CertiLingua Label of Excellence for Plurilingual, European and International Competences

COMPENDIUM

Hannover, 2018
Annual Conference (online), 2021
Strasbourg, 2022
Milano, 2023

The **CertiLingua Label of Excellence for Plurilingual, European and International Competences** is an international programme based on standards and agreements defined by the **ministries of education** that have joined the **International CertiLingua Network**. It is awarded in addition to the national university entrance diplomas which remain a national responsibility.

The standards and agreements of the International CertiLingua Network are set down in corresponding documents that are passed unanimously by the International Annual Conference.

This compendium comprises all official and binding CertiLingua documents. It is intended to present these documents - and the thus the label - in a logical and easily accessible way.

The single documents are published on the CertiLingua website (www.certilingua.net) in a more addressee-oriented manner.

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1 Getting to know *CertiLingua*

The **Programme Description** explains the idea of the label and its origins.

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The **Awarding Criteria and Measures of Quality Control** define the requirements.

CertiLingua®

Label of Excellence for Plurilingual, European and International Competences

Programme Description

Basic Idea

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 personal plans, further training 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 a part of lifelong learning.[1]

In the school systems of countries of the European Union this demand has already been 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 accentuate in their school curricula such topics which are of special importance in order to prepare students for international courses of studies and to provide an international orientation for their future professional life and further training.

However, an internationally transparent and acknowledged certificate which clearly and comprehensibly documents the special language, European and international qualifications achieved at these schools has been missing so far.

In the multitude of European graduation diplomas, the special quality of bilingual education, for instance, is not yet unmistakably clear for addressees at universities and in the professional domain.

At the moment, such transparent documentation and international acknowledgement

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[1] Commission's Action Plan for skills and mobility COM(2002)72 final; Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006 COM(2003) 449 final; A New Framework Strategy for Multilingualism COM(2005) 596 final; Recommendation of the European Parliament and of the Council of 18 December 2006 on "Key competences for lifelong learning" (OJ L 394, 30.12.2006); Council conclusions of 22 May 2008 on multilingualism (OJ C 140, 6.6.2008).

are rather attained with school-leaving diplomas and certificates from non-scholastic and private educational institutions. The great public interest in such certification emphasises that the international recognition of graduation diplomas issued by state schools should be strengthened by a transparent documentation of the students' special plurilingual, European and international qualifications.

The *CertiLingua Label of Plurilingual, European and International Competences* is awarded in addition to the university entrance diplomas which are a national responsibility. It documents the graduate's ability to act in the European context and internationally in two or, if applicable, further languages besides the graduate's native language. The CertiLingua Label of Excellence is awarded by state schools and is free of charge for the students.

Concept Development

The initiative for this project was taken by the Ministers for Education of the Netherlands and North Rhine-Westphalia, who discussed in the context of cross-border cooperation the possibilities of international certification for the support of mobility.

The resulting project draft for a *Label of Excellence for Plurilingual, European and International Competences* met with great mutual interest and was discussed by representatives of the Ministries for Education of the German federal states, as well as those of the Netherlands, France, Austria, Luxembourg, Sweden, Norway, Finland, Italy and of the Flemish, Walloon and German-speaking Belgian communities and further educational institutes (IQB, Cito et al.) on the occasion of several working sessions.

A European label of excellence was developed in a joint project with the responsible institutions of participating European partner countries and piloted successfully from 2007-2009.

The Programme in Detail

The CertiLingua programme is based on the national baccalaureate examinations and their recognition throughout Europe by the European Convention no.15 on the 'Equality of Diplomas' of 11 December, 1953.[2]

Admission to study courses in host countries relies in addition to the acknowledged school-leaving certificate on an adequate knowledge of the host country's language. The *CertiLingua Label of Excellence for Plurilingual, European*

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[2] More than 36 countries have already joined the convention, including non-European countries like New Zealand. European Convention on the „Equality of Diplomas" of 11 December, 1953/European Convention on the "Recognition of Qualifications concerning Higher Education in the European Region" (Lisboa-Convention) of 11 April, 1997

and International Competences certifies as an addition to the national school leaving certificate that the graduate has acquired special competences for a continuation of his or her course of education in a European and international context.

Requirements

With the *CertiLingua Label of Excellence for Plurilingual, European and International Competences* the following competences are certified:

Language competences:

- The candidates have written and oral command of at least two languages other than their native/first language on level B2 and above of the *Common European Framework for Languages* (multilingual competences)

and

- They have successfully used at least one of these languages as their learning and working language in one or more CLIL courses over a   longer period of time or in several modules. With this language or these languages they have a solid basis at their disposal to continue   their own course of education in international contexts (bilingual competences, CLIL, EMILE).

European and international competences:

- The candidates have successfully used curricular and additional educational opportunities aiming at a European and international dimension and have fulfilled the **CertiLingua Standards of Excellence in Intercultural Competences.** They have given evidence of their intercultural ability to act by their participation in a European/ international cooperation project which has to be documented in the foreign language. Thereby, they meet the standards of international universities and business enterprises to a special degree.

> CertiLingua is awarded to students who have demonstrated an
> **outstanding overall competence** in the areas mentioned above.

Conditions for participation

- The *Memorandum of Understanding*, which is to be signed by the highest school authority of a Member State, is the basis for the cooperation and collaboration in the CertiLingua Network. By signing the *Memorandum of Understanding* the Member States declare to safeguard the standards set by suitable measures of evaluation and quality control.

- The *CertiLingua Label of Excellence for Plurilingual, European and International Competences* is awarded by schools and educational institutions which are formally accredited by the highest school authorities either on a national level or on the level of the federal states. The prerequisites for accreditation are the demonstration of the educational provisions which are required for the baccalaureate label as well as target agreements on objectives concerning the quality of these offers or the performance to be attained by the graduate.

- The accredited school awards a graduate the *CertiLingua Label of Excellence for Plurilingual, European and International Competences* if he or she has successfully graduated in the appropriate courses and has submitted the required proof thereof. Documentation of achievements on the baccalaureate diploma is a prerequisite. In addition, the CertiLingua Network's criteria for the European/ international project and its documentation have to be met.

- The first accreditation of a school is valid for 3 years and will be renewed for 5 years if the awarding criteria are still met. Quality control is the responsibility of the school authorities of the respective Member States that cooperate in an international network on the evaluation and further development of the *CertiLingua Label of Excellence for Plurilingual, European and International Competences*.

Details concerning the competence descriptions and awarding requirements of the CertiLingua Label of Excellence can be found on www.certilingua.net

Organisational structure of the international CertiLingua® network

The CertiLingua Network
Members of the network are the highest educational authorities of the countries who have signed the Memorandum of Understanding (Appendix 2): the Member States.

The *Memorandum of Understanding* defines the cooperation of countries in the CertiLingua network. With the signature of the Memorandum, the Member States declare their willingness to ensure the CertiLingua quality criteria in participating schools through the use of appropriate instruments. Other interested countries and institutions can collaborate in the CertiLingua Network. Accession of a country to the CertiLingua Network is possible at any time by handing in the signed Memorandum of Understanding to the CertiLingua Steering Group. All members of the CertiLingua Network commit themselves to evaluate the Label of Excellence and support its further development.

The International Annual Conference

The Annual Conference is usually convened once a year. Each Member State can act as host. The Annual Conference is convened and conducted by the International Steering Group. The main target of the Annual Conference is the coordination, evaluation and further development of the Label of Excellence with the goal of improving quality measures. All the decisions of the Annual Conference are taken unanimously.

Entitled to vote are those countries which have signed the Memorandum, the Member States, which also elect the International Steering Group for a period of three years.

Other interested countries and institutions can participate as advisers without voting rights in the Annual Conference.

The International Steering Group
The International Steering Group assumes the coordination of the CertiLingua Network and is especially useful for the preparation and implementation of the decisions of the CertiLingua International Annual Conference. The International Steering Group represents the interests of all CertiLingua Member States for the period between Annual Conferences.

CertiLingua Supporters
The importance and success of a label of excellence accompanying school leaving examinations depend to a great extent on its familiarity and acceptance by the public. The CertiLingua Supporters propagate the special significance of the

CertiLingua Label of Excellence among industry, commerce, schools, universities, institutions and the public at large, and, acting through other associations (e.g. Chambers of Commerce and Industry, entrepreneurial and university associations), ensure a greater degree of familiarity for CertiLingua. This support will also strengthen the interest and commitment of students and their schools.

Membership of the CertiLingua Supporters entails no costs whatsoever and has the sole function of promoting familiarity with and recognition of the CertiLingua Label of Excellence in commerce, industry and universities, possibly offering work placements to CertiLingua applicants and contributing reports on experience with the employment of CertiLingua certificate holders.

Many renowned universities, institutions and companies and have joined the CertiLingua Supporters already. A recent overview of the CertiLingua Supporters can be found at: www.certilingua.net

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Benefits

The annual evaluation of the Label of Excellence clearly demonstrates the following direct and indirect advantages of CertiLingua:

- Gifted and ambitious graduates receive an incentive to achieve above-average results in the domains of language and cultural learning, as well as demonstrating social involvement.

- Access to universities abroad and to the international world of business is facilitated for the students. Certain universities exempt certificate holders from language entry exams or have granted ECTS points in the intercultural domain on the basis of the CertiLingua Label.

- Existing bi-national agreements can be integrated and complemented by additional distinguishing marks. For instance, graduates with the double qualification AbiBac who are especially qualified for further education in the German-French sphere can give evidence of additional internationally important competences with the *CertiLingua Label of Excellence for Plurilingual, European and International Competences*.

- Institutions of training and advanced training are given an achievement profile according to international standards that they can use for the integration of applicants into their training courses. Schools which have established plurilingual education, bilingual classes/courses (CLIL/ EMILE), international projects, exchange programmes and partnerships can distinguish themselves with the accreditation and so obtain an incentive to provide these opportunities in the long term.

- The label fosters to a special degree school development, teacher training and further training with regard to plurilingualism, language competence, bilingualism, European and international involvement and active citizenship, in the way demanded by the Council of Europe and the European Commission.

- International cooperation by schools and school administrations as well as the mobility and integration of students, teachers and language assistants are supported.

- State schools become internationally more attractive through the expansion of foreign language teaching in non-language courses and through a high level of European and international orientation and their public recognition can be increased. This is especially relevant in areas with international, political and economic relations.

- The obligatory face-to-face projects strengthen the students' ability to act in an international context. For schools they are an incentive to expand their cooperation and exchange activities with partners abroad.

- CertiLingua facilitates, in connection with advancement in the national language, the integration of children of employees of foreign business enterprises, as well as children of foreign families and migrants, and ensures an international recognition of their secondary school graduation.

Further information, accreditation forms and contact persons can be found on www.certilingua.net

After the successful pilot phase the *CertiLingua Label of Excellence for Plurilingual, European and International Competences* was turned into a programme of excellence by the participating countries. Since 2009 CertiLingua is open to all interested countries in Europe.

The organisational structure of the CertiLingua Network

Annual Conference

International Steering Group

Representatives of Member States

Member States

safeguard decisions

Schools

unanimous decisions

control quality

offer learning opportunities according to international decisions

award CertiLingua to students
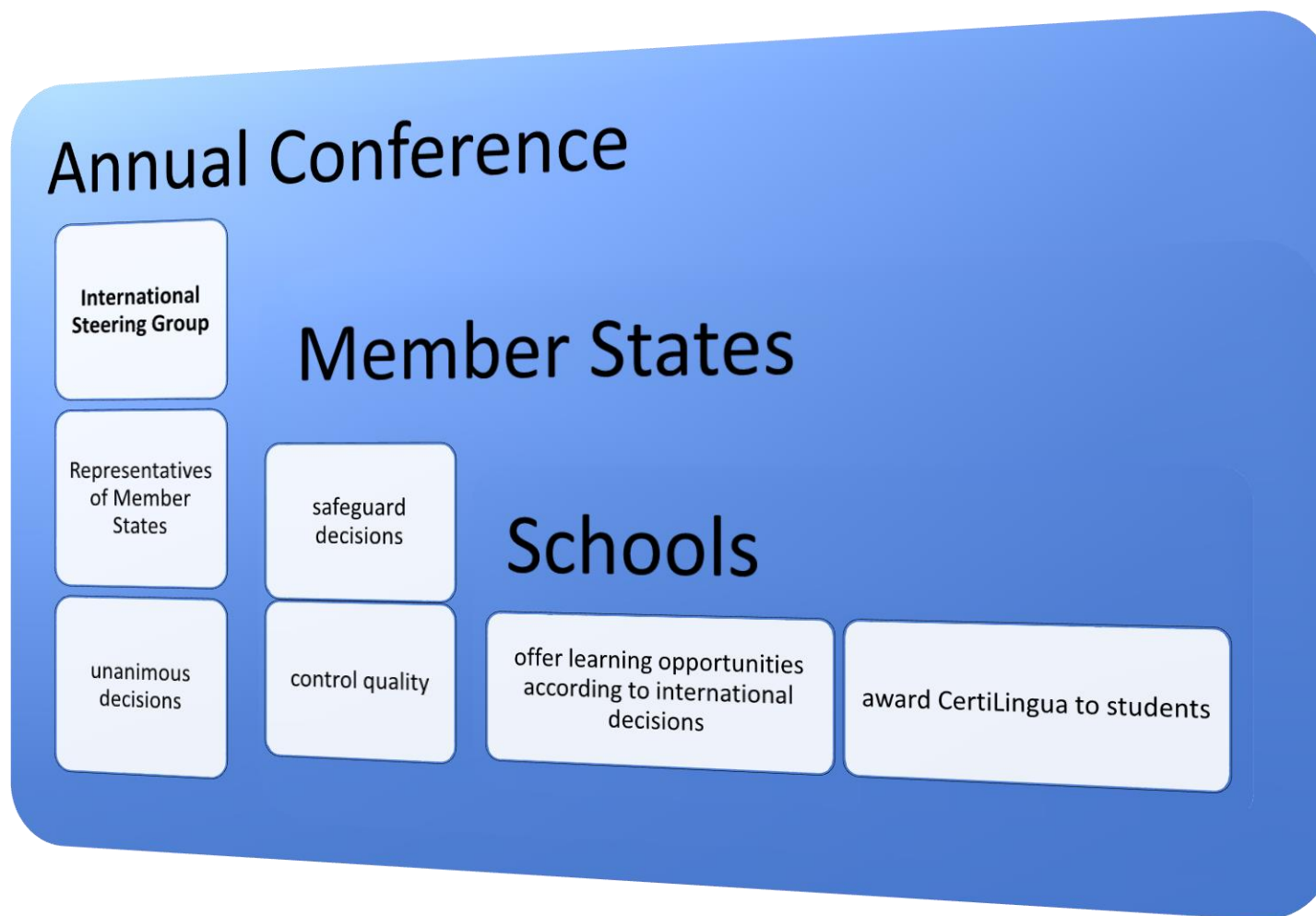
Organisation Chart: The International CertiLingua® Network

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

2021 – 2024

Prof. Belinda Steinhuber, Austria
Ruth De Sy, Belgium
Pille Põiklik, Estonia
Cyrille Budzynski, France
Silke Hinz, Germany/NRW (chairwoman)
Gisella Langé, Italy

International CertiLingua Annual Conference

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

Member States with signed Memorandum of Understanding (represented by
national CertiLingua coordinators)

Representatives of the highest school administration with voting right in the Annual
Conference implement decisions made by the Annual Conference in their country;
ensure quality of the national CertiLingua schools via suitable quality measures

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

CertiLingua Supporters

Universities, companies, institutions,
as well as individuals

- 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
    provide work placements for
    CertiLingua students

CertiLingua Schools
- are accredited for 3 years (renewed accreditation: 5 years) by their highest educational authority
- obtain the right to award 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

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

CertiLingua Students are required to document
- their competences in two modern foreign languages at level B2
    or above 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

The unique CertiLingua Competence Profile

foreign language competences

- 2 modern foreign languages
- at least on level B2 CEFR

bilingual competences

- courses in a non-language subject
- taught in a foreign language

intercultural competences

- intercultural knowledge
- international encounters in face-to-face projects

overall outstanding competence in these domains

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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 (or 140 hours in the last 4 years.)

- 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 Member States 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 Member States. 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* 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 an international face-to-face 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 can be handed in as a written documentation or a documentation combining written and audio or audiovisual parts. It complies with the CertiLingua quality standards, i.e. the documentation is produced 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)

CertiLingua 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 Member States exchange their experiences about criteria and procedures of how to verify the competences acquired at the Annual Conference.

2 The HEART of CertiLingua:

The CertiLingua Face-to-Face Project

Standards & Guidelines

The international face-to-face project is a unique feature of CertiLingua. It aims at students not only learning foreign languages but acquiring **intercultural competences** as well.
These competences are assessed according to the **CertiLingua Standards of Excellence in Intercultural Competences**.

The CertiLingua Project Documentations need to mirror the high standards the label sets. The corresponding **Guidelines for Students** and the **Checklist** support students and teachers with the projects and their documentation.

The label's high expectations apply to all who contribute to it. At school students need to be counseled by competent coordinators. The corresponding **Guidelines for Tutors** provide additional support.

CertiLingua Standards of Excellence in Intercultural Competences

The acquisition of intercultural competences is a unique and key feature of CertiLingua.
Likewise unique are the **CertiLingua Standards of Excellence in Intercultural Competences.**
They have been developed by the CertiLingua Network in cooperation with leading experts in that domain.

Scientific Expertise

*Common Framework of
Europe Competence* (ELOS)

*Framework of Reference for
Pluralistic Approaches to
Languages and Cultures*

(FREPA)

Experience from the field

Counseling and supporting
students in their projects

Evaluating projects and
their documentation

Sharing ideas of good
practice

CertiLingua Standards of Excellence in Intercultural Competences
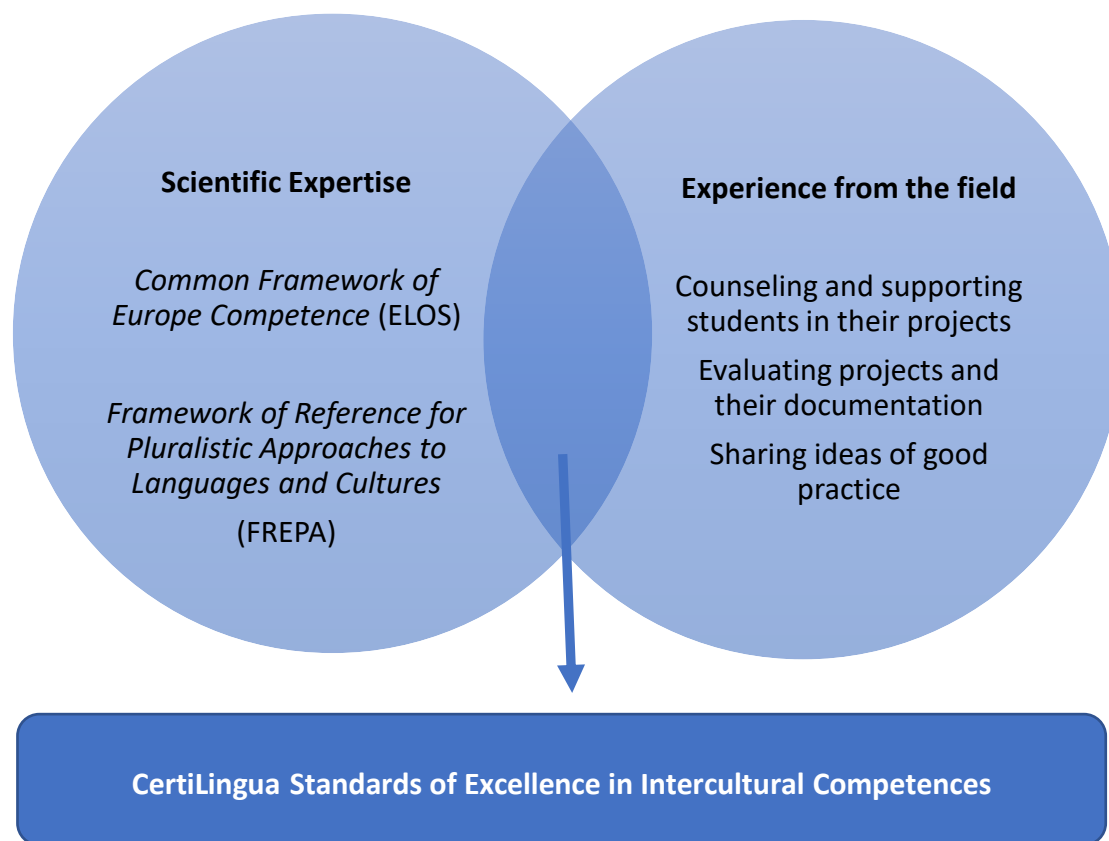
CertiLingua Standards of Excellence in Intercultural Competences[1]

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.

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[1] Based on the *Framework of Reference for Pluralistic Approaches (FREPA)* 2007, http://carap.ecml.at/Portals/11/documents/C4pub2007E_20080302_FINAL.pdf   and the *Common Framework for Europe Competence (CFEC)* 2010, http://www.tallinn.ee/haridus/Common-Framework-for-Europe-Competence-ELOS-students-.pdf

In order to support students in achieving these standards, further documents have been developed:

CertiLingua Standards of Excellence in Intercultural Competences

realization & assessment

early and competent counseling	conceptualizing a complex concept for students	assessing intercultural competences
• *Guidelines for Tutors*	• *Guidelines for Students' Project Documentations*	• *Checklist for Students' Project Documentations*
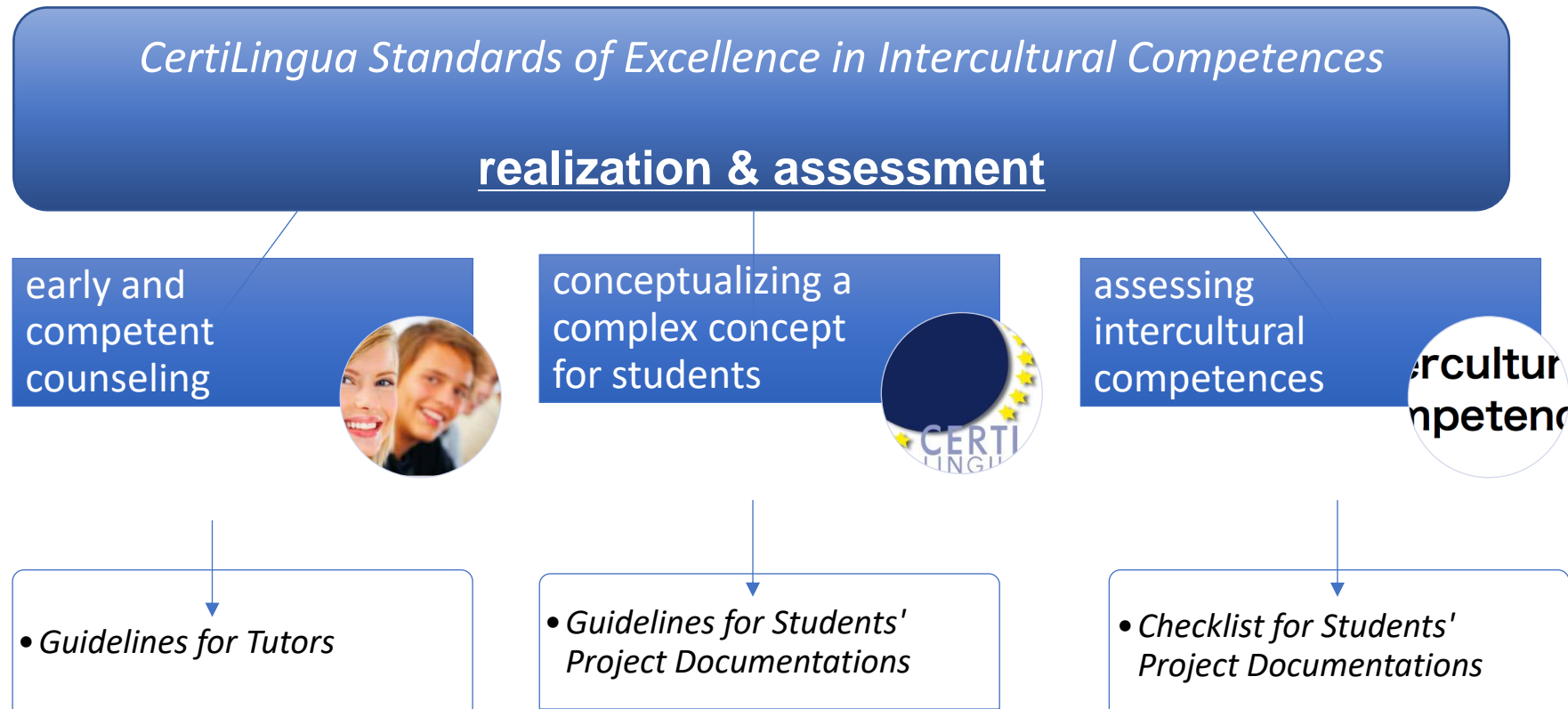
CertiLingua Face-to-Face Projects: <u>Guidelines for Tutors</u>

Explaining the idea of the face-to-face project

- The aim of the student's project: the acquisition of European and international competences

- The purpose of the CertiLingua Project Documentation: written proof of the acquired European and international competences

- Main focus: face-to-face encounter and European / international aspects are central features of the project and its documentation. The project documentation is not an abstract research paper.

- Linking the project to the school curriculum may facilitate the formulation of their European / international project questions and may help students to develop an idea of how to design their project.

- Tutors should encourage students to consult additional colleagues from other subjects if their expertise is required.

How to identify a suitable topic of the student's project

- What are the student's personal interests? Is the project personally relevant for the student?

- Does the project have a clear goal?

- Does the project enable the student to deal with and reflect upon European and international matters?

Developing and refining a central question

- 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 in the course of the project? Is it precise 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?

Carrying out the project / Writing the project documentation

- Is the character of the face-to-face encounter suitable for a critical reflection?

- Method: How is insight into the host culture gained and how does its critical reflection lead to new perspectives?

- Quoting secondary sources is usually not required

Guidelines for Students on the CertiLingua® Project Documentation

The CertiLingua Project Documentation provides proof of the development of intercultural competences in a face-to-face project. Central features of the documentation are the student's personal experiences in the face-to-face project and a personal reflection on his/her individual development. This clearly distinguishes the CertiLingua Project Documentation from any abstract research paper.
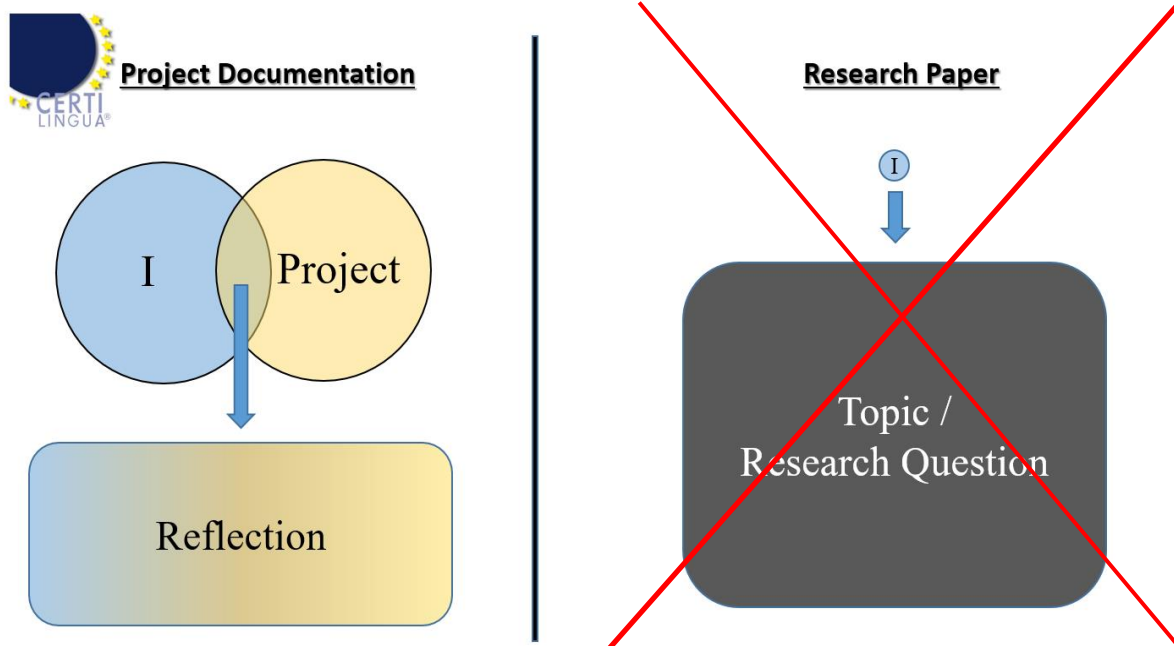
The Guidelines for Project Documentations and the listed questions are meant for orientation and inspiration for students preparing their CertiLingua Project Documentation. The questions are examples and are not formal criteria for the awarding of the label. The criteria for the assessment of the project documentation can be found in the Checklist for the CertiLingua Project Documentation" on www.certilingua.net

cover:

name of school   date

Project Documentation XXX

written for CertiLingua®

Student's name

Tutor's name

Table of contents

Starting point / my motivation

- **Description of project idea and explanation of the European/international focus[1] of the face-to-face project[2]**

- **Personal expectations**

- **Linking the project to the school curriculum/ a school subject**

Carrying out the project

- **Matter-of-factly description of the project's realization**

- **Linking the intercultural perspective to the course of the project**

Reflection

- **Intercultural experiences**

- **Retrospective reflection on the intercultural experiences gained in the project**

Appendix

- **Sources, if used**

- **Declaration of independent work**

- **Permission for anonymous publication**

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[1] The intercultural focus sharpens the intercultural insights gained through the encounters which were part of the face-to-face project.

[2] The CertiLingua face-to-face project is conducted during the course of upper secondary education. It usually takes place abroad and comprises several days. For projects taking place at home, it must be shown how the aspect of a face-to-face intercultural encounter is duly represented. A cursory, single or very short encounter does not fulfill the criteria. Neither does a merely theoretical discussion of intercultural questions.

Starting point / my motivation

- *When and where does the project take place?*
- *How has my personal interest in the project developed?*

Description of project idea and explanation of the intercultural focus of the face-to-face project

- *How was the project planned and carried out?*
- *Who meets whom?*
- *What was my research question developed in advance?*
- *Which role did the face-to-face encounter play in my considerations?*

Personal expectations

- *Why have I chosen this project?*
- *What are my expectations and preconceptions?*
- *What do I want to find out?*
- *Which relevance does the project have in an intercultural context?*

Linking the project to the school curriculum or a school subject

- *How is the project related to questions of interculturality discussed in class or in the context of extracurricular activities?*
- *Is the project related to an extracurricular programme, e.g a n   Erasmus+ programme?*

Carrying out the project

Description of the project's realization

- Short description of the project's course, initiatives, activities, partners, etc.

Linking the intercultural perspective to the course of the project

- *What relevance did my intercultural research question formulated in advance have for the project?*

- *Has the research question changed during the project?*
- *Have new intercultural questions occurred during the project?*

Reflection

- *How do I evaluate the project's realization?*

- *Which aspects of the* **CertiLingua Standards of Excellence in Intercultural Competences** *were addressed in the project?*

Intercultural Experiences

- *What surprised me, caused joy, anger, doubt…?*
  [It is recommended to take first notes during the project on these questions, e.g. with the help of the *Autobiography of Intercultural Encounters* – AIE: *www.coe.int/t/DG4/autobiography/*]
- *What were my first impressions?*
- *How did I feel during the encounter?*

Retrospective Reflection of the intercultural experiences and the course of the project

- *To what extent has the project changed my ability to act in an international context?*
- *What similarities and differences concerning linguistic and cultural phenomena was I able to observe? How do I evaluate my perception of these?*
- *Which linguistic or cultural peculiarities of my own culture did I become aware of in the project?*
- *Were there any difficult situations caused by linguistic or cultural differences? How were they solved?*
- *What have I learned in the project in terms of subject learning?*
- *Do the intercultural encounters experienced in the project have any impact on my future plans?*

Appendix

Sources / Bibliography (usually not required)

Declaration of independent work (obligatory)

All project documentations need to be produced by the applicants themselves who have to declare this with the following statement.

"I hereby declare that I have written the project documentation on my own and only used the listed references and aids."

Permission for anonymous publication (obligatory)

It is planned to make the project documentations available for scientific research and for the CertiLingua network by publishing examples of best practice on the CertiLingua website. This will be done anonymously. The author's consent is nevertheless necessary.

☐ *I hereby authorise the anonymous publication of my project documentation.*

☐ *I hereby deny the anonymous publication of my project documentation.*

2023-20 EN

Checklist for Assessing the CertiLingua® Project Documentation

Name:
Title:

grey = exclusion criterion

"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."		
CertiLingua Awarding Criteria and Measures of Quality Control		
Project		
The face-to-face project took place in the last three years of school / upper secondary.	☐	
The face-to-face encounter in the project is covered sufficiently.	☐	
The project generally took place abroad for a minimum of several days.	☐	complies with requirements
		Yes/ No
Project idea		
The role of the face-to-face encounter is explained.	☐	
The project is explicitly linked to the school curriculum.	☐	
The intercultural focus of the project is explained and has usually been developed before the beginning of the project.	☐	
The origin and development of the project's idea are explained.	☐	
The student outlines to what extent he/she hopes to gain new insights in the project.	☐	complies with requirements
		Yes / No
Realization		
The intercultural focus is linked to the realization of the project and is elaborated in the course of the project.	☐	
The realization of the project is briefly described (where, when, how, who).	☐	
The intercultural focus and the realization of the project provide thematic coherence. The project design and its realization are coherent.	☐	complies with requirements
		Yes / No
Reflection		
The student explains to what extent the project has developed his/her European and international competences.	☐	
The dimensions of the *CertiLingua Standards of Excellence in Intercultural Competences*, significantly covered in the project, are addressed.	☐	
The student evaluates the realization of the project and critically reflects on his/ her intercultural experiences.	☐	
The student reflects on the extent to which the face-to-face encounter has created new insights.	☐	complies with requirements
		Yes / No

FORM

	A		
written documentation	Layout: The essay counts 8 pages at least (standard font, e.g. Times New Roman, 12, line spacing 1,5), full justification, coherent margin.	☐	
	Completeness: cover with student's name, school and project title; structured table of contents and page numbers; statement of independent work, statement of publication, essay is available in digital form.	☐	
	Languages: The project documentation has been written in one of the two CertiLingua languages on at least level B2 of the CEFR.	☐	complies with requirements
			Yes /No

	B		
written and audio or audio-visual documentation	Layout: Minimum 4 written pages available in print and in digital form (standard font, e.g. Times New Roman, 12, line spacing 1,5), full justification, coherent margin. Video: about 5 minutes students' speaking time; handed in on a safe standard storage medium and in standard software format.	☐	
	Completeness: cover with student's name, school and project title for both printouts and audio-visual parts; structured table of contents, statement of independent work, statement of publication for internal CertiLingua use.	☐	
	Languages: The audio or audio-visual and the written parts provide enough language material to display language competences of at least level B2 of the CEFR in one of the CertiLingua languages.	☐	complies with requirements
			Yes /No

The candidates demonstrate their B2 level language skills (or higher) and their development in intercultural learning. All CertiLingua standards are valid for all parts of the documentation and serve as orientation.

Further agreements/understandings:

- The student can replace one or two parts of the project documentation (My Motivation, The Project Idea, The Realization and The Reflection) using audio or audio-visual supports.

- The student provides enough language material so that the B2 language level will be obvious.

- The audio or audio-visual and the written parts are coherent with regard to language, topic and use of media and are connected in a meaningful way.

- A minimum technical quality is required, but the technical and aesthetic execution will not be evaluated. It will be looked at as part of the level to which the audio-visual parts successfully transport the intercultural learning.

- The students may also add audio or audio-visual elements to the written project documentation.

3 Forms

The **Memorandum of Understanding** is the basis for a country's participation in the programme.

Once a Member State of the CertiLingua Network, schools can be **accredited as CertiLingua Schools** by the Member State's ministry of education.

At school, CertiLingua applicants document their achievements in the **Planning Dossier**.

If all requirements are met, they receive the **CertiLingua Certificate**.

In order to further improve the label, schools provide **feedback** to their ministries of education and these do provide an **evaluation report** to the Annual Conference.

MEMORANDUM OF UNDERSTANDING

The members of the CertiLingua Network agree upon implementing certification for excellent European, international and language competences. The members of the network shall be the highest education authorities of the participating countries.
The CertiLingua Certificate can be awarded by schools which are accredited by the national school authorities at the end of the upper secondary cycle of education in addition to the national baccalaureate or equivalent school-leaving certificate if students meet specified requirements.

The CertiLingua Network endeavours to achieve its goal by means of
- defining the quality criteria for schools to be entitled to award the CertiLingua Certificate
- defining the criteria for students to be eligible for the CertiLingua
- Certificate
- supporting an international CertiLingua school network
- creating a framework for quality control
- collaborating with other networks and institutions in the fields of teaching and learning languages, content and language integrated learning, of intercultural, European and international studies and projects and of quality and standards in education
- stimulating international implementation and recognition of the CertiLingua   Certificate, e.g. by universities and future employers

The CertiLingua Network provides for a General Assembly, a Steering Group, and office facilities for general support and coordination.
Members hereby accept the rules and regulations for the accreditation of CertiLingua Schools as well as the criteria for awarding the CertiLingua Certificate.
By signing this Memorandum of Understanding Members States agree upon

- nominating a representative for the International Annual Conference,
- providing their representative with the means to be able to do his or her job adequately,
- identifying CertiLingua Schools and linking them to the CertiLingua School Network,
- supporting CertiLingua Schools in their endeavour to raise quality standards,
- filing an annual evaluation report on the basis of the certificates issued.

Institution: …………………………………………………

Representative: ………………………………………………….

Name/Signature: ………………………………………….   Date: ……………

Application

☐ for initial accreditation as a CertiLingua School

☐ for renewed accreditation as a CertiLingua School[3]
(already accredited since: _____)

The application for accreditation/ renewed accreditation should be submitted to the responsible education authority.
The school will give the assurance that all conditions for accreditation are fulfilled and document these in the attachment to the letter of application. The application documents that the school as a whole has considered the application in the relevant committees and has majority support within the school for the application. The application contains the information that the governors of the school have been informed. The school states its willingness to take part in the network of CertiLingua Schools and to actively participate in the quality assurance and development procedures agreed within the network

Validity
- initial accreditation as a CertiLingua School: 3 years
- renewed accreditation as a CertiLingua School: 5 years

School's letterhead

Please address to your Local Education Authority with the request to comment and forward this application to the Ministry of Education of your country

Application for Accreditation as a CertiLingua School

Name of school hereby applies for entitlement to confer the CertiLingua Label of Excellence for Plurilingual European and International Competences in conjunction with the certificate signifying completion of school education and entitlement to enter a university.

As documented in the attachment, name of school fulfils the conditions required for accreditation. Consent has been obtained from the teachers and the responsible committees. These committees are aware that accreditation is conditional on the willingness to play an active role in the international CertiLingua Network and to assure and develop the quality of the courses offered which are relevant to CertiLingua.

We trust that this application will meet with a favourable response.

(Signature of Head of School)

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[3] In case of renewed accreditation an informal report by the school's CertiLingua Coordinator is enclosed under point 5, documenting the process of CertiLingua at the corresponding school and naming positive impulses as well as difficulties encountered.

Attachment to the application for accreditation as a CertiLingua School - (Mandatory section)

1. Consultation process with the parties involved (students, parents, teachers and school's management team)

The application for accreditation as a CertiLingua School has been discussed in the following school committees:		
Committee	Date	Result of consultation

Contact / responsible teacher:
…………………………………………………………………………………………...

2. Foreign languages offered

Language	Starting in year/grade	Based on elementary school courses
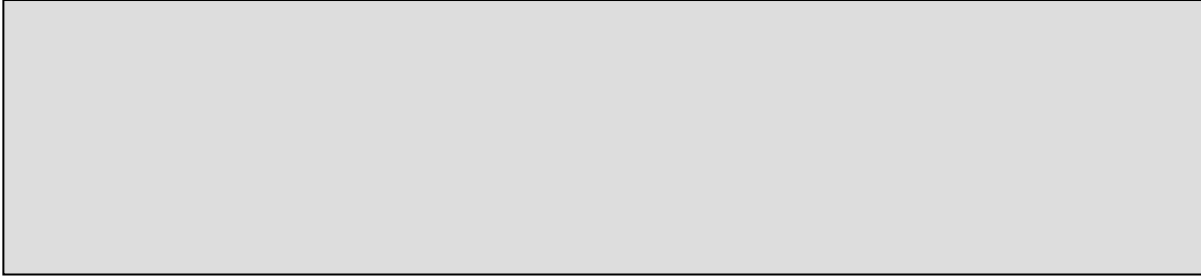
3. Courses offered for bilingual subjects / foreign languages as working languages /CLIL/EMILE

In the Upper School:
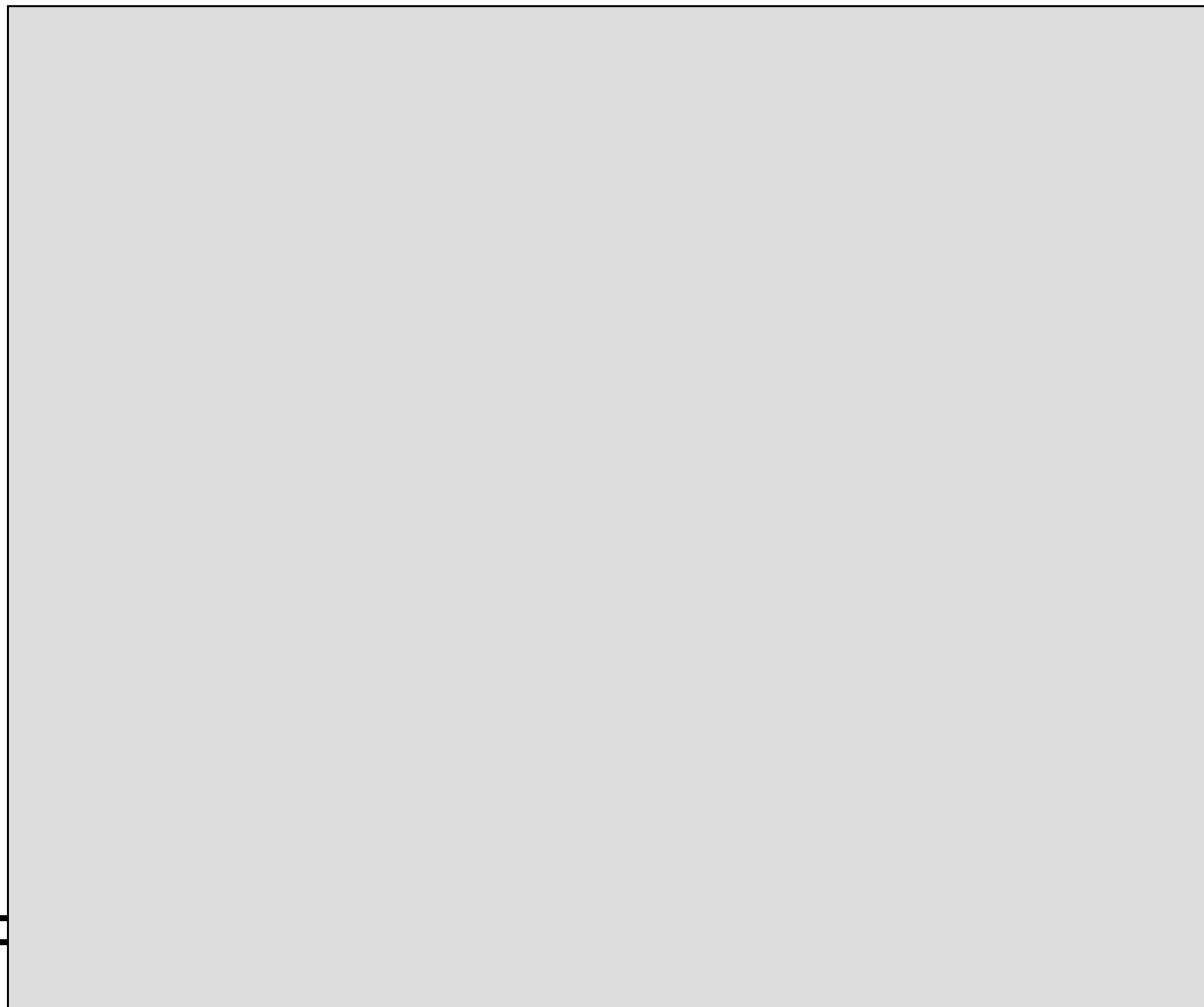
4. European/international competences – educational options
   Knowledge about the European/international domain is a compulsory part
   of the curricula
   European/international face-to-face

5. To be filled in for renewed accreditation:
   Report about the process so far, positive impulses and possible difficulties:

(Optional section)

Submission of the School Programme
(Where appropriate, proportion of students with multilingual backgrounds, and handling of intercultural experience.)

- **Further activities involving foreign languages, bilingualism and internationalism (e.g. competitions or examination certificates).**

  (Examples from the last 3 years)

- **Use of the Europass and a European language portfolio**

  (Support to interested students in acquiring the Europass)

- **Human resources and qualifications of teachers in the last 3 years**
  (e.g. deployment of foreign language assistants / native speakers as teachers / support from partners outside the school) [anonymous descriptions]

Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. 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

CertiLingua® Standards of Excellence in Intercultural Competences

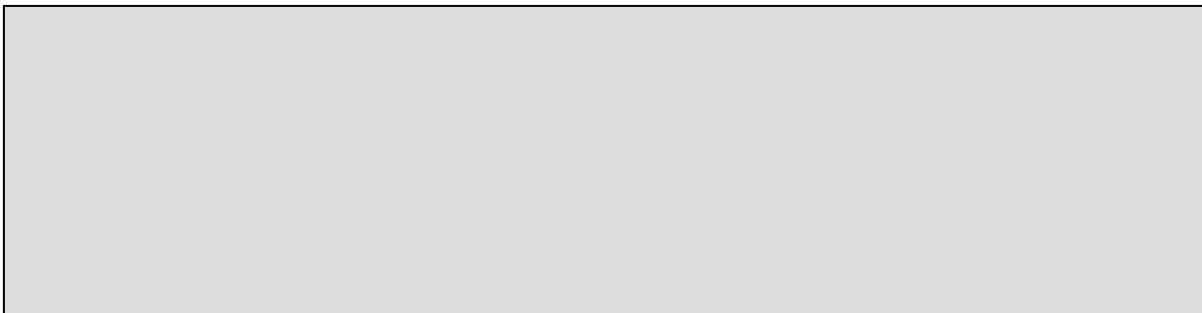| **European – International Competences**	
Knowledge of cultural and social diversity	I have socio-cultural knowledge of foreign cultures whose languages I have acquired. I understand the importance, structure and function of European and international institutions (EU, CoE, UN etc.), in relation to 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 linguistic 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 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 linguistic 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.

Planning Dossier for Students

name: _____

date of birth: _____

place of birth: _____

school: _____

tutor: _____

My initial consultation

date	content of consultation
	information on the awarding criteria and requirements of the label of excellence

My foreign languages in upper secondary

Two modern foreign languages at least at level B2 (CEFR)
The foreign languages need to be continued until the end of upper secondary (exception: foreign language starting in upper secondary, cf. page 4**)**, but need not be taken in the university entrance examination. Only languages <u>taught </u>at school can be acknowledged.

languages	term & grade	term & grade	term & grade	term & grade	**Possible grade final exam**
1.) **from year:**					
2.) **from year:**					
3.) **from year**					

My bilingual/ CLIL-courses

Note: bilingual/ CLIL classes have to comprise at least 70 hours within the last two years of upper secondary or 140 hours within the last four years prior the school leaving examination

The language used in CLIL must be a language taught at my school.

subject	working language	term & grade	term & grade	term & grade	term & grade	possible grade final exam

My European/international competences – knowledge

Knowledge about Europe as described by the **CertiLingua Standards of Excellence in Intercultural Competences**:

acquired in the following subject(s):	way of documentation (test, portfolio, folder, etc.):

My European/international competences – ability to act

Face-to-face encounter addressing the **CertiLingua Standards of Excellence in Intercultural Competences.** The face-to-face project has to take place in the course of my upper secondary education.

date	content of consultation
	First information on - face-to-face projects - requirements - possible project, etc. guidelines, checklist and the requirements for the project are known to me
	consultation about the **<u>intercultural focus</u>** of my project …

Exception: foreign language starting in upper secondary

A second foreign language that was started in upper secondary can be acknowledged for CertiLingua under the condition that the attainment of level B2 can be proved in an additional examination at the end of upper secondary.

This examination should be conducted by the school in cooperation with the school's supervisory board. In single cases a language certificate by an internationally acknowledged provider can be accepted alternatively.

language	term & grade	term & grade	term & grade	term & grade	**possible grade**
2.) **from grade:**					

Examination at level B2 in the responsibility of the school

the following institution: …………………………………………………………………

result: _____

Note: The above listed foreign language must be part of the school curriculum in upper secondary education.

This is an example of a **CertiLingua Certificate**. The Certificate contains the logos of all ministries of education that guarantee the high standards of the label of excellence in the Member States. Whenever the names or logos of the ministries change, an updated version is provided to the Member States.

Logo of member state

CertiLingua®

Label of Excellence for Plurilingual, European and International Competences

CertiLingua® Partners Germany

BERLIN

LAND BRANDENBURG
Ministerium für Bildung, Jugend und Sport

Die Senatorin für Kinder und Bildung / Freie Hansestadt Bremen

DAS Deutsche Auslandsschulen International

Hamburg | Behörde für Schule und Berufsbildung

HESSEN Hessisches Kultusministerium

MV Mecklenburg-Vorpommern Ministerium für Bildung und Kindertagesförderung

Niedersächsisches Kultusministerium

Ministerium für Schule und Bildung des Landes Nordrhein-Westfalen

RheinlandPfalz MINISTERIUM FÜR BILDUNG

Freistaat SACHSEN STAATSMINISTERIUM FÜR KULTUS

Freistaat Thüringen Ministerium für Bildung, Jugend und Sport

First name Last name

born on   xx.xx.xxxx   in   Place of birth
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] B2
[Foreign Language] B2

Bilingual Competences

The student has used   [Foreign Language]
in the subject   [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 on the topic:

[Title of the project documentation]

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

CertiLingua® Partners international

Ostbelgien
German-speaking community of Belgium

REPUBLIC OF ESTONIA MINISTRY OF EDUCATION AND RESEARCH
Estonia

MINISTÈRE DE L'ÉDUCATION NATIONALE ET DE LA JEUNESSE
Liberté Égalité Fraternité
France

MIM Ministero dell'Istruzione e del Merito
Direzione generale per gli ordinamenti scolastici, la valutazione e l'internazionalizzazione del sistema nazionale di istruzione
Italy

Bundesministerium Bildung, Wissenschaft und Forschung
Austria

Skolverket
Sweden

MŠMT MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY
Czech Republic

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 Languages[1]

Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
		Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
		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.

Holders of this certificate may surpass level B2. Descriptors for all levels can be accessed at the web address in footnote 1.

CertiLingua Standards of Excellence in Intercultural Competences[2]

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 inter-cultural 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.

1 https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

2 http://www.certilingua.net. Based on the *Framework of Reference for Pluralistic Approaches (FREPA) 2007* and the *Common Framework for Europe Competence (CFEP) 2010.*

Feedback Form for CertiLingua-Schools

Due: 1 September of the corresponding year

Annual feedback from each CertiLingua School is essential as a means of quality control and for purposes of accountability.
The completed feedback forms are to be submitted to the national CertiLingua Representatives by 1 September. The representative of the CertiLingua Member State will store the feedback forms to make them available for further research on demand.

Academic Year	
Name of School, Address, Website	
Name of CertiLingua Coordinator	
Email Address of CertiLingua Coordinator	

1. Statistical data on CertiLingua

Total number of graduates			Number of awarded CertiLingua Labels*			Percentage of CertiLingua Awards in relation to total
Total number	♀	♂	Total number	♀	♂	

* *If no CertiLingua Labels have been awarded in the report year, it is not necessary to fill in numbers 2 - 6.*

2. Programme

2.1   Plurilingual Competences
- Which foreign languages were offered at your school?
- Which foreign languages were taken by the CertiLingua Award Holders so that the plurilingual competences required could be developed and evaluated? (Level B2 as defined in the Common European Framework of Reference for Languages in two target languages).

Languages offered at school	Number of CertiLingua Awards
❑ English	
❑ French	
❑ Spanish	
❑ Dutch	
❑ German	
❑ Italian	
❑ Russian	

2.2 Bilingual Competences

- Which subject/s taught in a foreign language at Upper Secondary level (CLIL) was/were offered at your school?
- Which subject/s taught in a foreign language at Upper Secondary level (CLIL) was/were taken by the CertiLingua Award Holders?

Subjects offered at your school	Language	Number of CertiLingua Awards
e.g. History	English	2

2.3 European and International Competences.

- In which subjects / courses at upper secondary were the European and International competences as defined by the **CertiLingua Standards of Excellence in Intercultural Competences** acquired by CertiLingua Award Holders?

Subjects / Courses possibly interdisciplinary	Language	Number of CertiLingua Awards
e.g. Geography	French	1

- Please list the international projects the CertiLingua Award Holders took part in to demonstrate their ability to act internationally in a face-to-face project.

Type of the international project	Focus of the international project (e.g. social, political, cultural, …)	In collaboration with the following country/countries	Number of CertiLingua Awards
International internship			
School exchange programme			
Erasmus⁺projects			
Individual face-to-face projects			

- Notes on Programme

3.   Documentation

- In which way and format were foreign language, bilingual and international competences assessed and documented (at Upper Secondary Level)?

Internationally defined forms and formats	Number of CertiLingua Awards	Other forms and formats	Number of CertiLingua Awards
❑ Europass		❑ Mark in subjects	
❑ European Language Portfolio		❑ Project report	
❑ International Language Certificates		❑ Paper / extended essay	
❑ Autobiography of Intercultural Encounters (AIE)		❑ Publication	
❑		❑ special learning achievement	
❑		❑ work placement report	

- Notes on Documentation

4. Implementation

4.1   What kind of counselling was offered to the students? (e.g. regular tutorial meetings, steering group, parent-teacher-student group, internet platform, complaints box)

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4.2   Which factors have contributed to a successful implementation of CertiLingua at the school?

```



```

5. Reflection

5.1   In which form and by whom has the CertiLingua programme (content, objectives, results) been evaluated at the school?

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```

5.2   To what extent did the evaluation include opinions and positions from outside the school community? (Press, TV, journals, non-school partners)

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5.3   What effects did the opportunity to acquire the CertiLingua Label of Excellence
       have on the choice of subjects at upper secondary level?

5.4   Has CertiLingua contributed to

- the development of the school's foreign language programme in general?
- the strengthening of continued learning of languages?
- the promotion of bilingual courses?
- the profiling and reputation of the school as such?

	Foreign languages in general	Continued language learning	Bilingual courses	Profiling and reputation
No	❏	❏	❏	❏
Not evaluated	❏	❏	❏	❏
Yes	❏	❏	❏	❏
In that way:				

5.5   What effect/s did the implementation of CertiLingua have on …

the participating students? (i.e. incentive to perform, development of social commitment, improved orientation towards university courses and/or target professions)	
the students who did not participate in the CertiLingua programme?	
the school programme?	
the school's reputation and profile?	

6. Alumni

6.1   Contact to alumni has been established and is maintained by

Means	Notes
❑ Email communication	
❑ the school's website	
❑ a special CertiLingua forum	
❑ the school magazine	
❑ other means	

6.2   The school has received the following feedback from alumni whose names are listed below: (on the label's utility and added value in finding internships, applying for access to university courses, professional posts, etc.)

name, email address	Comment on CertiLingua

CertiLingua Evaluation Report from Member States
CertiLingua Evaluationsbericht der Mitgliedsländer

Academic Year/ Schuljahr: _____

due: **31 December of the corresponding year**
einzureichen bis: **31. Dezember des entsprechenden Jahres**

All CertiLingua Member States are asked to provide an annual short evaluation report for the International CertiLingua Annual Conference which includes information about the development of the Label of Excellence in each Member State, the number of awarded CertiLingua labels, the observed benefits for pupils, schools, school development and the possible need for optimization. The necessary data will be provided by the mandatory feedback from the CertiLingua Schools until September 1.
This feedback form is to be sent to the Chair of the International Steering Group (certilingua@msb.nrw.de). Additional information in the optional part is retrieved every three years.

Für die Internationale CertiLingua Jahrestagung wird ein jährlicher Evaluationsbericht über die Entwicklung des Exzellenzlabels, die Absolventenzahlen, beobachtete Vorteile für Schülerinnen und Schüler sowie möglichen Optimierungsbedarf von den Mitgliedsländern vorgelegt. Die erforderlichen Angaben werden durch den verbindlichen Rückmeldebogen für Schulen bis zum 1. September geliefert. Dieser Feedbackbogen wird an den Vorsitz der Internationalen Steuergruppe gesandt (certilingua@msb.nrw.de). Zusätzliche Informationen im optionalen Teil werden alle drei Jahre erhoben.

Member State Mitgliedsland			
Total Number of Participating Schools Gesamtzahl der teilnehmenden Schulen			
Contact of new CertiLingua Schools - accredited since last evaluation report *[Please list full address(es), email address(es) and website(s)]* Kontaktdaten neuer *CertiLingua* Schulen seit dem letzten Evaluationsbericht [Bitte vollständige Adresse(n), Emailadresse(n) und Webseite(n) angeben]			
Number of awarded CertiLingua Labels Anzahl der vergebenen CertiLingua Labels	Total number / Gesamtzahl	♀	♂
Observed advantages for students Beobachtete Vorteile für Schülerinnen und Schüler			
Observed advantages for schools and school development Beobachtete Vorteile für Schulen und			

Schulentwicklung	
Need for optimization Optimierungsbedarf	

Optional information

1.   Languages
Languages offered at CertiLingua Schools and taken by the CertiLingua Award Holders to demonstrate foreign language competences on level B2 for CertiLingua.

Language	Number of Schools	Number of CertiLingua Awards
English		
French		
Spanish		
Dutch		
German		
Italian		
Russian		

2. Bilingual Competences
CLIL subjects offered at CertiLingua® schools and taken by the CertiLingua Award Holders to demonstrate bilingual competences.

Subject(s)	Language	Number of schools	Number of CertiLingua Awards
e.g. history	English	2	3
e.g. history	French	1	1

3. European and international competences

3.1 Knowledge about Europe acquired by the CertiLingua Award Holders in subjects or courses at upper secondary.

Subjects / Courses possibly interdisciplinary	Language	Number of schools	Number of CertiLingua Awards
e.g. economics	English	2	1
e.g. economics	French	1	1

3.2 Ability to act internationally demonstrated in face-to-face projects by CertiLingua Award Holders.

Type of the international project	Focus of the international project (e.g. social, political, cultural, …)	In collaboration with the following country/countries	Number of schools	Number of CertiLingua® Awards
International Internship				
School Exchange Programme				
Erasmus+ Projects				
Individual face-to-face project				

4. Alumni

The schools have received the following feedback from alumni whose names are listed below: (on the label's utility and added value in finding internships, applying for access to university courses, professional posts, etc.)

name, email address	Comment on CertiLingua

4 Documents of foreseeably temporary use

The documents in this section are binding resolutions of the Annual Conference, but are of a foreseeably temporary nature.

Pilot Phase: Project Documentations with audio-visual and written parts (2018-2023)

The **Guidelines for students' CertiLingua Project Documentations with audio-visual and written parts** and the **Adapted Checklist** provide an orientation for the production of such documentations during the pilot phase.

COVID-19

The document **CertiLingua projects and project documentations in times of COVID-19** provides orientation for online-projects as temporary option during the pandemic.

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CertiLingua projects & project documentations in times of COVID-19

The CertiLingua Label of Excellence fosters international cooperation of young adult learners throughout Europe and promotes the acquisition of intercultural competences. The **CertiLingua face-to-face projects** and the **CertiLingua Project Documentations** are key features of the label in this domain. Standards and documents have been developed to safeguard the quality of the projects and their documentation.

In order to further enable students to grow and flourish in this field and to maintain the possibility of acquiring the label **during the COVID-19 pandemic**, other forms of international project work need to be found and the face-to-face encounter can be a digital one.

The aforementioned standards remain principally valid.

This document intends to provide additional orientation by outlining the applicability of the existing regulations to potential online formats and by adding arrangements where needed.

Online projects are regarded as a necessary and useful interim solution for the period of the pandemic.

It is not intended to install them as an adequate substitute for a personal encounter in the long run.

Preparation	*Standard* The face-to-face project takes place in the last three years of school / upper secondary. It is explicitly linked to the school's curriculum. An idea/question is developed beforehand that focusses on intercultural aspects. This international/intercultural focus is explained and the students outline how they hope to gain new insights from their project in this domain.	The same standards apply to online projects.
Realization	*Standard* The projects are generally to take place abroad. If taking place at home, the intercultural focus needs to be explained sufficiently. They usually comprise several days. The intercultural focus is linked to the realization of the project and is elaborated in the course of the project.	Online projects can take place at home. The requirement to elaborate the intercultural focus of the project makes it a logical requirement that CertiLingua online projects still need to comprise a sufficient amount of face-to-face time in the form of online encounters. A combination of sharing content online (for example videos that are produced for the partners) and real-time online encounters is acceptable. But simply exchanging content without seeing and talking to each other does not fulfil the criteria. Neither does a singular online encounter or a series of short and shallow ones.
Reflection	*Standard* The student explains to what extent the project has developed his/her European and international competences. The dimensions of the *CertiLingua Standards of Excellence in Intercultural Competences*, significantly covered in the project, are addressed. The student evaluates the realization of the project and critically reflects on his/her intercultural experiences. The student reflects on the extent to which the face-to-face encounter has created new insights.	The same standards apply to the documentation of online projects.
Documentation	*Standard* a) Written documentation according to *Checklist for Assessing the CertiLingua Project Documentation*	The same standards apply to the documentation of online projects.

b) Video documentation (pilot phase) according to

Guidelines for Students' CertiLingua Project Documentations with Audio-Visual and Written Parts

Recordings of the online face-to-face project and shared content can be used for the production of a documentation with audio-visual and written parts.

For this new format, still in the pilot phase, guidelines as well as a corresponding checklist have been developed (see appendix).

COVID-19 Projects

The COVID-19 pandemic imposes unprecedented burdens on schools, teachers and in particular on students whose school and future careers are taking unforeseen turns.

In these times of uncertainty, it might be helpful to share one's experiences with peers from other countries that are similarly affected by this crisis.

In this respect, it should also be considered whether the crisis itself could be the focus of a project in order to provide students with an opportunity to share their worries and look ahead together.

5 Overview of updates

This overview shows which updates were made when and why

2018	**Compendium published** in order to have one reference document instead of many and in order to make CertiLingua better understandable
2021	**Organisation Chart updated**: Election of steering group 2021 – 2024
2022	**Update of the International Steering Group:** Cyrille Budzynski replaces Anna Poitier **Additional, temporary documents added:** For the pilot phase for the documentations with audio-visual parts the two documents are added to a new section "**Documents of foreseeably temporary use**": • Guidelines for students' CertiLingua Project Documentations with audio-visual and written parts • Adapted Checklist for Assessing Students' Project Documentations For the time of the pandemic a new document is added to a new section "**Documents of foreseeably temporary use**": • CertiLingua projects & project documentations in times of COVID-19
2023	The **Checklist** is replaced by a **New Checklist** that covers the written project documentation as well as a project documentation with audio or audiovisual elements. The following documents of foreseeably temporary use are deleted: • Guidelines for students' CertiLingua Project Documentations with audio-visual and written parts • Adapted Checklist for Assessing Students' Project Documentations The **Awarding Criteria** are edited correspondingly as they only mentioned written project documentations until now.