn from one another. Moreover, the data will help guide the future direction of its language policy programme, for example through the development of Language Education Profile and Action Plans in collaboration with interested member states.

How is the tool structured?

It is divided into five main sections:

1. Whole school approach;
2. Learners' home languages;
3. Language(s) of schooling;
4. Additional languages in the curriculum;
5. Pedagogical practice and resources.

Most of the sections are sub-divided into topic areas; all sections contain **indicators** describing ways in which plurilingual and intercultural education may be implemented in policy, practice, and teacher education.

All indicators are linked to the Measures in the Recommendation (2022)¹; either to one or more of the **19 Policy and Practice Measures** or to one of the **9 Teacher Education Measures**, or to both.

The purpose of the indicators is to support fact-finding, reflection, and planning, including as regards the ways in which teacher education (pre-service and in-service) supports the policy and practice described in each numbered indicator.

After each indicator, you are asked to consider the following options:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

There is space for you to provide further information to explain your choice of response and/or provide examples.

At the end of each section, you are asked to consider the section in its entirety, to provide examples of interesting practice and to indicate areas for improvement.

After the 5 main sections, a **summary assessment** invites member states to:

- highlight strengths and areas of need at lower secondary level, drawing on responses from across the different sections of the tool;
- consider the extent to which language education at lower secondary aligns with the Principles in the Recommendation;
- reflect on future actions at lower secondary level.

Additional support via the Policy Toolbox

To accompany this Survey Tool for Reflection and Planning, a Policy Toolbox exploring key topics addressed in the Recommendation has been developed. It contains entries on the following:

- | | |
|--|---|
| • Action-oriented approach | • Intercultural competence and cultural awareness |
| • Additional languages in the curriculum | • Language(s) of schooling |
| • Assessment | • Learner autonomy, agency and critical thinking |
| • Attitudes and beliefs | • Mediation |
| • CLIL/bilingual and immersion education | • Plurilingual repertoires |
| • Complex learning environments | • Professional development |
| • Curriculum | • Whole-school approach |
| • Democratic classrooms | |
| • Home languages | |

Each entry first defines and explores the meaning and importance of the topic and then provides links to key Council of Europe resources for policy makers and decision makers, as well as for teacher educators. **Where these topics first occur in this Survey Tool, a link to the first part of the relevant toolbox entry is provided. Please follow this link and take the time to consider the meaning and importance of the topic if you are at all unsure about it. Once you have worked your way through the tool, you can use the Toolbox and the resources within it to help you address any areas requiring improvement.**

Making the most of the Survey Tool for Reflection and Planning

Careful preparation is necessary before using the online version of the tool. We strongly recommend taking the following steps to ensure that you and your country reap the benefits of engaging in this reflection and planning process.

1. **Review all the topic areas (the basis for plurilingual and intercultural education)** in order to identify the expertise and information needed. If in doubt, use the links to the toolbox entries.
2. **Form a team** – invite colleagues with relevant knowledge of language education at lower secondary and related teacher education and ask them to think about the main challenges in implementing plurilingual and intercultural education in their educational context. Suggest that they consult the toolbox entries as they do this.
3. **Prepare notes** – ask team members to read the indicators in the Word version and make notes.
4. **Hold an initial meeting and follow-up meetings as needed** – decide on the group's approach, plan for subgroups if needed and review progress. Decide who is going to complete the online version on behalf of the member state.
5. **Complete the online version of the tool, including the summary assessment** – review and edit responses and check for accuracy before submitting to the Council of Europe.

What happens after the survey tool has been submitted?

You will receive an acknowledgement from the Council of Europe, who may also request permission to contact you at a later date to discuss your responses to the survey, including:

- Your responses to specific indicators and related comments.
- The examples of inspiring practice that you have included and whether they could be shared with other member states.
- Your remarks about areas that need improvement.
- Your responses in the final section ('next steps').

Contact

For any questions about the tool or if you wish to discuss how best to approach using it, please contact: DGII.EDU.Dept@coe.int

Please enter your contact details below: *¹

First Name

Last Name

Email

Institution

Country

Other people involved (names and job titles)

To learn about the processing of your personal data by the Education Department of the Council of Europe, please consult the [Privacy Notice](#).

¹ *The questions marked with an asterisk (*) must be answered.*

Technical instructions (only for the online version)

Downloading a Word version of the survey tool

The best way to organise collaborative work on the survey tool for reflection and planning is to download **a Word version of the tool** from the following link. This can then be shared at meetings and discussed with colleagues before finalising responses to the sections of the online survey. For example, different colleagues may need to be involved in the various sections, and specific expertise may be needed to respond to statements on teacher education and professional development.

Please note that, after consultation and collaboration with the team involved, **the responses recorded in the Word version will need to be checked and then entered into the online version of the tool using a single link to ensure that only one version per member state is submitted.** Word versions should not be submitted – these are for your own use only.

How to prepare, save and change your responses

Please note that the online tool allows you to save your responses as you work through the sections. If you find that you need to pause to discuss certain points with colleagues, as suggested in the introductory page, or to investigate further, you can stop at any point and, at a later stage, resume working on the tool from the point where you left it. Thanks to the cookies stored by your pc/smartphone/tablet, you can close it and then later use **the same device and the same link to reopen it and continue work.**

If you need to, you can also change your responses: you can do this both while you are working on the tool by clicking on the **previous** button (bottom left), or after finishing work on the tool by selecting the option **edit my answer**.

On the closing page, you can consult a **summary of your responses**.

To download an **individual summary of your responses**, please select the **See Summary Report** button on the closing page. You can then click on **PDF Export** in the top right corner of the page and enter your email address. **You will then receive an email with a link to a PDF version of the report.**

Module for lower secondary education

SECTION 1 - WHOLE SCHOOL APPROACH

1A Democratic culture and inclusion

1. **Measures b i. b xv**: school leaders implement whole-school policies and practices that welcome and value linguistic and cultural diversity, promote the development of **plurilingual repertoires** through language learning, and encourage intercultural education.

These policies are explicit in national guidance documents for school leaders. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Schools have systems in place to ensure the inclusion of all learners, including learners with different linguistic backgrounds. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c i: the programmes for the training and professional development and other educational staff are informed and guided by the principles of plurilingual and intercultural education. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c vi: in their initial training and professional development, teachers reflect on and explore the implications of inclusive approaches to education and develop strategies which ensure that all learners are included. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

1B Language-aware schools

2. **Measure b xv**: all teachers and other staff understand and value the linguistic and cultural diversity that learners bring to the school.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice in lower secondary schools. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c ii: in their initial training and professional development, teachers have opportunities to discuss their own attitudes to different languages and cultures and to understand the importance of valuing all the languages in their learners' repertoires. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

1C The wider school community

3. [Measures b xv](#), [b xix](#): all languages and cultures in the school are celebrated and valued together with parents or guardians and the wider school community.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice in lower secondary schools. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

1D Non formal and informal learning

4. [Measures b x, b xvii, b xix](#): schools build connections between formal and non-formal learning, for example through learner mobility, in order to further develop learners' plurilingual repertoires and [cultural awareness](#), and encourage learners and their parents or guardians to look for opportunities for non-formal language learning.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice in the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

1E. Complex learning environments and resources

5. Measures b xi, b xii: schools provide support for setting up digital learning environments and training in the use of AI in support of language learning and teaching.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c iv: in their initial training and professional development, language teachers gain experience of critically evaluating and aligning the use of resources and media, including digital media, with learning objectives and learning activities both within and outside the classroom. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

WHOLE SCHOOL APPROACH – SELF-ASSESSMENT

Please describe some current inspiring examples of plurilingual and intercultural educational policy and practice and/or teacher education in relation to a whole-school approach at lower secondary level in your national context: *

(Examples may include new resources, initiatives, projects, guidelines etc. Please provide links where possible)

Please indicate any identified areas for improvement/the kind of improvement needed in relation to a whole-school approach at lower secondary level in your national context: *

Thinking of a whole-school approach at lower secondary level and related teacher education in your national context, please choose one of the options below. *

1. A lot has been done - not much more work is needed.
2. Good progress has been made, and work will continue
3. Some progress has been made in these areas, but further improvement is needed
4. Much more work needs to be done in these areas

Please use the space below to provide concrete examples or to clarify your response. *

SECTION 2 - LEARNERS' HOME LANGUAGES

6. Measures b. ix, b xv: schools ensure that all staff, parents or guardians and learners are aware of the home languages of individual learners by taking steps to actively include them in school life.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice in lower secondary schools. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c v: in their initial training and professional development, teachers develop the competences and confidence needed to encourage other teachers and staff, as well as parents or guardians, to make space for and build on learners' home languages and cultures in the school. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

7. Measure b ix: the home languages of learners are valued and recognised as an important resource for learning.

This is school policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

In lower secondary schools, learners' home languages are valued and given space. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c v: in their initial training and professional development, teachers are asked to reflect on learners' home languages and cultures and to develop strategies to draw on these in their teaching. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

8. Measure b ix: to meet the needs of learners, schools make space for the teaching and learning of certain home languages in the curriculum or through extra-curricular activities.

This is school policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

In lower secondary schools, learners' home languages are valued and given space. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

LEARNERS' HOME LANGUAGES – SELF-ASSESSMENT

Please describe some current inspiring examples of plurilingual and intercultural educational policy and practice and/or teacher education in relation to learners' home languages at lower secondary level in your national context: *

(Examples may include new resources, initiatives, projects, guidelines etc. Please provide links where possible)

Please indicate any identified areas for improvement/the kind of improvement needed in relation to learners' home languages at lower secondary level in your national context: *

Thinking of learners' home languages at lower secondary level and related teacher education in your national context, please choose one of the options below. *

1. A lot has been done - not much more work is needed.
2. Good progress has been made, and work will continue.
3. Some progress has been made in these areas, but further improvement is needed.
4. Much more work needs to be done in these areas.

Please use the space below to provide concrete examples or to clarify your response. *

SECTION 3 - LANGUAGE(S) OF SCHOOLING

9. Measure b ii: learners develop competences in using academic varieties of the language of schooling which are needed in the learning of their school subjects (registers/genres, technical vocabulary).

This is school policy set down in curricula and syllabuses. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c i: in their initial training and professional development, all teachers explore how languages relate to one another and learn to apply this understanding to incorporate the language dimensions of all subjects into their classroom practice. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

10. Measures b ii, b vii: there is a sustained focus across all curriculum subjects on developing learners' literacy and on raising learners' awareness and understanding of how languages work and of the different ways in which they can be used.

This is school policy set down in curricula and syllabuses. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measures c i, c iv: in their initial training and professional development, teachers develop an understanding of the varieties of the language of schooling required in lower secondary education and acquire the competences needed to help learners develop subject-related academic language skills in their subjects. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

11. Measures b ii, b vii, b xv: learners from a migration background are given specific and sustained support in learning the language(s) of schooling by teachers with experience in teaching a second language.

This is national policy set down in guidance documents and curricula. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

A whole-school approach involving all teachers is taken to supporting language and literacy development across all subjects. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measures c iv, c v: in their initial training and professional development, teachers of the language of schooling develop the awareness and skills needed to gradually enhance the literacy of learners from diverse backgrounds, including disadvantaged learners with low literacy. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measures c ii, c v: in their initial training and professional development, teachers of all subjects are equipped with the necessary competences and techniques to support migrant learners in developing their competences in the language(s) of schooling. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c.v. in their initial training and professional development, teachers who provide language support for learners from a migration background work on the techniques needed to provide this support. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

LANGUAGE(S) OF SCHOOLING – SELF-ASSESSMENT

Please describe some current inspiring examples of plurilingual and intercultural educational policy and practice and/or teacher education in relation to the language/s of schooling at lower secondary level in your national context: *

(Examples may include new resources, initiatives, projects, guidelines etc. Please provide links where possible)

Please indicate any identified areas for improvement/the kind of improvement needed in relation to the language/s of schooling at lower secondary level in your national context: *

Thinking of language (s) of schooling at lower secondary level and related teacher education in your national context, please choose one of the options below. *

1. A lot has been done - not much more work is needed.
2. Good progress has been made, and work will continue
3. Some progress has been made in these areas, but further improvement is needed
4. Much more work needs to be done in these areas

Please use the space below to provide concrete examples or to clarify your response. *

SECTION 4 - ADDITIONAL LANGUAGES IN THE CURRICULUM

4A Provision

i. Formal provision

- 12. Measures b iii, b iv:** the compulsory education curriculum ensures the teaching of at least two additional languages for all learners, alongside the language(s) of schooling.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c iv: in their initial training and professional development, language teachers engage critically with plurilingual and intercultural approaches to education and develop the competences needed to implement plurilingual curricula using appropriate classroom practices. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

13. **Measures b v, b viii**: school leaders reflect on the languages on offer in their schools and take measures, including consideration of CLIL, to encourage the learning of other languages, including neighbouring languages, with the aim of diversifying the range of languages offered. *

This is national policy set down in guidance documents.

Please indicate the extent to which this is the case:

- 1.To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c iv: in their initial training and professional development, language teachers develop a deep understanding of language learning, including its cultural dimensions, and of language teaching theories and methodologies, including CLIL methodology. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

14. **Measure b viii**: some school subjects are taught through the medium of a language other than the language of schooling (either through bilingual education or through CLIL).

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

15. Measure b xix: learners and their parents or guardians are informed about the reasons for and implications of the choice of additional languages which are offered, the related intercultural aspects and the methods used.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

ii. Non formal provision

16. [Measures b iv](#), [b v](#), [b ix](#): the plurilingual competences which learners have developed in non-formal contexts, including through the use of digital tools, are recognised and drawn on to support the learning of additional languages and to diversify the range of languages valued at school.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

17. Measure b xi: school leaders use digital tools to provide access to the learning of additional languages not covered by the curriculum.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

- 1.To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

- 1.To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c iv: in their initial training and professional development, language teachers explore and reflect on how non-formal provision and out-of-class activities can support plurilingual and intercultural learning, and they may also have opportunities to design and deliver face-to-face or online learning experiences in languages which are not included in the main school timetable.

*

Please indicate the extent to which this is the case:

- 1.To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

4B Progression

i. Syllabuses and the development of language competences

18. **Measure b iii:** syllabuses for additional languages include guidelines and recommend resources designed to help learners gradually develop the oral and written communication skills needed to engage in authentic and progressively complex oral and written communication, as indicated, for example, in appropriate CEFR scales and descriptors.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measures c iii, c vii: in their initial training and professional development, language teachers learn how to design language learning tasks that support the progressive development of learners' oral and written communication skills and explore how to adapt these to different classroom contexts. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c iii: in their initial training and professional development, teachers have opportunities to improve their own language proficiency for professional purposes, as well as to acquire appropriate certification. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

19. Measures b vi, b vii: syllabuses for the additional languages offered have comparable objectives and recommend similar approaches to language teaching and assessment.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measures c iv, c vii: in their initial training and professional development, language teachers are given practice in designing learning tasks - involving activities of the kind suggested by the CEFR. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c iv: in their initial training and professional development, language teachers are encouraged to set comparable objectives and use similar pedagogical approaches across the different additional languages they teach, fostering collaboration and coherence in learners' language development. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

20. Measures b xii, b xiv: the curriculum for additional languages offers regular opportunities for learners to practise the skills needed for intercultural dialogue while developing the necessary language and cultural awareness.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measures c v, c viii: in their initial training and professional development, teachers reflect on and further develop their own intercultural communicative competences by experiencing different approaches to language teaching, as well as through physical and /or virtual mobility programmes and intercultural encounters. *

Please indicate the extent to which this is the case:

- 1.To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

ii. Transitions

21. **Measure b iv**: in the learning of additional languages, coherent transition which builds on learners' prior learning is facilitated from (pre) primary school through lower secondary and into upper secondary school.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

- 1.To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measures c i, c iv: in their initial training and professional development, teachers explore the dimensions of language across educational levels and curricula, and learn to support coherent transitions from (pre-) primary through lower and upper secondary school. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

22. Measure b xvi: in- and out-of-classroom activities are designed to encourage learners to think about the progress they have made in language learning and to prioritise their future learning aims, for example by using the European Language Portfolio (ELP)².

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

² see: <https://www.coe.int/en/web/portfolio>

4C Assessment and certification

23. **Measure b xvi**: at appropriate points in the lower secondary cycle, for example at the end of each school year, learners receive a written summary and/or certification of their progress and achievements in language learning.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measures c iv, c vii: in their initial training and professional development, language teachers develop a solid understanding of the CEFR for curriculum alignment and coherence between learning goals, teaching and assessment, and learn how to select, adapt and design assessment tools that are aligned to the CEFR. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

24. Measure b xvi: language assessment procedures take account of learners' individual plurilingual and intercultural repertoires, including their home and additional languages.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c vii: in their initial training and professional development, language teachers are equipped to use plurilingual and intercultural assessment procedures and tools and reflect on ways of drafting constructive written feedback for learners and parents or guardians, for example at the end of the school year. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

25. [Measure b xvi](#): assessment tools used in additional language learning are based on clear criteria linked to plurilingual and intercultural goals, for example by including tasks that focus on learners' ability to communicate across languages and cultures.

This is national policy set down in guidance documents. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

This is standard practice across the lower secondary school system. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

[Measure c vii](#): in their initial training and professional development, teachers develop their assessment literacy and learn how to use CEFR- and ELP-based activities and assessment tools to review their learners' progress in developing their plurilingual and [intercultural competences](#). *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

ADDITIONAL LANGUAGES IN THE CURRICULUM – SELF-ASSESSMENT

Please describe some current inspiring examples of plurilingual and intercultural educational policy and practice and/or teacher education in relation to additional languages at lower secondary level in your national context: *

(Examples may include new resources, initiatives, projects, guidelines etc. Please provide links where possible)

Please indicate any identified areas for improvement/the kind of improvement needed in relation to additional languages at lower secondary level in your national context: *

Thinking of the teaching and learning of additional languages at lower secondary level and related teacher education in your national context, please choose one of the options below. *

1. A lot has been done - not much more work is needed.
2. Good progress has been made, and work will continue.
3. Some progress has been made in these areas, but further improvement is needed.
4. Much more work needs to be done in these areas.

Please use the space below to provide concrete examples or to clarify your response. *

SECTION 5 - PEDAGOGICAL PRACTICE AND RESOURCES

5A Attitudes and beliefs

26. Measures b i, b ix, b xv: teachers and other staff demonstrate a clear and consistent commitment to valuing all the languages which are spoken or signed by learners, including home and minority languages, as a legitimate and meaningful part of school culture.

This is true of all staff at lower secondary level. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c ii. teacher educators systematically support (future and in-service) teachers in examining their own assumptions and beliefs about languages, language learning, and plurilingualism. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

5B The development of plurilingual repertoires

27. [Measures b vi](#), [b vii](#): teachers take account of the different languages and varieties in learners' repertoires, thus supporting the development of new language learning through connections with what learners already know.

This is normal practice at lower secondary level. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

[Measure c iii](#): in their initial training and professional development, teachers are asked to reflect on their own plurilingual and intercultural repertoires as a step towards developing strategies to support their learners' learning and progress. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

5C Learning environments and resources

28. [Measures b xi, b xii](#): a wide range of visual, audio and textual media in different languages and from different cultures, including digital media identified with the help of AI, is used during classroom and out-of-class activities.

This is normal practice in all lower secondary schools. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

[Measures c iv, c vii](#): in their initial training and professional development, teachers are encouraged to experiment in an ethical and critical way with digital technology and generative AI in order to identify resources for teaching and assessing plurilingual and intercultural competences. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

5D Cultural awareness

29. **Measure b xiv**: classroom and out-of-class activities across the curriculum regularly include a focus on language and cultural awareness and support learners in developing the necessary attitudes and skills for intercultural dialogue.

This is normal practice in all lower secondary schools. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measures c ii, c viii: in their initial training and professional development, teachers are given opportunities to design and reflect on physical or virtual exchanges that foster intercultural dialogue and develop their own plurilingual and intercultural competences. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

5E Teaching languages in interaction with one another

30. **Measure b vi**: languages are taught in ways that explore connections between them, encouraging learners to compare and reflect on how languages work. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c iv: in their initial training and professional development, teachers develop competences to select and create teaching/learning resources and tasks involving sources, artefacts and customs from several languages and cultures. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c iv: in their initial training and professional development, teachers are given practice in designing learning tasks involving activities of the kind suggested by the CEFR descriptors for **mediation**. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

5F Democratic classrooms and the learner's voice

31. Measure b xiii: to support learner autonomy and encourage critical thinking within a democratic school culture, learners' voices are regularly listened to and valued when decisions are being made about the teaching and learning of language and intercultural competences.

This is normal practice in all lower secondary schools. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c vi: in their initial training and professional development, teachers are encouraged to experiment with inclusive, action-oriented plurilingual and intercultural approaches to school subjects that foster learner agency, autonomy and critical thinking. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c ix: in their initial training and professional development, teachers gain experience of classroom observation, teaching practice and/or action research techniques that encourage them to experiment with and reflect on plurilingual and intercultural education. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

5G Assessment of plurilingual and intercultural competences

32. Measure b xvi: assessment practices include formative assessment and a range of tools and approaches, including self- and peer-assessment, that support learning and promote learners' plurilingual and intercultural competences.

This is normal practice in lower secondary education. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c vii: in their initial training and professional development, teachers develop their assessment literacy through familiarisation with digital approaches to assessment and formative assessment, including self- and peer- assessment, to ensure that assessment supports the development of learners' plurilingual and intercultural competences. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

5H Digital literacy

33. Measure b xi: digital media and AI tools are integrated into everyday learning to support learners' social agency and the development of their plurilingual and intercultural competences, as well as their digital competences.

This is normal practice in lower secondary education. *

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

Measure c iv: in their initial training and professional development, teachers receive guidance on the use of digital technology and generative AI to develop plurilingual and intercultural competences, including critical and ethical aspects of their use in education and assessment.

*

Please indicate the extent to which this is the case:

1. To a large extent
2. To some extent (e.g. in certain regions, sectors or types of provision)
3. Not currently in place
4. Information not available/requires further verification

If you wish, use the space below to provide concrete examples or to clarify your response.

PEDAGOGICAL PRACTICE AND RESOURCES – SELF-ASSESSMENT

Please describe some current inspiring examples of plurilingual and intercultural educational policy and practice and/or teacher education in relation to pedagogical practice and resources at lower secondary level in your national context: *

(Examples may include new resources, initiatives, projects, guidelines etc. Please provide links where possible)

Please indicate any identified areas for improvement/the kind of improvement needed in relation to pedagogical practice and resources at lower secondary level in your national context: *

Thinking pedagogical practice and resources at lower secondary level and related teacher education in your national context, please choose one of the options below. *

1. A lot has been done - not much more work is needed.
2. Good progress has been made, and work will continue.
3. Some progress has been made in these areas, but further improvement is needed.
4. Much more work needs to be done in these areas.

Please use the space below to provide concrete examples or to clarify your response. *

CONCLUSION – Summary Assessment

Thank you for having completed the self-assessment related to each of the above sections.

In this final section, we would like you to make an overall evaluation of the current state-of-play of lower secondary language education in your national context in relation to the implementation of **CM Rec. (2022)1 on the importance of plurilingual and intercultural education for democratic culture**.

1.a Areas of strength

Having reflected on all the indicators and additional aspects related to the topics above, please now think about **overall strengths** as regards the implementation of the above Recommendation in your national context and describe these briefly below. You may find it easier to do this by thinking about the different kinds of languages referred to in the different sections of this tool and the Recommendation itself: home languages, the languages of schooling, additional languages etc. *

1.b Areas of need

Having reflected on all the indicators and additional aspects related to the topics above, please now think about **areas where further work is needed** as regards the implementation of the above Recommendation in your national context and describe these briefly below. Again, you may find it easier to do this by thinking about the different kinds of languages referred to in the different sections of this tool and the Recommendation itself: home languages, the languages of schooling, additional languages etc. *

Please describe below some current and recent inspiring examples of ways in which plurilingual and intercultural education is being implemented at lower secondary level and/or in related teacher education in your national context. *

(provide links where possible)

2. The second part of the overall assessment is based on the seven Principles in the Appendix to CMRec (2022)1 on the importance of plurilingual and intercultural education for democratic culture. The Principles, which are listed below, encapsulate both the benefits of plurilingual and intercultural education and the reasons why it matters. Please consider language education in your context, at the levels of policy, practice and teacher education, in the light of these Principles when responding to the statements below.

Principles

Plurilingual and intercultural education:

1. is essential to education for democratic culture;
2. respects and values linguistic and cultural diversity;
3. promotes language awareness and language sensitivity across the curriculum;
4. encourages critical reflection on cultural diversity;

5. helps to foster critical digital literacy and digital citizenship;
6. encourages learner autonomy and values the learner's voice;
7. supports the inclusion of disadvantaged and marginalised learners on an equal footing with other learners.

In our national context, language education at lower secondary contributes to the strengthening of democratic culture.

Multiple answers allowed if you choose 'yes, to some extent' option.

1. Yes, at all levels.
2. Yes, to some extent, but more could be done at policy level.
3. Yes, to some extent, but more could be done in pedagogical practice.
4. Yes, to some extent, but more could be done in pre-service teacher education.
5. Yes, to some extent, but more could be done in-service teacher education.
6. No, not at all.

In our national context, language education at lower secondary contributes to respecting and valuing linguistic and cultural diversity.

Multiple answers allowed if you choose 'yes, to some extent' option.

1. Yes, at all levels.
2. Yes, to some extent, but more could be done at policy level.
3. Yes, to some extent, but more could be done in pedagogical practice.
4. Yes, to some extent, but more could be done in pre-service teacher education.
5. Yes, to some extent, but more could be done in-service teacher education.
6. No, not at all.

In our national context, language education at lower secondary contributes to the promotion of language awareness and language sensitivity across the curriculum.

Multiple answers allowed if you choose 'yes, to some extent' option.

1. Yes, at all levels.
2. Yes, to some extent, but more could be done at policy level.
3. Yes, to some extent, but more could be done in pedagogical practice.
4. Yes, to some extent, but more could be done in pre-service teacher education.
5. Yes, to some extent, but more could be done in-service teacher education.
6. No, not at all.

In our national context, language education at lower secondary encourages critical reflection on cultural diversity.

Multiple answers allowed if you choose 'yes, to some extent' option.

1. Yes, at all levels.
2. Yes, to some extent, but more could be done at policy level.
3. Yes, to some extent, but more could be done in pedagogical practice.
4. Yes, to some extent, but more could be done in pre-service teacher education.
5. Yes, to some extent, but more could be done in-service teacher education.
6. No, not at all.

In our national context, language education at lower secondary fosters critical digital literacy and digital citizenship.

Multiple answers allowed if you choose 'yes, to some extent' option.

1. Yes, at all levels.
2. Yes, to some extent, but more could be done at policy level.
3. Yes, to some extent, but more could be done in pedagogical practice.
4. Yes, to some extent, but more could be done in pre-service teacher education.
5. Yes, to some extent, but more could be done in-service teacher education.
6. No, not at all.

In our national context, language education at lower secondary encourages learner autonomy and values the learner's voice.

Multiple answers allowed if you choose 'yes, to some extent' option.

1. Yes, at all levels.
2. Yes, to some extent, but more could be done at policy level.
3. Yes, to some extent, but more could be done in pedagogical practice.
4. Yes, to some extent, but more could be done in pre-service teacher education.
5. Yes, to some extent, but more could be done in-service teacher education.
6. No, not at all.

In our national context, language education at lower secondary supports the inclusion of disadvantaged and marginalised learners on an equal footing with other learners.

Multiple answers allowed if you choose 'yes, to some extent' option.

1. Yes, at all levels.
2. Yes, to some extent, but more could be done at policy level.
3. Yes, to some extent, but more could be done in pedagogical practice.
4. Yes, to some extent, but more could be done in pre-service teacher education.
5. Yes, to some extent, but more could be done in-service teacher education.
6. No, not at all.

Please use the space below to provide concrete examples or to clarify your response. *

Next Steps

Please give us an indication of how you intend to address any challenges identified through using this survey tool by ticking one or more of the boxes below. You can use the spaces below to suggest an alternative and/or provide additional information. *

In our context we will use our own resources to address the challenges we have identified.

In our context we will use the [Policy Toolbox](#) to address the challenges we have identified.

In our context we will consider the possibility of requesting direct support from Council of Europe experts, for example via the forthcoming Council of Europe Language Education Profile and Action Plan (a revised version of the former Language Education Policy Profile) to address the challenges we have identified.

Other

Please indicate any other ways in which you intend to address the challenges you have identified.

How else might the Council of Europe support your efforts to address the challenges you have identified?