

project timetable

January 2009

Overview and definition of project aims and objectives.

February 2009

Detailed definition of aims and activities.

March - May 2009

Survey in partner countries of awareness of European Language Passport and Portfolio among key target groups.

June 2009

National survey figures, consolidated report and review of other desk research.

July – September 2009

Prototyping of tools and techniques to raise awareness and encourage use of the European Language Passport and Portfolio.

October 2009

Final specification of services and artefacts to be trialled as support for the dissemination of the Europass documents.

November 2009

Intermediate project report.

December 2009 – March 2010

Trialling and testing.

April – October 2010

Pan-European presentation and promotion of selected tools and techniques.

November – December 2010

Conclusions and Final reporting.

conclusions and recommendations

We imagine that the project output will include specific guidelines for the implementation of the Language Passport and the Portfolio in the various educational and employment contexts that will be analysed, together with the development and presentation of software and hardware artefacts that we believe will both stimulate and ease the spread and adoption across the European Union of a portfolio-based approach to the presentation of individual linguistic ability and competence both among those wishing to demonstrate their abilities (students, prospective employees, etc.) and those needing a reliable, comprehensive and comparable indication of formal, informal and non-formal linguistic expertise.

participating organisations



Fondazione Aldini Valeriani per lo sviluppo della cultura tecnica - Italy (lead partner)
www.fav.it



AUXILIUM pro Regionibus Europae in Rebus Culturabilibus - Austria
www.auxilium.co.at



Koinonia tis Pliroforias Anoihti stis Eidikes Anages - Greece
www.w-isotis.org



Université Paris 13 - France
www.iutsd.univ-paris13.fr



Tempo Training & Consulting - Czech Republic
www.tempo.cz



Fundatia Centrul Educational Soros - Romania
www.sec.ro



Crystal Presentations Ltd - UK
www.crystalpresentations.com



Nsf Cyberall Access - Cyprus
www.cyberall-access.com



European Language Passport Dissemination Tools Network



Lifelong Learning Programme



Raising awareness of the Europass Language Passport and European Language Portfolio



background

The Europass Language Passport is part of the European Language Portfolio that was initially proposed by the Council of Europe in 2000 as a means to help individuals describe their language skills in an unambiguous manner that is easily understood. In addition to the Language Passport, the Portfolio also comprises two further documents: the Language Biography and the Dossier.

The Language Passport and Portfolio documents offer an easy-to-use and extendible means of understanding, defining and presenting linguistic skills, competences and expertise and can underpin the crucial EU policies supporting European mobility (for work and leisure), a multi-lingual and multi-cultural environment, and facilitated recognition of qualifications, including those obtained through informal and/or non-formal education and training.

In recent years, European Union Member States have set up National Europass Centres to co-ordinate activities related to these documents and to assist those wanting to use and learn more about Europass and the Language Portfolio. Additionally, National Reference Points have been established to provide information and support regarding the comparability of European academic and vocational qualifications.

However, despite these efforts, the Language Passport and Portfolio have so far failed to realise to the full the expected recognition and acceptance among their intended targets (i.e. students, workers and citizens, on the one hand, and teaching/training institutions and employers, on the other).

To respond to this problem, our group has designed and presented the ELP-DESK project which is seeking to define methodologies and identify tools to promote and raise awareness of the Passport and Portfolio and, in particular,

to disseminate their use across all learning and working communities. The project has attracted funding under the European Union's Lifelong Learning Programme (Education, Audiovisual & Culture Executive Agency, Transversal Programme, Key Activity 2: Languages) and will run from January 2009 to December 2010.

objectives

The over-reaching objective of the elp-DESK project is to investigate how the Europass Language Passport and European Language Portfolio can become standard and recognised elements of the professional and academic curriculum of all European citizens.

Specifically, work will concentrate on areas within which measures can be undertaken to realise this objective:

- providing access to support and guidance for those wishing to prepare a portfolio or passport and those evaluating the documents;
- assessing and defining whether and how the documents can be directly integrated into language teaching and training;
- prototyping and realising hardware and software resources to encourage and facilitate the use of portfolios;
- promoting and encouraging the implementation of the Language Passport among all relevant stakeholders (individuals, educational institutions, companies).

These activities will follow on from an in-depth analysis of current systems and best practice to develop innovative and effective approaches. This will ensure that the dissemination of the portfolio resources is broad based and stimulating.

methods

The methods to be employed in the project will include:

- an in-depth analysis of the state-of-the-art and best practice of portfolio-based tools and techniques in all relevant target contexts;
- specific surveys on awareness and barriers among key stakeholders in all the European partner countries;
- development, trialling, testing and implementation of all valid systems, methodologies and hardware / software supports in all relevant target groups and contexts;
- selective promotion and dissemination of effective solutions.

expected results

Early results based on a survey across target groups in the partner countries would appear to substantiate the prevailing lack of awareness of the existence, scope and potential of the ELP. At the same time, the feedback also indicates some of principal barriers to adoption (e.g. difficulties of self-assessment) that will be addressed in the next stages of project implementation.

For the subsequent stages of the project, we currently expect that the following outcomes could be realistic:

- there is broad scope for the definition of specific methodologies for the application of portfolio-based systems within language training and teaching at all levels of education;
- hardware and software artefacts, such as USB sticks, dedicated online access points, should serve to vehicle the wider use of the ELP, while also facilitating their further dissemination and implementation;
- corporate human resource departments and employment agencies could be the main agents of change and innovation in a more far-reaching recognition and application of the ELP.