

Prof-ELP The European Language Portfolio for professional purposes

Language Policy



Good Practice Executive Summary

The European Language Portfolio (ELP) is a document in which those who are learning or have learned a language - whether at school, outside school or any other educational institution or language learning provider - can record and reflect on their language learning and cultural experiences. The European Language Portfolio was first conceived of together with the CEFR at the Council of Europe symposium held in Rüşchlikon, Switzerland, in 1991. The ELP concept was developed and piloted by the Language Policy Division of the Council of Europe, Strasbourg from 1998 until 2000. It was launched on a pan-European level during the European Year of Languages as a tool to support the development of plurilingualism, pluriculturalism and learner autonomy.

The ELP is one of the Council of Europe projects designed to promote linguistic and cultural diversity in Europe through education and to contribute significantly to the dissemination of European goals, values, concepts and principles.

Two key documents triggered the development of the ELP models in almost all European countries and outside Europe as well: *Principles and Guidelines* and *Guide for Developers of an European Language Portfolio*. On the basis of these two documents and as a result of Europe-wide collaboration the European Validation Committee presents a record of more than 100 ELP models validated and accredited in language versions representing all European Languages with just a few exceptions. However, these are mostly ELP models designed for young learners, primary and pre-primary, lower and upper secondary education and adult learners. The number of ELP models for vocational purposes and envisaged to be used in the world of work are still few. Additionally, most of the ELP models are developed by educational institutions (national and local educational authorities, universities, schools and group of schools, partnerships with leading European educational institutions).

The European Languages Portfolio (ELP) is a personal document created by the Council of Europe in which users or students/pupils who are learning a language – either at school or outside – can record their learning experiences, reflect on them while setting objectives, and carry out self-assessment using the parameters of the European Reference Framework for Languages. The ELP has three basic sections: Passport, Biography and Dossier:

- Language Passport: Shows what the user is capable of doing in different languages. It contains a self-assessment of the user's linguistic competence at the levels of the Common European Reference Framework (A1, A2, B1, B2, C1 and C2), information on diplomas obtained, and a summary of his/her learning experiences.
- Language Biography: This describes the user's experience in each of the languages and is designed to serve as a guide to the 'apprentice' when it comes to setting goals and planning and evaluating progress.
- Dossier: Contains examples of documents that illustrate language skills and knowledge. (Certificates, diplomas, written work, projects, audio recordings, videos, presentations, etc.)

The Prof-ELP project represents a unique approach where an employment institution seeks to exploit the rich potential of this proven European language learning tool in its complexity in order to enhance key skills and boost language learning in training and further qualifications of workers.

The Professional European Language Portfolio (Prof-ELP) is a European project to develop a Languages Portfolio for the world of work that will be implemented in collaboration between organizations from Spain, Sweden, the United Kingdom, Poland and Greece under the coordination of the Navarra Servicio de Empleo, Pamplona. The Prof-ELP complies with the requirements that the Council of Europe has set for all ELP and is a genuinely European tool in its origin and application.

Additionally, the Prof-ELP sets out to be a particularly useful tool for a certain type of user (workers) in a specific context of use (the world of work or in companies generally). It basically aims at being an ELP that can be used by any adult who enters (or is already in) the employment market. The Prof-ELP aims to respond to the needs of workers (or future workers) who wish to improve their competence in other languages, and hence their employability. The Prof-ELP goes beyond the scope of other ELPs in the sense that it has been designed to adapt easily to the world of work so that users can gain the maximum benefit from it.

Although the Prof-ELP can be produced on paper, its design has been made on the basis of the options offered by digital technology, as this is considered more suitable to achieve its objectives.

1. Reflects current EU and regional policy on multilingualism

The ELP as a concept has been conceived as representing the complexity of multilingualism that we face in our contemporary life in Europe and in a global perspective.

Languages are one of the key features of cultural identity. The European Union's motto "Unity in diversity" is a reflection of the multilingualism which lies at the heart of the EU. The European Union has always considered its many languages as an asset, rather than as a burden. While committed to political and economic integration among its Member States, the EU actively promotes the freedom of its citizens to speak and write their own language. These principles of the EU language policy on multilingualism are elaborated in the ELP model:

- The ELP is a multilingual tool itself, it is accessible in at least two or three languages (the mother tongue of the user of the official/national languages of the country, additionally in EN and FR);
- Learners / ELP users record their language profiles in the Language Passport and the Language Biography. There is an opportunity to record the level of language competence in at least six languages where languages are valued equally. The users are invited to record partial skills in languages they use. They record their mother tongue or tongues, the languages spoken in the family, in the neighbourhood and in various language and cultural settings. Thus attention is paid and value is added to minority languages, migrant languages and heritage languages. The ELP values in particular the right and freedom of the user to speak and write and further develop their own language.
- Users are invited and reflect on the role of languages in intercultural communication and contacts, as a resource for professional development and for everyday life.

The Prof-ELP model

✓ promotes a wider knowledge and use of all languages throughout the Union and in particular in the occupational context and the world of work in the project partner countries

✓ promotes lifelong learning and learner mobility by further enhancing and valuing language skills in all languages including minority, migrant languages and partial language skills

✓ seeks to improve the quality and efficiency of provisions and outcomes by empowering users of the ELP to assess their language skills, to set learning objectives by themselves and by reflection on the specific skills of significance for their professional development and effectiveness; this is achieved by enhancing learner and user autonomy

✓ ensures the provision of the necessary skills and qualifications for the world of work; this is achieved by developing descriptors relevant for the world of work, by providing elaborated descriptions and checklists for self-assessment and by

encouraging reflection on the ways of acquisition of these skills and improving of the language skills in general.

The European Language Portfolio (ELP) is one the most successful tools of the Council of Europe (CoE) for language learning promotion. Linked to the European Framework of Reference for Languages, ELPs propose a specific methodology and tool for the awareness increase by language learner's on the ownership and control of his/her learning process.

The Prof-ELP addresses the deficit of quality foreign language awareness and learning tools for the adult active population, a key issue in terms of employability and regional competitiveness, as directly addressed by the Lisbon Agenda and related Lifelong Learning Programme.

2. Includes incentives to enhance and sustain language learner motivation and employment benefits

Various aspects of the ELP model constitute strong points and incentives to enhance the motivation of users:

- employment benefits in the application of the Language Passport and the Europass (as based on it and developed as its summary)
- motivation enhancement by developing autonomy in setting learning objectives and understanding of language skills and the learning process
- reliable self-assessment against relevant descriptors for employment and work-oriented purposes
- better intercultural understanding and in particular working in multicultural teams and environment
- support for labour mobility.

Prof-ELP proposes the development of an innovative ELP that will contribute to EU workers employability by the improvement of their professional foreign language skills. It has the following benefits:

- **Workers and future workers** will have access to a new self-learning and self-assessment tool on professional language skills and competencies, and will provide information about their language proficiency on professional environments, on a scale valid at the EU level.
- **Employers** will be provided with a tool that will allow them to get an overall picture of their employees' or applicants' language proficiency on generic professional competencies and to determine proficiency needs of employees to design training programmes
- **Language training Providers** will be able to tailor Training processes and document language performances according to the language skills and requirements demanded for professional settings, and to their user's demands.
- **Promoters** of Employment Services will be able to strategically plan and organise the provision of language training services following workers and job-seekers, employers, and providers practical demands.

Of particular importance is the acknowledgement of learning outcomes from non-educational contexts and settings. The ELP provides an opportunity and space for recording of language competences acquired in informal settings, through travel, work abroad, entertainment, language activities outside school or other educational institutions. It also specifically encourages developing skills at the work place and provides strategies for better utilization of these opportunities.

The ELP encourages interest and reflection in other languages and cultures and clearly links linguistic skills and intercultural dialogue. The Language Biography provides space for recording and reflection of intercultural encounters in the context of improving employability prospects.

The Prof-ELP is produced in different versions (paper-based, electronic and digital media). Its design has been made on the basis of the options offered by digital technology, as this is considered more suitable to achieve the ELP objectives.

3. Reflects regional strategy for employability and intercultural benefits

The Prof-ELP helps employment promoters to design and develop a plan offering language training services to workers, the unemployed and other people. In EU countries, the knowledge and use of portfolios is not uniform. Even though many have an adult portfolio validated by the Council of Europe, the level of use in each country differs. The Prof ELP model is a portfolio for a new setting with a new target audience. One of most essential tasks in the development process is to involve its target audience and adapt to each region and its characteristics. There is a different language learning situation in each region in the partnership, especially as far as the work environment is concerned. Spain, Poland and Greece have made varied use of the portfolio compared with Sweden and the United Kingdom.

These facts have helped to shape the strategy to identify the regional, national and European stakeholders so that they can be involved in the project, strengthening their support for the dissemination of the Prof-ELP and its use. For example, in the region of Navarre (Spain) – the project coordinator and promoter, the Prof-ELP is an expected result for the regional Lingua Empresa programme, transferable at a national level. This programme, promoted by the Navarre Employment Service, aims to foster change in in-company language training in Navarre. Lingua Empresa's proposal to contribute to this objective is the implementation of a language training model with professional purposes, which contains the required tools, methodologies, services and resources, and which will be made available to companies and professionals to achieve more effective and efficient training. The Prof-ELP is also backed by the Department of Education and other institutions connected with formal language teaching such as the Official School of Languages of Navarre, Language Departments in Universities, etc. As the objective is to integrate the Prof-ELP in the language training model proposed by Lingua Empresa, special attention is paid to the dissemination and transfer of the tool to the employment training subsystem, integrating the training aimed at the collective offered by providers of language training services, as well as training in the use and advantages of the professional portfolio.

In the region of Torun – Poland, a survey of the current situation in the local foreign language teaching and learning practices for professional purposes, of good practices and the use of ELP models was carried out. Languages skills are among the main factors that influence employment, occupational and geographic mobility (which is important given the scale of the phenomenon of international earning migration of Poles in recent years). The Prof ELP is considered an effective tool to reflect the issue of improving employability and workers' mobility.

The Prof ELP has a clear link to the Europass and its Language Passport that is an integral part of the set of documents to support vocational education and training and mobility within Europe. It is also an important document for demonstration of skills and competences throughout Europe that facilitates the recognition of prior and informal learning outcomes. It provides good opportunities for personnel development for small and medium-sized enterprises and other organizations with less developed in-house training provisions.

The Prof ELP model has been developed on the basis of surveys conducted in the partner countries of the current and future employment needs and issues. The ELP model provides opportunities for focus and highlighting of specific aspects that are relevant for the regional and local employment contexts. The ELPs also provide an overview of the language related needs and the level of language competences of the personnel to support the achievement of regionally defined goals and objectives.

One of the unique aspects of the model, compared with other “vocational” ELPs, such as the EAQUALS ALTE portfolio is that employers have been involved from the outset. They will have access to some agreed elements of the portfolio and they have also been asked to trial the pilot portfolio in 5 countries. They have been asked to comment on both the use of the portfolio and its content, and on the basis of these responses the portfolio is being adapted.

4. Addresses local language minority and migrant community language resources

The Prof ELP model provides the unique opportunity to record and acknowledge local minority and migrant languages as a resource for better employability. This is envisaged in the Language Passport together with all other languages used and learned, in the description of the language profile where mother tongues and languages spoken in the family and neighbourhood are included. There is also space for reflection and assessment of the language skills in these languages in the Language Biography in terms of setting objectives, assessment of learning outcomes, assessment of level of competence and in reflection on intercultural communications and encounters.

Users of the portfolio are steered towards reflecting on all of their language and intercultural experiences through the provision of a comprehensive drop down list of languages and also because they are invited to record home and social experiences as part of the portfolio.

5. Provides for international networking and/or mobility

The development and application of the Prof ELP opens wide opportunities for networking at European level. It is based on the project undertaken all over Europe for development of ELP models. The biggest number of ELP projects that led to the development and validation of ELP models for various age groups have been initiated by Ministries of Education, or supported by them, with a clear relation to the stated national priorities for education, language learning and teaching and the introduction of educational standards and innovation.

Other types of projects that led to the development and implementation of ELPs were initiated by local institutions – groups of schools, individual schools or other educational institutions to meet some clearly identified language learning and teaching need for specific target populations. The third basic type of ELP project was initiated on a project basis through cooperation and collaboration of different actors, often from various sectors (related or seeking better coordination) and/or on an international basis (designing projects and applying for funding or grant provision from various international organizations, EU actions and programmes, local and other sources). For example:

- EU projects (for the development of new ELP models – with a focus on models for the vocational sector – Leonardo da Vinci, Lingua, KA2, etc.)
- research-oriented projects – university lecturers and researchers, ICT in pedagogy and education best practices, focus on some new tendencies in a learner-centred approach, empowering teacher training institutions and further enriching teacher-training courses.

The Prof ELP is also clearly linked to the most prominent set of European documents developed to support labour and educational mobility in Europe – Europass. The Europass is a set of documents which framework currently comprises five transparency tools. The accessibility is different for the different documents (the CV and Language Passport can be downloaded and filled in by individuals, whilst the other documents can be obtained only through the use of different and more complex channels).

The Prof ELP model has clearly two main goals: first, improvement of language skills for employability and second, support for labour mobility. It is a transparent and easily accessible document with a clear European application to provide information on language skills and competences related to work situation irrespective of the ways of their acquisition – formal or informal.

It is multilingual as a tool and can be readily presented in most situations of labour mobility, career development and transfer for vocational educational and work purposes.

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

The Prof ELP as an ELP model is linked to the Common European Framework of Reference for Languages (CEFR). The two instruments were initially conceived as closely interrelated in particular in relation to their possible impact. Although there is

not a straightforward link of the CEFR levels to the EQF, the action approach applied in the CEFR and the task-oriented presentation of the language competence descriptions correlates to the qualifications framework and the specific type of activities in work related situations.

The Dossier and the Language Passport provide opportunities for inclusion and summary of the qualifications, diplomas or certificates awarded to the user. This also is an opportunity for linking the languages skills to the qualifications framework. Additionally, evidence and examples of application of language skills can be presented and included in paper, electronic and digital format.

7. Can be readily & usefully implemented

The ELP concept provides for development of ELP models that correspond to various national, local, educational and vocational settings. More than 100 ELP models have been developed and validated by the European Validation Committee to the Council of Europe. They are developed by different European countries, national educational institutions, local authorities, universities, separate schools and groups of schools, European associations, adult training institutions, research groups and others. They present a common approach with a variety of outcomes. The process of validation of the ELP models has proven that the tool is readily adaptable to various priorities in the area of language learning highlighting specific aspects of language learning and usefully implemented to attain identified objectives and goals.

8. Transferability assessment

8.1. Evidence of transfer

The number of validated ELP models is a proof of its transfer potential. Additionally, to improve the availability of ELPs, the Council of Europe is considering the development of a number of 'generic' models for particular target groups, e.g. language teachers in initial teacher training and adult migrants.

List of validated ELP models:

- ▶ **1.2000 – Switzerland** - Model for young people and adults.
- ▶ **2.2000 – France** - Model for children. It is accompanied by a Guide for Users (available in French only).
- ▶ **3.2000 – Russian Federation** - Model for learners in upper secondary education.
- ▶ **4.2000 – Germany - North Rhine-Westphalia** - Model for learners in lower secondary education.
- ▶ **5.2000 – France** - Model for young learners and adults. 5.2000 (rev. 2006)
- ▶ **6.2000 – EAQUALS/ALTE** - Model for adult learners. 6.2000 electronic version
- ▶ **7.2001 - Czech Republic** - Model for learners in lower secondary education (11-15 years old learners).
- ▶ **8.2001 - United Kingdom** - Model for children.
- ▶ **9.2001 - United Kingdom** - Model for adults (with a particular, but not exclusive, focus on the learner of languages for vocational purposes).
- ▶ **10.2001 - Ireland** - Model for learners in post-primary education.

- ▶ **11.2001 - Ireland** - Model for use in primary education with a specific target group: immigrants learning the language of the host country. 11.2001 (rev. 2004)
- ▶ **12.2001 - Ireland** - Model for use in post-primary education with a specific target group: immigrants learning the language of the host country. 12.2001 (rev. 2004)
- ▶ **13.2001 a - Ireland** - Model for adult immigrants newly arrived, learning the target language of the host country (superseded by 37.2002).
- ▶ **13.2001 b - Ireland** - Model adult immigrants who have already spent sometime in the country and are learning the target language of the host country (superseded by 37.2002).
- ▶ **14.2001 - Ireland** - Model for adult immigrants preparing for mainstream vocational training and employment.
- ▶ **15.2001 - Hungary** - Model for learners in secondary education.
- ▶ **16.2001 - Hungary** - Model for learners in primary education.
- ▶ **17.2001 - Hungary** - Model for adults.
- ▶ **18.2001 - The Netherlands** - Model for learners in upper secondary vocational education.
- ▶ **19.2001 - Sweden** - Model for learners in upper secondary and adult education including vocational education.
- ▶ **20.2001 - Portugal** - Model for learners aged 10-15 years old.
- ▶ **21.2001 - Portugal** - Model for learners in upper-secondary education.
- ▶ **22.2001 - Czech Republic** - Model for learners up to 11 years old.
- ▶ **23.2001 - Czech Republic** - Model for learners in upper-secondary education.
- ▶ **24.2001 - Austria** - Model for learners in upper secondary education.
- ▶ **25.2002 - Italy (Umbria)** - Model for learners in lower secondary education.
- ▶ **26.2002 - Italy (Piedmont)** - Model for learners in primary education.
- ▶ **27.2002 - Russian Federation** – Model for language teachers, translators and interpreters.
- ▶ **28.2002 - Russian Federation** – Model for learners in primary education.
- ▶ **29.2002 - CERCLES (European Confederation of Language Centres in Higher Education)** – Model for learners in higher education.
- ▶ **30.2002 - Italy (Lombardia)** – Model for learners in lower secondary education.
- ▶ **31.2002 – Russian Federation** - Model for learners in lower secondary education.
- ▶ **32.2002 a– Germany - Thüringen** - Model for learners in primary education.
- ▶ **32.2002 b– Germany - Thüringen** - Model for learners in grades 5 to 9.
- ▶ **32.2002 c– Germany - Thüringen** - Model for learners in grades 10 to 12.
- ▶ **33.2002 – The Netherlands** - Model for learners aged 9 to 12 years old.
- ▶ **34.2002 a – The Netherlands** - Model for learners aged 12 to 15 years old.
- ▶ **34.2002 b – The Netherlands** - Model for learners aged 15+.
- ▶ **35.2002 – European Language Council** – Model for learners in higher education.
- ▶ **36.2002 – The Netherlands (CINOP)** - Model for adult second language learners.
- ▶ **37.2002 – Milestone** - Model for learners of the host community language.
- ▶ **38.2003 – French speaking Community of Belgium** – Model for children in primary education.
- ▶ **39.2003 – French speaking Community of Belgium** – Model for learners in upper secondary education.
- ▶ **40.2003 – Italy** - Model for learners in higher education.
- ▶ **41.2003 – Northern Ireland** - Model for learners in primary school.
- ▶ **42.2003 - Slovak Republic** - Model for learners aged 11-15.
- ▶ **43.2003 – Greece** - Model for learners aged 12-15.
- ▶ **44.2003 - France** - Model for learners in lower secondary education.
- ▶ **45.2003 – Georgia** - Model for learners aged 15+.

- ▶ **46.2003 – Germany - City of Hamburg** - Model for learners in lower secondary education.
- ▶ **47.2003 – Turkey** - Model for learners aged 15-18.
- ▶ **48.2003** – Model for learners in vocational sectors developed by Sofia University with partners in 5 European countries.
- ▶ **49.2003 – (8.2001- IT) - Italy** - Model for learners in primary education.
- ▶ **50.2003 – Spain** - Model for learners aged 3-7.
- ▶ **51.2003 – Spain** - Model for learners aged 8-12.
- ▶ **52.2003 - Spain** - Model for learners aged 12-18.
- ▶ **53.2003 – Bulgaria** - Model for learners aged 6-10.
- ▶ **54.2003 – Italy - Turin** - Model for learners aged 15+ and adults.
- ▶ **55.2004 - Czech Republic** - Model for adult learners.
- ▶ **56.2004 - Turkey - Ankara University** - Model for adult learners.
- ▶ **57.2004 - Slovenia** - Model for learners 11-15.
- ▶ **58.2004 - Austria** - Model for learners aged 10-15.
- ▶ **59.2004 - Spain** - Model for adult learners.
- ▶ **60.2004 - Sweden** - Model for learners aged 6-11.
- ▶ **61.2004 - Sweden** - Model for learners aged 12-16.
- ▶ **62.2004 - Poland** - Model for learners aged 10-15.
- ▶ **63.2004 - Austria - Cernet** - Model for learners aged 10-15.
- ▶ **64.2004 - Italy - Puglia** - Model for learners aged 14-20.
- ▶ **65.2004 - Italy - Bolzano** - Model for learners in primary education.
- ▶ **66.2005 - Ireland**: Model for learners in primary education.
- ▶ **67.2005 - Switzerland - CDIP** – Model for learners in lower secondary education.
- 67.2005 - rev. 2007**
- ▶ **68.2005 - Austria - Pädagogische Institut Wien** - Model for learners aged 14-18.
- ▶ **69.2005 - Italy - Bolzano** – Model for learners in lower secondary education.
- ▶ **70.2006 - United Kingdom** - Model for junior learners.
- ▶ **71.2006 - Croatia** – Model for learners aged 11-15.
- ▶ **72.2006 - Poland** - Model for learners aged 6-10.
- ▶ **73.2006 - Lithuania** - Model for learners in upper secondary education.
- ▶ **74.2006 - Iceland**- Model for learners in lower secondary education.
- ▶ **75.2006 - Iceland** - Model for learners in upper secondary education.
- ▶ **76.2006 - Poland** - National In-service Teacher Training Centre. Model for learners aged 16+
- ▶ **77.2006 - Germany - Thüringen - Thüringer Volkshochschulverband** - Model for adults.
- ▶ **78.2006 - Croatia - Ministry of Science, Education and Sports** - Model for learners aged from 15 to 19.
- ▶ **79.2006 - Turkey - Bilfen Schools** - Model for learners aged from 10 to 14.
- ▶ **80.2006 - Turkey** - Model for learners aged from 10 to 14
- ▶ **81.2006 – Croatia** – Model for learners aged from 7 to 10.
- ▶ **82.2006 – Slovenia** – Model for upper secondary school learners aged from 15 to 19.
- ▶ **83.2006 – Cyprus** – Model for learners aged from 12 to 15.
- ▶ **84.2006 – Latvia** - Model for adult learners.
- ▶ **85.2007 – Turkey – Bilfen Schools** - Model for young learners in primary education (5 to 9).
- ▶ **86.2007 – Armenia** - Model for young learners aged 6 to 10.
- ▶ **87.2007 – Poland** - Model for very young learners aged 3 to 6.
- ▶ **88.2007 - Austria - Österreichisches sprachen kompetenz zentrum (OSZ)**, model for learners aged 15+

- ▶ **89.2007 - The Netherlands - Dutch National Bureau for Modern Languages** (electronic)
- ▶ **90.2007 – Germany – Hessen - Verbundprojekt ‘Sprachen lehren und lernen als Kontinuum’ Koordinierungsstelle** - Model for lower-secondary learners (grades 3-10)
- ▶ **91.2007 – Austria - Verband Österreichischer Volkshochschulen** - Model for adult learners
- ▶ **92.2007 – Latvia - State Language Agency** - Model for young learners aged 7-12
- ▶ **93.2007 – Estonia –** Model for lower-secondary learners 12-16
- ▶ **94.2008 – Austria, Vienna Board of Education** - Regional model for primary learners 6 to 10
- ▶ **95.2008 – Switzerland, CDIP** - Model for young learners aged 7 to 11 (including a *Portfolino* for children aged 4 to 7)
- ▶ **96.2008 - Albania, Ministry of Education and Science** - Model for upper-secondary learners 15+
- ▶ **97.2008 - Norway, Directorate for Education and Training** - Model for lower and higher secondary-school learners
- ▶ **98.2009 - Spain, Technical University of Madrid** - Model for Academic and Professional purposes
- ▶ **99.2009 - Austria, OSZ** - Model for young learners aged 6-10
- ▶ **100.2009 - Norway, Norwegian Directorate for Education**, Model for young learners aged 6 to 12
- ▶ **101.2009 - Italy, Val d’Aosta / Bolzano**, Model for upper-secondary learners aged 14 to 19
- ▶ **102.2009 - Belgium, Flemish Secretariat of Catholic Education (VSKO)**, Model for young learners aged 10 to 14
- ▶ **103.2009 - Albania, Ministry of Education and Science**, Model for students aged 18+
- ▶ **104.2010 - France, Editions Didier**, Model for young learners aged 6 to 10
- ▶ **105.2010 - Spain, Ministry of Education and Science, Organismo Autonomo Programas Educativos Europeos**, e-ELP web application for learners aged 14+
- ▶ **106.2010 - Albania, Ministry of Education and Science**, model for learners aged 11 to 14
- ▶ **107.2010 - Lithuania, Ministry of Education and Science**, model for learners aged 11 to 15
- ▶ **108.2010** - electronic ELP model for the Blind and Visually Impaired (ELPBVI)

Publications related to studies and surveys on the ELP:

An Impact Study by Maria Stoicheva, Gareth Hughes and Heike Speitz at http://www.coe.int/t/dg4/portfolio/default.asp?l=e&m=/main_pages/welcome.html

8.2. Innovation

The development of **Prof-ELP is innovative** mainly due to four facts:

- Because it is specific to the professional setting. Its design is based on it being used throughout one's entire professional career, and on workers being able to record all their language experience in all the jobs they have held. It also offers a balance between educational and information functions. Prof-ELP is specific enough to be different to other adult ELPs and general enough to be comparable, exportable and transferable.
- Because it includes specific descriptors, following the recommendations of the Council of Europe, which are explained in the Guide for developers.

Consequently, Prof-ELP meets all the requirements for validation by the Council of Europe.

- Because it provides for various users. Besides the owner of the Prof-ELP, these include employers, via the human resources manager, and tutors.

Every one of them will have access to certain parts of the portfolio, if the worker decides to give them permission to do this. Basically, employers will have access to the passport, and tutors to various sections of the Biography and Dossier.

Its purpose is to facilitate the professional use of the passport by introducing employers as users of the tool. It will be useful for employers to access the passport information of their workers. The passport is a useful tool for recording workers' language skills and their progress after training.

- Because it is digital (online), with an attractive, user-friendly, self-explanatory, easy-to-update design.

Various levels of integration in the context are possible, so that it will be seen as a useful tool by students, teachers and business owners, and avoid giving the impression that it is an imposed practice or a very demanding tool. Workers, employers and tutors can choose among three levels of use of the Prof-ELP, so they can still use it even if they may not be interested in making use of its full potential.

Furthermore, support guides and materials are offered to its potential users (students, teachers and human resources departments) which help integration in the context.

8.3. Dependence on political context

The ELP can be considered as a tool within the context of national educational priorities. While thematic priorities will naturally vary from country to country, some priorities recur. For example, the need to help education respond better to the needs of the labour market, the need to empower students to achieve better performance and the wish to promote participation at all levels seem to rank high in the priorities lists in all countries. On the other hand, many countries are experiencing the effects of the current financial and economic crisis. Within national contexts, there are variations in prioritizing the topics.

The ELP is related to a large number of developments in the area of education and training. The external coherence and complementarity of the ELP is clear with the development of competence-based systems, the development of common curricular and academic standards, EU education and training programmes.

There are several developments with which the ELP is related. These can be divided into the following main types:

- making visible the competences of the individual
- intercultural dialogue
- human rights issues and societal multilingualism
- the move towards portfolio-based approaches to learning and assessment

In relation to the national initiatives, ELP models are both country-specific and age-specific, thus taking into account nationally identified needs and culture.

8.4. Flexibility

The ELP concept has already worked in various national and cultural contexts and has proven its flexibility to address specific priorities common to the European situation related to education, labour qualifications and especially related to mobility. However, the complexity of the tool implementing various principles and addressing a number of priorities diminishes its wide application. It can be expected that certain elements, components or parts of the ELP will be applied and used on their own in the future. Thus the relevance to the specific contexts of application can be better achieved and enhanced.

8.5. Multi-region transfer

See point 8.1. above

List of validated ELP models in Europe

Additionally, Language Portfolio models have been developed outside Europe (Canada, Australia, Japan)

The following features and approaches of the ELP models ensure the transfer and implementation of the ELP concept in various political, educational and occupational contexts:

- Flexibility of use
- Easy mechanisms for updating and the ability to modify information at any stage
- Exemplification of can do statements so learners can contextualise
- Links to relevant information, e.g. on learning activities, qualifications etc.
- A clear interface and guidance for learners, teachers and employers
- Coherence between sections and a clear 'learning pathway'
- Attractive appearance
- A realistic approach to learners' capacity and motivation for extensive, largely unguided reflection
- The ability to print off professional-looking copies of relevant parts (mainly the Passport) as hard copies will still be needed in certain contexts
- Help for users in identifying different techniques for learning languages
- Scope for the user living or working in a multicultural environment to record these skills/experiences
- The ability to record partial achievement or can do statements with the option of 'I can do this with help'.