



EUROPEAN LANGUAGE PORTFOLIO: INTERIM REPORT 2005 WITH EXECUTIVE SUMMARY

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European Language Portfolio: Interim Report 2005

with

Executive Summary

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Executive Summary for opinion leaders and decision makers

This interim report reviews discernible effects and challenges encountered following the ELP project period 2001-2004, summarized in the Consolidated report DGIV/EDU/LANG (2004) 6 - Final.

The projects reported, as in the past, vary considerably in their objectives, organisation and their stage of development. The general focus of interest, however, seems to have shifted. The new emphasis is on implementation related to general educational goals. Time horizons have widened and levels of commitment broadened.

Implementation means positioning the ELP effectively in the daily teaching and learning routine of an educational system. It is a complex and demanding undertaking. The ELP is based on principles which have an impact on traditional educational practices and hence mean change for learners, teachers and many other stakeholders in the system.

The pedagogic value of the ELP being widely acknowledged, the attention is now turning to potential benefits and strategies of widespread implementation.

Reasons reported include aspects pertinent to educational systems:

- The ELP based on the Common European Framework of Competence for Languages is a useful tool and framework to establish and communicate own curricula standards and to report outcome in an internationally transparent way.
- The ELP is a suitable tool to foster quality and quality development in the language domain and in support of inter-cultural learning.
- The ELP significantly helps to diagnose learner competence and to gauge advice concerning personal needs and preferences in a professional and effective manner.
- The ELP provides significant stimuli for whole-school inter-disciplinary developments and for co-operative staff development programmes.
- The ELP is expected to provide a good return on investment.

Reasons reported also relate to the fundamental importance of language for learning and life:

- Language is a fundamental human competence, a key to self-awareness and identity, a prerequisite for communication and social integration.
- Language is of prime importance in all learning processes and hence central in enabling active participation in school, the world of work and in life-long learning.
- The advancement of language competence (first and foreign) is a fundamental educational goal; specific attention to the promotion of early language learning is needed.

The above declarations and perceived advantages relate to overall educational systems and differ from benefits gained by individual learners and teachers in the learning process.

It is crucial to understand that there are two sides to implementation; on one hand, the direct actors, the learners and teachers and on the other hand, the providers, educational authorities and educational institutions. Complementary arguments provide meaning to the two sides.

The implementation strategies reported add additional facets to the arguments for and against bottom-up and top-down strategies.

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- The ELP 37.2002 is the obligatory basis for all English language courses for adult migrants offered by IILT in Ireland. The use of the model is 100% and is successful.
 - In a number of cases access and support for ELP implementation is conditional on a formal prior commitment from whole schools or stable groups of teachers. In most such cases the ELPs are made available free of charge. The local status of the ELP is normally clarified in advance and the decision to go ahead transparent and well supported.
 - Widespread implementation is to a considerable degree dependent on easy, in many cases free access to ELPs by learners and teachers. Several solutions to deal with this challenge have been reported. They range from the free distribution of ELPs to an entire age group of learners for periods of one to several school years to a wide variety of arrangements using CDs and web support as well as printing, selling and distribution of the documents through publishers.
 - An electronic ELP providing interactive learning support to learners and teachers is under development and is being piloted in the Netherlands. Each individual learner will be able to hold an ELP in a personalised space on a central host. The use of the ELP will remain voluntary. The attractive mode of delivery, however, is intended to stimulate widespread use.
 - In March 2001 the Swiss Conference of Cantonal Ministers of Education (EDK) passed a resolution recommending implementation of the ELP in all sectors of the Swiss educational system. In March 2004 it agreed to generalise the use of the ELP in primary and lower secondary schools by the year 2010. The responsibility for implementation is decentralised and lies with the cantons and regions. There is some ambiguity as to whether “generalised use” means voluntary or compulsory.

The different strategies employed reflect nearly exclusively specific contexts, structures and traditions. Yet they seem to be driven by a common logic:

- Recognition and support seem to produce snow-ball effects and increased activity
- Encouragement leads to cooperative learning and teaching and to an exchange of ideas
- Implementation activities tend to stall when support is withheld and priorities shifted

The loaded notions of bottom-up and top-down strategies and the discussions of how much of each is needed can be replaced by a new insight: a carefully structured, sustainable and supportive environment is a pre-requisite for implementation to succeed.

The task of authorities is to shape and maintain an implementation friendly environment; the task of the teachers and learners is to excel.

The information received through the annual questionnaire and feedback from international, national, regional and institutional seminars suggest that it is more likely to gain agreement for implementation when the potential and desirability of the ELP is considered in a general educational context going beyond the learning and teaching of foreign languages.

Fostering communication competence in the first languages, in the language(s) of instruction and in foreign languages is a global educational challenge to which the ELP responds.

Promoting intercultural competence is a general educational goal and learning to learn and self-assessment skills acquired are valuable assets for all subjects.

Language learning is interdependent with other subjects and implementation of the ELP is on the political level increasingly considered in a global context.

It is encouraging to note that teachers and schools also bear witness in their reports to the overall effects the ELP has on learning and co-operation well beyond the subject of foreign-language learning.

ELP experience and know-how is building up fast in the strategic, operational, pedagogic and research domains. If transferred it would further stimulate and possibly economise the ongoing implementation process.

To attempt a transfer is a challenge:

- the information available covers a wide variety of themes, concerns and contexts and has been produced in many different languages
- the wealth of information is increasing rapidly; furthermore there is a need for constant updating
- the wealth of information needs to be put into a concise, structured format allowing access according to need.

Two ongoing projects at the ECML in Graz in support of ELP implementation are trying to facilitate a Europe-wide transfer of experience and know-how, one in the field of training trainers, the other in structuring and designing an information platform for implementers.

European Validation Committee

Revised terms of reference for the European Validation Committee for the ELP were approved by the Bureau of the Steering Committee for Education (CDED) in March 2005. In addition to accrediting ELP models, the committee is now also required “to bring forward proposals for future policy and further development regarding the ELP; these proposals shall be submitted to the CDED for decisions”.

This widened mandate is of considerable importance, as

- the ELP needs to develop further as product and
- coherence, transparency and quality must be of a key interest to all involved.

6th International Seminar on the European Language Portfolio

The 6th annual international ELP seminar for national ELP contact persons was held in Moscow in autumn 2005. The key issues addressed included:

- the revised annotated Principles and Guidelines
- the need and desirability of standardised passports for different age groups
- the desirability of age-appropriate self-assessment grids, descriptors and checklists
- the feasibility and desirability of an ELP autobiography of key intercultural experiences
- the challenge and potential of electronic ELP models
- the transfer of experience and know-how.

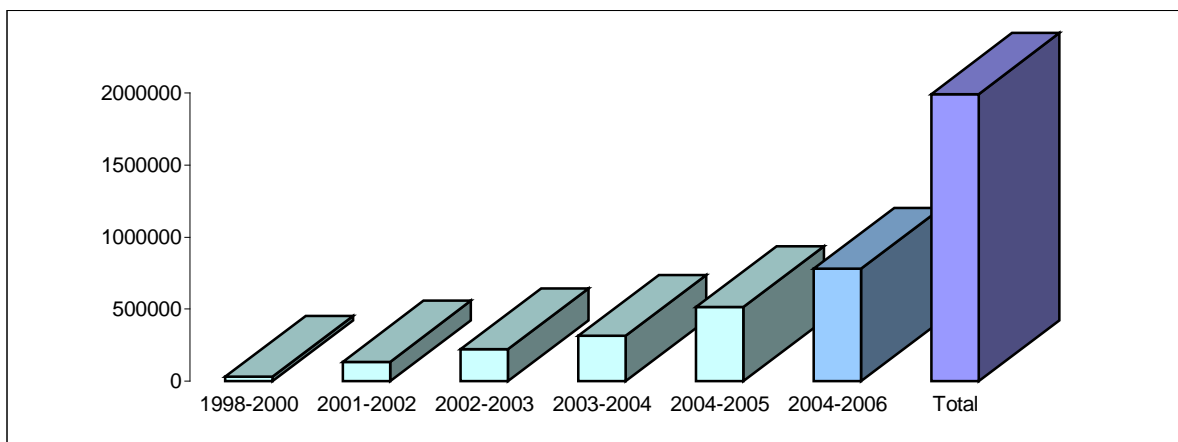
The participants considered the seminar most useful and provided valuable impulses for the direction of developments.

In conclusion it can be noted that the ELP implementation process has developed considerably over the last 12 months. In parallel, new ELP models are still being designed and prepared for validation. The wealth of experience and know-how has grown further and is waiting to be put to good use. The direction of development for further common European elements of the ELP has been adopted in outline.

While much has been achieved, much more remains to be done.

The European Language Portfolio in use

European Language Portfolios distributed: Total number reported ~ 2 million

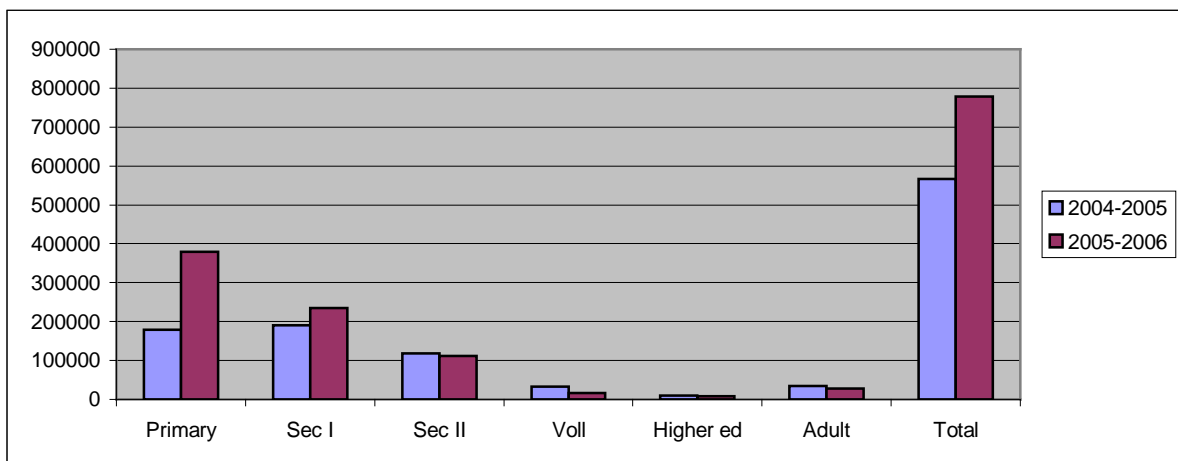


The number of copies distributed provides an indication of the extent of the dissemination process.

These figures are but an informed approximation, sometimes based on incomplete data gathered under varying circumstances and reported at different points of time.

Not all the ELPs distributed are being used; estimates vary widely. The numbers reported for the academic year 2005-2006 represent an increase of 45% over the previous year and are again a mixture of numbers of ongoing and planned projects.

European Language Portfolios in use: Estimate for the school year 2005-2006



The huge increase in the primary sector is due to a single project: the Bulgarian Ministry of

Overview of ELP November 2005	3-10	11-15	16+	VOLL	Higher education	Adult
Validated 69*	18	24	14	4	5	9
Validation pending	4	5	4		3	3
Pilot versions 18	4	4	6	3	3	3
In preparation 11	7	3	2	1	1	
Validated ELPs in revision			1	1		1

Education will distribute an ELP to all primary pupils from the second to the fifth grade.

It remains a challenge to collect reliable data on ongoing ELP activities. Implementation and pilot activities are taking place in a large variety of settings. The reporting structure, based on information from national ELP contact persons, does not seem to cover all the validated ELP models or all ongoing activities.

It is noteworthy, however, that the initially estimated figures for the school year 2004-2005 and the adjusted figures provided at the end of the year deviated only marginally by 5.5 %.

ELP models in use: Unity, variations, deviations

* *[These two paragraphs require revision]* 69 validation numbers have so far been attributed. ELP models conceived as series but targeted at different learner groups and/or made available in different languages were in a number of cases given the same validation number with a suffix added.

** 17 ELP models submitted for validation, out of which 2 electronic ELP models, are in the process of finalisation following up feedback received from the Validation Committee.

The listed pilot versions and possibly a few more will most likely be submitted for validation within the next 12 months, the ELP models in preparation within the next 24 months.

A number of validated ELP models have been earmarked for revision by their developers.

Electronic ELP models

A first electronic ELP was validated in 2005. The Eequals/Alte model for adult learners, initially validated as paper version in 2000, has been issued with the accreditation number: 06.2000 electronic version.

Two further electronic ELP models have been submitted for validation and a fully interactive model stored on a central host is being piloted in the Netherlands.

Electronic dissemination of the ELPs as well as electronic support for learners and teachers are increasing. The Common Principles and Guidelines might need to be reinterpreted and/or adapted in response to these developments.

Non-conforming portfolio models

An increasing number of non-validated Language Portfolios are now in use.

Many of these models conform to the Principles and Guidelines of the CoE, but have for some reason never been submitted for validation, e.g. versions in minority languages.

A number of Portfolios on the market use concepts and ideas of the ELP and CEF without due acknowledgment and without following the Common Principles and Guidelines. Action needs to be taken on this issue.

Overview of reported activities

<i>Albania</i>	<i>no activity reported</i>	Lithuania
<i>Andorra</i>	<i>no activity reported</i>	<i>Luxembourg</i>
Armenia		<i>Malta</i>
Austria		<i>no activity reported</i>
Azerbaijan	<i>no new information</i>	Moldova
Belarus		Netherlands
Belgium		Norway
<i>Bosnia & Herzegovina</i>	<i>no activity reported</i>	Poland
Bulgaria		Portugal
Croatia		Romania
Cyprus		Russian Federation
Czech Republic		<i>San Marino</i>
Denmark		<i>no activity reported</i>
Estonia		Serbia and Montenegro
Finland		Slovakia
France		Slovenia
Georgia		Spain
Germany		Sweden
Greece		Switzerland
Hungary		The former Yugoslav Rep. Macedonia
Iceland		<i>nor</i>
Ireland		Turkey
Italy		<i>Ukraine</i>
Latvia		<i>no activity reported</i>
<i>Liechtenstein</i>	<i>no activity reported</i>	United Kingdom
		<i>INGOs</i>
		CERCLES
		Eaquals/Alte
		European Language Council

National contact persons for the ELP see: www.coe.int/portfolio

Armenia

Numbers of learners in Armenia with an ELP					01 10 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary Validation pending 6-10		45	75	100	*
Total Armenia		45	75	100	*

Empty boxes = information gap.

* It is planned to broaden the use of the ELP to 12 schools in the regions and 8 schools in the Capital

Austria

Numbers of learners in Austria with an ELP					15 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 08.2001 CILT adapted		60	40 TT	40 TT	
Total primary					
Secondary I 58.2004 1)		750	750	2250	
63.2004** CERNET 2)	250	600	450		
Total secondary I					
Secondary II 24.2001 vocational 3)			2100	4100	
68.2005 Stadt Wien 4)			300		
Total secondary II					
Adult education 08.2001 CILT adapted			40 TT	40 TT	
Pilot Wiener Volksbildung	60		50	60	
Total adult					
Total Austria	310	1410	3730	6490	

Status of projects:

1) The ELP for lower secondary education (58.2004) has formally approved by the Austrian Ministry of Education, Science and Culture, ref. 48.213/1-V/1/03 for inclusion in the appendix of the Lists of Approved Text Books for Secondary Modern Schools (form 1-4), for Polytechnical Schools and for Grammar Schools (forms 1-6). This means the ELP will be available free of charge if ordered via the "Schoolbook programme".

General feedback on the ELP is available under: www.sprachen.ac.at/esp/reaktionen.php?tab=esp

2) Developers and promoters of the model are CERNET and the Vienna Board of Education.

The pilot version was piloted in 11 schools in Vienna, 2 in Bratislava, 2 in Brno, 3 in Győr-Moson-Sopron in English and German. Implementation is planned after accreditation (German version accredited 2004, Czech, French, Hungarian, Slovak language versions are in preparation).

3) The Board of Education in Vienna (Stadtschulrat für Wien, Abteilung 3) implemented the ELP in all first forms of Business School (Handelsakademie und Handelsschule). Students paid € 7 the cost price of the ELP.

4) Will be made available on the web.

Azerbaijan

Numbers of learners in Azerbaijan with an ELP						8 12 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	
University sector Pilot version*						

*Exhibited at the Luxembourg seminar

Empty boxes = information gap

Belarus

Numbers of learners in Belarus with an ELP						15 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	
Secondary II Pilot version 15-17		600	500	650	650	1)
Total Belarus		600	500	650	650	

The project is conducted within the framework of a university research programme which is financially supported by the Ministry of Education.

The ELP issue has been included into the programme of the State and course exams in methodology of teaching foreign languages at the Minsk State Linguistic University.

1) Piloting will be extended to all the regions of Belarus.

Belgium

Numbers of learners in Belgium with an ELP						14 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	
Primary French speaking community 38.2003 10-12 1)	4000		750	5000	5000	
Secondary I French speaking community 38.2003 12-14 2)	2000		3000	18000	10000	
Secondary II French speaking community 39.2003 14-18	4000	1500	20000	22000	12000	
Flemish speaking commun. Pilot version	2100					
Total secondary II	6100	1500	20000	22000	12000	
Adult education Pilot version	250					
Total Belgium	12350	1500	50750	45000	27000	

1) used with the same user group over 4 years

2) used with the same user group over 2 years

Status: The recommendation in favour of the ELP has not been renewed as from the school year 2004-2005.

Bulgaria

Numbers of learners in Bulgaria with an ELP					16 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 53.2003 ECET Sofia 1)			3000	3000	214000
Secondary II Pilot SCALA project 2)					
Vocationally oriented 48.2003-BG**		400			
University 48.2003-BG** Pilot New Bulg. Univ. ***		450			
Adult 06.2000 Eaquals/Alte 48.2003-BG**		100			
Total Bulgaria		1000	3000	3000	214000

Empty boxes = information gap

Project status:

1) The Ministry of Education and Science will distribute free of charge an ELP to all primary pupils from the 2nd to the 5th grade during the school year 2005-2006

2) ELP model for bilingual Bulgarian Licées; developed by a Bulgarian/Swiss partnership, supported by the Foundation Henri Moser, Genève. The first phase of the pilot project was conducted in Sofia and Varna from 1999 to 2001. From 2005 to 2008 the scope will be extended to other Licées for 8th, 9th, 10th and 11th graders.

3) Sofia University - Leonardo project 132078: European Language Portfolio: Promoting a Lifetime of Vocationally-Oriented Language Learning, ELPVOLL.

The development of a further Bulgarian ELP model for the age group 11 to 14 is under consideration.

Croatia

Numbers of learners in Croatia with an ELP					13 06 04
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary Validation pending 7-11					
Secondary I Validation pending 11-15					
Secondary II Validation pending 15-19					
Adult 06.2000 Eaquals/Alte			15	400	500
Total Croatia			15	400	500

Empty boxes = information gap.

The concept and the aims are regular topics of in-service language teacher seminars.

Existing ELP models and printed materials are regularly made available.

A number of articles appeared in newsletters and professional journals.

Cyprus

Numbers of learners in Cyprus with an ELP					24 11 04
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Secondary I Validation pending 12-15					
Total Cyprus					

Empty boxes = information gap.

After validation the Ministry of Education will distribute 11000 ELPs to first year learners in colleges.

Czech Republic

Numbers of learners in the Czech Republic with an ELP					08 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 22.2001	1500	2500	3000	3500	4000
Secondary I 07.2001	15000	17000	18500	19000	20000
Secondary II 23.2001	1800	2800	3000	3500	4000
University 29.2002 CERCLES			200	300	400
Adult education 55.2004				1000	2000
Total Czech Rep.	18300	22300	24700	27300	30400

Status:

Recommendation of the Ministry of Education, Youth and Sport of 5 September 2001 to use the ELP in public education.

The use of the ELP has become an integral part of many pre-service teacher training courses and seminars.

Other information:

The impact of the use of the ELP has been followed and observed (observations, interviews, questionnaires, study of individual ELPs in use), qualitative and quantitative statistical data analysis have been made. The results very much depend on individual teacher's beliefs and attitudes. It has become obvious that the process of ELP implementation on

a wide scale would be very long and will require a radical change in the attitude to teaching and assessment. Such a change cannot be achieved in a short term perspective.

Reports and articles:

Four Magisterial thesis on learner self-assessment using the descriptors of communicative activities have been developed and several others are under consideration.

Denmark

Numbers of learners in Denmark with an ELP					01 10 0
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary Pilot version 6-10				14500	14500
Total Denmark				14500	14500

“Min forste Sprogportfolio” will be used by the same groups of learners during 3 school years.

Status:

The project is co-financed by the Ministry of Education and departmental Pedagogic Centres. The ELP is free of charge for the schools.

Support measures:

Each of the 15 Pedagogic Centres in Denmark invited interested teachers to an introduction session. Only teachers who attended one of the sessions will receive an ELP free of charge for each learner. These teachers accept to return three questionnaires during the whole piloting phase.

The language consultants of the pedagogic centres communicate via a dedicated electronic web site with the participating teachers.

Public information including the teachers guide available under: www.ackbh.dk/portfolio

Estonia

Numbers of learners in Estonia with an ELP					13 09 0
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Secondary I Pilot project 12-16				1200	1200
Total Estonia				1200	1200

Status:

A research a development group has been formed to develop an Estonian ELP model for the age group 12-16 and to piloting it (decree number 645 of the 7th July 2003 of the Ministry of Education).

From September 2006 all foreign language teachers interested in using the ELP with their 6th or 7th graders will be encouraged to do so.

Piloting started with 80 teachers (estimate rs 1200 learners) in the school year 2004-2005. Broad implementation is foreseen to begin during the school year 2006-2007.

There are the following budget allocations for the project: 2003 € 16000, 2004 € 25800, 2005 € 25000.

Finland

Numbers of learners in Finland with an ELP					16 09 0
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary					
Pilot version	280	320	320		
Secondary I					
Pilot version	497	450	450		
Secondary II					
Pilot version	731	700	700		
Vocational Dila Port e-ELP Validation pending					
University					
Pilot version		150	100		
Adult Dila Port e-ELP Validation pending					
Total Finland	1508	1658	1570		

Empty boxes 2003-2004 = information gap.

Status:

There is a formal decision by the National Board of Education to link the targets for the end of primary and the end of lower secondary school to the Common European Framework levels.

The national framework curricula are now normative, giving an obligation for the teachers to comply with the norms specified. The ELP is not mentioned as a norm, however, it is recommended in "lower-level" documents as a way of working towards the official goals of self-assessment and learning to learn.

The "National ELP Dissemination project 2001-2004" established the basic research-based understanding and know-how to develop, use and support local educational authorities. Six universities (Helsinki, Joensuu, Turku, Tampere, Jyväskylä, Oulu) and three polytechnics (Tampere/Pirkanmaa, Turku, Lahti) have been involved. The project sites have now established further implementation projects on their own in partnerships between the respective universities and the local municipalities (2004-06/07). The copying costs of the ELPs and other materials are contained in the customary school budgets.

Turku Polytechnic has developed an electronic ELP: <http://www.dilaport.utu.fi/welcome.htm>.

Contact person: minna.scheinin@turkuamk.fi

Pirkanmaa Polytechnic has a functional website based on the research and development project "Authentic Assessment in Polytechnics": www.piramk.fi/eksprojekti. Contact person: riitta.jaatinen@piramk.fi

The Tampere University website is not functional at the moment, since all three ELP versions were revised quite substantially as a result of the National Implementation project 2001-2004.

The ELP models are being made available free of charge as MS Word files that can be downloaded by learners and teachers and filled in electronically or printed in hard copies and used manually.

Other information:

Based (mainly) on the National implementation project, a collection of 21 research and development papers is being published, edited by Viljo Kohonen. Publication scheduled in Finnish and two papers in English for Nov 2005.

Over 30 short project-based papers/reports have been published since 1998 in the Modern Language Teacher Association's magazine Tempus, reaching over 5000 language teachers.

Research networking on FL education is being organised between seven Finnish universities, networking with European partners, aimed at supporting post-graduate research involving some 25 doctoral students.

France

Numbers of learners in France with an ELP					18 11 0
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 02.2000 CIEP	13500	5480	3500 2080 TT	10710 2900 TT	12400 4430 TT
Total primary	13500	5480	5580	13610	16830
Secondary I 44.2003				3439 1605 TT	17588 2790 TT
Total secondary I				5044	20378
Secondary II 05.2000 CRDP	35700	4093	4724 636 TT	5660 1190 TT	12910 1598 TT
Total secondary II	35700	4093	5360	6850	14508
Vocationally oriented 05.2000 CRDP* Pilot version AGERCEL	10000				
University 29.2002 CERCLES					
48.2003-FR Sofia			2200		
Total France	59200	9573	13140	25504	51716

Empty boxes 2004-2005 = information gap.

Status :

The ELP models are published by a privat editor. The National Ministry of Education considers them at the same level as school books. As such they are not specifically promoted nor followed-up.

The Minister of Education underlined the interest in introducing the ELP into the pedagogic practice in 2001. The ELP has since then been mentioned repeatedly in pedagogic recommendations accompanying programmes for modern languages on all levels.

Support measures:

Authorities in a number of regions took the decisions to disseminate the ELP. E.g. The Academy of Strasbourg will equip every single learner with an ELP by 2007.

Teachers and pedagogic teams developed their own initiatives within their educational establishments.

Presentation on the use of the ELP : Annick Kozelko, Journée des Doctorants, GEPE

“Le Portfolio Européen des Langues (PEL) dans la formation continue et universitaire: « tude sociolinguistique”

Georgia

Numbers of learners in Georgia with an ELP					28 11
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Secondary II 45.2003 adult	30		20		

Total Georgia	30		20		
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Empty boxes = information gap.

Germany

Numbers of learners in Germany with an ELP					18 11 0
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary					
32.2002a* Thüringen		15000	15500	16500	
Pilot Bayern				200	
Pilot Berlin				10000	
Pilot Brandenburg.					
Pilot Bremen					
ELP not val. Hessen					
Pilot Meckl/Vorp				17000	
Pilot Sachsen				300	
Total primary		15000	15500	44000	
Secondary I					
04.2000 NRW	7000	10000	14500*		
32.2002b* Thüringen		15000	15500	17500	
46.2003 Hamburg				2400	
ELP not val. Hessen				3000	
Pilot Sachsen				1467	
Total secondary I	7000	25000	30000	24367	
Secondary II					
32.2002c* Thüringen		15000	15500	17500	
Validation pending Thüringen		15000	15500	17500	
Total secondary II					
Vocationally oriented					
32.2002c Thüringen		1200	500	1000	
48.2003-DE Sofia			500		
Total voll		1200	1000	1000	
University					
29.2002 CERCLES					
35.2002 ELC					
Adult					
32.2002c Thüringen			1000	1000	
37.2002-DE Milestone					
06.2000 Eaquals/Alte					
Validation pending VHS					
Total adult			1000	1000	
Total Germany	7000	56200	63000	87867	

Empty boxes = information gap.

Status:

* Recommendation: Ministry of Education Thuringia to provide all learners with an ELP by the school year 2005-2006.

A national open ELP working group meets regularly to exchange information and to take stock of ELP developments and implementation activities in different German Länder. A consolidated evaluation report of the ELP activities in Germany is planned for the end of 2006.

The Justus-Liebig-Universität Giessen runs a project „Wissenschaftliche Begleitung zum BLK-Projekt “Sprachen lehren und lernen als Kontinuum – Schulpraktische Strategien zur Überbrückung von Schnittstellen im Bildungswesen“. The ELP is of key interest in this project. Further information: www.uni-giessen.de/anglistik/blkprojekt/index.php?option=co

Greece

Numbers of learners in Greece with an ELP					24 06 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 08.2000** CILT					
Secondary I 43.2003* 12-15	500	1000	2800	2800	3000
Adult education 01.2000*** EDK					
Total Greece	500	1000	2800	2800	3000

Empty boxes = information gap.

Status:

* The ELP is an official project of the National Ministry of Education and of the Greek Pedagogic Institute. It has been referred to in an official press statement by the Ministry of Education and is included in the official documents of the Council of the Pedagogic Institute.

** 10000 copies sold to a private teaching institution in 2004

*** 4000 copies sold to a private teaching institution in 2004

Hungary

Numbers of learners in Hungary with an ELP					16 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 16.2001 Ministry Educ.	1000	300	500	800	
Secondary I 16.2001 Ministry Educ. 63.2004 CERNET	1000	300	100	150	
Secondary II 15.2001 Ministry Educ.	1000	500	450	600	
Vocational 17.2001 Ministry Educ.			50	80	
Adult 06.2000 Equals/Alte 17.2001 Ministry Educ.				1 000	
Total Hungary	3000	1100	1100	2630	

Empty lines = information gap

Status:

The ELP is mentioned in a number of educational projects of the Ministry of Education.

Support measures:

A major four-year project is being launched with the participation of around 100 schools. The objective is to produce an annual synthesis and a final synthesis of the results at the end of the school year 2007.

A project in the adult sector will be launched with the support of the Ministry of Employment.

Iceland

Numbers of learners in Iceland with an ELP					00 05 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Secondary I Validation pending					
Secondary II Validation pending					

Ireland

Numbers of learners in Ireland with an ELP					18 10 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 11.2001 rev. IILT 1) 66.2005 2) Total primary	3000	7500	4500	5500	6000
Secondary I + II 10.2001 Authentik 12.2001 rev. IILT 3) Total secondary I+ II	967	4119	1250	1575	1700
Vocationally oriented 14.2001 IILT 37.2002 Milestone Total voll	122	150	500		
Adult education 13.2001a/b IILT 37.2002 Milestone 4) Total adult		550	850	815	750
University 29.2002 CERCLES Total university		330	650	350	
Total Ireland	1389	14038	7750	8240	8450

1) This model is central to the support that IILT provides for teachers of English as a second language in primary schools throughout Ireland. Information available under: www.tcd.ie/clcs or www.authentik.ie

2) To be launched for the beginning of the school year 2006-2007; will be used by approx. 20000 pupils in the two final years of primary school (age 10-12). Language versions: Bilingual English/Irish; Italian, Spanish, German and French as target languages.

Topic-based; enhanced language awareness and intercultural awareness dimension; tool for collaboration between "class teacher" and "language visiting teacher" through inclusion of cross-curricular/CLIL component; also includes Young Learner Guide

3) This model is central to the support that IILT provides for teachers of English as a second language in post-primary schools throughout Ireland. Implementation is monitored by IILT: www.iilt.ie

Ireland continued:

4) EU Milestone project; Language versions: Dutch, English, Finnish, German, Swedish. All versions are downloadable from: www.eu-milestone.de

Status of the implementation projects

10.2001: No formal recommendations; no clear time and budget horizons.

A report June 2005 of the National Council for Curriculum and Assessment recommends that this model should be used as the basis of a whole-school language curriculum development project. Funding is, however, still uncertain.

10.2001 (rev. 2004) and 12.2001 (rev. 2004): These models have been in continuous use in primary and post-primary schools since 2000-2001. Integrate Ireland Language and Training is the national body specializing in ESL for migrants, and the scaled English language curricula to which they correspond are effectively the official curricula.

37.2002: This model is the obligatory basis for all English language courses for adult migrants offered by or under the auspices of Integrate Ireland Language and Training. Use of this model is 100% in IILT.

66.2005: the following implementation phases are planned:

1. Sept 2005 – June 2006: Training of trainers by model developers/teacher educators
2. Nov 2005 – May 2006: Initial training of teachers by team and language training advisors
3. Feb – June 2006: Consultation with focus groups to inform development of Teacher's Guidelines
4. Sept 2006: Availability of ELP model and Teacher's Guidelines to all schools. Implementation in the classroom: work-shops with "class teachers" and principals; monitoring.
5. Sept – June 2008: Exploration of online option.

Research published and in progress

10.2001:

- E. Ushioda and J. Ridley, "Working with the European Language Portfolio in Irish post-primary schools: report on an evaluation project", CLCS Occasional Paper No.61, Dublin: Trinity College, Centre for Language and Communication Studies, 2002.
- Emmanouil Sisamakias, "The European Language Portfolio in Irish post-primary education: a longitudinal empirical evaluation", Ph.D. thesis submitted September 2005, University of Dublin, Trinity College.
- Patrick Farren, Department of Education, National University Galway, is investigating the use of this model as a tool of pre-service teacher education (Ph.D. thesis; projected completion date September 2007).

11.2001 (rev.2004) and 12.2001 (rev.2004):

- David Little and Barbara Lazenby Simpson, "Using the CEF to develop an ESL curriculum for newcomer pupils in Irish primary schools", in K. Morrow (ed.), *Insights from the Common European Framework*, pp.91–108, Oxford: Oxford University Press, 2004.

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- David Little, "The Common European Framework and the European Language Portfolio: involving learners and their judgements in the assessment process", *Language Testing* 22.3 (2005), pp.321–36.

37.2002:

- Lorna Carson, CLCS, Trinity College Dublin, is completing a Ph.D. thesis which explores the impact of this model on the development of migrant learners' self-esteem and capacity for self-management. Projected completion date March 2006.

David Little has also published a number of articles that are devoted to the ELP or refer to it in a substantial way:

- 'We're all in it together: exploring the interdependence of teacher and learner autonomy', in *All Together Now* (Papers from the 7th Nordic Conference and Workshop on Autonomous Language Learning, Helsinki, September 2000), ed. Leena Karlsson, Felicity Kjisik and Joan Nordlund, University of Helsinki Language Centre, 2001, 45–56.

Ireland continued:

- 'The European Language Portfolio: structure, origins, implementation and challenges', *Language Teaching* 35.3, 2002, 182–9.
- 'Meeting the English language needs of refugees in Ireland', in *Common European Framework of Reference for Languages: Learning, Teaching Assessment. Case Studies*, ed. J. C. Alderson, Strasbourg: Council of Europe, 2002, 53–67. [David Little, Barbara Lazenby Simpson, Fiona O'Connor; reports on the use of the ELP with adult immigrants to Ireland]
- 'Learner autonomy and public examinations', in *Learner Autonomy in the Foreign Language Classroom: Teacher, Learner, Curriculum, Assessment*, ed. David Little, Jennifer Ridley and Ema Ushioda, Dublin: Authentik, 2003, 223–33. [Discusses a possible role for the ELP (model 10.2001) in an approach to public examinations that would accommodate learner autonomy and self-assessment]
- 'Den Europæiske Sprogportfolio', *Sprogforum* 31, November 2004, 7–10. [A general introduction to the ELP for Danish language teachers, with a particular emphasis on its pedagogical function]
- 'Democracy, discourse and learner autonomy in the foreign language classroom', *Utbildning & Demokrati* 13.3, 2004, 105–26. [Discusses the ELP as an instrument of education for democratic citizenship; includes examples of learner work associated with models 11.2001 and 37.2002]
- 'The European Language Portfolio: background, a case study, and an introduction to the CercleS version', *University language centres: forging the learning environments of the future* (Papers from the 7th CercleS Conference, Paris, 19–21 September 2002), ed. Ray Satchell and Nicole Chenik, Paris: CercleS, 2004, 25–39. [David Little and Barbara Lazenby Simpson]
- 'Learner autonomy and language learning at university: a role for the European Language Portfolio in research and development', *Zusammenarbeiten: Eine Festschrift für Bernd Voss*, AKS-Verlag Bochum (2005), pp.305–19. [Focuses particularly on the CercleS ELP, 29.2002]

Italy

Numbers of learners in Italy with an ELP						17 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	
Primary						
25.2002 Umbria		5250	6785	5571		
26.2002 Piedmont	9000	27000	29408	6173		
Aosta Valley			31	40		
30.2002 Lombardia		1284	2000	3000		
49.2003 Loescher			500	1807		
65.2004 Alto-Adige			410	1216	1300	
Total primary	9000	33534	39 134	17807		
Secondary I						
25.2002 Umbria	18000	6000	8100	5571		
26.2002 Piedmont		3000	5000			
30.2002 Lombardia	500	1948	10000	9399		
Piedemonte		800				
Sicily		300				
49.2003 Loescher			400			
69.2005 Alto-Adige			354	589		
Pilot Aosta Valley				140	920	
Total secondary I	18500	12048	23764	24364		
Secondary II						
25.2002 Umbria	3750	5125	6000			
30.2002 Lombardia	1384	2000	2500			
54.2003 Piedmont		3200	3800	4954		
64.2004 Puglia				3407		
Pilot Aosta Valley			120			
Total secondary II	5134	10325	12420	8361		
Vocational						
48.2003-IT Sofia			400	226		
Pilot Aosta Valley	300					
Total vocational	300		400	226		
University						
05.2000 Aosta Valley	36	54	72			

29.2002 CERCLES 40.2003 Calabria Validation pending e-ELP Total university	36	54	72	300 300	1)
Adult 06.2000 Eaquals/Alte 54.2003 Piedmont Total adult		1500 1500	150 150	180 180	
Total Italy	27836	42270	73667	51238	

2005-2006 = so far no information available

1) Partner project for an electronic ELP (Socrates-Minerva Action: 6 universities in 4 countries, lead Milan University)

The International General Directorate has appointed a Support Group consisting of national ELP experts, practitioners and administrative staff whose mission is to produce materials fostering and enabling ELP implementation in schools, also by providing helpful suggestions to decentralized education authorities.

There are many state of the art pilot and implementation projects under way in different parts of Italy.

General information on the ELP: www.istruzione.it/buongiorno_europa under parlare il mondo

Latvia

Numbers of learners in Latvia with an ELP					08 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary Under development				*	
Secondary II Pilot version 16-18				500	
Vocational Pilot				500	
Adult Validation pending				250	

* development May to November 05

Status:

1. According to the "Regulations of the Agency of State Language" (Cabinet Regulation No 667, Riga, November 25, 2003) the implementation of the project "European Language Portfolio in Latvia" is one of the Agency's functions.
2. An ELP Accreditation Commission of Latvia has been founded (Instruction of the Ministry of Education No.244, Riga, April 8, 2005).

Further information under: www.isec.gov.lv and <http://vva.valoda.lv>

Publications:

- 1) Grinberga I. *Self-assessment as a motivation for creativity in Latvian language as a second language learning* (submitted for publication in : "Creative personality: collected scientific articles", Riga, Nov 2005)
- 2) Zuicena I. *Latvian Language Acquisition and Assessment Proficiency Levels* in: "Language as identity: Proceedings." Riga, 2004., p.160.—163.
- 3) Zuicena I. *Scales of Latvian Language Proficiency Levels in Learning and Assessment* for Latvian in: "An International Perspective on Language Policies, Practices and Proficiency". Belgrave: FIPLV, 2005, p. 349.—354.

Lithuania

Numbers of learners in Lithuania with an ELP					14 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary Planned 6-10					
Secondary I Planned up to 16					
Secondary II Validation pending 16-18			1200	1200	
Total Lithuania					

Status:

Piloting and teacher training in 2004-2005

Recommended by the Ministry of Education and Science for upper secondary education from 2005

Budget 2004: € 50000

The ELP Language Biography is available under: <http://www.smm.lt>

No electronic use is possible.

Moldova

Numbers of learners in Moldova with an ELP					24 08 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Secondary I Pilot version			500	500	500

The Ministry of Education included the ELP in a communication to the Curriculum and Evaluation Council

The Netherlands

Numbers of learners in the Netherlands with an ELP					10 11 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 33.2003 9-12 UvT 1) Pilot 4-5 Van de Velde UvT Electronic model pilot 2) Total primary	511	571	379	600	271** 271
Secondary I 34.2002a SLO Electronic model pilot 2) Total secondary I				1000	4095++ 4095
Secondary II 34.2002b SLO Electronic model pilot 2) Total secondary II				1000	
Vocationally oriented 18..2001* Bve Raad Electronic model pilot 2) Total vocational	300	650		750	3167++ 3167

Teacher ELP Electronic model pilot 2)					952++
University Pilot 03 Elmerini UvT					
Adult education 36.2002 CINOP 3) 37.2002 Milestone				2020	
Total adult				2020	
Total Netherlands	811	1029	379	5370	8485

Empty boxes = information gap

1) Website: www.trefpunttalen.nl

2) New interactive electronic ELP model on a central host. The figures stated are the accounts in use 31 10 05.

Participation is increasing fast. Each learner keeps the same ELP account for school and life-long learning.

Learner files are protected, however, learners may grant their teacher access to the ELP. The e-system has

several supporting functions for individual and cooperative learning.

Depersonalised data on the use of the system (when, what parts, how often) are recorded automatically.

Website www.europeestaalportfolio.nl Paper ELPs are still in use, especially in some primary schools.

3) Downloadable: www.cinop.nl/portfoliont2 . Actual numbers in use not known.

Additional information see website: www.taalportfolio.com

Norway

Numbers of learners in Norway with an ELP					24 06 06
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Secondary I			30+	180	
Secondary II			30+	180	
Adult			20 - 60		
Total Norway			90	360	

2005-2006 no new information

* Based on the "Bergen Project": Angela Hasselgreen, coordinator: Bergen-Cando Project 2003.

The aim of the project was to exploit the potential offered by the ELP to develop material for portfolio assessment in the

lower secondary school language classroom.

Status:

On June 17 2004, Parliament accepted a proposal from the Ministry of Education and Research to make a 2nd foreign language obligatory for all students on lower secondary level in Norway. The decision has, however, in 2005 been revoked.

In the meantime Norwegian ELP models have been developed and are ready to be submitted for validation in 2006.

Poland

Numbers of learners in Poland with an ELP					16 09 0
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary Pilot age 3-6 Validation pending 6-10			700	1400	500
Secondary I 62.2004 10-15		446	650	20000	3000
Secondary II Pilot version				650	1400
Adult 6.2000 Equals/Alte				1400	5000
Total Poland		446	1350	23550	9900

Status:

The Polish ELP has been published by the National Centre of Teacher Education in co-operation with the Ministry of Education and Sport.

The fact that the Ministry of Education finances the project is a kind of recommendation for teachers. Getting ELP models produced and distributed is, however, a too long process. The motivation built up during the pilot phase among teachers and learners is largely lost during the time the ELP is finalised, validated and made ready for implementation.

Further information: www.codn.edu.pl

Portugal

Numbers of learners in Portugal with an ELP					03 10 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary Primary migrants Primary 6-10 1)					
Total primary					
Secondary I 20.2001* 10-15 2)			2000	2230	1750
Total secondary I			2000	2230	1750
Secondary II 21.2001*			1350	2000	1750
Total secondary II			1350	2000	1750
Total Portugal			3350	4000	3500

1) Development work will start in 2006.

English is now a compulsory subject in primary school in Portugal. For this reason and with the aim of promoting plurilingualism at the same time it seems desirable to introduce an ELP including at least five languages: Portuguese, English, French, German and Spanish. The Ministry intends to involve the four teacher associations in the development of a new concept, possibly an electronic ELP model.

An electronic ELP model might solve the problem of additional costs for the schools.

2) To facilitate self-assessment for foreign learners the descriptors have, as a first step, been translated into

three of the most representative migrant languages: Capeverdeian Ciroule, Ukranian and Chinese.

Status:

The use of the ELP is recommended in the national Curriculum but it is not compulsory. Many teachers still offer some resistance because they think that the use of this instrument means an extra burden.

Further information: <http://www.dgdc.min-edu.pt>

Romania

Numbers of learners in Romania with an ELP						15 09
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	
Primary under development						
Adult 06.2000* Equals-Alte		1)	2)	2)	3)	
Total Romania						

Empty boxes = information gap

1) The Romanian Equals-Alte ELP version for adults in Romanian, English, French and German was printed in 5000 copies in 2003

2) Throughout 2004 and 2005 the published Equals-Alte ELP (versions for Romania) has been distributed first to all teacher trainers, inspectors, multipliers, cultural institutes and Quest Language Centres. The model has been piloted in a number of contexts, initially in a photo-copied version.

3) 2005-2006 research project "The introduction of the Language Passport Europass in the Romanian Education System – co-ordinated by the Institute of Educational Sciences at the request of the Ministry of Education.

Russian Federation

Numbers of learners in Russia with an ELP						18 06 04
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	
Primary 28.2002 MSLU 7-10	500	1850	5650	24700	27000	
Secondary I 31.2002 MSLU 11-14	500	500	10500	20000	24000	
Secondary II 03.2000 MSLU 15+	4000	9700	11700	25000	30000	
University 27.2002 MSLU philologists Planned 1)	500	1170	2000	5000	6000	
Total University	500	1170	2000	5000	6000	
Total Russia	5500	13220	29850	74700	87000	

1) ELP model for non-philologists

Status:

All these ELP models are officially recommended by the Russian Ministry of Education.

Monitoring is taking place through seminars and reports.

MSLU published for the occasion of the Council of Europe Annual ELP seminar in Moscow in late September 2005 an overview of the Russian ELP project, its scope and impact in the poly-ethnic Russian Federation.

Research and reports:

A specific research project is devoted to the use and impact of the "philologist ELP" model at MSLU.

Serbia-Montenegro

Numbers of learners in Serbia-Montenegro with an ELP					01 09
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary in preparation 9-12/13					
Secondary I in preparation 13-15					
Total Serbia-Montenegro					

After the completion of the recent educational reform in Montenegro and the publication of the new curriculum, own ELP models are being developed.

Slovakia

Numbers of learners in Slovakia with an ELP					17 09 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary In planning					
Secondary I 42.2003 11-15		1000	3000	3000	65000
Secondary II In preparation 15+					
Total Slovakia		1000	3000	3000	65000

Status:

Recommended for the compulsory sector by the Ministry of Education.

The philosophy of the ELP is at the hart of a transformation process in educational language policy. The production of an electronic interactive ELP at a later stage is under consideration.

Support measures:

All learners aged 11 received an ELP for the school year 2005-2006 free of charge (offered by the Ministry of Education).

The report on the pilot project 2004-2005 can be obtained from the National Pedagogic Institute: lomnicka@statpedu.sk or katarina.bockanocova@statpedu.sk or anna.stankovianska@statpedu.sk.

Slovenia

Numbers of learners in Slovenia with an ELP						24 06 04
Educational sector		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary						
Pilot version	7-9	177	250	300	350	
Secondary I						
57.2004	11-15	353	1050	1250	1400	
University						
Pilot version		104	150	120	200	
Adult						
Pilot version			200	150	200	
Total Slovenia		634	1650	1820	2150	

2005-2006 no new information

Status:

The ELP as such has not yet an official status, although the "portfolio" as concept is mentioned in the syllabi for languages and is recommended by the Slovenian Ministry of Education, Science and Sport as an alternative means for assessment and self-assessments of achievement in language learning and teaching.

It is planned to include the ELP 57.2004 as part in the final/external examination for the new 9th primary school year in Slovenia. The use will not be compulsory but a certain percentage may be added to the final result.

Spain

Numbers of learners in Spain with an ELP						07 10 05
Educational sector		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary						
50.2003	3-7		450		4200	1250
51.2003	7-12		340		7000	4600
Total primary			790		11200	5850
Secondary I						
52.2003	12-15		500		5000	6450
Secondary II						
52.2003	15-18				5000	6450
Adult education						
59.2004			372		9000	2700
Total Spain			1662		30200	21450

Empty boxes 2003-2004 and 2004-2005 = information gap.

Status:

The Spanish (decentralized) system of education is developing implementation as follows:

- the Ministry of Education and Science is coordinating the programme through the Department of European Programmes

- annual teacher training programmes for the four different ELP models have been established

- Financing and distributing the Portfolios according to the necessities of the Self Governing Regions.

The ELPs are distributed for free among schools implementing the programme.

- Compiling results through information provided at the end of each academic year.

The Ministry of Education and Science is planning to create an electronic ELP for 2006.

Web page of the Ministry of Education with information on the process of implementation and downloadable ELP models: <http://aplicaciones.mec.es/programas-europeos/jsp/plantilla.jsp?id=343>

Sweden

Numbers of learners in Sweden with an ELP					03 10 05
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 60.2004 6-11		300		10000	1)
Secondary I 61.2004		700		10000	1)
Secondary II 19.2001 rev.2004		130			2)
Vocational 19.2001	500			900	2)
Adult Pilot version			990		
Total Sweden		500	2120	20900	3)

Empty boxes = information gap

Sweden continued:

1) The ELP was sent out to all schools in Sweden where languages are taught, 6450 copies with CD. It was addressed

to the headmaster to be forwarded to teachers who teach languages. The idea being is that the schools will load the

ELP from the CD to their server for learners and teachers to gain access to an individual ELP.

The National Agency for School Improvement will follow the work with the ELP in a few municipalities to evaluate

how the concept and the tool work.

2) Schools can now buy a CD with all parts of the ELP which need to be copied; the passport is sold separately.

3) It is difficult to estimate how many schools, teachers and learners will take up the opportunity which the ELP offers.

What is known is that on one day in March 05 almost 500 ELPs were down-loaded from our web site.

Status:

Project of the National Agency for School Improvement

Switzerland

Numbers of learners in Switzerland with an ELP					
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 26.2002 Piedmont Ticino 30.2002 Lombardia do ELP in preparation Total primary			50 50 100		
Secondary I 67.2005 EDK			1750	1750	8000
Secondary II 01.2000 Revision planned	10000	13000	20576	16698	8478*
Vocationally oriented Pilot version EDK	4000*				
University 35.2002 ELC		250	250		
Adult 01.2002 EDK Bern 06.2000 Eaquals/Alte		2000	2000		
Total Switzerland	14000	15250	24676	18484	16448

Status:

The Swiss Conference of Cantonal Ministers of Education (EDK)

- passed a resolution recommending implementation of the ELP in all sectors of the Swiss educational system in March 2001
- agreed on a comprehensive implementation strategy "Enseignement des langues à l'école obligatoire; stratégie et programme de travail pour la coordination à l'échelle nationale" in March 2004. The ELP is one of the six main components of the strategy outlined in the programme agreed. A declared operational goal is to generalise the use of the ELP I (primary) and of the ELP II (lower secondary) by the year 2010 and of the ELP III (upper secondary) in different types of schools by 2007.

The responsibility for implementation lies with the cantons and regions, each one of which needs to obtain a formal go-ahead on the cantonal level prior to widespread implementation in the compulsory school systems.

Switzerland continued:

Cantonal school autonomy has a long tradition in Switzerland and is one of the key characteristics of the country. The Swiss Conference of Cantonal Ministers of Education (EDK) explores common ground and recommends common standards and programmes. The resolution passed in 2001 and the global concept concerning languages in the Swiss educational system agreed in 2004 have to be seen in a broad context; the ELP is a tool to foster global educational goals.

For the benefit of the cantons, a national ELP coordination group produced an "Information and Planning Document" specifying the intended functions and implementation strategies for the ELP.

Training and implementation activities are in progress all over Switzerland.

Website: www.portfoliolangues.ch

Turkey

Numbers of learners in Turkey with an ELP					13 09
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary Validation pending 5-9 1)			150	300	
Secondary I Validation pending 10-14 Validation pending 10-14 1) + 2)			300	500	500
Secondary II 19.2001 47.2003 15-18 2)		500	750 750	1500	1500
Adult 56.2004 3)				5000	10000
Total Turkey		500	1950	7300	12000

Status:

- 1) Developers Bilfen Schools
- 2) Projects of the Ministry of Education, Board of Education for secondary education
 - learners will have a copy of the validated ELP model on their computers, using it in a digital environment
 - an electronic ELP model is in progress and will be made available under: <http://www.meb.gov.tr/e-portfolio>
- 3) Ankara University, TÖMER for adult education

United Kingdom

Numbers of learners in the UK with an ELP					03 10 0
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Primary 08.2001 5-11 1) 41.2003 2)	6000	4200	19166	3372	5000
Total primary					

Secondary II 09.2001 3)		360			
Vocationally oriented 4) 09.2001 CILT under revision		7900	4800	3475	4000
Adult education 09.2001 CILT under revision			5600		
University 09.2001 CILT			2220		
Total UK		12460	20280	1800	9000

Empty boxes = information gap

1) The junior ELP may be downloaded free of charge from: www.nacell.org.uk/elp

Visits to the Junior ELP pdf download page www.nacell.org.uk/resources/pub_cilt/portfolio.pdf: 14711, of which the majority are likely to be downloads of the ELP. It can be assumed that many of the ELPs down-

loaded will have been photocopied for use with pupils (class size up to 30 pupils).

A second edition, reflecting educational developments, will be published in winter 2006. A new function will

make it possible to fill in the passport section electronically. The revised model will also provide a link to the

notational self-assessment scheme "The Languages Ladder – Steps to Success".

2) Northern Ireland model for learners in primary school – no new information available

3) Also used in Bulgaria by the European Centre for Education and Training.

4) The numbers quoted for 2003-04 and 2004-05 are sales figures only. Statistics for 2005-2006 onwards are

estimates as the current version has not been available in hard copy since the end of 2004, pending revision

of this model. A breakdown 04-06 of the figures in use into the vocational and adult sector is not available.

Website statistics indicate the following further use of the adult ELP from January 2005 (when the current edition was placed on-line as a downloadable document) to 13 September 2005:

a) Downloads of the Passport http://www.cilt.org.uk/qualifications/elp/language_passport.pdf: 12816, by 2060

unique visitors

b) Downloads of the Biography http://www.cilt.org.uk/qualifications/elp/language_biography.pdf: 5397, by 1081 unique visitors

c) Downloads of the Dossier http://www.cilt.org.uk/qualifications/elp/dossier_section.pdf: 2362, by 1045 unique visitors.

Reports:

- CILT survey March 2004: Evaluation of the European Language Portfolio for adults and vocational purposes: results and recommendations

- Nuffield evaluation: Southampton University has been leading a Nuffield-funded evaluation project, in which eleven institutions trialled the ELP between September 2003 and January 2004.

International Non-Governmental Organisations

CERCLES

Numbers of learners with a CERCLES ELP					
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Higher education 29.2002				1160 1)	
Total CERCLES				1160	

Empty boxes = information gap

1) A CERCLES ELP translation workshop was held in Padua, Italy in June 2005. Presented and discussed were issues related to translations of the validated CERCLES ELP into a series of other languages.

A number of ongoing CERCLES activities related to the ELP have also been reported from France.

Eaquals/Alte

Numbers of learners with and Eaquals/Alte ELP					
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Adult 06.2000 1) 06.2000 (05) e-ELP 2)		5600	1800	16000	
Total Eaquals/Alte	6000	20280	1800	16000	

Empty boxes = information gap

1) The model is available to all member organisations of Eaquals.
It has been translated in a number of different languages.

2) The new electronic ELP application is downloadable from www.eELP.org free-of-charge in English and French.

It contains the linguistic passport component of EUROPASS. The eELP will run on Windows, Macintosh and Linux.

ELC - European Language Council

Numbers of learners with and European Language Council ELP					
Educational sector	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Higher education 35.2002		100	1300	730	1000

Status:

Universities enjoy autonomy and independence and so does each faculty, department and professor.

The ELP is mentioned in the recommendations of the Thematic Network Project in the Area of languages TNP 1 and 2 of the European Commission for Higher Education (further information: www.fu-berlin.de/elc/en/tnp.html).

Downloadable:

German version: <http://www.fu-berlin.de/elc/portfolio/index.html>

Danish version: http://www.sprog.asb.dk/ol/ELP/tekster_download.htm

Spanish version: http://www2.unil.ch/cdi/PEL_CEL_Espagnol/Accueil.html