

CertiLingua®

Information for Schools and Teachers

Date: 19/12/2014



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0. The CertiLingua Certificate



Logo of the
ministry/education department

CertiLingua®

**Label of Excellence for Plurilingual,
European and International Competences**

CertiLingua Partner
Germany



Senatsverwaltung
für Bildung, Jugend
und Wissenschaft



LAND
BRANDENBURG
Ministerium für Bildung,
Jugend und Sport



Behörde für Schule
und Berufsbildung
Hamburg

HESSEN



Ministerium für
Schule und Weiterbildung
des Landes Nordrhein-Westfalen



CertiLingua Partner
International



Austria



Belgium

Czech Republic
Ministry of Education and
Culture



REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION
AND RESEARCH



France



Ministero
dell'Istruzione,
dell'Università
e della Ricerca



Italy



City of Perm



Sweden
Swedish National Agency
for Education

[NAME]

born on XX.XX.XXXX in—[PLACE]
from [NAME OF SCHOOL]

is awarded the CertiLingua® Label of Excellence for Plurilingual,
European and International Competences in connection with the
upper secondary school-leaving certificate

The student has documented the following competences:

Language competences foreign language 1: _____ B2
foreign language 2: _____ B2

Bilingual competences

The student has used _____ in the subject _____ in
upper secondary courses and has acquired competences to use
this language for further qualification in universities and
professional life.

European and international competences

The student has fulfilled the CertiLingua® Standards of Excellence
in Intercultural Competences.

The student has pursued a self-chosen question in a European /
international cooperation project and thus demonstrated her/his
capacity to act in an intercultural context. He/she has written a
documentation with the topic:

_____ seal / date / name and function (e.g. head of school)

The CertiLingua® Label of Excellence for Plurilingual, European and International Competences is awarded as evidence of excellent achievements in addition to the upper secondary school-leaving certificate.

The CertiLingua® Label of Excellence for Plurilingual, European and International Competences is only awarded by schools which have been authorised by the Ministry for Education and the CertiLingua®- Network. These schools have proved with their accreditation that they

- provide for the achievement of reference level B2 or above of the Common European Framework of Reference for Languages in two modern foreign languages in senior grades
- offer foreign languages as working languages in bilingual/CLIL courses in senior grades
- initiate deepened specialized and interdisciplinary insights into European and international realities of life
- regularly offer European and international cooperation projects
- safeguard sustainably the quality of the language, European and international educational offers by means of transparent methods of evaluation.

The schools cooperate in a network with other schools at home and abroad that award the CertiLingua® Label of Excellence for Plurilingual, European and International Competences under comparable conditions. Further information can be found at: <http://www.certilingua.net>

Reference level B2 of the Common European Framework of Reference for Languages¹

Independent User	B2	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
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CertiLingua Standards of Excellence in Intercultural Competences²

European—International Competences	
Knowledge of cultural and social diversity	<p>I have socio-cultural knowledge of foreign cultures whose languages I have acquired.</p> <p>I understand the importance, structure and function of European and international institutions (EU, CoE, UN etc.), in relation to each other and to national/regional affairs.</p> <p>I can apply my knowledge about communication and regard conventions of foreign cultures.</p>
Awareness and attitudes	<p>I am open to foreign languages and cultures and respect cultural and language diversity.</p> <p>I can recognise, question and qualify opinions and prejudices of and in foreign cultures and modify my attitudes if necessary.</p> <p>I can form my own opinion about European and international issues (such as EU-enlargement, constitution, globalisation, climate change etc.) and the consequences for citizens. I am aware of which issues can only be solved in international cooperation.</p>
Skills how to interact in intercultural contexts	<p>I can carry out and evaluate tasks together with people from other countries in face-to-face meetings.</p> <p>I can use strategic skills to recognise and resolve language and cultural misunderstandings and conflicts in different forms of internationally organised project work.</p> <p>I can act in a reflected way in intercultural challenging encounters and situations.</p>

¹ <http://www.goethe.de/Z/50/commeuro/303.htm> .

² <http://www.certilingua.net>. Based on the Framework of Reference for Pluralistic Approaches (FREPA) 2007, <http://www.ecml.at/tabid/277/PublicationID/82/Default.aspx> and the Common Framework for Europe Competence (CFEP) 2010, <http://www.europesplatform.nl/sf.mcg?3051> .

1. The CertiLingua® Label of Excellence

The CertiLingua® Label of Excellence for Plurilingual, European and International Competences – Basic Principles

Economic globalization and continuing European integration require, in every conceivable way, the aptitude of young people to deal with the demands of linguistic and cultural diversity in a competent and sophisticated way and thus to gain flexibility for their future plans, higher education and professional careers.

The European Commission therefore aims in its notifications and action plans to encourage the extension of plurilingual and intercultural competences in its member states as an integral part of lifelong learning.

Within the school systems of countries within the European Union, this demand has already been addressed and implemented in several state schools. As part of their pedagogical profile these schools impart high skills in several languages to students and prepare them with adequate educational opportunities for the European dimension of a world that is growing together economically and culturally. Such schools, for instance, offer bilingual classes or use a foreign language as the working language in CLIL, arrange cross-border projects and exchange programmes, and place emphasis on topics in their school curricula which are of special importance in order to prepare students for international studies and to provide an international orientation for their future professional life and further training.

The CertiLingua® Label of Excellence offers an internationally transparent and acknowledged certificate which clearly and comprehensively documents the linguistic, European and international qualifications achieved by the students.

CertiLingua® is a cooperative programme of European Ministries of Education and is awarded by accredited state schools as an addition to the national school leaving certificate.

The Label of Excellence documents in internationally transparent and standardised way outstanding competences in two modern languages (at least on the level B2 of the CEFR), in bilingual studies and in European and International competences. The high standards are secured by the international CertiLingua® network and guarantee European comparability of the competences documented with the CertiLingua® certificate. The CertiLingua® Label of Excellence is able to play a crucial part in school development and motivates not only the applicants for the certificate to use the broadened range of educational opportunities.

Further information:
www.certilingua.net
> Document: „Awarding
Criteria and Quality
Control“
(2014-01)

The CertiLingua® network

The members of the CertiLingua® network are the highest educational authorities of the partner countries and regions have all signed the common *Memorandum of Understanding*. The *Memorandum of Understanding*

defines the cooperation among the partner countries within the network. By signing the Memorandum the members of the network declare to guarantee the CertiLingua® standards by suitable measures of quality control.

All members of the CertiLingua® network commit themselves to evaluate the Label of Excellence in their country and to support the further development of the Label of Excellence through annual evaluation and feedback to the international steering group and a report about the development of the programme at the annual international CertiLingua® conference. The international CertiLingua® network prepares and organises the annual conference, which is convened and conducted by the international steering group.

The main aim of the annual conference is the coordination, evaluation and further development of the Label of Excellence with the goal of securing and improving quality measures. All countries which have signed the *Memorandum of Understanding* are entitled to vote. Further interested countries and institutions can participate as guests and advisers without voting rights in the annual conference. The annual conference elects the members of the international steering group for a term of three years. The international CertiLingua® steering group coordinates the activities of the CertiLingua® network, is responsible for the preparation of the resolutions of the annual conference and represents the interests of all CertiLingua® partner countries.

**Members of the
International Steering
Group and Partner
countries:
www.certilingua.net**

The CertiLingua® Website

The CertiLingua® network offers a wide range of information about the Label of Excellence on its website. The CertiLingua® website (www.certilingua.net) serves for the schools as a central medium for details about requirements and documents all around CertiLingua®. A central section of the website are the „Documents“. Apart from official and binding documents – resolutions unanimously passed by the annual international conference – schools and students find support through documents and publications dealing with CertiLingua®.

Moreover, the CertiLingua® website offers everyone who is interested an overview of the member states, contact persons and all European CertiLingua® schools. The section “Examples of Good Practice” is of special relevance for schools, coordinators and students as it offers a wide range of supportive documents and a number of project documentations from previous years. CertiLingua® partners are also presented on the website. If required, contact persons can be named by the head of the international steering group.

The CertiLingua® network aims at a high level of transparency by publishing all minutes and documents of the annual CertiLingua® conference. It also serves as a means to inform all schools and partners as early as possible about the current trends and developments within the CertiLingua® network.

2. How to advise students

To inform, advise and support students a wide range of papers and documents are presented on the CertiLingua® website. Clear information about the requirements of the CertiLingua® Label of Excellence is the basis for successful consultation. > www.certilingua.net .

2.1 Requirements

CertiLingua® is a *Label of Excellence* which is awarded only if outstanding competences can be proven, i.e. students show very good achievements in the following competences:

www.certilingua.net
> Document: „Awarding
Criteria and Quality
Control“
(2014-01)

Language Competences

Basis for the awarding of the CertiLingua® Label of Excellence is the documentation of at least level B2 of the Common European Framework for Languages (CEFR) in at least two foreign languages. This requirement is fulfilled by attending foreign language classes until the end of upper secondary education. The basis for certification are the national curricula in the partner countries.

CertiLingua® is based on competences which have been acquired within the context of school education. External language certificates do not replace a foreign language which has not been studied in school until the end of upper secondary education.

Bilingual Competences

Bilingual competences are documented by attending bilingual / CLIL classes in upper secondary comprising at least 70 hours within the last two years prior to the school leaving certificate or 140 hours within the last four years prior to the school leaving certificate. The foreign language in bilingual / CLIL classes has to be a foreign language taught at school. In general, every non-language subject can be taught bilingually as long as it is part of the national curriculum and meets the quality standards set by the educational authority.

In order to guarantee the quality of bilingual / CLIL classes the schools are advised to develop corresponding measures of quality control, e.g. assessment tests.

European and International Competences

Within the context of CertiLingua® European and international competences comprise the dimensions knowledge, skills and attitudes. The set of competences is laid out in the *CertiLingua® Standards of Excellence for Intercultural Competences*.

The ability to act in a European or international context requires knowledge about European and international affairs. For CertiLingua® this knowledge is acquired and verified by:

- successfully mastering a subject that deals with the issues in question or by
- successfully mastering units within one or more subjects that cover the corresponding aspects.
- by critically reflecting the knowledge acquired on a sophisticated level

www.certilingua.net >
Documents:

- Guidelines for tutors 2012-17
- Guidelines for project documentations, 2012-18
- Checklist for project documentations 2013-20

The verification can be proven by an achievement test (e.g. a colloquium), but testing procedure and length are generally determined by national assessment standards. The testing is not compulsory.

The schools are advised to emphasize European topics in their profile and curriculum.

The dimension of European and international skills is proven by

- successfully mastering and actively participating in a face-to-face project in the course of upper secondary education
- an authentic project, i.e. it combines language performance with content learning and is based on the school curriculum. Furthermore, the project must be centred around a research question and requires the student to deal intensively and in a sophisticated way with a certain topic (e.g. students formulate an own research question and answer it with the help of the project)
- a written documentation that clearly explains the project and its results in detail and comprises a reflection which examines the research question in a European / international context.
- a written documentation which complies with the quality standards; i.e. the documentation is written in one of the “CertiLingua” languages and corresponds to level B2 of the CEFR
- a documentation which finishes with the declaration of independent work

The CertiLingua® Standards of Excellence for Intercultural Competences set the framework for CertiLingua® students and schools to evaluate the achievement of European and international competences:

European and international competences	
Knowledge of cultural and social diversity	<p>I have socio-cultural knowledge of foreign cultures whose languages I have acquired.</p> <p>I understand the importance, structure and function of European and international institutions (EU, CoE, UN etc.), in relation to each other and to national/regional affairs.</p> <p>I can apply my knowledge about communication and regard conventions of foreign cultures.</p>
Awareness and attitudes	<p>I am open to foreign languages and cultures and respect cultural and language diversity.</p> <p>I can recognise, question and qualify opinions and prejudices of and in foreign cultures and modify my attitudes if necessary.</p> <p>I can form my own opinion about European and international issues (such as EU- enlargement, constitution, globalisation, climate change etc.) and the consequences for citizens. I am aware of which issues can only be solved in international cooperation.</p>
Skills how to interact in intercultural contexts	<p>I can carry out and evaluate tasks together with people from other countries in face-to-face meetings.</p> <p>I can use strategic skills to recognise and resolve language and cultural misunderstandings and conflicts in different forms of internationally organised project work.</p> <p>I can act in a reflected way in interculturally challenging encounters and situations.</p>

The following documents are recommended to schools and students as orientation for the assessment of European and international competences:

- *European Language Portfolio (ELP) – Council of Europe*
- *EuroPass, Council of Europe*
- *Autobiography of Intercultural Encounters (AIE), Council of Europe*

- *Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)*
ECML Graz

European Language Portfolio, EuroPass and Autobiography of Intercultural Encounters also provide an attractive and European-wide documentation for those students, who do not wholly fulfill with the requirements of the Label of Excellence.

2.2 Guidelines for CertiLingua® Coordinators

The coordinator's central task is to inform, support and advise students on the requirements for the CertiLingua® Label of Excellence.

Intensive counselling is necessary when it comes to the international face-to-face project. This international encounter will help students gain experience and take action for their future plans, higher education and professional careers. Students are meant to practise and show their language, topical and intercultural competences outside school in authentic international communicative situations. In the project documentation they are expected to document their project in a foreign language, comment on their experiences and to reflect the intercultural experiences in a suitable way.

www.certilingua.net >

Documents:

- **Planning dossier for students, 2012-19**
- **Guidelines for tutors, 2012-17**
- **Guidelines for project documentations 2012-18**
- **Checklist for project-dokumentations 2013-20**

Advice for coordinators:

- The overall aim of the face-to-face project is the acquisition of European and international competences.
- The aim of the project documentation is to demonstrate the acquired European and international competences in written form.
- Personal encounters with people from foreign countries and dealing with intercultural aspects are the core characteristics of a face-to-face project and its documentation. The project documentation is not intended to be a scientific essay, the integration of scientific work is, however, possible.
- Linking the project to the curriculum will help students to formulate a research question for their European and international project.
- Students should also be supported by other teachers in school, if their topical knowledge is needed or relevant for the student's choice of project.

Helpful guidelines to find a suitable topic for a face-to-face project:

- What are the student's personal interests?
- Is the project relevant to the student's interests?
- Does the project enable the student to deal with and reflect upon European and international matters?
- Does the project have a clear goal?

Having determined a topic for the project the coordinator helps the student to develop and define a central research question. The following guidelines might be helpful when advising students:

- Is the central question phrased in a way that it encourages students to adopt a different perspective? Is it open enough to be altered or refined during the course of the project? Is it concise enough to be dealt with sufficiently in the project documentation?
- Does the student develop a hypothesis that includes his/her own intercultural expectations with regard to the face-to-face encounter in the host culture?
- Is the character of the face-to-face encounter suitable for a critical reflection?
- Does the project allow the student to gain an insight into the host culture and how does its critical reflection lead to new / broadened perspectives?

The CertiLingua® Coordinators meet with the students before, during and after the project and advise on its content and organisation. When the candidates hand in their documentation on a set due-date the CertiLingua® Coordinators are no longer permitted to alter or correct the students' text.

2.3 Guidelines for CertiLingua® Candidates

In order to plan and document the above mentioned requirements, students are asked to use the so called "Planning Dossier for Students". This obligatory document is a guideline for candidates and stays with the student until he/she has handed in his/her documentation. The CertiLingua® coordinators are asked to check that all documentation is completed, as the data is needed to fill in the certification form and the certificate itself.

www.certilingua.net >

Documents:

- **Planning dossier for students, 2012-19**
- **Guidelines for project documentations 2012-18**

For students the CertiLingua® website offers a wide range of documents and guidelines referring to the planning and conduction processes of the international encounter and its documentation. Examples of good practice covering different topics can also be found on the CertiLingua® website.

3. Certifying students

The Ministries of Education or the highest educational authorities provide an annual schedule for the certification of the CertiLingua® candidates. The schedule informs the coordinators about the deadlines for:

- the students to submit all necessary documents to the CertiLingua® coordinators
- the coordinators to prove the student's documents
- the coordinators to choose the candidates who will be recommended for the certificate.
- the coordinators to fill in the certification form

- the coordinators to send the project documentation to the respective national educational authority
- the education authority to inform the schools about the listed candidates
- the school management to issue the certificates

4. How to become a CertiLingua® school

Schools that offer upper secondary education and a school leaving diploma that allow entry to university (e.g. A-level education) can send an application to their educational agency responsible to be accredited as CertiLingua® school. The application form, contact details and relevant addresses are provided on the

www.certilingua.net >
 Documents > Application
 for accreditation as a
 CertiLingua-school 2012-
 08

CertiLingua website. The educational authorities check whether the school fulfils the necessary requirements. If the application is successful, the school will get an official accreditation certificate and will be listed on the CertiLingua® website. Accreditation is valid for three years. (re-accreditation cf. chapter 4.2)

The following requirements must be met in order to be accredited as CertiLingua® school:

- at least two modern foreign languages which are offered in lower secondary education and can be continued in upper secondary education
- bilingual / CLIL studies in at least one subject in upper secondary education
- subjects that allow the acquisition of knowledge about European and international institutions and affairs on the basis of the national curriculum in upper secondary education
- educational opportunities that allow students to participate in international encounters which are related to the school's curriculum (e.g. Erasmus+ projects, student exchange programmes with a foreign country, etc.) in upper secondary education

By submitting the application, the school documents and states that it meets the above mentioned requirements and that a CertiLingua® coordinator has been appointed. The application shows that the school management has informed all necessary bodies in school (e.g. school board) and that all relevant bodies have voted in favour of the application. The regional / national school authority also needs to be informed about the application. Above all, the school declares that it will actively participate in the international network of CertiLingua® schools, that it will help develop the Label of Excellence.

4.1 What to do as CertiLingua® Coordinator?

Having successfully been accredited as CertiLingua® school, the school management will appoint a CertiLingua® coordinator. The following tasks need to be carried out by the coordinator:

- Linking CertiLingua® with the school's curriculum / profile
- Informing parents and students about CertiLingua®; e.g. during presentations for students / parents about the different foreign languages being offered at school
- informing school bodies about CertiLingua®
- presenting CertiLingua® at the school Open Days
- informing and advising interested students
- supporting and advising CertiLingua® candidates
- coordinating the return of project documentations
- preparing the school candidates' certification
- participating actively in the regional / national network of CertiLingua® schools
- filling in the "CertiLingua® Feedback Form for Schools" by 1st September
- submitting the feedback form to the national education authority

4.2 Re-Accreditation

After three years an accredited CertiLingua® school can apply to be re-accredited. The procedure to re-accredit a school is comparable to the procedure of the initial accreditation (cf. chapter 4). In order to gain re-accreditation it is necessary to hand in a short review of the implementation and the development of CertiLingua® at the school.

It is recommended to add an extract from the school profile / programme which allows an insight of how CertiLingua® has been implemented in the school curriculum and offers examples of school activities in the fields of foreign language learning, bilingual / CLIL learning and international relations from the last three years.

www.certilingua.net >
**Documents > Application
 for accreditation as a
 CertiLingua-school 2012-
 08**

5. CertiLingua® promotes school development

Since the introduction of CertiLingua® in 2007, the feedback from all partner countries has demonstrated that CertiLingua® contributes significantly to the school's continuing advancement and consolidation of plurilingual and bilingual educational opportunities as well as international encounters and school exchange programmes. CertiLingua® motivates students to make extensive and intensive use of educational opportunities that their school provides.

CertiLingua® strengthens language learning and plurilingual environment in school

The evaluation of the countries' feedback forms suggests that CertiLingua® contributes to the consolidation and expansion of the foreign languages offered in upper secondary education. In addition to English, French, Spanish, Italian and several other languages are offered at CertiLingua® schools.

CertiLingua schools say:

- CertiLingua® fosters the interest for European Developments.
- Participation in international projects leads to increased self-initiative in students.
- Internships allow students authentic insights into the international world of work.
- CertiLingua® leads to the consolidation of bilingual classes.
- CertiLingua® increases the motivation of the students in the classroom.
- CertiLingua® contributes to the personal development of students.

Students are encouraged by the CertiLingua® Label of Excellence to learn languages for a longer period of time and to proceed with the learning of foreign languages in upper secondary education until they pass their final exams.

CertiLingua® strengthens the intensification of languages through bilingual classes

Next to the diversification of foreign language learning, CertiLingua® also contributes to the intensification of language learning through bilingual classes. The required bilingual competences for the CertiLingua® Label of Excellence can be achieved in all non-language subjects in school.

Schools from all CertiLingua® partner countries have reported in their annual feedback that the bilingual courses offered at school have been extended since the introduction of CertiLingua: Next to the traditional bilingual subjects such as History, Geography and Social Sciences many other subjects are offered as part of bilingual courses: e.g. Biology, Chemistry, Mathematics, Art, Philosophy and Economics.

Participating schools have sustainably integrated their bilingual classes into their school profiles. In addition to bilingual classes in English, subjects taught in French, Spanish or Italian have also been introduced or continued.

The school's feedback underlines the influence of CertiLingua® on the development of bilingual opportunities. As well as strengthening bilingual courses in upper secondary education, many schools have introduced and implemented bilingual opportunities in lower secondary education in order to prepare students for the upcoming challenges in bilingual classes. The results of the annual evaluation confirm that students who do not complete the CertiLingua® programme also benefit from CertiLingua® – as the range of foreign languages and bilingual subjects at school has been broadened.

CertiLingua® promotes the school's internationalisation

The international CertiLingua® network helps schools to intensify their international relations and to facilitate the mobility of students and staff. Some CertiLingua® schools have already benefited from the network and have initiated partnerships with schools in CertiLingua partner countries.

CertiLingua® schools
international:
www.certilingua.net >
Countries and Schools >
CertiLingua® Schools - contact
information

The international and European dimensions (according to the *CertiLingua® Standards of Excellence for European and Intercultural Competences*) are linked to various subjects in school. Economics, Geography, History and Social Sciences are mentioned by the schools in addition to subjects such as Pedagogy, Sociology, Literature and Arts, as well as Religious Education. The most prominent topics in these subjects are Europe's historical and political development as well as its geographical and economic dimensions. International affairs, questions of protecting the environment and globalisation are also dealt with in class. The schools' feedback shows that the field of intercultural learning and European and international themes and projects (e.g. international internships, Erasmus+ projects) is strengthened in many schools' profiles and integrated into the schools' curricula. Students document their participation in the project in order to prove their acquisition of European and international competences. For the project documentation, measures of quality control have been introduced and high standards have been set.

CertiLingua® schools thus follow the European Agenda 2020 and promote key competences and European topics in school. By implementing CertiLingua® they play an active part in the process of promoting and developing European citizenship. This process is also beneficial to those students who are not awarded with the CertiLingua® Label of Excellence.

CertiLingua graduates say:

„Above all, I have grown up a lot during my stay. My personality has developed; I have become more responsible, independent, determined and aware of my surroundings. Besides, my sense of direction has been improved. The tasks involved in the project have allowed me to feel ready for a new chapter in my life. I learned a lot about myself, my identity as a German citizen as well as a European and even about my role as a ‘world citizen.’”
(2013)

6. How to foster public recognition of CertiLingua®

CertiLingua® is still a young programme set up by European Ministries of Education which is being recognised more and more in public. The label has not yet, however, achieved Europe-wide recognition. The experiences of schools and CertiLingua® certificate holders of previous years show that it is possible to gain advantages in job and university applications, in particular if certificate holders present and explain the CertiLingua® Label of Excellence, e.g. when applying for studies at university or during job interviews.

Above all, the international CertiLingua® network has listed measures to support public relations of CertiLingua® schools taking into consideration the specific setting of the Label of Excellence in schools and their surroundings:

Informing the school public and the school board

- presentations in and around school
- regular information of school bodies and staff
- informing parents
- presenting the Label of Excellence in school magazines
- linking CertiLingua® to the school's website / www.certilingua.net
- presenting the Label of Excellence on open days in school
- using promotional material (e.g. CertiLingua® Flyer)

www.certilingua.net >
Documents > Flyer

Contacting the press

- when certificates are presented to students
- when students have taken part in outstanding international projects

Contacting companies with international activities

- informing companies about CertiLingua® students if companies offer internships
- inviting international companies to school presentations
- getting in contact with representatives of CertiLingua Partners

www.certilingua.net >
Our partners

The CertiLingua® partners propagate the special significance of the CertiLingua® Label of Excellence. Being a member of the CertiLingua® Partners entails no costs and has the sole function of promoting familiarity with, and recognition of the CertiLingua® Label of Excellence in commerce, industry and universities, possible offering work placements to CertiLingua® applicants and contributing reports on experience with the employment of CertiLingua® certificate holders.

The recognition of the Label of Excellence is even more enhanced if the CertiLingua® network is able to explicitly mention the support of CertiLingua partners in the context of incentives and conferences.

The Leibniz University Hannover says:

"The promotion of foreign languages and intercultural competences by the CertiLingua label of excellence CertiLingua corresponds to the intentions of the Leibniz University Hannover to internationalize its courses and thus provides graduates with excellent opportunities to successfully participate in internationally-oriented programs."

7. Developing CertiLingua®

In the participating CertiLingua® countries, the Label of Excellence has been consolidated over the last years. Measures of quality control which guarantee high standards have been negotiated and introduced. The high quality standards of the CertiLingua® Label of Excellence are evaluated regularly. The basis for the evaluation processes are the compulsory feedback forms filled in annually by every CertiLingua® school. The feedback forms are gathered and assessed by the regional or national educational authorities. Finally, the countries' feedback forms the basis for the overall evaluation of the Label of Excellence during the annual international CertiLingua® conference. The deadline for the school feedback form is 1st September.

www.certilingua.net >
Documents:
back form for schools 2013-14

The CertiLingua® partners group has grown considerably over the last years. At the moment more than 70 international universities, companies and institutions are CertiLingua® partners. It is recommended that schools use and intensify the existing contacts to CertiLingua® partners. In addition schools are asked to inform and invite companies and institutions in their region to the CertiLingua® partners. CertiLingua® schools are also asked to stay in contact with previous CertiLingua® candidates and to give feedback regarding the educational opportunities CertiLingua® has offered to them in their higher education or professional careers.

In addition to recruiting new members of the CertiLingua® partners and to supporting the rise of public recognition it is the network's aim to intensify the links between CertiLingua® partners and schools.

Further Information:

LMR' Henny Rönneper

Ministry of Education, North Rhine-Westphalia

Düsseldorf

Ref. 522 - Foreign Languages, Bilingual Education

Phone 0211 / 5867 - 3451

Fax 0211 / 5867 - 3452

www.bildungsportal.nrw.de

www.certLingua.net

8. Attachments

8.1 Requirements at a glance

Outstanding competences in all areas required

Language competences	Bilingual competences	European/international competences
<p>two modern foreign languages at least at level B2 CEFR</p> <p>safeguarding through adequate measures of evaluation (2009/ Eltville)</p>	<p>Minimum amount of 70 hours (60 minutes) in the last two years prior to the A-levels or 140 hours in the last 4 years (2009/ Eltville)</p> <p>The foreign language used in CLIL courses has to be a foreign language taught at the CertiLingua®-school. (2009/ Eltville)</p> <p>Every subject of the school's curriculum can be taught bilingually, languages excepted. (2009/ Eltville)</p> <p>safeguarding through adequate measures of evaluation (2009/ Eltville)</p>	<p>Fulfilling the <i>CertiLingua Standards of Excellence in Intercultural Competences</i> (Lille/ 2013)</p> <p>No compulsory standardized test planned. (2009/ Eltville)</p> <p>Successfully mastering and actively participating in a face-to-face project that needs to be authentic, combines linguistic performance with content learning and is derived from the school's curriculum. It is centered around a concrete question and requires the students to deal intensively and in a sophisticated way with a certain topic The project and its documentation comply with the CertiLingua® quality standards, i.e. the documentation is written in a foreign language used for CertiLingua, it corresponds to level B2 (CEFR), it clearly explains the project and its results in detail and comprises a reflection which examines the topic in a European or international context. (2009/ Eltville)</p>

8.2 Reference level B2 of the Common European Framework of Reference for Languages¹

Independent User	B2	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
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8.3 CertiLingua Standards of Excellence in Intercultural Competences²

European—International Competences	
Knowledge of cultural and social diversity	I have socio-cultural knowledge of foreign cultures whose languages I have acquired.
	I understand the importance, structure and function of European and international institutions (EU, CoE, UN etc.), in relation to each other and to national/regional affairs.
	I can apply my knowledge about communication and regard conventions of foreign cultures.
Awareness and attitudes	I am open to foreign languages and cultures and respect cultural and language diversity.
	I can recognise, question and qualify opinions and prejudices of and in foreign cultures and modify my attitudes if necessary.
	I can form my own opinion about European and international issues (such as EU-enlargement, constitution, globalisation, climate change etc.) and the consequences for citizens. I am aware of which issues can only be solved in international cooperation.
Skills how to interact in intercultural contexts	I can carry out and evaluate tasks together with people from other countries in face-to-face meetings.
	I can use strategic skills to recognise and resolve language and cultural misunderstandings and conflicts in different forms of internationally organised project work.
	I can act in a reflected way in interculturally challenging encounters and situations.

²

<http://www.certilingua.net>. Based on the Framework of Reference for Pluralistic Approaches (FREPA) 2007, <http://www.ecml.at/tabid/277/PublicationID/82/Default.aspx>

and the Common Framework for Europe Competence (CFEP) 2010, <http://www.europeesplatform.nl/sf.mcgi?3051>

8.4 International CertiLingua Network

International Steering Group

- nominates chairman/ -woman
- prepares Annual Conferences
- collects and hands in submissions to the Annual Conference
- appoints working groups

2012 - 2015

Henny Rönneper, chairwoman, Germany

Ruth De Sy, Belgium

Prof. Franz Mittendorfer, Austria

Chantal Junot, France

Prof. Hartmut Ebke, Germany

Dr. Kim Haataja, Finland

Giselle Langé, Italy

International CertiLingua Annual Conference

Elects the International Steering Group, deliberates and decides upon submissions handed in by the international Steering Group

Partner countries with signed Memorandum of Understanding (represented by national CertiLingua coordinators)

Representatives of the highest school administration with the ability to vote in the Annual Conference implement decisions made by the Annual Conference in their country; ensuring the quality of the national CertiLingua schools via suitable quality measures

Cooperating partner countries, guests from partner institutions, CertiLingua Sponsors Group (all without voting rights)

CertiLingua Partners

Universities, companies, institutions, as well as individuals

The CertiLingua Partners

- assist and advise CertiLingua schools
- help to increase the recognition of CertiLingua
- promote the formal recognition of CertiLingua as equivalent to foreign language certificates as qualification for university entrance
- support schools with various initiatives and projects and provides work placements for CertiLingua students

CertiLingua – Schools

- are accredited for 3 years by their highest educational authority
- obtain the right to allocate the label to students who fulfil the criteria mentioned below
- cooperate with other CertiLingua schools in an international network
- have incorporated educational offerings which are a prerequisite for CertiLingua
- have agreed on objectives concerning the quality of educational profiles and the quality of students' individual performances for CertiLingua

Schools are required to provide

- Courses in foreign languages in 2 or more modern languages until the end of upper secondary school
- Bilingual (CLIL) courses in one or more non-language subjects with a minimum of 70 full teaching hours for the period of the last two years of upper secondary education.
- Additional instruction that covers European and international matters and serves as a starting point for face-to-face projects with students and partners from other countries

Students are required to document

- their competences in two modern foreign languages at the level B2 of the Common European Framework of Reference for Languages (CEFR)
- their active participation in at least one bilingual course (with a minimum amount of 70 full teaching hours)
- their European and international competences, based on corresponding instruction and a successful face-to-face project with is linked to curricular activities.

INTERNATIONAL CERTILINGUA NETWORK

20 full CertiLingua members:

Austria

Belgium (German-speaking community)

Czech Republic

Estonia

Germany

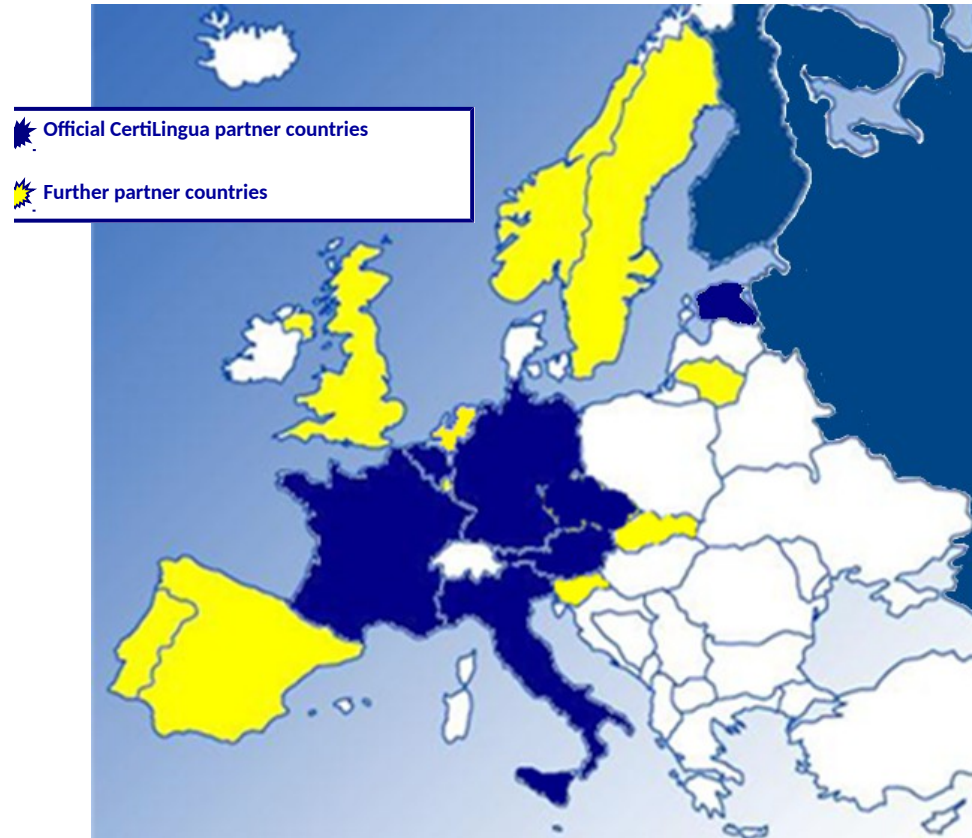
- Berlin
- Brandenburg
- Bremen
- Hamburg
- Hesse
- Mecklenburg-Western Pommerania
- Lower Saxony
- North Rhine-Westphalia
- Rhineland-Palatinate
- Saxony
- Thuringia
- German Schools Abroad

Finland

France

Italy

Russia, Perm Krai



Further partners:

Belgium (Wallonia,
Flanders)

Lithuania

Norway

Portugal

Russia

Sweden

Spain

United Kingdom