

Lingua Empresa Program

New model of language training in companies with professional purposes

SPAIN

Language Policy



Executive Summary

The Heads of State and Government of the European Union met at the Council of Europe in Lisbon, March 2000, and decided to adopt the Lisbon Strategy. Its aim was to make the EU ‘the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion, and with respect for the environment’.

However, in the context of accelerated globalization in international markets, the EU is losing competitiveness to other emerging economies.

Attaining the objectives set out in Lisbon requires wide ranging efforts in various fields, all of which will contribute to the effective transition of the EU to a knowledge-based economy. Some of these efforts are the following:

- ✓ Consolidating the domestic European market, and introducing our companies and services into other international markets, under conditions of real competitiveness .
- ✓ Creating the European Research Area and increasing the participation of companies and centres of European knowledge in research and innovation networks.
- ✓ Determined commitment to the mobility of human resources.
- ✓ Promoting the quality of continual education and training of human resources, in order to ensure better qualifications and employment opportunities for workers, and to ensure the adaptation of their skills to the labour market.

In this context, and considering the challenge of the progressive internationalization of our economy in collaborative environments, the knowledge of foreign languages may provide a competitive advantage for our companies and economic agents. (Multilinguism: An advantage for Europe and a shared commitment’ EC.Com (2008) 566).

Similarly, it is expected that with the perspective of creation of quality employment that cross-curricular foreign language skills will be crucial to the employability of workers. (‘New Skills for new jobs. Forecast of required skills and their adaptation to the labour market’. EC (2008) 868).

Language and intercultural skills multiply the chances of obtaining a better job. More precisely, knowledge of foreign languages adds a competitive advantage to those who wish to enter the labour market or once there wish to upgrade their jobs.

Multilingual businesses are a good example of how linguistic diversity and investing in language and intercultural skills may turn into a real asset for prosperity and a source of benefits. This is essentially the message of the report by the Business Forum on Multilingualism by the Commission in 2007, and is included in the report 'Businesses with languages do better. (How can languages help business. Businesses with languages do better. Recommendations of the Business Forum on Multilingualism created by the European Commission).

This forum states that businesses and organizations can and must develop practical strategies to further knowledge of languages.

The ELAN report (Effects on the European Economy of Shortages of Foreign language Skills in Enterprises, CILT 2007) was the first study to show that a significant amount of business is being lost due to lack of language skills in enterprises. It estimates that 11% of SMEs claimed to have lost business as the direct result of language and intercultural barriers.

In this context, the challenge is to fully integrate multilingualism in all those strategies aimed at developing human capital for the future.

Until these days, it was the students of general education who have progressed towards the objective of 'mother tongue plus two'. However, adults tend to speak one language only, especially poorly qualified workers in poorly qualified jobs: their main reasons for not learning foreign languages is the lack of time and motivation, as well as the need for more flexible provision.

Navarre is one of the three most prosperous regions in Spain. The export sector of Navarre is well positioned, and the region is one of the most traditionally internationalized autonomous economies.

However, it is important to point out a drop of 14% in the average business exports in Navarre between 2000 and 2005, which means an average rate of fall of 3%.

Considering this and other data, it can be concluded that although Navarre's position is positive, compared with the rest of Spain, . However, a more thorough study of the main indicators of the temporary evolution show the need to plan, coordinate and supervise the actions necessary to upgrade and consolidate both the export sector and the presence of our region abroad.

Lingua Empresa should be viewed as a long-term policy in terms of language training within businesses by the Government of Navarre. This programme aims to promote language skills (CLPs) of Navarrese employees, in order to enhance their work

performance, reinforce competitiveness and promote the internationalization of businesses.

<http://www.linguaempresa.com/en/index.asp>

The purpose of this global objective is to implement a language training model that contains the required methodologies, tools, services and resources for professional needs. More efficient training is achieved by making all these available to businesses and professionals.

The CLPs (Professional Language Competences) are the cornerstone of the teaching model, tools, services and resources.

The Professional Language Competences (CLPs) are the observable behaviour, of employees in their jobs, which in this case involve the use of a foreign language and the language skills (listening, reading, speaking, oral interaction and writing).

Code	Name of CLP	Description of CLP	Listening	Reading	Oral Interaction	Speaking	Writing
1	Attend and guide company visits	This PLC refers to actions such as receiving a visit, accompanying someone around the factory, company, installations, etc.	-	-	B2	B2	-
2	Understand documents and complex technical reports	This PLC refers to reading and understanding documents such as reports, annual reports, articles, manuals, etc.	-	C1	-	-	-
3	Prepare documents and complex technical reports	This PLC refers to writing documents such as reports, annual reports, articles, manuals, etc.	-	C1	-	-	C1
4	Understand and/or write correspondence	This PLC refers to understanding and/or writing letters, faxes, emails, communiqués, etc.	-	B1	-	-	B2

25 CLPs have been defined, and the methodology to identify and analyze new ones has been developed.

The CLPs are the base for all the language training process within businesses, which is taken as being a several stage process:

- Designing a language strategy for the business
- Identifying and diagnosing the language competences
- Training Programme (Teaching programmes)
- Teaching
- Measuring return on investment in language training

Once return on investment has been measured the process starts again, thus closing the feedback loop.

1. Reflects current EU and regional policy on multilingualism

The present programme is a direct response to the lifelong-learning needs of employees. Thus:

- ✓ It promotes foreign language learning for professional purposes, according to real needs of businesses. Language training comes as a result of previous diagnosis of such needs.

A need is regarded as a situation (business decision, business characteristic, identified problem, business policy, etc.) which has a clear effect on the job performance of employees, in terms of language. It is something that makes employees use foreign languages in their work place, or else something which suggests they are trained or assisted in their use of foreign languages in their work places.

- ✓ It promotes life-long learning, because it is a policy which has been promoted by the regional employment authority and is aimed at this end.
- ✓ It seeks to enhance quality and efficiency of language training services within businesses. The programme and its design are the result of the ‘Diagnosis of Language Training within Businesses’ carried out in 2008. It sets out the five areas which the design and the actions of the program are based on:
 - Promoting language training in businesses that request it.
 - Boosting motivation and commitment of the employees who are being trained
 - The specializing of language trainers
 - Reinforcing the competitiveness of language trainers in businesses
 - Promoting language training aimed at businesses by the administration and government
- ✓ The whole programme, the methodologies, tools, resources and services, are based on the concept of CLPs (Professional Language Competences). This concept means a translation of general professional competences to the field of languages.

Thus, by presenting a methodology to design language training courses aligned with *Certificates of Professional Proficiency*, the programme serves as the framework for a pioneering initiative in Spain.

The Certificates of Professional Proficiency officially accredit those professional competences, and enable workers to perform a job which has a direct effect on employment. The aim is provide workers with the appropriate training required by the productive system, and to bring certificates closer to the reality of the labour market.

The Certificates of Professional Proficiency and the associated training aim to meet the needs of a knowledge-based society, which is based on competitiveness, employability, workforce mobility and the promotion of labour cohesion and integration. The certificates are issued by the competent local authority, and are official and valid within Spain.

Which economic priority is driving this (make reference)

The design of the programme is the result of **five strategic criteria**:

- ✓ **Sector-driven Criteria**
 - Search for alliances and the commitment of the other public and private company involvement, meeting their needs and expectations.
 - Sector policy and strategy agreed upon through the definition of a common framework shared by the companies

- ✓ **Holistic approach of intervention throughout the language training process.**
 - Design of language strategies by businesses
 - Identification and diagnoses of professional language competences in the companies
 - Implementation and monitoring
 - Measurement of return on investment in language training

- ✓ **Approach based on the application of the Common European Framework of Reference (CEF) and the use of the European Language Portfolio (ELP).**

The implementation of the Programme in terms of teaching, learning and language assessment is based on the Common European Framework of Reference (CEFR), by the Council of Europe. This means adopting the methodology's principles of

plurilinguism, life-long learning, autonomous learning, action-based approach and focus on tasks.

Alignment of programmes with local, regional and national policies.

The programme is aligned with various strategic plans linked with the development of the region; these plans aim to extend the economic and innovation system worldwide.

All the documents on which these plans are based point out a lack of foreign language knowledge as being a significant reason for a loss of regional competitiveness.

Plan Internacional de Navarra 2008-2011. Some of the main objectives of this plan are to upgrade communicative competencies and skills in other languages, specifically English, to facilitate labour mobility and to introduce an international dimension in the education system.

IV Plan de Empleo de Navarra (2009-2011) (IV Employment Plan of Navarre 2009-2011) specifically refers to the Lingua Empresa Programme, and makes a direct connection between the need to apply and to implement the culture of innovation within training for professional purposes.

MODERNA Strategic Plan, The New Model of Economic Development for Navarre, has brought about a period of reflection that seeks to take the necessary actions, in order to produce a new model, which will lead to achieving new and higher levels of long-term prosperity in the new global environment. The diagnosis reveals a lack of foreign language knowledge among employees, and this must be upgraded in order to reach higher competitiveness.

The **Third Technological Plan of Navarre, 2008-2011** is responsible for the design of the innovation strategy within the region. It identifies the internationalization of the R+D+i processes in Navarre as its main and most innovative line of work.

Consequently, it can be concluded that promoting learning foreign languages is clearly a strategic priority in Navarre, in order to achieve higher levels of growth and employment.

The programme is also supported and funded by the National Public Employment Service.

In Europe, the programme is aligned with, among others, the Renewed Lisbon Strategy, the EU Policy on Multilinguism, 'the EU Framework Policy on Education and Training and the 'EU Employment and Social Policy.

Which organizations are targeted for the implementation of programmes?

Fulfillment of the general goal depends on two strategic points, five areas of action and nine lines of work.

Twenty specific objectives have been identified so far, and they have been divided into thirteen different projects. Each projects has been designed to meet the needs of one, several or all of the profiles that will benefit from the programme.

<http://www.linguaempresa.com/en/how-can-we-help-you/all-actions.asp>

1. EMPLOYEES (language learners)

Lingua Empresa enables employees to follow their own learning process by offering them resources and tools to help them work autonomously and according to the needs of their workplaces.

2. COMPANIES

With Lingua Empresa, companies will access a comprehensive methodology that has different tools integrated. This will enable them to efficiently manage, plan and evaluate the linguistic training processes developed in their organisations.

3. LANGUAGE TRAINERS

Lingua Empresa will support their in-company language training specialisation by offering them actions and supporting the teaching materials oriented towards their further professional training and performance.

4. OPEN TRAINING CENTRES (training centres for employment)

Lingua Empresa enables open training centres to access a comprehensive methodology that has different tools integrated. This will enable them to efficiently manage, plan and evaluate the linguistic training processes developed in their organisations.

Which organizations are instrumental in overseeing the implementation of the policy?

The **Employment Service of Navarre (SNE)** is the governing authority in the field of training for professional purposes in Navarre. It leads and promotes the programme through the Employment and Training Observation Service. This fact ensures the commitment of the regional government to the initiative.

Other public and private sector entities working in language training for professional purposes are directly involved in the design, implementation, monitoring and assessment of the programme.

The National Public Employment Service (SPEE) coordinates the nationwide transfer of results to the subsystem for national training for professional purposes.

At a regional level, the following entities are important:

- **The Navarran European Business Innovation Centre (CEIN) .**
- **Centro Navarro de Autoaprendizaje de Idiomas (CNAI).- “The Self-study Language Centre of Navarre”**
- **Sector de proveedores de servicios de capacitación lingüística.- Language Training Providers.**

The extent to which this is driven by employer representation

The Employment Service of Navarre promotes and leads this initiative.

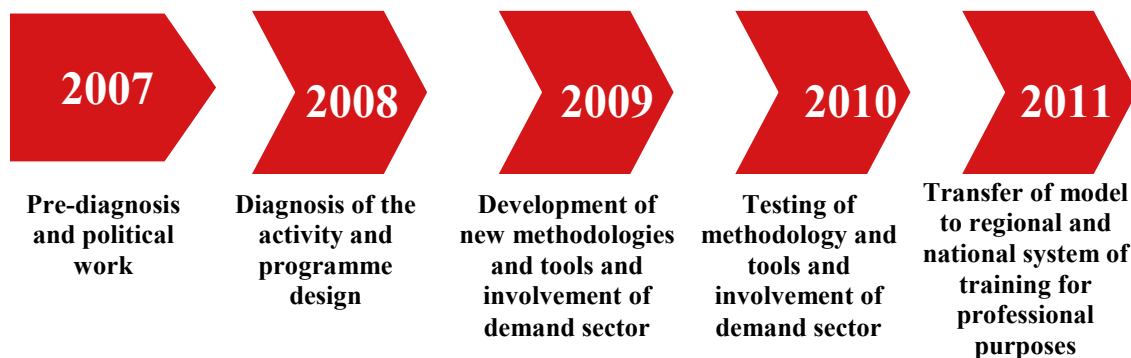
This institution is an independent legal entity and independent management, and forms part of the Innovation, Business and Employment Department of the Government of Navarre.

The Governing Council is made up of three members: the public administration, the most representative trade unions in our region, and the Business Confederation of Navarre.

This governing council is informed about the programme and participates in the testing and implementation stages.

The programme is also supported by the National Public Employment Service, as it is the national authority in training for professional purposes.

Whether it is short-term or long-term



Whether it is sector-driven and, if so, which sectors?

The programme focuses on no particular sector. Nevertheless, surveys reveal that nearly two thirds (72.2%) of those who are learning a foreign language for professional purposes work in the **industrial sector**.

It is important to highlight the high number of employees in Navarre in the renewable energies (19%) and automotive (13%) sectors.

The CLPs (Professional Language Competences) are applicable to any sector, the context in which they are used being the difference.

Impact of the programme

Tests were performed in real situations in 2010 as a stage prior to the implementation of the programme. In the first half of 2011 further tests involving other organizations were carried out.

The tests had two goals:

- **To assess the application of methodology and tools.**
- **To involve trainers, businesses, learners, public authorities, etc.**

The results: 10 businesses of various sizes, sectors and productive activities, 8 trainers specifically trained in the methodology, 14 training courses (English, French, German and Spanish), 185 teaching hours based on methodology and approximately 40 learners involved.

The impact upon the businesses adopting the methodology cannot be assessed until early 2012, when all tests are to be completed and information is available on the Navarrese companies that applied for the public funds to design language training plans. This methodology is in accordance with the Lingua Empresa methodology, which is based on the concept of Professional Language Competences (CLPs).

For 2011, a balanced scorecard (BSC) was set; this includes indicators to facilitate assessment of this impact.

2. Incentives Included to Enhance and Sustain Language Learner Motivation and Employment

The Lingua Empresa programme is based on the principles set out within the Common European Framework of Reference; i.e. partial objectives to achieve a general objective, autonomous learning, language diversity, collaborative learning, focus flexibility, multi-culturality and assessment.

Putting these principles into the methodology and actively involving the learner in the design and language learning process ensure a high degree of motivation towards language learning.

Some views from learners and trainers:

- *The learners' needs are the foundation of the methodology, as the course is designed to meet such needs. The tools available help define specific needs, and help learners to reflect on their own learning processes and to analyse how they use the target language in their workplace. The tools help to monitor the learning process, which is crucial in blended-learning processes. Learners are happy to know there is a tutor to assist them while doing assignments outside the classroom.*
- *It is more realistic since it is based on how learners use language, the contexts in which it is used, the interlocutors, etc.*
- *Additionally, the methodology involves learners more actively by performing 'real' tasks and activities. Learners are required to act and participate all the time.*
- *A further point which I think is very important is the fact that this methodology makes learners reflect on their learning styles, what they are learning it for and why. All this help learners to be more selective and autonomous.*

3. Regional Strategy for Employability and Intercultural Benefits are Reflected

This point has been previously explained.

Whether language-related skills are included on career-related surveys

The SNE carries out diagnostic surveys about the training needs in the regions primary economic sectors.

The conclusions of these surveys establish the priorities and plans of all the training processes for professional purposes.

In addition to these sector surveys, a further survey was performed within the LE Programme involving 916 employees. This survey provided important information about the most common languages, jobs, sectors and professional language competences or skills.

Prior to the training courses that were based on this methodology, there was a thorough analysis of training needs according to the CLPs that employees require to successfully perform those tasks common to their jobs but in a foreign language.

Whether a diverse range of languages is foreseen, and which languages are seen as a priority

The programme is a model which may be applied to the teaching-learning process of any language, rather to one sole language in particular.

Given the region's social and economic reality, English is extremely important; however, our geographic location and industrial activity make French and German two frequently demanded languages as well.

Whether funding or similar support for language training is an output of the policy

In order to facilitate the implementation of this policy, some public funding has been recently approved. This is to finance the design of language training plans for businesses based in Navarre, in accordance with the Lingua Empresa model which in turn is based on the concept of Professional Language Competences (CLPs).

The Design of Language Training Plans in businesses, which is the subject of this funding, aims to upgrade professional language competences or skills of employees regardless of the sector.

These objectives are to be achieved through the involvement and commitment of both the public administration and enterprises, and require the application of Lingua Empresa's methodology and tools.

The following stages may be funded: the designing of a language strategy, a training needs analysis, a definition of language training plans in accordance with the design and needs analysis, a teaching programme based on the methodology and a skills self-assessment of the employees involved in the training plan in accordance with the CEF descriptors (and using Prof-ELP).

The funding will be 60% of the allowable costs.

There is a €100,000 budget available to cover any applications during 2011.

This public funding may not cover the costs of training courses resulting from the planning and programming, but there are other funds specifically aimed at these courses.

Use of Europass or similar benchmarks to confirm language ability

One of the Lingua Empresa projects is to design and develop the first European professional portfolio (prop-ELP).

Development of resources for careers and business skills advisors that highlight the benefits of language & culture skills

The design of the programme and the projects are partly based on the results of a survey performed among company language trainers. It analyzed their language skills and the services they offer.

The programme promotes the professionalization of trainers, thus helping them to offer high-quality service and turning them into language advisors. Great effort has been put into achieving this goal.

The extent of support for small and medium-sized enterprises

Businesses in Navarre allocate around 30% of their funds to foreign language training.

The objective of this programme is to meet the training needs and to adapt training to specific jobs, thus making the most of the investment in language training.

The official funding for the design of language training plans is a way to support small and medium-sized enterprises.

4. Addressing the local minority language and migrant community language resources

The methodology is applicable to any language, whether it is a language or not.

This programme is not a language standardization policy for the Basque language. However, the Employment Service of Navarre works alongside local educational institutions involved in Basque teaching and learning.

5. Provision for International Networking and/or Mobility

The Lingua Empresa Programme seeks alliances with and commitment from all the entities involved in language training.

- LILAMA Network.
- Prof-ELP Project.
- ATLANTIS Project.

6. Incorporation of the European Qualifications Framework (EQF) with transparent validation/ credits

In the specific field of adult language training for professional purposes, it is essential to refer to existing standards, such as the Common European Framework of Reference. This enables the setting of individual and measurable objectives, both according to how employees use foreign languages competences and in terms of a life-long updating of such language skills.

7. Can Be Readily & Usefully Implemented

Lingua Empresa Program provides tools, a methodology and support resources which will eventually be available to businesses and training centres and transferrable to other contexts.

Setting this up is very simple, given that the methodology and some of the tools are available, others are in an advanced stage of design. All the tools have been tested in a real environment.

8. Transferability assessment

8.1. Evidence of transfer

This point is being discussed with other Autonomous Regions in 2011.

8.2. Innovation

Highly Innovative Proposal :

- ✓ Sound methodology corpus based on the concept of CLPs.
- ✓ Innovative aspect of the professional portfolio (PEL)
- ✓ Implementation of language training management tools to facilitate employers' and suppliers' tasks.
- ✓ Easy Access for trainers and learners through on-line teaching/learning platform.

Barriers to transfer:

- ✓ Need for change in the training sector
- ✓ Need to involve the sector in adopting the methodology
- ✓ Need to raise awareness in businesses of the importance of a thorough diagnosis and needs analysis.

8.3. Dependence on Political Context

Not necessarily

8.4. Flexibility

Total flexibility

8.5. Multi-Region Transfer

No multi-region transfer has been done so far.

The transfer of the programme to UK and the USA is under study, as part of the ATLANTIS project,