

## **CertiLingua Awarding Criteria and Measures of Quality Control**

### **Requirements for schools**

- Courses in foreign languages in two or more modern languages until the end of upper secondary school leading to level B2 or above of the CEFR
- 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.
- Instruction that focuses on European and international matters and serves as a starting point for face-to-face projects with students and partners from other countries, as defined by the CertiLingua Standards of Excellence in Intercultural Competences.

### **Awarding criteria for students**

CertiLingua has to be understood as a label of excellence, which is awarded to students who have demonstrated an outstanding overall competence integrating the following areas:

- competences in two modern foreign languages at the level B2 or above of the Common European Framework of Reference for Languages (CEFR)
- active participation in at least one bilingual course in upper secondary education
- European and international competences, based on corresponding instruction and a successful face-to-face project which is linked to curricular activities

### **Language competences**

By signing the Memorandum of Understanding the supreme educational authorities of the participating countries guarantee the reference level B2 or above (CEFR) and its safeguarding through adequate measures of evaluation (e.g. curricular demands, central tests, testing procedures developed by the schools on the basis of international certificates and approved by the educational authorities, or, alternatively, international language certificates). Moreover,

CertiLingua schools are advised to employ additional measures of quality control, and to mutually exchange those as well as examples of best practice.

The European Language Portfolio (ELP) is a useful addition to CertiLingua, documenting the process of developing competences while CertiLingua certifies the result of this process.

The basis for a certification are the national curricula in the participating countries. The *Europass* provides an opportunity to document students' linguistic and European competences who have not qualified for CertiLingua. The ELP and the *Europass* are recommended to all CertiLingua schools. In the context of advancing teaching and learning processes, the CertiLingua network aims at developing a common basis for the introduction of additional portfolio-based instruments

### **Bilingual/CLIL competences**

The foreign language in bilingual/CLIL classes has to be a foreign language taught at the corresponding school (i.e. regional or minority languages as well as other national languages can only be used to verify bilingual competences if they are simultaneously taught at school).

Bilingual/CLIL classes have to comprise at least 70 hours within the last two years prior to the upper secondary school leaving certificate or 140 hours within the last four years prior to the upper secondary school leaving certificate.

Principally every non-language subject can be taught bilingually or as a CLIL-subject as long as it is part of the school's curriculum and meets the school's quality standards.

In order to safeguard the quality of their bilingual/CLIL courses the schools are advised to develop corresponding measures of quality control (assessment tests, feedback from competent colleagues who attend lessons/ tests ("critical friends")).

### **European and international competences**

European and international competences comprise knowledge, skills and attitudes. The CertiLingua Standards of Excellence in Intercultural Competences [<http://www.certilingua.net/wp-content/uploads/2013-10-certilingua-standards-of-excellence-in-intercultural-competences.pdf>] provide the framework for verification of the competences of CertiLingua students within this dimension.

The ability to act in a European or international context requires knowledge about European and international relations. 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,
- critically reflecting the knowledge acquired on an appropriate level for upper secondary education.

Verification can take place as an achievement test (test, colloquium etc.), but the testing procedure and length are principally determined by the national assessment standards. A compulsory standardized test is not planned.

The applicants have successfully mastered and actively participated in such a project (e.g. a project with students from other countries, period of international work experience etc.). The project 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 (e.g. students formulate their own research question, collect their own data etc.). 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 or above (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.

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

- European Language Portfolio (ELP)
- Autobiography of Intercultural Encounters (AIE)
- Framework of reference for pluralistic approaches to languages and cultures (FREPA) (French: CARAP, German: REPA)
- Common Framework of Europe Competences/ ELOS (CFEC)

The schools are advised to introduce measures of quality control for the European and international competences as well, in order to ensure CertiLingua standards (e.g. exchange of exemplary good projects).

The partner countries exchange their experiences about criteria and procedures of how to verify the competences acquired at the annual conferences.

## Addendum:

### CertiLingua® Standards of Excellence in Intercultural Competences<sup>1</sup>

European – International Competences	
<b>Knowledge of cultural and social diversity</b>	<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>
<b>Awareness and attitudes</b>	<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>
<b>Skills how to interact in intercultural contexts</b>	<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>

<sup>1</sup> Based on the *Framework of Reference for Pluralistic Approaches (FREPA)* 2007, [http://carap.ecml.at/Portals/11/documents/C4pub2007E\\_20080302\\_FINAL.pdf](http://carap.ecml.at/Portals/11/documents/C4pub2007E_20080302_FINAL.pdf) and the *Common Framework for Europe Competence (CFEC)* 2010, [http://europeesplatform.nl/elos/wp-content/uploads/sites/3/2013/07/Microsoft\\_Word\\_-\\_Common\\_CFEC\\_May\\_2010.pdf](http://europeesplatform.nl/elos/wp-content/uploads/sites/3/2013/07/Microsoft_Word_-_Common_CFEC_May_2010.pdf).