

Brussels Declaration

Grant application

TWO STAGES

- (1) A **statement** on policies and practices in place or being piloted across Europe, aimed at increasing motivation among young people in formal education to learn foreign languages, surrounded by a description and analysis of relevant changes in Europe and the world, an explanation of individual and societal benefits resulting from language learning and multilingual communicative competence, and a set of recommendations for future action to be taken at different levels.

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- (2) A declaration setting out in simple, but persuasive terms the main points put forward in the statement, and specifying the target groups that need to take action.

PURPOSE

To raise awareness among key decision-makers, but ultimately among all stakeholders of why action is needed and what can and should be done.

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Previous declarations

Berlin Declaration (2001 EYL Conference)

Aarhus Declaration (CEL/ELC 2003 Conference & TNP-2
Final Conference, June 2003)

Nancy Declaration – *Multilingual Universities for a
Multilingual Europe Open to the World* (ENLU Final
Conference, Nancy, April 2006)

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NANCY DECLARATION

- I. Preamble
- II. A framework for university language policy
- III. The Bologna structure and the generalisation of language learning among all undergraduates
- IV. Students
- V. Quality assurance and enhancement
- VI. E-Learning
- VII. The use of a second language as medium of instruction
- VIII. The HELP Network
- IX. Conclusion

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Points to be included in Brussels Declaration

- Reference to MOLAN and to the HLGGM Final Report
- Motivation has become an even more important and complex issue –
 - lack of motivation for learning in general (25 % of 15-year-olds not fully literate)
 - highly motivated young people who have more than one first language
 - heterogenous classrooms / learner groups – too demanding / not demanding enough -> decline in motivation

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- Fundamental issues
 - Fundamental right to achieve literacy in first language
 - Fundamental right to achieve full competence in the language of education
 - Fundamental right to continuity in the learning of other languages from an early age
- Ref. to Europe 2020 / Youth on the Move / but also to CoE
- Importance of ability to communicate effectively (not just expressing basic needs)

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- Proficiency in a number of languages more important than ever to personal development, acquisition of new knowledge, and employability.
- Initiating motivation + sustaining motivation
- Motivation I: (i) professional, highly motivated teachers; (ii) resources
- Motivation II: PSPs => MOLAN
- Importance of reference points identified in MOLAN: context – success factors – success indicators – transferability => analysis + new initiatives
- CONTEXT: diversity + increasingly rapid changes (<- IT developments)

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- SUCCESS FACTORS: four clusters
 - Innovative teaching and learning practices
 - co-operation with other partners and stakeholders
 - integration, accreditation and certification
 - language policy
 - (specific ref. to whole-institution approaches, to local / regional networks, and to IT)
- SUCCESS INDICATORS
 - not simply a quantitative issue
- TRANSFERABILITY
 - importance of European co-operation

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- case studies
- system for targeted information retrieval
- regular updating
- The greatest challenge: to convince the unconvinced, i.e. to motivate the motivators – authorities, head teachers, senior management
- to this end: involvement of all stakeholders – teachers, students, parents, former students, pertinent specialist / non-specialist organisations, public employers and enterprise ...

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- Recommendations?
- to education institutions
- to education authorities
- to the European Commission
- to the Council of Europe