



Prof-ELP

PROFESSIONAL EUROPEAN
LANGUAGE PORTFOLIO

Project Title: “Professional ELP to improve EU workers employability by the improvement of their professional foreign language skills” – PROF ELP

Project Number: 142528-LLP-1-2008-1-ES-LEONARDO-LMP

Grant Agreement: 2008-1928/001-001

Sub-programme or KA: LEONARDO DA VINCI – Multilateral project (Development of Innovation)

Progress Report

Public Part

Project information

Project acronym: **PROF ELP**

Project title: **Professional ELP to improve EU workers employability by the improvement of their professional foreign language skills**

Project number: **142528-LLP-1-2008-1-ES-LEONARDO-LMP**

Sub-programme or KA: **LEONARDO DA VINCI – Multilateral project (Development of Innovation)**

Project website: www.profelp.com

Reporting period: From 01/11/2008
To 31/10/2009

Report version: 1

Date of preparation: October 2009

Beneficiary organisation: Servicio Navarro de Empleo

Project coordinator: Beatriz Blasco Felipe

Project coordinator organisation: Centro Europeo de Empresas e Innovación de Navarra SA – BIC of Navarre

Project coordinator telephone number: +34 848 426033

Project coordinator email address: bblasco@cein.es

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© 2008 Copyright Education, Audiovisual & Culture Executive Agency.

The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

Executive Summary

The European Language Portfolio (ELP) is one of 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 Learners on the ownership and control of his/her learning process. More than 90 ELPs have been validated so far by the CoE, mostly focused on formal education and vocational training environments.

The flexibility and suppleness of the ELP approach allow its tailoring to other target objectives. For instance, at present time it does not exist any ELP addressed to adults who aim to improve their language competencies in order to improve their Employability. Such an ELP would provide all Stakeholders involved in language learning processes, oriented at a vocational and professional sector, a common and standardised tool for the (self)learning and assessment of related language skills and competencies.

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. Prof-ELP will be produced in different versions (paper-based, electronic and digital media).

Prof-ELP will be defined and developed on a cooperation basis where consortium partners and relevant stakeholders (Promoters of Employment Services, Language training Providers, Employers and Workers and future workers) will jointly define and produce Prof-ELP and will have 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.

Table of Contents

1. PROJECT OBJECTIVES.....	5
2. PROJECT APPROACH.....	10
3. PROJECT OUTCOMES & RESULTS.....	15
4. PARTNERSHIPS	16
5. PLANS FOR THE FUTURE	17
6. CONTRIBUTION TO EU POLICIES	17
7. EXTRA HEADING/SECTION.....	¡ERROR! MARCADOR NO DEFINIDO.

1. Project Objectives

[Prof-ELP](#) is aimed at adult students, and it fosters independent learning processes to contribute to improving language skills in **work environments**.

It has the following benefits:

1. Current and future workers will have access to a new learning and guidance tool which promotes their professional language skills. Prof-ELP will provide them with information on their language certification in a work environment based on a European scale. Similarly, Prof-ELP will contribute towards labour mobility.
2. Employers will have a tool that can identify their employees' level of language expertise, and which enables them to design language training programmes for them.
3. Language training providers will be able to supervise actions and training for their clients on the basis of the skills and requirements identified in a professional setting.

Prof-ELP will help employment promoters to design and develop a plan offering language training services to workers, the unemployed and any other people requiring them.

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 also differs.

This alternative increases when we talk of a portfolio in a new setting with a new target audience. Therefore, one of this project's most essential tasks is to involve its target audience and adapt to each region and its characteristics.

Moreover, we need to consider that 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 followed to identify the regional, national and European stakeholders so that they can be involved in the project, strengthening their support for the dissemination of Prof-ELP and its use. Consequently:

- In the region of **Navarre (Spain)**, Prof-ELP will be 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.

For further information, see: <http://www.linguaempresa.com>

Prof-ELP will be the tool to use in the teaching and learning process of languages for professional purposes within the Lingua Empresa framework. Furthermore, it will share resources and methodologies (to foster training requirement diagnosis, training itinerary, support resources, etc.) which will be made available to all the agents involved in this process (detailed below).

As a result of this global programme, the final beneficiaries have been involved since the start in various dissemination seminars, and they will actively participate in the pilot testing workshops planned for the first half of 2010. The scope of action of Prof-ELP in Navarre is largely professional, i.e. language training for professional purposes.

The Prof-ELP activity in Navarre is focused on:

- **Providers of language training for professional purposes.** They are working closely within the framework of the Lingua Empresa programme, and, therefore, also in the construction of Prof-ELP, and, as mentioned above, in the future testing sessions.
- **Trainers**, especially language teachers for professional purposes, who are the driving force behind the implementation of Prof-ELP in in-company training.
- **Open training centres** (offers of language courses to companies), which will also promote the implementation of Prof-ELP in the language training sphere, to both employed and future workers.
- **Human resources managers** (companies offering training in languages for their employees), who are very interested in the implementation of Prof-ELP to help them plan language training more efficiently and in line with the company's strategy.
- **Workers.** Key end users of Prof-ELP were involved in the dissemination sessions due to the intervention of human resources managers.
- **Future workers.** Their involvement is planned for the future, as a result of providers of language training for employment, given that the latter's area of action is not limited to the professional field, as they also place a great deal of emphasis on language training for adults and children.

Prof-ELP is also backed by the Department of Education and other entities connected with formal language teaching (identified stakeholders), such as the Official School of Languages of Navarre, Language Departments in Universities, etc.

As the objective is to integrate Prof-ELP in the language training model proposed by Lingua Empresa, special attention is being 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 **area of Patras – Region of Western Greece- Greece** ,

The project is aimed at the following categories of users:

- a) language training providers (Foreign Language Centres and certified people who teach foreign languages)
- b) Employers from public and private institutions

The representatives of the abovementioned categories are going to participate in the project during the pilot test phase, bolstering the involvement of their potential end users.

➤ In the region of **Torun – Poland**,

Polish stakeholders (foreign languages schools, certified persons who teach foreign languages, employers including HR staff) are interested in participation in the project and in testing and dissemination activities. A diagnosis of current situation in the local market training for the teaching/learning a foreign language for professional purposes, good practices and the functioning of Language Portfolio, was made. Generally we have explored theme of languages as one of the elements of competence/qualifications. Possession of these skills influence on employment, occupational and geographic mobility (which is important given the scale of the phenomenon of international earning migration of Poles in recent years). That skills allow future workers to better prepare to enter the labour market and workers to better functioning on the market. Market training services in the field of foreign languages use different teaching methods but it should be noted that the European Language Portfolio is not disseminated and used widely in Torun region. Awareness of the problem of low degree of exploitation / use of the language portfolio (employers, language learners, trainers) is an important step to take measures to 'tame' portfolio by users and at a later stage, its dissemination.

Involvement of the beneficiaries of the project is carried out at various stages of implementation of tasks in a project and depends on the type of beneficiaries. Methodologies of teaching foreign languages had a role of opinion-maker, towards selected European language portfolio (Milestone, Swiss and Polish portfolio). Guidance advisors working in university careers offices participate in meetings. They look at the portfolio from the practical side - how is it useful in planning vocational careers of young people, entering the labor market. Working persons (language learners) have assessed by completing the portfolio, how it is friendly and helpful in the learning process and in documentation of skills (LOLIPOP and Dutch Portfolio). Languages providers (language schools) gave their opinion of functioning of the portfolio in general, in the region and in the country.

Beneficiaries are involved in the project at the stage of analysis, in some kind of testing of the existing portfolio as well as they participate in meetings (first stage a workshop held in April this year; representatives of the language school and guidance advisers attended the one day during the 2nd international partners meeting in Torun).

➤ In the region of **London – United Kingdom**,

The project is aimed at the following user groups:

- a) Language training providers
- b) Careers and employment services
- c) Public and private employers

Representatives of these groups took part in our stakeholder workshop on 4th November, giving feedback on the reading descriptors, and will be participating in the piloting phase in 2010.

'Promoters' is defined here as those who arrange work placements, help individuals to find work and/or provide careers advice.

Stakeholders engaged:

- European Training Services
- Language Link
- Londonmet university careers staff
- Careers Group

Role:

To test the Prof-ELP as a tool for increasing individuals' employability and helping them to find work.

Tasks:

- To identify individuals who are in work or seeking work and engage them in testing the Prof-ELP.
- To engage at least one employer in testing the Prof-ELP.
- To evaluate the Prof-ELP from the perspective of a promoter.

Training and support materials required:

- A training session on using the Prof-ELP
- Simple explanatory material to pass on to employers and learners
- A timetable for testing
- Evaluation templates for employers, learners and promoters

The **potential impact** of Prof-ELP lies in:

- Familiarisation with the “language portfolio” tool in a work environment.
- Making end users aware of the advantages of using Prof-ELP.
- Increasing workers’ motivation for language training.
- Promoting language training practices led by workers.
- Increasing the effectiveness of language training providers by using the programme (Prof-ELP), which will provide them with competitive advantages in their field.
- Improvement in the quality of information for companies on their workers’ qualifications.
- Additional source of proven language skills for current and future employees.
- Promoting and improving workers’ mobility.
- Improving workers’ employability.
- Providing companies with a tool that facilitates the planning of language training on the basis of their employees’ requirements.

2. Project Approach

Using the order of the work packages in the Prof-ELP project, the most important methodologies are:

- Identification of good self-learning practices which serve as a basis to define the digital support of Prof-ELP.
- Analysis of existing ELPs, focusing on those validated by the Council of Europe, and digital ELPs.
- Pilot testing of workers using existing ELPs, to take their considerations and preferences into account in the definition of the new Prof-ELP.
- Definition of stakeholder involvement strategies, and contacting them in various ways (personal interviews, telephone calls, information seminars, practical workshops).
- Educational training methodology to be used in testing workshops, and which will serve to create definitive Prof-ELP user manuals.
- ELP and the ELP validation process. A training seminar given by an external expert was organised to reinforce the knowledge of partners and their organisations on the portfolios and the validation process.
- 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. The materials will be the user guide, so that the most can be made of the tool in its particular context.

With regard to cooperation, we have contacted:

➤ **Elp-DESK Project**, <http://www.elp-desk.eu/>

- Elp-DESK held an information seminar on the passport on 20 October 2009 in Bologna at which the Prof-ELP project was presented.
- Collaboration will be at least with the Navarre region in the first half of 2010, supporting the dissemination of the passport, and, as a result, the usefulness of Prof-ELP in the pilot testing workshops.

➤ **Lilama Network, Linguistic Policy for the Labour Market Project**, <http://www.lilama.org>

We shared information on good practices identified in language training for employment.

We held a meeting with a network partner, Université de Montesquieu, on adult ELPs, which they had already developed and implemented, in February 2009, exchanging the factors of success and failure of this process, and, mainly, how to motivate end users.

➤ **SoRuraLL portal, LLP KA3 project** www.sorural.eu

We have informed the partnership about the aim of Prof-ELP project and we will publish e-articles based on project's achieved results, in sorurall portal

➤ **CIBERANETWORK**

We have informed the Members of the network (they are mainly Telecenters) about the aim of Prof-ELP project and we will publish e-articles based on project's achieved results, in ciberanetwork portal.

So far, the **focus** used has been appropriate and useful to perform actions that were previously included (point 2).

We are at the halfway stage. The star result of Prof-ELP is the digital tool and its submission for validation by the Council of Europe.

Several actions are planned in the **assessment process**:

1. Assessment of the Prof-ELP product obtained

- Qualitative focus on the development of Prof-ELP
 - Assessment questionnaires after holding the testing workshops with each stakeholder group
- Technical focus on the development of Prof-ELP
 - In the digitalisation process of the tool, the company that was awarded the work has the CMMI quality system (it is a **model** for the **improvement and assessment of processes** for the development, maintenance and operation of software systems) – level 2 in development. It ensures that the software delivered has a certain level of quality, and also that the **project is managed and controlled whilst it is being developed**.
 - An external expert will assess the requirements to check they are complied with.

2. External assessment of the Prof-ELP project

The purpose of the external assessment of the project is to establish and implement mechanisms (external to the Prof-ELP project) suitable for monitoring, assessing and checking compliance with and the quality of its objectives, in order to guarantee maximum efficacy in all dimensions in the implementation of all the project's actions as far as deadlines, objectives and results are concerned, from both a quantitative and qualitative point of view.

Furthermore, it enables the partnership to make a suitable decision if there are inconsistencies and recommendations.

The **dissemination strategy** of Prof-ELP is based on two aspects:

- Spreading awareness of the professional ELP, its use and benefits. Several information and training actions and interviews were performed in this section to spread information about the professional ELP.
- Involving the stakeholders, mainly to consolidate the activities contained in the operation plan and encourage them to be descriptors of Prof-ELP.

A shared work plan was set up to achieve this, and every partner adapted it to their requirements and specific situations so as to involve regional, national and European stakeholders from the beginning of the project.

The stakeholders' role is crucial in the transfer of Prof-ELP and its implementation in the partner regions, so the awareness workshops were implemented differently, focusing on the sustainability of the innovative tool. As a result, some regions opted for launch and awareness seminars on Prof-ELP tailored to each target audience, others opted to hold only one seminar, whilst others considered it more efficient to hold personal interviews with key entities and authorities for the implementation of Prof-ELP.

All these actions were supported by dissemination materials which were created in the projects mentioned below.

- project website: <http://profelp.com>
- 'start-up' leaflet explaining project aims in all partner languages
- corporate PowerPoint presentation of Prof-ELP
- simple PowerPoint version

Bearing in mind that at least two partners in the project are an "Employment Service", we have been able to perform actions focused on the sustainability of Prof-ELP since the beginning of the project.

In Navarre, the Lingua Empresa programme will make the sustainability of the tool possible by introducing it in the innovative methodological development of language training for professional purposes.

Some studies relevant to the dissemination were:

- A database of key project personnel/contacts (Excel sheet complete with regional, national and European level contacts)
- Production and publication of regular printed and electronic press releases, articles, basically in partners' bulletins.
- Participation in conferences connected with language training for employment (Dusseldorf Conference, May 2009) promoting the Prof-ELP project and its final result. The Prof-ELP leaflet was distributed during the event.

The most important dissemination activities for this first Prof-ELP period were:

In **Navarre** region,

- **12th of May 2009.** As part of the programme for **stakeholders** in the Lingua Empresa programme.
 - Presentation of Prof-ELP for language training providers, trainers, intermediary bodies and client companies.
- **15th of May 2009.** As part of the programme for **stakeholders** in the Lingua Empresa programme.
 - Presentation of Prof-ELP for language training providers, trainers, intermediary bodies and client companies.
 - A total of 15 people attended this meeting.
- **23rd and 25th of September 2009.** As part of the programme of **presentation sessions run by Open Training Centres** in the Lingua Empresa programme.
 - These sessions were attended by 8 training centres as well as teaching staff.

Attendees at these workshops listened to the presentation of the Prof-ELP project with great interest but also thought that it would be difficult to incorporate it into the language training programme. To date, adult ELPs have been used in some one-off cases but no positive results were achieved given the workload that they entail for trainers.

We need to rise to this challenge and attendees were therefore invited to take part in the pilot testing sessions in February and March 2010.

- **6th of November 2009**

Presentation of the Prof-ELP Professional European Language Portfolio project. Getting target participants involved in learning about, developing, testing and using it. 75 people are expected to take part.

In Patras, the Project was presented to Greek Ministry of Education (the responsible government body for any form of education in Greece) - Department of foreign language's certification. And also the project was presented in EU networks participated by Racti (cibera network, sorurall network)

In Torun, Information about the project and the project results are published on the web site of VLO in the "Projects" :

www.wup.torun.pl/programy/leonardo2/index.php.

Articles about the work carried out appear in the "Information Bulletin of VLO" www.wup.torun.pl/publikacje/biuletyny.php (IB appears every month, information about Prof. - ELP appeared in the September 2008 number. And in the April 2009 number).

The IB is available in electronic version and in hard copy and it is sent to a wide audience, including to the local authorities (Marshall Office, provincial office, the county district), the region's employers, trade unions and other institutions collaborating with VLO (eg universities).

Information about the project was published in the publication of VLO "The labour market in the first half of 2009 in the kujawsko-pomorskie voivodship", also in the analysis "The labour market and labour market programs in 2008" which appears in two languages: Polish and English, and in other VLO studies describing programs carried out by VLO, and collaboration with partners.

26 th of November 2009. Workshop with stakeholders (in the workshop participated representatives from stakeholders institutions - language training providers, Kujawian-Pomeranian Employers Union, Chamber of Commerce, Regional Development Agency, Career services from universities form kujawsko-pomorski region, Information and Career Planning Centre in Toruń - vocational advisers, employment service – EURES adviser.

Workshop focused on Prof – ELP presentation and discussion about Prof – ELP in a scope of its value for different beneficiaries and on dissemination strategy in our region and Poland – possibility to implement Prof –ELP in participants professional fields, promotional activities that can be taken by them. We deliberately used the method of "brainstorming" so as to achieve participants' any new ideas about value, which is Prof – ELP, testing and dissemination phases. A special effort was made to launch cooperation with stakeholders on national level – we gain declaration of interest in the project form National In - Service Teacher Training Centre from Warsaw.

3. Project Outcomes & Results

One of the major project achievements is increasing awareness of language portfolios. In some project partner regions, people did not know what an ELP was and what it was for before Prof-ELP started.

4. Partnerships

An advantage of the partnership is that it is formed by partners with expertise in different areas, resulting in a multidisciplinary team to perform the work who add value to the network's overall knowledge.

- Employment Services (Navarre and Torun), which, besides being interested in the tool, are a direct vehicle for the implementation of Prof-ELP in the various training systems.
- Centro Europeo de Empresas e Innovación de Navarra (European Business and Innovation Centre of Navarra), which supports the involvement of companies and human resources managers and workers.
- Computer Technology Institute, with key ICT knowledge to support digitalisation and training.
- Educational Training Centre (Nyköping) with a strong ICT component in their programmes.
- The Languages Company LTD (London) with a long experience in language consulting and the developers of CILT's adult ELPs, as well as trainers.

Every partner organisation leads a work package they are an expert at, so the planning of the tasks to be performed is presented, discussed and adapted to each region. Consequently, we are all involved in the same way in all the actions.

One **advantage of the partnership** is that it includes the following countries: Spain, Greece, Poland, Sweden and the United Kingdom. Geographical proximity is obviously important for end product implementation. How partners learn is also important, since no partner's use and knowledge of the ELP is the same. This has helped us to find good practices, and even to take into account failure factors in the implementation of adult ELPs, which helped us to improve our focus.

The **involvement of the final beneficiaries** is very important in this project. They are the future users of the tool, and they should be involved so that they feel part of the development, and participate in the future implementation.

The establishment of a phase of "dissemination workshops for stakeholders", and later on a "testing workshop" phase for when the tool has been developed, facilitate group work with end users, as well as the exchange of knowledge to improve the result.

5. Plans for the Future

The following works are planned and currently started

➤ **Training & testing experiences with stakeholders and final beneficiaries (adults).**

As stated since the beginning of the project, stakeholders involvement is crucial to assure a 360° view in the use or implementation of a Professional ELP. Partners profiles assure the involvement of all categories as a minimum but all stakeholders profiles from all countries should be involved.

The aim of this work is double, first of all stakeholders will teach how to use and apply the ELP to their professional mates in their professional context (Promoters, Providers and Demanders), and secondly and as a practical exercise, final beneficiaries (adult learners) will learn how to fulfill and update an ELP from an ongoing self-learning basis and focused to improve employability. Finally we will obtain the final version of the ELP tested in the context where it is aimed for from two points of view, professional providers and final beneficiaries.

➤ **Mainstreaming and Multiplication: Transferring the Professional ELP to National and EU relevant stakeholders in order to apply and/or adopt the Professional ELP**

As branded in the Dissemination and Exploitation Plans, local, regional and national stakeholders are identified as well as the means to communicate.

The main objective is thus focused on the development of 2 core strategies;

- The first one will focus on mainstreaming actions at regional, national and EU level focusing on the most relevant and influent stakeholders through actions like meetings, forums attendance, and so on.
- The second strategy will facilitate the context for the **validation** and accreditation of the ELP model developed before the CoE (Language Policy Division) in all participant countries (ES, EL, PL, SE & UK). To do so the application for validation and Accreditation of an ELP model will be completed and already checked will all relevant ELP contact persons per country.

➤ **Final Workshops and Seminar focused on stakeholders and adults as the final beneficiaries of the Professional ELP.**

Within the Dissemination and Promotional Plan stated per partner, final dissemination activities will be developed. Two main exploitation activities will be launched. The main difference among them is the format, where final workshops will be focused to regional impact; the final seminar will be focused to national and EU impact.

All actions where will be developed by all partners in order to produce a unique and aligned result, workshops and seminar structure have to be defined from a common point of view but focused onto the regional place where they will take place.

6. Contribution to EU policies

The European Language Portfolio (ELP) is one of 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 Learners on the ownership and control of his/her learning process. More than 90 ELPs have been validated so far by the CoE, mostly focused on formal education and vocational training environments.

The flexibility and suppleness of the ELP approach allow its tailoring to other target objectives. For instance, at present time it does not exist any ELP addressed to adults who aim to improve their language competencies in order to improve their Employability. Such an ELP would provide all Stakeholders involved in language learning processes, oriented at a vocational and professional sector, a common and standardized tool for the (self) learning and assessment of related language skills and competencies.

This is the main result of the study research conducted by the Navarra Employment Service, promoter of the Project. Spain faces as many other EU countries a deficit on the number and quality of foreign language proficiency by the adult active population, a key issue on terms of Employability and regional competitiveness, as directly addressed by the Lisbon Agenda and related Lifelong Learning Programme.