



LAMI new Project plan (2024-2026)

LAMI member already involved

Lorenzo Rocca (LR)
Cecilie Hamnes Carlsen (CHC)
Anna Mouti (AM)
Giorgio Silfer (GS) and Lorena Bellotti (LB)
Ina Ferbežar (IF) and Mateja Eniko (ME)
Joe Sheils (JS)
José Pascoal (JP)
Mohammad Al Qara (MAQ)
Dina Vilcu (DV)
Anastasia Drackert (AD)
Judith Richters (JR)
Hrisztalina Hrisztova-Gotthardt (HHG)
Mari Honko (MH)
Miriam Schmaus (MS)
Sara Ahmed Hama Karim (SAHK)
Live Grinden (LG)
Letizia Cinganotto (LC)
Danilo Rini (DR)
Sabrina Machetti (SM)
Paola Masillo (PM)

ALTE Institution already involved

Società Dante Alighieri
Western Norway University of Applied Sciences
Aristotele University of Thessaloniki
KCE - Kultura Centro Esperantista
University of Ljubljana
ALTE Individual Expert Member
University of Macao
Worldwide Bildungswerk
BBU-ICR Consortium
Gast
Bureau ICE
SEM (Secretariat fide)
University of Jyväskylä, The Centre for Applied Language Studies
Western Norway University of Applied Sciences
Western Norway University of Applied Sciences
Western Norway University of Applied Sciences
Università per Stranieri di Perugia
Università per Stranieri di Perugia
Università per Stranieri di Siena
Università per Stranieri di Siena

Work Package (WP)	Task	Schedule
WP1- Language policies for migrants (1 task)	1.1 - Confirming/updating data from the ALTE-Council of Europe Survey (related to LAPIM (Language Policy Index for Migrants))	2024-2026
WP 2 – LLAT (LAMI-LASLLIAM Assessment Tools) Further steps (7 tasks)	2.1 - Tool 1 and Tool 2 Collection of learners’ products/samples (spoken and written interaction) at the 4 LASLLIAM levels and for different languages, according to the use of LLAT in learning environments. <i>In collaboration with the Council of Europe</i>	2024-2025
	2.2 - Tool 3 - Development of a complete end-of-course exam based on the specifications provided.	2024-2026
	2.3 - Webinar template for LLAT dissemination. <i>In collaboration with the Council of Europe</i>	2024-2025
	2.4 – Webinars on the use of LLAT (based on the common template as result of task 2.4) in different languages/contexts. <i>On behalf of ALTE and the Council of Europe</i>	2025-2026
	2.5 – Tracing the impact of LLAT in the local contexts: feedback collection at meso-micro levels (local authorities, heads of schools, teachers, volunteers: statements, narratives, video-interviews). <i>In collaboration with the Council of Europe</i>	2025-2026
	2.6 – New languages/ new translations of LLAT. <i>In collaboration with the Council of Europe</i>	2024-2026
	2.7 – Integrating/updating the language versions already existing. <i>In collaboration with the Council of Europe</i>	2024-2026
WP 3- Exploring Knowledge of Society (KoS) tests (2 tasks)	3.1 – Survey of the nature of national KoS tests; their scope, contents, language demands, test format, assessment criteria. <i>In connection with the Social Justice SIG and linked with task 6.1</i>	2024-2025
	3.2 - On the basis data collected in task 3.1, developing an awareness raising paper highlighting the issues related to KoS tests, with references to the Council of Europe RFCDC (Reference Framework of Competences for Democratic Culture). <i>In connection with the Social Justice SIG</i>	2025-2026
WP 4 - Exams for migrants and good practices (1 task)	4.1 - Survey and related collection of good practices, in terms of procedures and exams regulations, formal agreements with policymakers about assessing uneven profiles, taking into account different aspects, e.g. low literacy profiles, special needs, status of refugees, family reunion, age. (references to MS 18 and to the uneven profile report) <i>Connection with the Social Justice SIG and the QMS SIG</i>	2024-2026
WP 5- Language requirements for migrants within the labour context: raising awareness in employers (1 task)	5.1 - Practical tool meant for employers to support them in setting adequate language requirements for the labour context (reference to the uneven profile report).	2024-2026

WP 6 – KoS and learning environments for migrants: preserving language diversity (3 tasks)	6.1 - Survey aimed at discovering to what extent the use of migrants' languages is present within the compulsory KoS courses and KoS tests among member states <i>In connection the LWTL SIG and linked with task 3.1</i>	2024-2026
	6.2 - Survey aimed at discovering to what extent the use of migrants' languages is present in formal and non-formal learning environments in member states <i>In connection with 3.1 and with the the LWTL SIG</i>	2024-2026
	6.3 – Two-days seminar addressing the specific issues of migrants in the border towns of Switzerland. <i>In collaboration with the Council of Europe and in connection with the the LWTL SIG</i>	2025- 2026
WP 7 Addressing pupils with a migrant background (2 tasks)	7.1 - GPs collection related to bi- and plurilingual assessment in schools with pupils with a migrant background (references to ECML projects and to Council of Europe LSM tools for children and adolescents). <i>In connection with the YAL SIG</i>	2024-2026
	7.2 - Awareness raising paper highlighting the relevant issues related to CEFR levels and language of schooling in different subject matters for pupils with a migrant background. <i>In connection with the YAL SIG</i>	2024-2026