

EUROPEAN LANGUAGE LABEL

European thematic priorities in 2023-2024

The European priorities for the European Language Label awards in 2023-2024 reflect the policy priorities of the European Commission as a whole. They open up the opportunity to demonstrate **how language learning can be connected with the big challenges of our time and contribute to cross border solutions based on understanding and communication.**

In 2023-2024 the European Language Label will be awarded to projects that support at least one of the following European priorities listed below. The European priorities may be complemented by national priorities.

1. Supporting newly arrived migrants and displaced children and young people in their language learning needs

With the substantial rise in numbers of refugees between 2014 and 2016, Member States and education institutions in general have increasingly been concerned with developing strategies for effectively including young refugees into education and expertise can be drawn from this experience. Since the start of the war in Ukraine in February 2022, the influx of displaced Ukrainian children is much larger than what the education systems experienced before. This adds to the already intense pressure that schools and their support agencies have in coping with the ongoing disruption to education caused by the Covid-19 pandemic.

Labelled projects should explore **measures aimed at supporting newly arrived migrants and displaced children from Ukraine**, and in a broader sense aimed at making **education institutions more inclusive**. This could be, for example via inclusive pedagogical approaches, where cultural and social identities of migrant students are seen **as assets rather than as deficits or limitations**. In the field of school education and vocational education and training, for example, promoting multilingualism and **"language awareness"**, where all languages spoken by learners, parents, and other school stakeholders are welcomed and valued alongside those of the host country can improve academic achievement, while also **reinforcing their sense of belonging, well-being** at school. Inclusive pedagogical approaches and learning environments are based on **dialogue with all actors** and with the whole school community, involving parents and other stakeholders.

2. Professional development of teachers to address inclusion and intercultural dialogue, in particular in relation to the increased linguistic diversity in the classroom

Labelled projects should explore practices that help addressing the **increased diversity in schools** in Europe. This can be, for example initiatives and pedagogies contributing to enhancing the skills and expertise of teachers and educational staff in general **to teach in multi-lingual, multi-cultural contexts**, Initial Teacher Training (ITT) and Continuing Professional Development (CPD) programmes, including Early Childhood Education and Care staff, **support and clear vision of the school leadership** as regards inclusion. A 2019 Eurydice Report entitled "Integrating Students from Migrant Backgrounds into Schools in Europe" notes that: in particular, **providing teaching in a**

broader multilingual and multicultural learning framework – where migrant students' language(s) and culture(s) are valued – has two significant educational benefits: firstly it helps migrant students learn the language of instruction more easily; and secondly it also gives them a chance to recompose their self-identity in a positive way, as their own language(s) and culture(s) are valued alongside those of the host country. Intercultural education can create the space and conditions necessary for all students from different linguistic and cultural backgrounds – native-born and migrant alike – to communicate, learn together, and develop as individuals aware of their own cultural identity and respectful of others'...This fosters a more inclusive school.

3. Support to projects addressing minorities and regional languages as a means to promote equity, social cohesion and active citizenship

Inclusion and respect for the rich cultural diversity of Europe is one of the priorities and objectives of the European Commission. Linguistic diversity is enshrined in Article 22 of the Charter of Fundamental Rights of the European Union. The respect for the rights of persons belonging to minorities is a fundamental element of the Charter. Article 3 further states that the Union shall respect its rich cultural and linguistic diversity, and shall ensure that Europe's cultural heritage is safeguarded and enhanced. This diversity is therefore inherent to European identity. The [Council Recommendation on a comprehensive approach to the teaching and learning of languages](#) develops the concept of 'language awareness' and refers to existing practices in bilingual and multilingual regions, where 'home' languages, regional or minority languages are taught along with other languages of schooling.

Many interesting pedagogical approaches can be found in bilingual regions and multilingual classrooms around Europe. A Eurydice publication provides a specific overview focusing on measures taken by education authorities to support [the teaching of regional and minority languages in schools in Europe](#). Labelled projects should illustrate such practices and particularly aim at promoting equity, social cohesion and active citizenship.

4. Language learning in supporting the personal growth of adult learners

Labelled projects should seek possibilities to apply the language teaching methods and techniques, which can allow working with **adult learners with fewer opportunities**, in particular low skilled. These projects could promote language learning through mentorship, self-development, real-life tasks which encourage adult learners to face more challenges and complexity and to build up their confidence. These projects should help adult learners to reinforce key competences and motivate them to further learning. Labelled projects could also explore practices that allow for **enhancing the mobility of language teachers and educators working with adult learners with fewer opportunities** in particular. Bringing together institutions providing language teaching should reinforce the professional development and competences of such educators in facilitating the learning and empowering adult learners with fewer opportunities.