COUNCIL   CONSEIL
OF EUROPE   DE L'EUROPE

DGIV/EDU/LANG (2002) 12

EUROPEAN LANGUAGE PORTFOLIO (ELP)

Guidelines for the submission of ELP models for validation

Language Policy Division
Strasbourg

Guidelines for the submission of
European Language Portfolio models for validation

The key documents to be consulted when designing a European Language Portfolio are:

- *European Language Portfolio – Principles and Guidelines* (DGIV/EDU/LANG (2000) 33)

- *European Language Portfolio – Guide for Developers*, by Günther Schneider and Peter Lenz

The validation and accreditation of ELP models by the ELP Validation Committee is governed by three documents:

- *European Language Portfolio – Principles and Guidelines* (DGIV/EDU/LANG (2000) 33)

- *Rules for the Accreditation of ELP Models* (DGIV/EDU/LANG (2000) 26 rev.)

- *European Validation Committee (ELP) Terms of Reference*

Applications for the validation and accreditation of ELP models must be made on the official application form (*Application for Validation and Accreditation of an ELP Model*).

All of these documents are available from the Council of Europe in printed form and can also be downloaded from the Council of Europe's ELP website (http://culture.coe.int/portfolio).

Note that the *Rules on Accreditation of ELP Models* include the following provision: "Educational authorities or institutions undertaking to produce an ELP model may ask for guidance and a preliminary reaction from the Validation Committee at an early stage."

When preparing to submit an ELP model for validation, you should take the following points into account:

1. According to the *European Validation Committee (ELP) Terms of Reference*, ELP models will normally be submitted by one of the following: national or regional authority; NGO or INGO; independent educational institution; private commercial or non-profit institution. The *Rules for the Accreditation of ELP Models* (DGIV/EDU/LANG (2000) 26 rev.2) state (i) that "the committee will consider the advice of national committees or other relevant bodies" and (ii) that "the advice of national and regional educational authorities on ELP models for the school sectors is taken into account".

   If possible and appropriate, please elicit this advice and enclose it with your submission.

2. Paragraph 3.3 of the *Principles and Guidelines* (DGIV/EDU/LANG (2000) 33) requires ELP developers to "adhere to terminological conventions, standard headings and rubrics as specified by the Council of Europe in at least one of the official languages of the Council of Europe (English or French) in addition to any other languages". This principle must be applied to the Language Passport without exception. The self-assessment grid included in the Language Passport has been officially translated into many languages; the translations are available from the Secretariat and should be used.

   For purposes of validation every part of your ELP must be translated into either French or English so that it is linguistically accessible to the Validation Committee.

ELP models are registered for validation only when every part of them has an accompanying translation into French or English. Failure to meet this requirement inevitably delays the validation process.

3. The *Rules for the Accreditation of ELP Models* require that "the application should be accompanied by a mock-up of the ELP model proposed". For practical reasons it is not always possible to present a model in exactly the form in which it will be disseminated once it has been validated. However, any ELP model submitted for validation should be presented in a form that indicates clearly what the finished ELP will look like.

    The form in which you submit your ELP for validation should be as close as possible to the form in which it will be disseminated after validation. If its final form will differ in any significant respect from the form in which it is submitted, you should describe and explain the difference in your covering letter (see 5 below).

4. Sections 1, 9 and 10 of the Application Form must be completed in full. The remainder of the form should be completed in a maximally informative way. The principle of self-declaration (see *Rules for the Accreditation of ELP Models*) implies that it is not enough simply to tick all the *YES* boxes: many of the questions on the form may also require some kind of comment.

    The Application Form has been designed to allow you to show in detail how your ELP model conforms to the Principles and Guidelines. It is in your own interest to provide as much information as possible on the form as well as in the covering letter (see 5 below).

5. The validation process will be greatly assisted by a covering letter that explains in sufficient detail the relevance of your ELP model to its target audience, draws attention to any special features of content or design, and describes how the implementation of the ELP will be supported.

    Use a covering letter to – for example – (i) briefly describe the learner population at which your ELP model is aimed, (ii) explain the relevance of your ELP to this population, (iii) draw attention to any special features of content and design, (iv) describe the support that will be provided for teachers working with your ELP, and (v) outline what role (if any) will be played by national, regional and local educational authorities in the implementation of the ELP.

6. *Only ELP submissions that comply with the above requirements will be registered for validation. Submissions must be registered at least six weeks before the meeting of the Validation Committee at which they are to be considered.*