



European Certificate for
Intercultural Learning
Professionals

The ECILP Qualification System & Standards



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1 Introduction

1.1 Intercultural competence is a key competence

Key competences are the key to success. Just 10 years ago, skills and abilities associated with communication, teamwork and social interaction were referred to as "soft" competences or "soft skills" (Dueck, 2011; Levasseur, 2013; Moser, 2018). In international and intercultural everyday and working life, however, it has become increasingly clear that purely technical, factual knowledge—and an exclusively factual approach to teamwork, distal communication, and online communication, even in close cooperation with colleagues—does not foster above-average results, let alone a merely satisfactory outcome. As recently as 20 years ago, studies showed that the success of intercultural activities is closely correlated to competences such as relationship building, problem-solving, conflict-resolution, and more. (Stahl, 1998; Stumpf, 2009).

Accordingly, in recent years perspectives in the field of intercultural communication and competences have changed significantly (Moosmüller & Roth, 2020; Bolten, 2020). Definitions in the field of intercultural communications have also changed, and mediation activities have become more diversified to include training, coaching, consulting, etc. A purely cognitive grasp of the field is no longer at the forefront of the competences considered vital to intercultural professionals. Instead, experience, behaviour, practical skills and (self-)reflection are now considered equally important. Moreover, the content of intercultural mediation activities is no longer focused exclusively on the classic, bi-centred country approach. Diversity factors (Gardenswartz & Rowe, 2022)—such as organisational forms, regions, affective approaches, multiculturalism, team skills and religion—are also taken into account.

Consequently, people who work in intercultural contexts should have competences that go beyond the cognitive-country approach, which has been taught successfully for many years. This must apply in particular to the

many multipliers who teach and impart intercultural competences (Leenen, 2019).

To establish these competence requirements at the European level, the ECILP project developed a Europe-wide quality standard for professionals who teach intercultural competences. The ECILP standard is based on the broad skillset (mentioned above) that is indispensable to successful intercultural interactions.

1.2 Goal of the project

The main objective of the ECILP project is to define professional standards for intercultural learning professionals (ILPs) across Europe. The ECILP certification scheme developed in this project—and described in this IO1 document—comprises a rich, comprehensive spectrum of cognitive, affective, experiential and behavioural elements that we believe are required for ILPs to deliver professional intercultural services. The ECILP professional standards are implemented in the ECILP self-assessment survey. This allows ILPs to assess the extent to which they can meet current demand from international organisations, including for-profit and non-profit organisations, administrative-service providers, social-services providers, as well as organisations in other sectors.

The ECILP certification scheme, and the self-assessment survey are relevant for trainers, coaches, mediators, teachers, and many others—all those who work in intercultural contexts and support others in these contexts. Professionals can use the ECILP system to assess their current level of competence and performance, as well as to identify their current level of performance, their strengths and weaknesses. The ECILP system supports professionals in systematically choosing in which competences they wish to invest.

The ECILP system is designed to make the requirements for today's intercultural training services more clearly defined and more tangible. This is an important prerequisite to offering a transparent and fair system that is accessible to all stakeholders. The ECILP scheme comprises 21 competences covering three different areas (classified as basic, process

and strategic competences). The competencies are operationalized by more than 500 items addressing these competences. The ECILP certification scheme provides the indispensable first step toward developing a certification process in which the ECILP self-assessment tool developed here will be part of a comprehensive assessment process. The ECILP certificate is also designed to be applied uniformly across Europe, thus ensuring equivalent quality standards—and fostering mobility—within Europe.

1.3 Target groups

The target group for the ECILP project includes a wide range of people active in primary and secondary education, higher education, continuing education for adults in the private and public sectors, as well as professionals in an international context. In the past, it was mainly teachers, university lecturers, professors and trainers in private and public educational institutions who sought to acquire intercultural competences. Today, however, this group has expanded to include counsellors, coaches, mediators, facilitators, supervisors in companies, administrative staff, social workers and many others (Gibson, 2021, p. 9; Reeb, 2022). In a world that is growing ever closer together, practically all these individuals who operate in the workplace are required and challenged to have knowledge of other cultures *and* to acquire skills and abilities to facilitate working harmoniously on a daily basis with colleagues from different cultures. In this respect, the ECILP certificate can be used for all forms of continuing professional development and vocational education training (VET). The certificate is therefore aimed at working people who would like to qualify—or further educate themselves—in their field via specialised education in the intercultural arena.

1.4 Content

The ECILP project has brought intercultural competences into focus by developing and describing a wide range of **knowledge, skills** and **abilities** in three main areas (see chapters 1 and 4). Every trainer, coach, mentor

and supervisor can use this certification framework as a guide. Users of the system can also implement a self-assessment of their competences in intercultural (work) contexts. The online portal enables users to make this self-assessment by exploring various areas of competence. The information is included in a point evaluation (Areas 1 and 2, see Chapters 3, 4 and 6). At the end of the **self-assessment**, users who seek certification have the opportunity to expand their own competences; the system provides a customized overview of the required competences in terms of the needed knowledge, experience and behaviours (Area 3, see Chapter 5).

The ECILP certification was designed according to **ethical principles**. The project also hews to the guidelines of the **EU Commission** and its educational standards (see Chapters 7 and 8). Finally, the ECILP system provides recommendations for **further research** on intercultural learning, specifying how work in this context can continue to be constructive and effective (Chapter 9).

A second document, “Governance, Regulations and other Requirements” (IO 2 of the project) describes the structure and processes required to safeguard transparent, fair and competent decisions about issuing the ECILP Certificate to individual applicants.

1.5 Elements of innovation

ECILP is demonstrably innovative. To our knowledge, no standardised instrument for defining quality criteria for the intercultural learning profession exists within or beyond the European Union. Several universities have developed their own certificates, which may or may not match the needs of a corporate training context. Several companies and multinationals have set up their own standards, as have train-the-trainer programmes. What is missing, however, is a **common tool** – such as ECILP. ECILP is for those who want to teach or work in the intercultural professional context, as well as those who already work as trainers and coaches, facilitators or the like, multipliers and staffers at “train-the-trainer” agencies. ECILP provides clear direction for professional, objective, evidence-based, and standardised competences for intercultural-learning professionals across Europe.

1.6 Expected impact

ECILP will be crucial in defining the profession of intercultural learning.

First, ECILP will help clients to optimise the quality of their intercultural service and protect them from delivering substandard services.

Second, with the help of these intercultural standards that are recognised across Europe, service providers will be able to assemble project teams of professionals more effectively and more safely. Service providers will no longer need to spend time in assessing large pools of potential trainers; rather, service providers can rely on ECILP as a solid basis for a Europe-wide intercultural-competence standard.

Third, the ECILP qualification will help people involved with intercultural learning to translate their activities into a solid career as intercultural learning professionals. This will contribute to greater professional confidence and self-esteem.

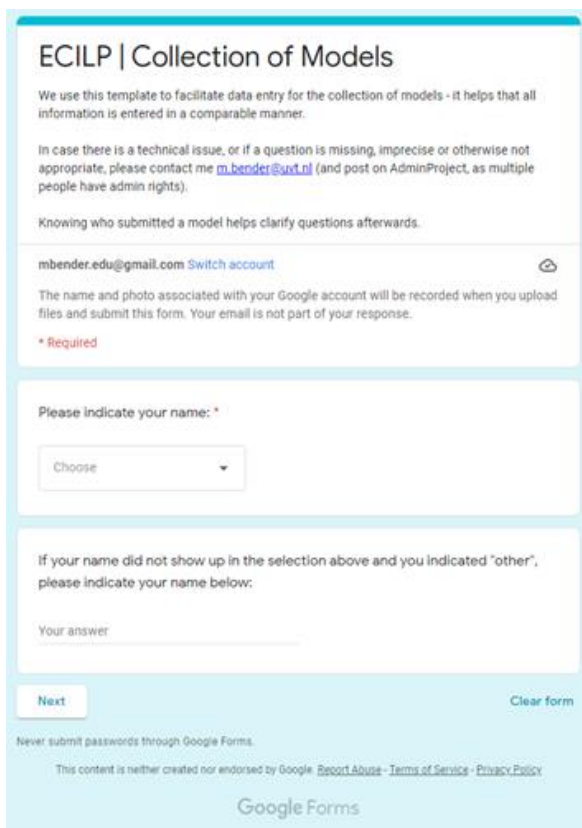
Fourth, organizations in this sector will be better able to support their members by offering programmes aligned with ECILP standards.

1.7 Transferable potential

The ECILP project will foster acceptance of intercultural training and intercultural-competence acquisition—not merely in the intercultural profession, but in sectors that to date have not fully recognised the need for such expertise. Given ECILP's commonly accepted standards, the qualification in intercultural expertise will be taken more seriously. Once the guidelines for awarding the ECILP certificate have been defined for one field of practice, they can be used for adjacent fields of professional practice (e.g., from training to coaching and counselling to teamwork); for different sectors (e.g., in corporate training or in areas of health, migration, international higher education, government, primary and secondary education and vocational training); and for related fields (e.g., teachers, doctors and social workers, whose clientele is becoming more culturally diverse) (see Leenen 2019, p. 135).

2 Developing the ECILP System of Standards

The first step in creating the ECILP certificate was to collect, analyse and compare existing quality standards and certificates in Europe and elsewhere. These standards were intentionally collected from the field of intercultural education as well as from many other subject areas, including language and communication, adult education, technology and IT, psychology, and vocational training. Models were also gathered from different countries, so as to compare and relate a wide range of competences. For this purpose, an online form was developed (see Figure 1). The ECILP team processed the information gathered and made it available to SIETAR members in Europe as well as to others working in the intercultural context. This allowed the ECILP team to collect the most diverse information possible and lay the foundation for the work to come.



The screenshot shows a Google Form titled "ECILP | Collection of Models". The form includes the following elements:

- Title:** ECILP | Collection of Models
- Introduction:** "We use this template to facilitate data entry for the collection of models - it helps that all information is entered in a comparable manner."
- Technical Support:** "In case there is a technical issue, or if a question is missing, imprecise or otherwise not appropriate, please contact me m.bender@uyvt.nl (and post on AdminProject, as multiple people have admin rights)."
- Privacy Note:** "Knowing who submitted a model helps clarify questions afterwards."
- User Info:** "mbender.edu@gmail.com [Switch account](#)"
- Disclaimer:** "The name and photo associated with your Google account will be recorded when you upload files and submit this form. Your email is not part of your response."
- Required Field:** "Please indicate your name: *" with a dropdown menu showing "Choose".
- Alternative Field:** "If your name did not show up in the selection above and you indicated 'other', please indicate your name below:" with a text input field labeled "Your answer".
- Navigation:** "Next" button and "Clear form" link.
- Footer:** "Never submit passwords through Google Forms." and "This content is neither created nor endorsed by Google [Report Abuse](#) - [Terms of Service](#) - [Privacy Policy](#)"
- Logo:** Google Forms

Figure 1: Google Form for collecting models

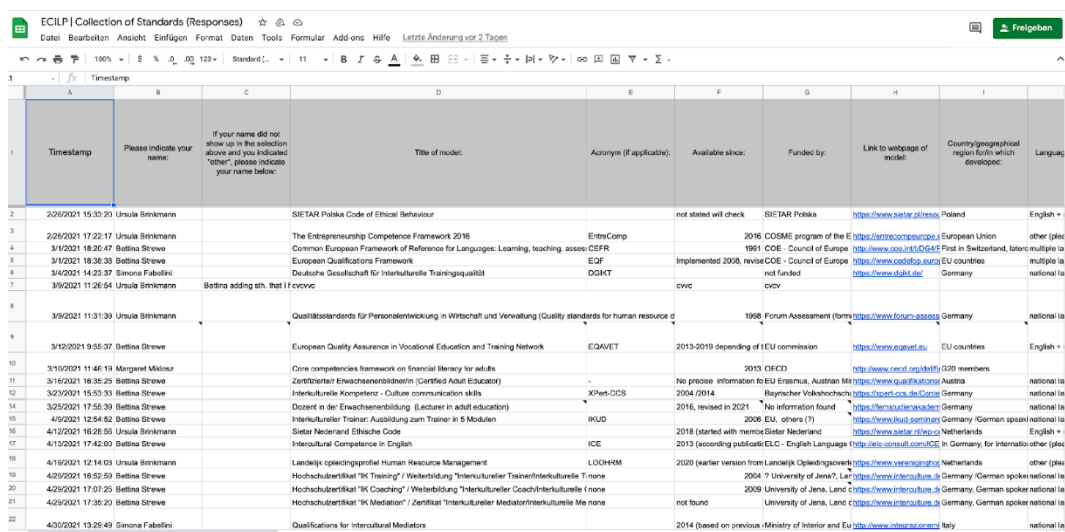
A total of 54 certificate and qualification models were collected from Europe (Germany, the Netherlands, Poland, Italy, etc.); three models were collected from the United States. Among them are the following:

Title	Sector	Country / Region
EuroPsy – European Certificate in Psychology	Psychology	EU
CEFR – Common European Framework of Reference for Languages	Language	EU
Xpert – CCS – Train the Intercultural Trainer Intensive Program	Intercultural Training	D
IKUD – Zertifizierung der interkulturellen Trainer-Ausbildung	Intercultural Training	D
TTIT - Train the Intercultural Trainer Intensive Program	Intercultural Training	NL / PL
La qualifica del mediatore interculturale - 3 Contributi per il suo inserimento nel futuro sistema nazionale di certificazione delle competenze	Intercultural Mediation	IT
Magicc - Modularising multilingual and multicultural academic and professional communication competence for BA and MA level	Language and intercultural academic	EU
EQAVET - European Quality Assurance in Vocational Education and Training Network	Vocational education	EU
NQR – Certificate Adult Educator (Qualifikation Zertifizierte/r Erwachsenenbildner/in	Adult education	AU
Educaweb - Profesor de educación de adultos	Adult education	EU/ES
EAEA – European Association for Adult Education: Upskilling for Adult Education	Adult education	EU/DK
IOBC - International Organization for Business Coaching	Coaching	International
Landelijk opleidingsprofiel Human Resource Management	Personal management	NL
EntreComp The Entrepreneurship	Entrepreneurship	EU
SIETAR Polska Code of Ethical Behavior	Ethics	PL

Figure 2: Selected models collected as the basis for the ECILP project

The models submitted were compiled in a table with selected criteria and categories. As the second step, important features of the respective

standards were examined and compared (see Figure 3). The aim of this procedure was to learn from existing models in Europe and elsewhere. The goal was also to encompass existing European criteria, and to decide whether to include those criteria in the ECILP certificate. This made it possible to record central criteria for the creation of the ECILP certificate.



Timestamp	Name	Title of model	Acronym (if applicable)	Available since	Funded by	Link to webpage of model	Country/geographical region for which developed	Language
2/26/2021 15:35:20	Ursula Birkmann	SIETAR Polska Code of Ethical Behaviour		not stated will check	SIETAR Polska	https://www.sietar.pl/reso	Poland	English +
2/26/2021 17:22:17	Ursula Birkmann	The Entrepreneurship Competence Framework 2016	EntreComp	2016	COSME program of the E	https://entrecomp.eu/	European Union	other (plac
3/1/2021 18:26:49	Bettina Stewé	Common European Framework of Reference for Languages: Learning, teaching, assess	CEFR	1991	COE - Council of Europe	http://www.coe.int/t/D04/L	First in Switzerland, later	multiple (a
3/1/2021 18:38:39	Bettina Stewé	European Qualifications Framework	EQF	Implemented 2008, revised	COE - Council of Europe	https://www.oesif.eu/	EU countries	multiple (a
3/4/2021 14:23:37	Simona Fabellini	Deutsche Gesellschaft für Interkulturelle Trainingsqualität	DDKT	not funded		https://www.dgdt.de/	Germany	national (a
3/9/2021 11:26:54	Ursula Birkmann	Bettina adding sth. that I cvccv		cvcc				
3/9/2021 11:31:39	Ursula Birkmann	Qualitätsstandards für Personalentwicklung in Wirtschaft und Verwaltung (Quality standards for human resource d		1996	Forum Assessment (form	https://www.forum-assess	Germany	national (a
3/12/2021 9:58:37	Bettina Stewé	European Quality Assurance in Vocational Education and Training Network	EQAVET	2015-2019 depending of EEU commission		https://www.eqavet.eu/	EU countries	English +
3/15/2021 11:46:19	Margaret Mälzer	Core competencies framework on financial literacy for adults		2013	OECD	http://www.oecd.org/efl/	G20 members	
3/16/2021 16:38:25	Bettina Stewé	Zertifizierte Erwachsenenbildnerin (Certified Adult Educator)		No precise information to EU Erasmus, Austrian Me		https://www.qualification	Austria	national (a
3/23/2021 15:53:39	Bettina Stewé	Interkulturelle Kompetenz - Culture communication skills	XPert-CCS	2004 /2014	Bayrischer Volkshochsch	https://www.lca.de/Cent	Germany	national (a
3/25/2021 17:55:39	Bettina Stewé	Doktor in der Erwachsenenbildung (Lecturer in adult education)		2016, revised in 2021	No information found	https://www.hochschule-bielefeld	Germany	national (a
4/2/2021 12:54:52	Bettina Stewé	Interkultureller Trainer: Ausbildung zum Trainer in 6 Modulen	IKUD	2006	EU, others (?)	https://www.ikud-sprache	Germany /German spoken	national (a
4/11/2021 16:28:50	Ursula Birkmann	Sister Nederland Ethische Code		2018 (started with member Sister Nederland)		https://www.sister.nl/wpco	Netherlands	English +
4/11/2021 17:42:00	Bettina Stewé	Intercultural Competence in English	ICE	2013 (according to publicati ELC - English Language		http://ice-consell.com/ICE	In Germany, for Internatio	other (plac
4/19/2021 12:14:03	Ursula Birkmann	Landelijk opleidingsprofiel Human Resource Management	LOCHRM	2020 (earlier version from Lanseijk Opleidingsover		https://www.vereniginghrm	Netherlands	other (plac
4/29/2021 16:52:59	Bettina Stewé	Hochschulzertifikat "IK Training" / Weiterbildung "Interkultureller Trainer/interkulturelle T	none	2004	? University of Jena?	https://www.interculture.de	Germany /German spoken	national (a
4/29/2021 17:07:25	Bettina Stewé	Hochschulzertifikat "IK Coaching" / Weiterbildung "Interkultureller Coach/interkulturelle M	none	2009	University of Jena, Lanc	https://www.interculture.de	Germany /German spoken	national (a
4/29/2021 17:38:29	Bettina Stewé	Hochschulzertifikat "IK Mediation" / Zertifikat "Interkultureller Mediator/interkulturelle M	none	not found	University of Jena, Lanc	https://www.interculture.de	Germany /German spoken	national (a
4/30/2021 13:28:49	Simona Fabellini	Qualifications for Intercultural Mediators		2014 (based on previous Ministry of Interior and Eu		http://www.interculturalcc	Italy	national (a

Figure 3: Comparison of various certification models

Advantages and disadvantages of each model were identified. These were discussed and filtered according to their relevance to the ECILP certification. The filtering process yielded 24 models whose characteristics were compared in detail to the ECILP certificate. Among the most important criteria were:

- When did the certification first become available?
- Has the certification been revised/further developed since it was first created?
- Was it developed using expert advice/support?
- In which country/region was the certification developed?
- Which subject areas does the certification cover?
- For which target group was the certification developed?
- How was the certification financed?
- In how many languages is the certification available?
- How widespread is the certificate?
- How well-accepted is the certification?
- How is the certification applied?
- Is certification offered by a competent institution?



- Are there any costs involved in obtaining the certification?
- Is there transparent information for users?

Thus, important insights were gained for creating the European Certificate for Intercultural Professionals (described in Chapter 5).

3 Levels of Qualification

3.1 General

Among the qualification standards examined (see 2.1.1), qualification levels vary widely, ranging from only a single level (see trainer certificates from interculture.de) to eight levels (EQF, 2017, 22f).

The European Certificate in Psychology differentiates between two levels (basic and advanced), with the option to demonstrate expertise in specific subject areas (European Federation of Psychologists' Associations [EFPA], 2019).

As is common today with many national and European certificates (see IOBC, XPERT CCS), ECILP distinguishes between three certification levels: Established ILP, Advanced ILP and Master ILP. The levels build on each other in a linear and qualitative way. The division into three levels is clear as well as achievable as a learning objective for candidates. The certification framework also introduces individual competences designed to correspond with other qualification frameworks at the European level (see Severing, 2005, p. 12).

3.2 Requirements

To obtain the ECILP, candidates must meet several requirements. Candidates must:

- a) have either a degree/diploma in a relevant subject (e.g., a degree/training in an intercultural field such as Intercultural (IC) Communication, IC Business Communication, IC Management, IC Psychology)

OR

They must have completed a number of credits equivalent to the number of ECTS (European Credit Transfer and Accumulation System) of a Bachelor's degree; and

b) have either lived and/or worked abroad for at least one year and actively reflected on this experience, as well as be familiar with the everyday local circumstances and conditions and continue to be integrated into local routines and ways of living,

OR

they must live bi-culturally or multiculturally; and

c) have worked as an intercultural learning professional (e.g., trainer/facilitator/consultant) for at least one year.

3.3 Three qualification levels

As part of the certification process, candidates can achieve up to three ECILP certification levels:

3.3.1 Level 1 - *Established Intercultural Learning Professional (ILP-1)*

This is the entry-level certificate. It includes all the basic competences required to work as an *Intercultural Learning Professional (ILP)*.

Definition: The Intercultural Learning Professional is a person who works and/or teaches and/or facilitates as a professional in an intercultural context.

3.3.2 Level 2 - *Advanced Intercultural Learning Professional (ILP-2)*

This level builds on the entry-level training. It denotes an advanced stage of intercultural competence. To achieve this second level of certification, candidates must be more advanced in all requirements than at Level 1.

3.3.3 Level 3 - *Master Intercultural Learning Professional (ILP-3)*

To reach the third—and highest—level of certification, candidates must demonstrate a high level of proficiency in all areas and competencies, with extensive experience, theoretical and content knowledge, methodological breadth, flexible behavioural readiness, code-switching and intensive reflective work. This enables the Master ILP to deal with complex

professional issues in an intercultural context and, for example, to supervise learners at ILP-1 and ILP-2 levels.

One special feature of the ECILP concept is the partial certification in the subject of regional competence. This means candidates can obtain a partial certificate within the framework of the *Regional European Certificate for Intercultural Learning Professionals* (R-ECILP). This focus on regional competencies addresses the (still) high demand for so-called country training in the economic sector. Accordingly, ECILP gives trainers the opportunity to apply their country-specific expertise in a professional setting. The assessment of regional competence is also a standard component of all three ECILP level trainings.

As with all levels, each *Intercultural Learning Professional* (ILP) at each level and sub-certificate level takes a pledge to uphold the ECILP Code of Ethics, which is aligned with the national requirements within which the ILP is working (see chapter 8).

We recognise that there are many different ways to build intercultural competencies. For each individual, the learner's expertise must be described—and classified—so that the person's skills can be assessed on a comparative basis.

3.4 Classification

The classification system defines minimum requirements that must be met by a self-assessment. These minimum requirements are listed in Chapter 5 and comprise eight competencies in Area 1, six competences in Area 2 and nine competences in Area 3. Given that intercultural competence is a key feature of the certification, the requirements for this competence are higher than for others (30%, 60%, and 80%, for the three levels, respectively).

The following table provides details on—and specific percentages for—all competencies and levels:

Area	Competence	Established Intercultural Learning Professional	Advanced Intercultural Learning Professional	Master Intercultural Learning Professional	Maximum
<i>Area #1 Basic Competences</i>					
1.1	Intercultural Competence	30	60	80	100
1.2	Adult Education	10	30	80	100
1.3	Work and Organizational Psychology	10	30	80	100
1.4	Professional Competence	10	30	80	100
1.5	Language and Communicative Competence	10	30	80	100
1.6	Social Competence	10	30	80	100
1.7	Regional Competence	10	30	80	100
1.8	Media Literacy	10	30	80	100
<i>Area #2 Process Competences</i>					
2.1	Needs, Goals, and Agreement	10	30	80	100
2.2	Antecedent Training Conditions	10	30	80	100
2.3	Training Design	10	30	80	100
2.4	Training Delivery	10	30	80	100
2.5	Training Evaluation	10	30	80	100
2.6	Training Transfer	10	30	80	100
<i>Area #3 Strategic Competences</i>					
3.1	Professional Strategy	10	30	80	100
3.2	Continuing Professional Development	10	30	80	100
3.3	Quality Assurance	10	30	80	100
3.4	Research and Development	10	30	80	100
3.5	Networking and Professional Relations	10	30	80	100
3.6	Organisational and Financial Management	10	30	80	100
3.7	Sustainability	10	30	80	100

Figure 4: Minimum Requirements for ECILP Certification Levels. (Each number represents a percentage of competencies.)

4 Quality Standards

This section elaborates on the ECILP quality standards to be met in order to qualify for a given level. This section also describes the theoretical foundation of the standards, as well as their effectiveness (based on empirical evidence).

4.1 Qualification

The term qualification encompasses two meanings:

1 - Formal qualification: This is the formal outcome (qualification, certificate, diploma, certificate or title) of an assessment and validation process. Through this process, a competent authority or organisation confirms that an individual demonstrates learning outcomes commensurate with specific standards—and/or that the individual has the necessary competence to perform a task in a specific field. A qualification officially recognises the value of learning outcomes in the labour market as well as in education and training. Generally, a qualification can confer the legal right to practise a particular occupation (CEDEFOP, 2011, p. 128; EQF, 2017, p.15f; Tuck, 2007).

Currently, ECILP does not confer this legal right; rather, ECILP serves as a professionalised accreditation that allows ILPs to effectively demonstrate their expertise to their clients.

2 - Job requirements: This comprises the knowledge, aptitude and skills needed to perform the tasks associated with a particular job. For employers, it is important to be certain of a given applicant or employee's qualifications. For many professions in Germany and other European countries, qualification certificates are a prerequisite to securing work. The (prospective) employer also routinely documents the applicant or employee's level of competence, as well as their potential for developing individual knowledge, skills and abilities. Qualifications help educational institutions and providers to classify competencies. At the EU level,

qualifications help enable viable comparisons in cases of labour mobility. (CEDEFOP, 2011, p. 128f.; EQF, 2017, p. 15f.; Nielsen et al, 2007; Tuck, 2007).

4.2 Certification

Certification is the process by which a third party provides written assurance that a product, process, service—or entire institution—conforms to specified requirements (Source: ISO; AQS-Glossary, CEDEFOP, 2011).

Currently, ECILP does not award a corresponding legal title. The ECILP framework represents the professional content that will be developed into a formal certificate. This will take place in the second phase of the project, according to the corresponding legal, organisational and implementation steps.

4.3 Items, credits, ranking-score system

In principle, items are designed to be mutually comparable in terms of self-ratings (e.g., on Likert scale response formats).

However, there are concrete reasons why we do not treat all items equally. As such, we have adopted specific thresholds (also known as cut-offs) that respondents must reach in order to attain one of the three levels outlined in ECILP (for further details, please see section 6 of this report). These three levels are *Established Intercultural Learning Professional (ILP)*, *Advanced ILP*, and *Master ILP*. For most competencies, we adopt three cut-offs at 10%, 30%, or 60% of the maximum score.

Given that Intercultural Competence plays a critical role in the certification, we have adopted a different set of cut-offs: 30%, 60% and 50% respectively for *Established ILP*, *Advanced ILP*, and *Master ILP*. In addition, there are conditional criteria; for example, to attain the *Master ILP*, the individual must score above the thresholds across competencies (lower scores in one competence cannot be compensated for with higher scores in another competence. This is, however, the case *within* competencies). The

weighting system and cut-offs will be closely monitored (please see IO2, as well as piloting, and early adoption of the self-assessment).

The ECILP system features a self-assessment. Self-report items in this assessment are divided across competence classifications (basic, process, and strategic competences). Competences do not necessarily feature the same number of items, nor are they equally relevant to the final assessment. For instance, Intercultural Competence (one of the basic competencies) features more items than other competencies; it is also more relevant to the final score. Particularly within the basic competencies, items tap into the knowledge, experience, and behaviours associated with a specific competence.

The self-assessment contains approximately 530 items that are divided across 21 various categories of competence.

Items may differ according to the way in which the applicant responds to them. Most items feature a Likert-type response format, whereas other items require different formats—frequency estimates and open-ended text, for example. Open-ended text helps to ensure that over time, the ECILP system can develop to include additional topical areas. Open-ended responses also supply written material that can eventually be reviewed by an external auditor.

Experts have long debated the question of how to measure competence (for overviews see Bennett, 2017; Chen & Starosta, 2000; Erpenbeck et al., 2017; Leenen, 2019, p. 203f.). Given the difficulty of expressing competencies numerically, scholars advocate for describing competencies as precisely as possible in terms of behaviours; this offsets the limited nature of self-reports (Becker et al., 2018, Chapter 1.3). Bolten questions the "sense of standardised intercultural competence tests" in general (Bolten 2014, p. 37). Bolten's criticism notwithstanding, however, it is clear that quantitative assessments are relevant to making meaningful comparisons.

In the intercultural field, the worth of selected self-assessment tools is now a given. These tools include the Intercultural Development Inventory® (IDI®);

(Measuring intercultural sensitivity: The Intercultural Development Inventory) by Mitchell R. Hammer,* Milton J. Bennett and Richard Wiseman (2003) and the Intercultural Readiness Check (IRC; Brinkmann & van Weerdenburg, 2014). Recently, Chen and Gabrenya provided an overview of the psychometric properties of the five most used scales, which includes the Cultural Intelligence Scale, the Sociocultural Adaptation Scale, the Cross-Cultural Adaptation Inventory; the Multicultural Personality Questionnaire; and the Intercultural Sensitivity Scale (for an overview, please see Chen & Gabrenya, 2021; see also Matsumoto & Hwang, 2013). They find support for convergent validity, but discriminant validity was an issue for some of the tools, and tools could not always differentiate between their elements. Chen and Gabrenya (2021) also caution about a lack of cross-cultural equivalence considerations (see also Bender & Adams, 2021, for an overview), and suggest relying on criterion-based assessments to make the best use of such scales (e.g., expatriate adjustment and performance).

The ECILP system covers a variety of intercultural and related competencies considered advisable—if not indispensable—to functioning professionally in intercultural contexts (see chapter 5.3). That said, it is important to emphasise that even with the self-assessment certificate framework, only an approximation of the requisite competencies can be achieved, and progress is made on a case-by-case basis. Given the limitations of the current models, this is particularly relevant.

ECILP certification entails a highly detailed query in 3 areas of competence within 54 fields. The certification thus contains comprehensive descriptions of key competencies to be achieved in the intercultural field as well as in the training and mediation arenas. However, any competence assessment like that contained in the present project is necessarily schematic.

4.4 Feedback process

Is the ECILP system comprehensive? Is it easy enough to work with? Is it practical to implement?

To keep the process of developing the certificate system on track, the work on the ECILP framework was reviewed regularly (every several months), and external practitioners and experts provided feedback.

- First, qualitative interviews were conducted with colleagues to solicit their opinions of the competence framework

- Second, an online questionnaire was used to solicit ideas from colleagues, academics, trainers and other intercultural-sector professionals. Approximately 91 people responded to the questionnaire.

- Third, an international workshop was held online. The topic drew in approximately 30 practitioners from the intercultural-training context.

- Fourth, preliminary results were presented at the international SIETAR Congress 2022—and discussed with colleagues at that event.

- Fifth, a pilot study was conducted among SIETAR members across Europe as a further instrument to ensure the quality of the ECILP product following the creation of the competence grid, tested in a pilot study conducted across Europe with 100 people. For this purpose, the system was explained in separate online sessions and the interested persons filled out the questionnaire. Many participants gave valuable feedback that could be incorporated into the questionnaire for even better handling and clearer understanding.

5 The ECILP structure

This section presents the ECILP certification scheme and the individual elements that comprise the competence model.

5.1 Three components of ECILP

The ECILP scheme (the ECILP competency model) consists of three modular parts that build on each other: basic competences, process

competences and strategic competences. The structure was inspired by the European Certificate in Psychology - EFPA (Bartram/Roe 2005/2019/2021); the ECILP structure was adapted to the intercultural context. The certification model consists of three areas:

Area 1 contains eight basic competences considered necessary for learning activities in an intercultural context. These eight basic competences are described in detail below (see chapter 5.5).

Area 2 focuses on the process of service delivery. This process breaks down into six individual phases (see chapter 5.6).

Area 3 extends and deepens the competences and provides suggestions for further vocational training in this area (see chapter 5.7).

Structure - simplified model -

Area 1	Area 2	Area 3
Basic Competences 24 competence fields	Process Competences 23 competence fields	Strategic Competences 7 competence fields
Intercultural Competence	Goals Alignment	Professional Strategy
Adult Education Competence	Participant Alignment	Continuing Professional Development
Competence in Work and Organisational Psychology	Training Design	Quality assurance
Professional Competence	Training Delivery	Research and Development
Language and Communication Competence	Training Evaluation	Networking and professional relations
Social Competence	Training Transfer	Organisational and Financial Management
Regional Competence		Sustainability, ecology
Media Literacy		

Figure 5: Breakdown of the 3-part certification model.

The 3-part structure consists of:

- **Basic competences** for working in the intercultural field;
- **Process competences** for delivering services in the intercultural field; and
- **Strategic competences** (to be developed individually) for working in the intercultural field.

5.2 The ECILP Standards

The ECILP standards are based on research in publications up to and including 2022. The standards integrate selected content, methods, theories and pedagogical approaches into an overall structure of competences required for professional intercultural practice. The standards also unite disparate existing systems into a single system that can be shared across Europe.

Further, the standards include content-related, methodological, didactic, organisational and communicative components of learning settings and teaching activities. These components are also central to the practice of intercultural learning, if e.g., trainers are to competently teach intercultural competences to a variety of target groups.

5.3 Definition of the competence terms

5.3.1 Defining "competence"

The term competence encompasses a "bundle" of individual abilities based on knowledge, experience and practice (Arnold & Erpenbeck, 2021; Arnold, 2010). "Competence" is defined as cognitive abilities and skills that individuals possess or that are readily "learnable." These abilities and skills are used to solve specific problems, to provide motivation to oneself and others—and to apply solutions successfully and responsibly in a variety of situations. (Based on Klieme et al., 2003, p. 72)

In short, competence is:

... the ability or disposition to get a problem solved in a particular situation in a self-organised way. (Based on Kochmann, 2007a, p. 219).

Occupational competences are often divided into the following individual competences:

- professional competences
- social and communicative competences
- personal competences
- methodological competences.

(Beckers & Pastoors, 2018, p. 22)

Therefore, a competent person is someone with an entire set of individual competences at their disposal, as if from a toolbox. For this reason, academic publications often speak of competences in the plural form when referring to the totality of acquired knowledge, skills and abilities. "*Metakompetenzen*" (meta-competences; Bergmann et al., 2006; Erpenbeck, 2006) is an umbrella term for the range of individual competences.

In a professional context, these competences often must be demonstrated (see chapter 4); competences are construed as "the demonstrated ability to use knowledge, skills and personal, social and/or methodological abilities in work or learning situations and for professional and/or personal development." (CEDEFOP, 2011, p. 36).

Given this need to demonstrate competences, most training organisations—whether they are the internal departments of multinationals such as Siemens, BASF, and Ford, or universities—have already introduced their own certificates. These "in-house" certificates are often geared to subject-specific needs; the certificates are valid only to the company or institution that created them. This practice means that certificates vary widely; no uniform competence-criteria currently exist.

Therefore, developing uniform standards for learning activities in the intercultural professional context across regions is apparently

indispensable—especially given the urgent, international demand for intercultural training, counselling, coaching and other forms of mediation.

5.3.2 Defining "intercultural competence"

Like many other competences, intercultural competence, is seen as a "set of cognitive, affective, and behavioural skills and characteristics" (Bennett, 2015, xxiii). Accordingly, competence does not consist of knowledge alone (Brinkmann & van Weerdenburg, 2014, p. 19). The competence "package" encompasses all life experience and professional experience; the ability to control one's own feelings; and the ability to behave appropriately and constructively in a wide variety of situations. Becker et al. (2018) describe 50 competences for the professional field alone (Becker et al., 2018), and the competence atlas by Erpenbeck and Heyse lists 64 competences (Heyse & Erpenbeck, 2007a, 2007b), many of which are also needed in the intercultural sphere.

Bolten sees intercultural competence as a "transfer competence" (see Figure 6), for which there can be no universally valid definition (Bolten, 2016, p. 37.) Rather, intercultural competence entails a holistic interaction of competences that must be coordinated as needed, depending on the particular context, target group, content, objectives and other variables (Bolten, 2016, p. 28). This means that the range of competences to be used in different professional and everyday contexts must be flexible. For example, an interculturally trained professional will need a particular set of competences for an online intercultural seminar with French technicians who work for an international company; the professional will be able to use some of these skills in another training setting—with Romanian expats in Ireland, for instance (see competence areas, chapter 5.4), though other competences will be required. Again, other aspects and areas of competence will come into play when coaching in a multicultural setting, where the focus is on solving existing problems.

The ECILP standards are therefore designed for professionals in a broad intercultural context (see above, target groups).

To describe this, Leenen (2019, p. 144) uses the metaphor of the "five-drawer model", which illustrates the need to draw from different "competence drawers" for different situations; the drawers are stocked with different tools (individual competences, abilities, skills, etc.).

Competences must therefore be retrievable at a given moment, in a specific situation, and in a given context. An ILP must have their competences ready at the appropriate time—and be able to apply those competences individually and situationally. Competence translates to performance, the actualised behaviour, according to Arnold (2002, p. 31).

In its broadest interpretation, then, intercultural competence can be described as "relational meta-competence". This term applies to the present ECILP framework, which comprises several hundred individual aspects of competences.

In their diversity, the ECILP quality standards also follow the concept of "culturality", which does not place cultural differences in the foreground. Instead, this approach transforms interculturality into culturality; thus, depending on the goal, this creates a basis for continuing the communication, as well as for further interaction, further cooperation and further coexistence—by generating normality (Rathje, 2006, p. 18). Rather than emphasising the diversity of cultures, this approach entails finding solutions for intercultural coexistence in which all culture-specific behaviour is regarded as "normal". Divergent, culturally-conditioned behaviours and perspectives can thus contribute to finding solutions. Rathje advocates for creating a "cohesion-oriented understanding of interculturality", i.e., living a new version of "normal" that integrates the most diverse cultural elements and behaviours (op. cit.).

5.4 The ECILP competence fan

The previous analysis of theoretical approaches to the intercultural field has been visualised as the "competence fan". In this diagram, eight basic competences are introduced, all of which are considered basic to the ECILP scheme. Basic competences are defined as those required for every trainer, coach, mentor, facilitator, supervisor and teacher working in intercultural

and international settings. These competences are to be demonstrated in the ECILP scheme.

The form of a fan was chosen to illustrate the expandable range of knowledge, skills and abilities. The fan's individual slats represent how competences are interconnected, symbolising their interaction in an intercultural context. The fan thus represents the overall structure of the ECILP basic competences in the intercultural field.

Each slat of the fan expands outwards. This represents the richer, more diverse competence in the professional intercultural context that can be achieved with increasing learning and development.

A fan is generally used to create a breath of fresh air. Used in the context of ECILP, the fan signifies lifelong learning, which is also elaborated in Area 3: Strategic competences (see 5.7).

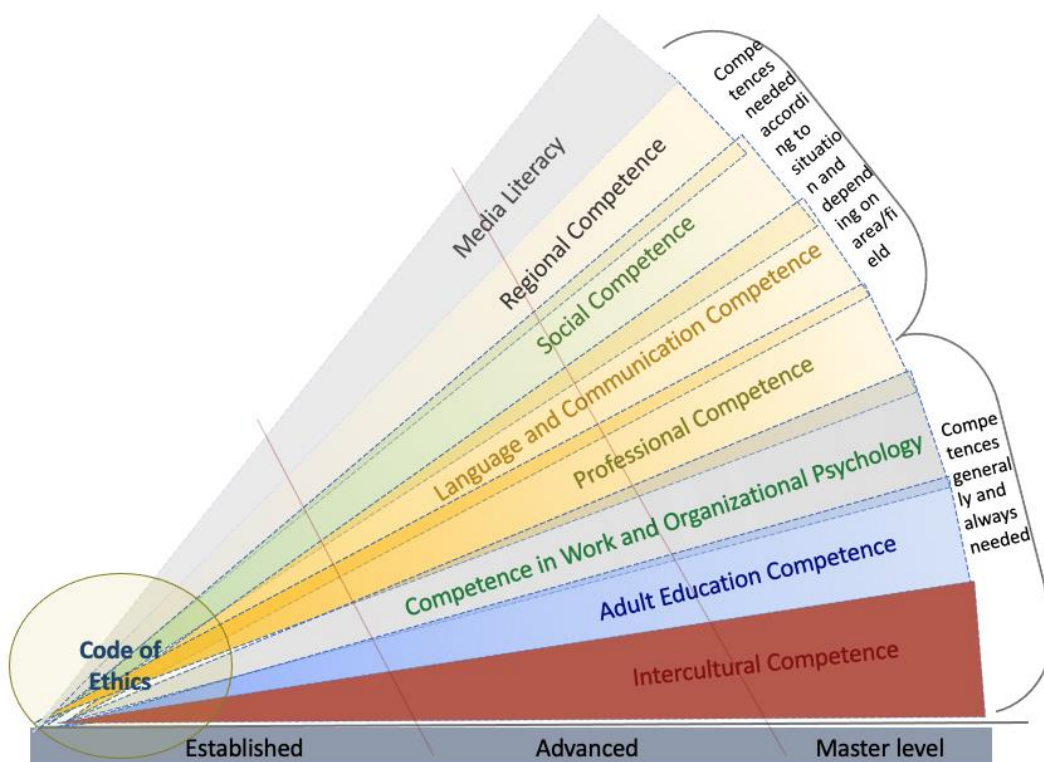


Figure 6: Competence fan, ECILP 2022.

The fan diagram also identifies three competences that are indispensable to every intercultural learning activity:

- intercultural competence (Bolten, 2007; Deardorff, 2009; Fowler & Yamaguchi, 2020);
- adult vocational education and training (VET) (Göksü et al., 2017, p. 86; WBA, 2020, p. 11f.; Richey, 2013); and
- competence in work and organisational psychology (ENOP & EAWOP, 2007).

To work successfully and constructively with learning stakeholders and partners, coaches and trainers must be able to draw from each of these three areas.

Four additional competences are geared to activities that can vary widely, requiring different approaches. For example, language competences are necessary for any intercultural training or coaching, and languages vary widely. This means that to succeed, trainers and coaches in intercultural settings must be able to use different languages—and demonstrate different communication skills—appropriate to the culture in question (Bennett, 2015; Keller et al., 2020; Byram, 2021).

Regional competences are key when “country training” is the focus. For example, depending on whether an intercultural learning activity concerns India, the US or France, sharply different regional competences will be required (Gesteland, 2005; Glazer, 2020; ZfbK, 2013).

Social competence in particular is required for groups of participants who diverge in terms of their personal, socio-economic and professional backgrounds (Leary, 2021; Moosmüller & Schönhuth, 2009; Heyse & Erpenbeck, 2019).

Media literacy will vary greatly depending on the infrastructure in a region and the participants’ media background and learning habits. (Federighi & Nuisl, 2004; Smith, 2004; Fowler & Yamaguchi, 2020)

In the competence fan, professional competence exists at the intersection of competences that are indispensable to every training (intercultural, adult

vocational education, work and organisational psychology) and the "variable" competences that should be included in every learning activity. On the one hand, professional competence is considered a general, basic competence. On the other hand, professional competence is not needed to the same extent for every learning activity. This idea is grounded in the conviction that for any learning activity in the intercultural field—whether it is a facilitation in a company with employees from different cultures; a country training; or a continuing education measure in the professional sector—professional experience is preferred and is considered a necessary component for the ECILP scheme. However, the coach or trainer's previous professional experience may be in the IT sector or the automotive industry, for example. For a training that takes place in specialised industry sectors or for a particular municipal administration, for example, the trainer's professional experience in their field is even more valuable. Nevertheless, professional competences acquired in *any* professional sector will be helpful in a training context. (Bolten, 2007, 2014; Arnold, 2010; Tuck, 2007, OECD, 2014).

5.5 Area 1: The eight basic competences

The structure of Area 1 is consistent and standardised (see chapter 5.1).

5.5.1 Definitions

First, we define the competence, then we describe the knowledge, experiences and behaviours associated with an ILPs' command of the competence in question.

The following three aspects of competence were also used as a basis for the ECILP system:

5.5.1.1 Knowledge

For each of the eight basic competences, basic knowledge and the corresponding level of knowledge are required. The competence field knowledge is assessed almost identically for all eight basic competences; it is therefore described only once as an example for the basic competence

"intercultural competence" (see example in chapter 5.5.2.1 for intercultural competence). Key aspects of this field are the way in which individuals working in the intercultural-education context expand their expertise on intercultural topics—and how they update their knowledge (e.g., whether and how often the individual consults specialist organisations and media for the necessary basic competence—as well as whether the individual engages in further training; attends congresses; and takes part in specialist exchanges with colleagues).

5.5.1.2 Experience/Skills

In this field of competence, questions are asked concerning the individual's experience and skills gained to date. The wider the personal and professional experience an intercultural educator has, the broader their repertoire of intercultural interaction will be. Therefore, broad, longstanding experience can increase the score of the individual to be certified.

5.5.1.3 Behaviour/Application

In this field, for each basic competence, the individual's behaviour in different intercultural learning situations—or in the case of the application of e.g., different media for target groups with different experience with media—is assessed. The coach or trainer's ability to use simple or more complex language, depending on the target group, is another part of this field.

Therefore, for each of the eight basic competences, the self-assessment questionnaire contains many questions about knowledge, experience and behaviour.

Approximately the same number of competence items are used across the knowledge, experience, and behaviour domains. The specific item count and distribution per competence will be adjusted when the self-assessment is launched, and the actual data is available to gauge its appropriateness (e.g., items that do not differentiate can be removed). Below is an overview of all competences, specifying the competence domains (knowledge, experience, behaviour).

Competence domains	items	response format			Total	
		closed	semi-closed	open	scales	
Knowledge	32	157	9	7	166	173
Experience	49	218	21	5	239	244
Behaviour	19	101	12	0	113	113
<i>Total</i>	<i>100</i>	<i>476</i>	<i>42</i>	<i>12</i>	<i>518</i>	<i>530</i>

Figure 7: Overview of all basic-competence domains: Knowledge, Experience & Behaviour

In each of the three domains, a specified number of points must be achieved to obtain one of the three certificate levels:

ILP-1 = Established: a solid foundational level;

ILP-2 = Advanced: an advanced level; and

ILP-3 = Master: the highest level of competence (see chapter 3).

For example, it is impossible to achieve a very high score only in the *Knowledge* domain to compensate for insufficient points in the *Experience* and *Behaviour* domains.

The *total number* of question-and-answer options for all basic competences in Area 1 are listed below:

Area	n_items
Intercultural Competence	76
Adult Education	99
Work and Organizational Psychology	49
Professional Competence	53
Language and Communicative Competence	41
Social Competence	50
Regional Competence	93
Media Literacy	44
Process Competences	54
Strategic Competences	30
<i>Total</i>	<i>589</i>

Figure 8: Overview of item count per type of competence

5.5.2 Detailed descriptions of the individual competences

5.5.2.1 Area 1: Eight basic competences

One could ask why, to obtain the ECILP certificate, competences other than the first item on the list—intercultural competence—is needed, and why the other items take up so much space. In chapter 5.3, "competence" and "competences" were defined as "bundles" of several knowledge components and skills.

Here are three examples:

Example 1: Vocational adult education

The teacher, Anton, who has been working in social work with children of different backgrounds for a long time, has gained many years of experience in this field. His friend Bert knows about Anton's intercultural experience and therefore asks him to give intercultural training in Bert's company, where misunderstandings between culturally-diverse colleagues abound. Anton gladly accepts and conscientiously prepares for the training with various games, pictures and role-playing scenarios. His participants are experienced specialists and managers who tend to react negatively to the games. The participants have nothing against "playing games", but they wonder, Where is the theory? What are the explanations and backgrounds for different behaviours? How can they improve their own behaviour in meetings and in team interactions?

Anton needs adult-oriented, job-oriented approaches—as well as knowledge and methods (5.5.2.2.)—to make the training successful.

Example 2: Language and communication

Carla, a well-travelled manager, feels at home in the world. Through her job, she has gotten to know many parts of the world; has always been able to communicate in English to a management audience; and has strong alliances with her colleagues in different parts of the world. In addition to her mother tongue, Italian, Carla speaks French and a little Spanish. Her company is in the process of opening a branch in Romania. Carla has already been to Romania on holiday and offers to introduce the Czech

colleagues to the company and its corporate identity. She prepares a presentation with slides and the company video, in English. The Romanian colleagues understand and speak English, but communication remains limited. Only a few of the (mostly older) Romanian colleagues respond to Carla's questions. Carla had assumed that English was also the language of communication in management in Romania, which was not the case.

To make future trainings successful, Carla needs to acknowledge her Romanian colleagues by learning a few words of their language.

Example 3: Regional competence

Intercultural trainer Marga takes on a training assignment for a small town in Turkey. She has often worked in Ankara, the capital, as well as in other large cities in the country, but never in the provincial region where she is now delivering the training. The participants, who are at home in this area, have regional and local knowledge; they notice that Marga does not have this knowledge.

Marga needs regional and local knowledge of the small town to make the training successful.

These examples illustrate that for learning activities in an intercultural context, more than one competence is needed to make the experience successful, whether it is a training or coaching, counselling or mediation, or a facilitation session.

5.5.2.1.1 Intercultural competence

Introduction

Intercultural competence refers to a complex set of knowledge, skills and attitudes that support individuals in interacting and communicating effectively and appropriately with people whose cultural background differs—or is perceived to differ—from their own (Bolten, 2014; Deardorff, 2009, p. 7; Brinkmann & van Weerdenburg, 2014, p. 12).

Definition

1 - Intercultural competences are multidimensional constructs that are “comprised of bodies of knowledge, skills, attitudes, values, traits, motives, self-images and social roles” (Sparrow 1995, p. 169) required to constructively manage situations in which people have—or are perceived to have—“different and/or divergent affective, behavioural, and cognitive orientations to the world” (Deardorff, 2009, p. 7). These differences may be linked to participants’ nationality, race, ethnicity, tribe, religion and/or region (adapted from Deardorff, 2009, p. 7) as well as their organisations, professions and identification with other cultural groups. Developing intercultural competences is a lifelong process that can be enhanced through learning and education (based on Straub, 2010, p. 31).

2 - ILPs need intercultural competences to constructively manage the entire process of intercultural service delivery, from aligning goals to following up on trainings. ILPs have established/advanced/master-level knowledge of topics relevant to the intercultural profession. ILPs also have established/advanced/master-level experience in designing and delivering effective intercultural services; they are able to support others at the established/advanced/master-level who want to develop their own intercultural competences. ILPs are open and sociable towards client and participant; they are flexible in their thinking and in their actions, able to balance empathy and distance, ambiguity and change of perspective. (Based on Bolten, 2014, p. 86, 2016). ILPs can manage intercultural learning interactions respectfully and constructively according to the needs and goals of clients and participants. "The lifework of an intercultural trainer is to facilitate the development of intercultural competence to promote successful, effective interactions in a variety of intercultural situations that accomplish the goals of the individual, the organization, and in some cases, the nation." (Fowler & Yamaguchi, 2020, p. 192)

Competency overview

The material for intercultural competences comprises a total of 19 questions and 102 response options. All closed and semi-open answer types are

quantified in time or intensity by different scales. Here is the overview of all competence domains:

Competence domains	items	response format				Total
		closed	semi-closed	open	scales	
Knowledge	4	21	2	1	23	24
Experience	12	50	9	1	59	60
Behaviour	3	12	6	0	18	18
<i>Total</i>	<i>19</i>	<i>83</i>	<i>17</i>	<i>2</i>	<i>100</i>	<i>102</i>

Figure 9: Overview of Intercultural competence (Knowledge, Experience & Behaviour)

Description of competence domains

Knowledge: The knowledge domain is described here, as an example, and is reproduced almost exactly for all eight basic competences. The exception is the subject-specific knowledge, which of course differs in each of the individual basic competences.

These are the questions asked about intercultural issues in the knowledge domain:

- How often—and in what way—does the person inform themselves about topics of intercultural competence?
- Which media (specialised publications, non-fiction, fiction, films and other sources) are used?
- Does the person continue to educate themselves? How often, and in what way? Webinars, further training, professional exchange with colleagues, experts, etc.?
- How diverse are the person's sources?
- What evidence(s) can the person provide?
- How is knowledge assessed according to the following variables:
 - Theories and models of intercultural communication and competences.
 - General-cultural knowledge
 - Culture-specific knowledge
 - Self-assessment and assessment of others
 - Confidence building
 - Aspects of the meta-level

- Change of perspective
- Migration
- Integration, adaptation models
- Diversity and inclusion
- Multicultural groups
- Culture-specific didactics and methodology
- Aspects of intercultural management
- Communication in intercultural working life
- Organisational cultures
- Others: _____

Experience: The Experience domain asks whether—and for how long—the individual has gained experience in particular professions. This includes the type of professional activity (e.g., coach, trainer, manager, etc.), the economic sector (e.g., business, administration, education, etc.) as well as the job function (manager, assistant, technician, etc.). The duration of the job is also a factor. Therefore, this competence is not only about professional experience in professions adjacent to education; it is also about general professional experience. This is particularly relevant in the intercultural context, given that many trainers, counsellors, coaches etc. are in demand in companies, in administration, in the sports sector, the culture sector, etc. (see also 5.5.2.4). Further, the responses determine the other professions in which the person has already worked. Finally, it is relevant for certification whether the person has encountered culture-specific requirements in their professional life, and whether they have experience in dealing with the specifics of cultural diversity (gender-equality requirements, different eating habits in the workplace, religious practices such as prayer, etc.).

Behaviour: In the competence domain of behaviour, certification is also based on how the person would behave in an intercultural-educational context, in the ILA's day-to-day life. The focus here is on the field of education for further vocational training. Various situations and work protocols are addressed that are relevant to making intercultural learning activities successful (reflection, dealing with participants, pursuing goals, etc.).

5.5.2.1.2 Adult education competence

Introduction

As we have seen in the above example, it is necessary to adopt the methodology appropriate to respective target groups in any given intercultural learning situation. Given that most clients and customers in the intercultural context are working adults (such as in companies, administrations, universities, continuing-education institutions etc.), competences in methodology and pedagogy—as well as other abilities relevant to continuing education for working adults in the intercultural context—are indispensable. Adults already have a learning history; they are fully engaged in the flow of everyday life, mastering their professions. As such, we must meet them at eye level, guiding them toward developing competences and finding solutions in partnership (Wba, 2020, p. 8ff.; EQF, 2017).

Definition

1 - Adult education denotes the entire body of directed teaching and learning processes—formal, non-formal and informal—whereby people deemed adults by their particular society develop and enrich their abilities for living and working both in their own interests and in the interest of their communities and organisations (based on: UNESCO, 2016).

2 - The ILP has established/advanced/master-level knowledge of adult education theories and techniques; can apply these to design and deliver learning activities; and is aware of potentially culture-specific assumptions and implications of this field.

Competence overview

The inquiry into adult-education competences in the professional context currently contains a total of 18 questions and 117 response options. All answers that are closed and semi-open are quantified in time or intensity according to different scales.

Description of the fields of competence

Knowledge: In the knowledge domain, the questions asked about ways of acquiring and updating knowledge are almost identical to the questions described in sub-section 5.5.2.1 for intercultural competence. The following aspects of adult vocational education are explored:

- Adult Education (AE) history, development of the field
- Theories of AE
- AE Politics
- Fields of adult education
- Different educational systems
- Image of man, view of people, conception of humankind
- Role of learning biography (diachronous), learning matrix (synchronous)
- Learner types (visual, auditive, haptic, tactile, situational, etc.)
- AE settings (classroom and interaction management)
- Learning styles (individual, group, plenary; deductive, inductive)
- Different learning and teaching methods
- VET (Vocational education training)
- Learning organisations
- Lifelong learning
- Other topics relevant to AE: _____

Experience: The questions in this domain focus on the individual's experience in the field of adult vocational education. The individual's answers specify the type of educational events in which the person has engaged (training, supervision, mentoring, counselling, etc.); the composition of the participant groups; and the duration of their relevant activities (years, months). Answers also encompass the different economic and social sectors in which the person has worked, as well as the clients for whom they have provided services. The questions about this competence domain conclude with an overview of intercultural topics that the person offers.

Behaviour: This domain specifies ILPs' particular behaviours when they routinely deliver their learning activities. Most of the time, the participants in these learning activities are adult learners, who bring their work, life and learning experiences to the classroom. The ILP must be aware that these experiences may influence participants' goals; their expectations about

learning outcomes; their self-concepts as learners; and their attitudes towards the learning event. The ILP must make participants feel comfortable sharing relevant experiences, and offer learning content and processes that align with participants' learning needs. The ILP must have a clear understanding of their role as facilitator, and they must adjust their behaviour based on a solid understanding of participants' expectations, experiences and attitudes.

5.5.2.1.3 Competence in work and organisational psychology

Introduction

Many Intercultural Learning Activities (ILAs) are intended for people in the workplace—or for people preparing to enter the workplace. The target group for these learning activities can vary from international teams to expatriates, students to immigrants participating in integration programs designed to help them find work. A substantial number of these trainings are designed for people who need to be effective in their jobs. Therefore, ILPs must understand how work and organisational environments may influence participants' needs and goals, their performance and well-being. The competence in work and organisational psychology addresses this requirement. Competence in work and organisational psychology will enable ILPs to understand and address the needs and goals of the organisations that invest in the training; why the investment is being made; and why people are participating in the training. The competence will help ILPs to envision and reflect on the demands and expectations placed on learning-and-development consultants, as well as on human-resources specialists and global-mobility managers who request the training. The competence will also help ILPs to understand and address possible work-related issues, tensions, dilemmas, conflicts, challenges and opportunities that participants experience before, during and after a learning intervention. This will support ILPs in designing and delivering their learning interventions.

Work and organisational psychology (W&O psychology) is the science and application of knowledge related to human work activity. The goal of W&O

psychology is to improve relationships and processes at work; to enhance performance, manage diversity, increase fairness and equity in teams and organisations, and to contribute to improving the (subjective) well-being of people who are working for organisations (please see, for example, the [W&O psychology Masters Program of the University of Tilburg](#) [Tilburg University, 2023]).

Definition

W&O psychology covers a range of fields. We follow the EAWOP Reference Model (ENOP & EAWOP, 2007, p. 7), which clusters W&O psychology topics into personnel psychology, work psychology, and organisational psychology:

1. *Personnel psychology* focuses on the relationship between people and the organisation—people in their contractual relationship with the organisation: what influences individuals' and organisations' choice of processes; their assessment and training capabilities; skills and competences; selection processes; organisational commitment and career development; appraisals; reward systems, etc.;
2. *Work psychology* concerns the relationship between people and their tasks in given contexts: factors shaping the work environment, including scheduling, performance, margin of error, effort expended, the risk of fatigue; task, job and tool design; technology, ergonomics, etc.
3. *Organisational psychology* concerns the individual and/or collective behaviour of people as members of organisations. This covers important topics such as communication, decision-making, power, leadership, participation, cooperation, conflict, organisational culture, organisational structure, organisational change and development, as well as diversity, bias, equity and inclusion.

Of the three clusters outlined in the EAWOP-ENOP reference model, organisational psychology topics are most relevant to the intercultural profession. Therefore, in the ECILP system, we pay particular attention to topics from this cluster.

Definition of competence in W&O psychology

1. Competence in W&O psychology refers to the knowledge, experience and behavioural strategies ILPs need in order to understand and identify the work-related issues that 1) influence their clients' effectiveness and well-being; and 2) support their clients in constructively addressing these issues.

2. Levels

a) The ILP has established/advanced/master-level knowledge of concepts and theories on work and organisational phenomena; of methods and techniques for studying those phenomena, and of empirical data relevant to understanding human activity at work.

b) The ILP has established/advanced/master-level experience with W&O psychology fields of application; intervention and development strategies; and can effectively use the methods, procedures and techniques of W&O psychology to inform the intercultural services they provide.

c) The ILP strives to design their learning activities using empirically tested theories, methods, assessment instruments, and exercises, and actively seeks information about these areas. ILPs are aware of potentially culture-specific assumptions made within W&O psychology research, with a view to identifying limitations when applying findings to their intercultural services. ILPs are also familiar with the implications of greater diversity in the workplace for the design of human work activity.

Competence overview

The inquiry concerning competence in W&O psychology contains 42 items. All "closed" and "semi-open" answers are quantified in time or intensity using different scaling.

Descriptions of the competence domains:

Knowledge: This competence domain addresses the following topics of W&O psychology:

- proactive search for a broad, diverse range of information about W&O psychology
- classic and current theories in W&O psychology
- non-Western approaches to W&O psychology
- empirical methods for studying W&O psychology
- current empirical evidence in W&O psychology
- qualitative and quantitative research methods in W&O psychology
- benefits and limitations of qualitative and quantitative methods of research in W&O psychology
- empirical research in W&O psychology relevant to one's own work in the intercultural profession
- critical evaluation of empirical findings of W&O psychology relevant to one's own work in the intercultural profession.

Experience: Experience in W&O psychology is assessed by 10 questions that address how often the ILP has worked on related topics in the preceding five years. Examples of work relating to W&O psychology include consultation work, client case analyses, employed/contractual work as a W&O psychologist, supervision, and research in the field. Some questions refer to work carried out independently (for example, as a W&O psychologist or researcher); other questions refer to work carried out under supervision or in cooperation with W&O psychologists.

Behaviour: This competence domain in W&O psychology references the individual's behaviour in their day-to-day work life. For example, questions in this domain focus on using W&O psychology theories, methods and empirical evidence to design and continuously improve training interventions; on engagement in research, seeking feedback from W&O psychologists, and on supporting other ILPs in understanding and appreciating research in W&O psychology.

The competence cluster concludes with an open question that invites the individual to add any additional skills in W&O psychology; and with another

question about relevant evidence of having achieved that competence—e.g., the request for copies of professional certificates and diplomas.

5.5.2.1.4 Professional competence

Introduction

In the ECILP vocabulary, "profession" refers to prior professions for which ILPs may have trained or in which they may have worked. Examples are professions as teachers, engineers, technicians, nurses, and bakers.

To conduct successful Intercultural Learning Activities (ILAs), people must be able to transfer their skills, knowledge and abilities from previous professions to the current intercultural-training setting. They must also be able to use these competences in a targeted way, building a bridge from their formerly acquired professional experience to the ILA at hand. This is what is meant by "bridge".

When introducing this competence, it is crucial to note that the more professional experience the trainer has, the more successful the learning activity in the intercultural field will be. First, it is important that the individual possesses any kind of professional experience (Leenen, 2019, p. 147 uses the term "*beruflich-fachlich*"). A learning activity will be even more successful if the professional experience has been acquired in the same professional field in which the learning activity is taking place. For example, a coach who has previously worked exclusively in the private sector, but is currently on assignment for a municipal administration, will be confronted with a multitude of new, unfamiliar work processes. This array of unknowns will impede the coach's effectiveness in teaching best practices for intercultural interactions in everyday administrative life.

Definition

1 – "Bridging professional competences" refers to an individual's ability to use previously acquired professional competence to deliver more informed intercultural service. Bridging enables coaches and trainers to accurately anticipate and constructively respond to the client's learning goals,

expectations, experience, needs and habits. Prior professional competence refers to clusters of knowledge, skills and behaviours that an ILP has gained through systematic, structured work experience beyond the intercultural profession.

2 - The ILP's prior professional work experience may correspond in varying degrees to the participants' current profession. Bridging professional competences therefore consists of the ILP's ability to use their prior work experience to better understand clients' current work reality. (Bolten, 2014, p. 67; Gibson, 2021, p. 223; OECD, 2014). The ILP has established/advanced/master-level knowledge of—and experience in—one or more professions outside the intercultural profession (i.e., in the culture sector, the country-specific work context; or organisational cultures). The ILP understands—and can classify, interpret and manage—the implications of the professional culture (i.e., dynamics of professional culture, identity, intercultural communication, values, stereotypes, and potential criticism) and adapt them for the learning activity.

Competence overview

Currently, the scope of professional competences contains a total of 14 questions and 59 response options. All “closed” and “semi-open” answers are quantified in time or intensity, using different scaling.

Description of the fields of competence

Knowledge: In the knowledge domain for competence field, the questions asked about knowledge acquisition (and updating knowledge) are almost identical to the questions for intercultural competence (described in section 5.5.2.1). The following knowledge about the individual aspects of professional competence is addressed:

- Professional content
- Techniques/methods
- Work processes (thematic, curricular, content)
- Work organisation (working time, breaks, workflow, etc.)
- Management topics/procedures (personal / organisational)

- Workplace communication (meetings, e-mail, virtual communication, negotiation, etc.)
- Organisational culture/s (teamwork, hierarchies, etc.)
- Diversity and inclusion
- Other, please specify: _____

Experience: For this domain, information on past and present professional activities and experiences is significant. Questions relate to activities in various economic and social contexts, various functions, as well as specific interactions the ILP has engaged in. The categories are based on classifications that are used internationally (Boston University, ISCO-08). The duration of each activity is also considered. As explained in the introduction, a wealth of professional experience can contribute substantially to the quality of an ILA.

Behaviour: The information in this domain is aimed at the aforementioned process of "bridging"—bringing professional knowledge and experience into the mediating practice. The aim here is to define concretely how professional competence can inform ILAs, making them more vivid and more reality-based, boosting participants' learning success.

5.5.2.1.5 Language and communication competence

Introduction

Considerable language knowledge and communication skills are required to design and execute an intercultural learning activity constructively, purposefully and successfully for the participants (Bennett, 2015; Keller et al., 2020; Byram, 2021, Ehrhardt 2020). In fact, from an intercultural point of view, the coach or trainer's language knowledge and communication skills are closely correlated to the success of the event. Participants must feel understood and accepted in either their own language or languages—or an agreed-upon third language. In addition, it is highly relevant whether a direct or indirect communication style prevails at the training, for example. As such, the trainer or moderator must be sufficiently fluent in the language(s) in which the training is conducted. This means having a

command of technical terms, being able to use both everyday language and the vocabulary specific to educational events, as well as being able to express oneself in a sensitive, situation-appropriate way.

Given this, in this competence area the same questions were asked—with regard to a maximum of three languages.

Definition

1 - Language and communication competence is the ability to communicate appropriately and effectively with one's clients, participants and other stakeholders in a variety of professional settings, differentiating and switching as needed between styles and registers.

2 - The ILP has established/advanced/master-level language proficiency and communication skills that are relevant to the process of learning to deliver intercultural services. This includes being able to grasp—and teach—cultural specifics in the required language(s). (Keller et al., 2020, p. 118)

Competency overview

At present, the linguistic and communication competences area contains a total of 22 questions and 121 answer options. All “closed” answers are quantified in time and/or intensity, using different scales.

Description of the fields of competence

Knowledge: In the knowledge domain, questions are asked about language skills that relate to three potential languages. The questions concern language mastery and communication skills in various everyday contexts (professional, private, written/oral etc.). The following knowledge-related aspects of language use are addressed:

- Linguistic knowledge and competence:
 - vocabulary scope
 - correct grammar
 - accuracy of pronunciation

- spelling
- Sociolinguistic competence, appropriateness
 - adjustment of phrasing to the audience and to the situation (code-switching)
- Pragmatic competence
 - flexibility
 - turn-taking
 - thematic development
 - precision in statements and references
 - coherence, cohesion
 - fluency
- Paralinguistic elements/ Body language
 - mime
 - gesture
 - proximity
 - physical distance
- Non-violent communication
- Open communication
- Inclusive communication

Experience: The information for the experience domain within the field of language and communication refers to communication experience in professional intercultural situations. Linguistic styles, forms of address, team communication, instructions, facilitation and non-verbal communication all can vary widely, depending on the culture and the language used (Keller et al., 2020). For example, participants from cultures with more indirect communication styles may be irritated by a trainer's direct communication approach. The result may be rejection or blocking, so that the ILA falls short of guiding the participant toward learning success. Therefore, this area of competence asks about the frequency of language use in different communication scenarios; it also inquires about the individual's familiarity with communication models.

Behaviour: In the domain of behaviour, experience is concretised as action. Behaviour includes the language an individual uses in specific situations; these communication choices also play a role in the intercultural learning setting (negotiations, conducting an ILA, leading participants through communication exercises, leading discussions, etc.) in which a maximum of three languages are used.

5.5.2.1.6 Social competence

Introduction

Social competence is a top-line competence that is important in any kind of intermediary activity and in situations that entail interpersonal actions. Social competence is particularly relevant to intercultural communication and ILAs.

While participants may expect the intercultural training to focus mainly on cultural differences between groups, ILPs must be prepared to encounter additional differences between group participants—and they must be ready to bridge those differences. Participants may diverge in terms of their educational, professional and socioeconomic backgrounds; they may have different learning histories, personalities, confidence levels, learning styles and self-concepts as learners. Every participant brings their personal and professional history to the learning event. The identities of the particular people in the room, how they see themselves and each other, and how they manage the social distance between them: all of these factors and more create a unique social context that must be understood and managed.

The concept of social context includes both the dynamics that evolve between the people “in the room” who are spending time together (e.g., at the learning event), as well as the dynamics from each participant’s social and societal background, which may contribute to influencing them.

To benefit most from the learning event, participants need to feel comfortable with each other and encouraged to learn—rather than fearful of being judged.

In intercultural learning settings, the ILP must be able to assess the personal and professional educational history of the individual learners, as well as the social context as it evolves between participants.

Definition

1 - Social competence is a complex set of abilities that contributes to appropriate and constructive social interaction. Social competence is the

ability to diagnose social factors and dynamics, to manage oneself within a given social context, and the ability to influence social dynamics with the intention of creating a constructive, respectful and inclusive learning environment for all participants.

2 - ILPs must be socially competent to interact appropriately and constructively with participants, whose personal and professional backgrounds may differ substantially from their own (and from the backgrounds of other participants). ILPs need to be aware of—and sensitive to—the social context and its dynamics if they are to create a psychologically safe, harmonious and supportive learning environment for people whom they may barely know—and who may barely know each other. To manage these factors and dynamics constructively, ILPs need to adopt an attitude of kindness, understanding and empathy towards individuals and groups. (Ferz & Brandner n.d.)

The ILP has developed an established/advanced/master-level social competence.

Competency overview

Currently, the material developed to assess social competences comprises a total of 9 questions and 64 answer options. All “closed” and “semi-open” answers are quantified by different scales that measure time and/or intensity.

Description of the competence domains

Knowledge: In the realm of knowledge, the questions asked about the way of acquiring—and updating—knowledge are almost identical to those described in 5.5.2.1.1, for intercultural competence. Knowledge-related questions are asked about these aspects of social competence:

- techniques designed for diagnosing social context
- social differences (milieus, groups, sociolinguistic markers)
- interdependency / interrelationship between social milieu and learning behaviour
- group dynamics

- different working conditions
 - role theory
 - role management
 - emotional intelligence
 - de-escalation methods
 - mediation strategies
 - conflict management
 - organisational culture(s)
 - other domain-specific areas relevant to social competence:
-

Experience: The information in this arena refers mainly to the individual's experience in various social and cultural contexts. In the course of an ILA, participants may be operating in a group of people with completely different social and cultural backgrounds. Given this, questions are asked about the trainer's familiarity in dealing with people from different backgrounds and social milieus, as well as with people who have different learning and work experiences. For example, participants who are accustomed to organised learning experiences can pose a challenge for the coach or trainer in a group with participants who are new to these structured learning sessions.

Behaviour: This is the realm in which *knowledge* of different social contexts and cultural background is deepened—and concretised as *behavior*. The way in which a person has been socialised and “culturally imprinted” plays a key role in how that person will interact in an ILA; coaches and counsellors must know this and take into account this dynamic. Accordingly, this domain contains questions on behaviour in concrete learning situations with socially and culturally divergent participants.

5.5.2.1.7 Regional competence

Introduction

As seen in a previous example (please see chapter 5.5.2), regional competence is a key component of both intercultural work and intercultural-education assignments. This holds particular importance for trainers who

offer host-country training and coaching for expatriates. Particularly in large countries—Russia, China, India, Turkey, etc.—regional differences are often large. In smaller countries, sizable differences may also exist—between urban and rural areas that have been changed by politics and history, for example. The steepness of these differences deeply affects the intercultural learning activity.

Definition

1 - Regional competence refers to clusters of knowledge, experiences and behaviours relevant to interacting, communicating and cooperating appropriately and effectively with clients, participants and other stakeholders in professional settings pertaining to the region in question.

2 - The ILP has established/advanced/master up-to-date knowledge about the region's history, politics, society, culture, religion, work contexts, organisational culture(s) and other topics relevant to the region. The ILP understands—and can manage—the implications of the regional culture in delivering intercultural services. This means understanding, correctly interpreting and appropriately handling the dynamics of the culture(s), participants' identities, their communication needs, their divergent values, stereotypes that may emerge, and any prejudices held by the people from the region in question.

Competency overview

In the field of regional competences, a total of 9 questions are currently asked, and 27 answer options are available. All “closed” and “semi-open” answers are quantified by different scales in terms of time and/or intensity.

Description of the fields of competence

Knowledge: In knowledge arena, almost identical questions are asked about the way of acquiring knowledge and updating knowledge as described in 5.5.2.1, for intercultural competence. The individual pursuing certification is asked about their knowledge of these aspects of regional competence:

- History

- Politics
- Society
- Culture (art, music, literature, etc.)
- Religion
- Work contexts
- Organisational culture/s
- Traditions, rituals, holidays
- Other topics relevant to the region: _____

Experience: This part of the ECILP asks about their concrete life experiences in a given country or cultural region. The duration of the individual's stay in the region is relevant, as is the individual's phase of life (childhood, school years, advanced studies, professional phase, etc.) during which they lived in the region. If the stay was for professional purposes, information on the function and type of activity is solicited. It is also important to know whether this regional or "foreign" experience can now be used for an ILA (reflection, experience, case studies, etc.).

Behaviour: To understand an individual's competence around behaviour, we ascertain the extent to which the person actually came into contact with everyday life in the given cultural region. Many expats are known to live in an enclave among their peers, having contact only with "internationals" and relegating all of the every-day and administrative work to "locals".

As such, it is vital to find out whether the person worked with local colleagues, organised the details of everyday life personally, was required to deal with authorities, whether the person made—and still maintains—friends in the region, etc.

5.5.2.1.8 Media literacy

Introduction

In the field of teaching and learning, we define a medium as a teaching tool that facilitates learning. A particular medium can illustrate specific content and examples. Traditional teaching media include textbooks, photos, films, pen and paper, etc.

In the digital era of work, the range of media has expanded considerably. Currently, teaching also takes place via teleconferencing; people in the workplace use email programmes, electronic filing systems, social media—LinkedIn, Facebook, Twitter, Instagram, and more. Online has become so commonplace for most people that specially created platforms—such as Zoom, Skype, Google Meet, etc.—have become indispensable to training courses, webinars and consultations, and the like. Use of digital platforms skyrocketed during the COVID-19 pandemic (Smith, 2004, Fiorella & Meyer, 2022).

A third type of media must be remembered, especially in the context of international and intercultural training. For people who, for example, are unaccustomed to learning, as well as people in areas where electricity is not regularly available, natural learning tools such as leaves, stones, pictures and easy-to-find or create materials are often used, given that they are familiar to learners.

So, media literacy means using appropriate tools to help learners understand and consolidate particular subject matter as well as possible.

Definition

1 - "Media Literacy is the ability to access, analyse, evaluate and create media in a variety of forms." (Center for Media Literacy, 2022) Media literacy can also be construed as the ability to select, design and use appropriate and effective instructional materials and devices used to motivate adults to learn, as well as to ease their learning process. Instructional materials and devices include practically everything used in teaching, training and learning processes.

2 - The ILP has established/advanced/master-level knowledge, experience and skills in selecting, designing and using instructional materials and devices in various professional and educational contexts, cultural settings and regional areas. ILPs select instructional materials and devices based on the learner's needs and the overall setting, selecting materials as a means to an end—i.e., to encourage learners and to ease their learning processes—rather than as a means in itself. (Welsh & Wright, 2010, p. 107).

Competence overview

Currently, the ECILP assesses media literacy via a total of 9 questions and 36 response options. All “closed” and “semi-open” answers are quantified by different scales according to time and/or intensity.

Description of the competence domains

Knowledge: In the knowledge domain, the questions asked about the learner’s way of acquiring—and updating—knowledge are almost identical to those described in 5.5.2.1, for intercultural competence. Questions pertain to the learner’s knowledge of these categories of media competence:

- Electronic media (PC, tablet, mobile phone, etc.)
- Social media (sms, videoconference, social network etc.)
- Non-digital technical media (overhead projection, slides, etc.)
- Print media (newspapers, magazines, literature, etc.)
- Visuals (illustrations, photos, videos, infographics, etc.)
- Audio (podcasts, recorded books, social audio apps etc.)
- Other means and media (collage, handicrafts; natural materials used as tools): _____

Experience: The individual’s experience with various kinds of media is determined in this field of competence. It is important whether a trainer or mediator knows techniques for selecting and operating various teaching aids; how often the individual works with these media; and how familiar they are with the handling the corresponding media. This involves traditional media—such as flashcards and paper—as much as electronic media and handicraft tools.

Behaviour: In this field of competence, the individual is asked about their use of media in specific educational contexts: which educational contexts call for media? Which kinds of exercises require media? How does the trainer or mentor match the participants with the appropriate media? And how does the trainer or mentor *use* that media?

5.6 Area 2: Process competences

5.6.1 Introduction

Area 1 and Area 2 describe the competences all intercultural learning specialists must master to practise their profession. While Area 1 describes competences that are specific to the intercultural profession, Area 2 describes what we call *Process Competences*, which are also relevant for delivering services beyond the scope of intercultural training.

The *Process Competences* illustrate an ideal service-delivery process with six phases, starting with aligning goals with the client, and ending with training transfer, i.e., tools for transferring the learning to relevant situations outside the training context (usually but not exclusively the workplace):

1. Goal Alignment
2. Participant Alignment
3. Training Design
4. Training Delivery
5. Training Evaluation
6. Training Transfer

The competences associated with these six phases stem from common examples in the scientific literature (EFPA, 2019; Salas & Cannon-Bowers, 2001; Salas & Stagl, 2015; Kempen et al., 2020). In practice, the categories correspond to interconnected phases (sometimes parallel, sometimes successive) in the training process over time. Some types of intercultural service delivery may not require all six phases.

Each phase contains several elements ("items") that feed into the training process. A total of 23 individual elements were identified for inclusion in a training course. Each of the six training phases is assigned up to a maximum of 17 questions in the ECILP questionnaire, the answers to which are included in the evaluation.

Neither the ways of assigning elements to specific phases in the training process nor the sequence of elements within the phases of the training process are uniformly specified in the literature. However, a purposeful

learning activity should ideally contain all the phases and elements mentioned, regardless of the fact that the scientific literature reveals minor differences in suggested was of a sequencing a learning activity's elements.

The aim of the ECILP assessment is for participants to complete a self-assessment of their competences as intercultural-learning specialists. Depending on the sector and professional experience, the intercultural learning specialist may be required to have very different competences. For example, an intercultural trainer planning a training for a commercial company will approach the planning differently from a university instructor offering a course on interculturality as part of the institution's curriculum.

5.6.3 Description of the categories and competences

A – Goal alignment

This “essential” phase (Kempen, 2020, p. 43) captures the competences needed to clarify the client's needs and objectives. This helps to ensure that clients and the ILP are clear about expectations of the training and that they can match the trainer with the client needs and budget. All these elements may influence the training.

Ideally, this phase contains four main elements:

a) **Needs Analysis**

- Gathering customer perspective and participant information
- Analysing the organisation (e.g. size of the company, industry, etc.)

b) **Goal Setting**

- Identifying goals in organisational processes (e.g., via cognitive-task analysis, subject matter experts)

c) **Aligning Needs Analysis and Goal-setting with the Customer**

- Evaluating the suitability of the trainer / service provider for the service
- Developing a draft proposal.

d) Rendering the Service

- Proposal, including determination of budget, delivery, benefits, methodology, investment.
- Refinement of the offer in cooperation with the customer
- Final offer

B - Antecedent Training Conditions and Participant Alignment

Competencies in this category, which can significantly influence training success (Salas & Cannon-Bowers, 2001, p. 477), refer to the review and assessment of participants' personal prerequisites and expectations, as well as the client's access to—and attitude toward—the training intervention.

Ideally, the process phase *Antecedent Training Conditions* contains 3 elements: a) Assessing the characteristics of individual participants; b) Assessing motivation prior to training; and c) Assessing the organisation's attitude toward training.

An overview:

- a) Assessing individual participant characteristics relevant to the training
 - Assess specific traits relevant to the training and to the participant's training success, e.g., cognitive skills, self-efficacy, goal orientation.
- b) Assessing motivation prior to training
 - Assess readiness to participate in and learn during training.
- c) Assessing the organisation's attitude toward training
 - Assessing how the organisation designs and delivers the training,
 - Contextual factors, e.g., voluntary versus mandatory participation
 - Identifying each participant's prior experiences and background.

C – Training Design

The *Training Design* phase involves designing a learning activity that addresses the established objectives. This entails incorporating the results of the assessment and the evaluation into the training design (Strewe 2010, 74 f.).

Ideally, the process phase *Training Design* contains 5 elements: a) Adapting identified individual and organisational conditions to the specific training setting; b) designing a training structure; c) identifying the situational requirements of training delivery; d) developing a training concept; and e) elaborating the training concept.

An overview:

- a) Adapting the specific individual profiles and organisational conditions to the specific training setting:
 - Identifying specific gaps in individuals' skills and knowledge
 - Setting training goals
- b) Designing a training structure
 - Defining subject areas
 - Determining appropriate implementation methods
 - Selecting appropriate models
 - Researching resources
 - Gathering content
 - Determining the focus of the content
- c) Identifying the situational requirements of training delivery
 - Determining the location
 - Determining the format of implementation (in-person, online)

- Determining the number of participants
- Determining the mode—internal/external,
- d) Developing the training concept
 - Developing the training concept including, e.g., schedule, activities, briefing and debriefing, learning styles, etc.

e) Elaboration of the training concept

- Bringing together all components of the training, including training and development objectives (KPIs), quality management, timing of training, for example.

D – Training Delivery

Implementing the training is at the core of a training endeavour (Salas & Stagl, 2015, p. 74) and includes phases A through C. As it contains also the assessment of the learning success during the training, it already points to the next phase of training evaluation.

Ideally, the process phase *Training Delivery* contains 5 elements: a) Check-in; b) Delivering training; c) Demonstrating flexibility in dealing with unexpected events and participant behaviours; d) Participant feedback; and e) Check-out.

An overview:

- a) Check-in:
 - Welcoming the participants
 - Conducting warm-up activities
 - Introducing the trainer and the participants
 - Introducing the program and timing
 - Presenting the benefits
 - Establishing the relationship between trainer and participants

- Matching participants' expectations

- Building trust between participants

b) Delivering training

- Carrying out the training activities according to the needs, goals, circumstances and the situation.

- Presenting the content with appropriate methods, social forms, interactive formats

c) Demonstrating flexibility in dealing with unexpected events and participant behaviours

- Mastering unforeseen situations (external and internal).

- Anticipating possible disagreements or misunderstandings, e.g., in case of heterogeneity of the group or in case of political, social or personal conflicts and sensitivities

d) Participant Feedback

- Giving feedback as part of each interaction

- Debriefing activities according to agreed learning objectives

e) Check-out

- Conducting concluding activities

- Summarising the learning objectives achieved

- Collecting open and incomplete questions (saving them for next time)

- Finding a harmonious conclusion and saying goodbye.

E – Training Evaluation

This phase of the training process is about evaluating the effectiveness of the learning experience so that, if necessary, improvements can be made in the future.

Ideally, the process phase *Training Evaluation* contains 3 elements: a) Evaluation of the training; b) Reflection on the training evaluation; c) Implementing the points considered in one's own training.

An overview:

a) Evaluation of the training

- Determining whether the participants' needs and objectives have been met
- Verifying that the training content has met the job requirements
- Identifying how participants' personal goals were met
- Verifying that training design, materials, and tools supported the participants' learning experience
- Checking the relevance of how the content was delivered and communicated

b) Reflection on the training evaluation

- Analysis of the training evaluation
- Interpretation of results

c) Implementing the points considered in one's own training:

- Applying relevant feedback to future training.

F–Training Transfer

This final phase of the training process looks at the extent to which participants can use the training in their everyday working lives (Kempen et al., 2020, p. 49).

Ideally, the process phase *Training Transfer* contains 3 elements: a) Supporting participants' knowledge retention; b) Assessing participants' feedback; and c) Follow-up with the client.

An overview

a) Supporting participants' knowledge retention

- Providing follow-up content
- Conducting follow-up sessions
- Answering questions after the training

b) Assessing participants' progress

- Regular contact with participants
- Regular contact with client
- Creating surveys

c) Follow-up with the client

- Requesting feedback from the client on observations during the "trusted advisor" process

Area 2					
Process Competences					
23 Competence Fields					
Goals Alignment	Participant Alignment	Training Design	Training Delivery	Training Evaluation	Training Transfer
Needs Analysis	Assessing individual participant characteristics relevant for the training	Adapting identified organisational and individual conditions to specific training setting	Check-in	Evaluating the training	Supporting participants' knowledge retention
Goal Setting	Assessing motivation prior to training	Designing a draft training structure	Delivering training	Reflecting on training evaluation	Assessing participants' progress
Aligning needs analysis and goal setting with the customer	Assessing the organisation's attitude toward the training	Identifying the situational requirements of training delivery	Demonstrating flexibility in dealing with unexpected events and participant behaviour	Implementing the points considered in one's own training concept	Follow-up with the client
Elaborating the service		Developing the training concept	Participant feedback		
		Elaborating the training concept	Check-out		

Figure 10: Structure of process competences

5.7 Area 3: Strategic competences

In addition to Areas 1 and 2, Area 3 offers subject areas for further development, improving and deepening one's level of competence. These differ from the competences in Areas 1 and 2 in that they do not relate to the current status but are future-oriented; accordingly, we call them "strategic competences". After all, continuing education is necessary to maintaining *and expanding* an individual's competence—updating it and adapting it to the ever-evolving realities in the marketplace, in the research field, in the social sphere, the political realm, etc. On the one hand, strategic competences represent the professional's process of maintaining and improving their competences. On the other hand, strategic competences represent initiatives that are not related primarily to the content, but are related organisationally to the ILP's profession. These include competences such as communication for acquisition purposes, marketing, personnel management, organisational development, strategic orientation of one's professional image as well as that of the organisation or company.

In Area 3, the ECILP profile lists in detail the following seven areas for an individual's continuing education.

Professional strategy

This includes the development and alignment of an appropriate strategy with the company's vision and mission, which go hand in hand with the business goals and framework—as well as with the individual's key competencies.

Continuing education and professional development

This includes updating and developing one's competences, knowledge and skills, which must be aligned with the skill requirements of working in an intercultural context—as well as with labour—market developments and trends.

Quality assurance

This refers to the establishment—and maintenance—of a quality-assurance system for the company as a whole.

Research and Development

This area includes the development of new services, methods and/or products in anticipation of future client needs. R&D also extends to creating new kinds of professional and/or business activities.

Network and professional contacts

This concerns the establishment, expansion and deepening of professional relationships to consolidate one's connections in the intercultural field.

Organisational and financial management

This includes the operation and management of working practices and procedures for business and service delivery; it includes financial, human-resources and administrative management.

Sustainability, ecology

This includes creating and boosting awareness and implementation of green, sustainable learning activities and business processes. Sustainability and ecology concerns apply to the preparation, delivery and implementation of professional activities in an intercultural context.

Area 3
Strategic Competences 7 competence fields
Professional Strategy
Continuing Professional Development
Quality assurance
Research and Development
Networking and professional relations
Organisational and Financial Management
Sustainability, ecology

Figure 11: The competences in Area 3

6 Qualifying for a Given Level

6.1 Using existing education and experience for certification

The ECILP online self-assessment and validation centre guides the individual through a set of questions that are evaluated according to the program's current protocols. Some of the questions follow a simple scale (Likert scale 1 to 5), whereas other questions conform to other formats (e.g., multiple choice). Scores are aggregated per element as a sum of selected options. Some of the questions have reverse-scoring for all the sub-questions; other questions have reverse-scoring for only some of the sub-questions.

6.2 Completing the self-assessment

To earn a score and to get evaluated, one needs to go through all the sections of the online questionnaire. Given that this is a time-consuming task, the system allows users work go section by section, as each section is saved individually. So, filling in the questionnaire does not necessarily need to be done in one go; the questionnaire can be completed incrementally.

6.3 Modular competence assessment

The fact that the program is modular allows us to complete the assessment from different perspectives—and still get the full picture. Respondents are strongly advised to complete the entire questionnaire. There are three main areas: Basic Competences, Process Competences, and Strategic Competences. As the most complex area, Basic Competences are further divided into questions for 8 competences, each of which can be answered separately. There is a visual indication that shows which parts have been already filled in.

6.4 Acquiring credits for certification

For each of the individual's responses, points are assigned. The points count toward the eventual certification level—and toward the maximum

score. The individual receives their self-assessment test result in the form of a percentage score.

The self-assessment also uses open-ended responses, which must be weighted depending on the content of the response. For example, respondents can indicate that they speak multiple languages, or that they've lived in multiple countries. Each of these contribute points, which in turn contribute to reaching the maximum score. We set the requirements for each of the three professional certification levels: Intercultural Learning Professional, Advanced Intercultural Learning Professional, and Master Intercultural Learning Professional.

For example, in the case of *Professional Competence*, we ask respondents to indicate the professional sectors in which they have worked. We then look at the cumulative number of sectors indicated by the respondent, and at the determined cut-off points for the three levels in ECILP:

Established ILP = 1 cumulative sector

Advanced ILP = 2 cumulative sectors

Master ILP = 3 or more cumulative sectors

For most competences, the thresholds for scores have been set at 10%, 30%, and 80% (respectively) of the maximum score. The exception is for Intercultural Competence, which uses the 30%, 60%, and 80% scores as the thresholds. The ECILP's modular structure allows us to understand users in a more granular way, yielding important information concerning which areas require work for the individual to reach a particular level of certification.

Please see below for the chart that provides the scoring overview:

Area	Competence	Established Intercultural Learning Professional	Advanced Intercultural Learning Professional	Master Intercultural Learning Professional	Maximum
<i>Area #1 Basic Competences</i>					
1.1	Intercultural Competence	30	60	80	100
1.2	Adult Education	10	30	80	100
1.3	Work and Organizational Psychology	10	30	80	100
1.4	Professional Competence	10	30	80	100
1.5	Language and Communicative Competence	10	30	80	100
1.6	Social Competence	10	30	80	100
1.7	Regional Competence	10	30	80	100
1.8	Media Literacy	10	30	80	100
<i>Area #2 Process Competences</i>					
2.1	Needs, Goals, and Agreement	10	30	80	100
2.2	Antecedent Training Conditions	10	30	80	100
2.3	Training Design	10	30	80	100
2.4	Training Delivery	10	30	80	100
2.5	Training Evaluation	10	30	80	100
2.6	Training Transfer	10	30	80	100
<i>Area #3 Strategic Competences</i>					
3.1	Professional Strategy	10	30	80	100
3.2	Continuing Professional Development	10	30	80	100
3.3	Quality Assurance	10	30	80	100
3.4	Research and Development	10	30	80	100
3.5	Networking and Professional Relations	10	30	80	100
3.6	Organisational and Financial Management	10	30	80	100
3.7	Sustainability	10	30	80	100

Figure 12: Minimum Certification Requirements for each of the 3 ECILP Levels (expressed as percentages across competences)

6.5 Self-assessment and assessment by experts

The self-assessment phase of the certification process refers to the initial input by the respondent who is seeking certification. At this stage, the respondent informs the ECILP assessment of experience and documentation that is relevant to the board and assessors in determining the appropriate certification level (Established ILP, Advanced ILP, Master ILP). Please see IO2 for further details on how the board and assessors are advised to function and to report on their activities.

6.6 Combination of reaching different grades in the single competences

Beyond merely granting certification, an important part of the process is to provide the respondent with *feedback* on their experience.

For example, respondents may score high in one competence, and low in another; they may even score low across several competences. In either case, feedback encourages the individual to reflect on their next steps: How can they expand their knowledge, experience and/or behavioural repertoire? The feedback system (see Figure 13) we employ will allow respondents to identify areas that are ideal for “upskilling”—areas in which they are likely relatively close to advancing to the next level.

The table below illustrates (in red) that it may not always be most advantageous to focus on the lowest scores—and may sometimes be practical to focus on higher scores (e.g., 59 in 1.1)—and apply upskilling.

Area	Competence	Established Intercultural Learning Professional	Advanced Intercultural Learning Professional	Master Intercultural Learning Professional	Upskilling example #1 [critical score in red]	Upskilling example #2 [critical score in red]	Maximum
Area #1 Basic Competences							
1.1	Intercultural Competence	30	60	80	59	60	100
1.2	Adult Education	10	30	80	30	30	100
1.3	Work and Organizational Psychology	10	30	80	30	30	100
1.4	Professional Competence	10	30	80	30	29	100
1.5	Language and Communicative Competence	10	30	80	30	30	100
1.6	Social Competence	10	30	80	30	30	100
1.7	Regional Competence	10	30	80	30	30	100
1.8	Media Literacy	10	30	80	30	30	100
Area #2 Process Competences							
2.1	Needs, Goals, and Agreement	10	30	80	29	30	100
2.2	Antecedent Training Conditions	10	30	80	30	79	100
2.3	Training Design	10	30	80	30	30	100
2.4	Training Delivery	10	30	80	30	30	100
2.5	Training Evaluation	10	30	80	30	30	100
2.6	Training Transfer	10	30	80	30	30	100
Area #3 Strategic Competences							
3.1	Professional Strategy	10	30	80	29	30	100
3.2	Continuing Professional Development	10	30	80	30	79	100
3.3	Quality Assurance	10	30	80	30	30	100
3.4	Research and Development	10	30	80	30	30	100
3.5	Networking and Professional Relations	10	30	80	30	30	100
3.6	Organisational and Financial Management	10	30	80	30	30	100
3.7	Sustainability	10	30	80	30	30	100

Figure 13: Minimum Requirements for ECILP Certification Levels (expressed in percentages across competences; includes “upskilling” examples)

Structure - simplified model -

Area 1	Area 2	Area 3
Basic Competences 24 competence fields	Process Competences 23 competence fields	Strategic Competences 7 competence fields
Intercultural Competence	Goals Alignment	Professional Strategy
Adult Education Competence	Participant Alignment	Continuing Professional Development
Competence in Work and Organisational Psychology	Training Design	Quality assurance
Professional Competence	Training Delivery	Research and Development
Language and Communication Competence	Training Evaluation	Networking and professional relations
Social Competence	Training Transfer	Organisational and Financial Management
Regional Competence		Sustainability, ecology
Media Literacy		

Figure 14: The 3 competence areas with 54 competence fields

As noted, the questionnaire is structured in a modular way. This means respondents can save the individual parts and continue their work at a later time. This has several advantages:

1. The time invested in answering the questionnaire can be distributed over several work session. A questionnaire of this breadth and complexity can be completed in one go, but it is tiring and time-consuming (see below). As such, it is easier—and more motivating—if the questions can be tackled more slowly, with greater concentration. This can also contribute to a more fair result.
2. The questionnaire contains many elements that encourage self-reflection. This will be easier when ILPs have the time to reflect on their competences—and to make corrections on one part of the questionnaire before moving on to the next part.
3. The questionnaire need not be completed in a linear way, starting with competence Area 1; the respondent is also free to start with competence Area 2 or 3.

The expected duration for completing the ECILP framework is about 90-120 minutes.

Competence Area 1: This comprises eight basic competences that require about 10 minutes each. More time may be required for the language competence and regional competence areas, depending on how many languages and regions are indicated.

Competence Area 2: Process competences, about 15 minutes.

Competence Area 3: Strategic competences, about 10 minutes.

After completing the questionnaire, each candidate will immediately be shown their results in each area of competence. The ECILP certificate can be obtained later, on the basis of this result. Each result is comprised of the individual results in the respective competences, which are weighted differently (see Figure 12 and 13 in Chapter 3).

7 European Qualification Systems Used as Models for ECILP and Recommendations for Combining Standards

In this section we will present two examples of existing ground-breaking EU-wide competence systems. We will then discuss how ECILP can benefit from these systems. For the purposes of this comparison, we will limit the analysis to two previously developed standards systems: the European Qualification Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET).

7.1 EQF and ECVET

EQF

The EQF is the European Qualification Framework, which functions as a tool for “translating” disparate national qualification frameworks. The EQF was established by the European Union in 2008, with the aim of creating a common reference grid for classifying the qualifications (professional competences) acquired by individuals at the end of any learning pathway:

- formal (i.e., credentialed by a diploma or an official certificate)
- non-formal (training courses and initiatives that do not award diplomas)
- informal (learning from experience, possibly subject to validation within recognition procedures, where they exist).

The EQF helps to improve the transparency, compatibility and portability of people's qualifications. The EQF also makes it possible to compare qualifications from different countries and institutions.

The EQF includes all types and levels of qualifications; the use of learning outcomes makes it clear what an individual knows, understands and is able to achieve in the workplace. The level increases according to level of competence, with level 1 being the lowest and level 8 the highest.

More importantly, the EQF is closely linked to national qualification frameworks, so it can provide a comprehensive map of all types and levels of qualifications in Europe. Increasingly, this information is accessible via qualification databases (Prodan, 2011, p. 120).

The EQF was revised in 2017. The fundamental objectives remain the same: creating transparency and mutual trust in the qualification landscape in Europe. However, member-states have committed to further developing the EQF, and making it more effective in facilitating the understanding of national, international and third-country qualifications by employers, employees and students.

The EQF is divided into eight levels. This structure allows learning outcomes—described in terms of knowledge, skills and competences—to be ranked in ascending order. The assignment of a qualification to a particular level depends on the complexity of the knowledge and skills required of the individual; the autonomy with which the task must be performed; and the responsibility (towards the product and other collaborators) the task entails. The EQF strives to compare the various existing national qualification systems in Europe; the EQF also aims to achieve greater transparency of qualifications—as a means of facilitating people's mobility, both professionally and geographically (Perulli, 2011, p. 22).

Each of the eight levels is defined by a set of learning outcomes related to the qualifications at that level (see Figure 15 below).

Learning outcomes are defined in terms of:

Knowledge: In the context of the EQF, knowledge is described as theoretical and/or practical.

Skills: In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Responsibility and autonomy: In the context of the EQF, responsibility and autonomy are described as the learner's ability to apply knowledge and skills autonomously and responsibly.

Level	Knowledge	Skills	Responsibility and Autonomy
Level 1	established general knowledge	established skills needed to perform simple tasks	Work or study, under direct supervision, in a structured context
Level 2	established practical knowledge in a field of work or study	established cognitive and practical skills necessary to use relevant information to perform tasks and solve recurring problems using simple tools and rules	Work or study, under supervision, with a degree of autonomy
Level 3	Knowledge of facts, principles, processes and general concepts in a field of work or study	A range of cognitive and practical skills required to perform tasks and solve problems by choosing and applying established methods, tools, materials and information	Taking responsibility for completing tasks in the context of work or study Adapting one's behaviour to the circumstances in solving problems
Level 4	Practical and theoretical knowledge in broad contexts in a work or study environment	A range of cognitive and practical skills required to solve specific problems in a field of work or study	Being able to manage oneself independently, within the framework of instructions in a work or study context, usually predictable but subject to change Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive and specialised practical and theoretical knowledge in a field of work or study and awareness of the limits of this knowledge	A comprehensive range of cognitive and practical skills required for creative solutions to abstract problems	Knowing how to manage and supervise activities in the context of work or study activities exposed to unpredictable changes Review and develop one's own performance and that of others
Level 6	Advanced knowledge in a field of work or study, which presupposes a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation necessary to solve complex and unpredictable problems in a specialised field of work or study	Managing complex technical/professional activities or projects by taking responsibility for decisions in unpredictable work or study contexts
Level 7	Highly specialised knowledge, some of which is at the forefront of a field of work or study, as a basis for original thinking and/or research	Specialised problem-solving skills needed in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge obtained in different fields	Taking responsibility for managing the professional development of individuals and groups Managing and transforming complex, unpredictable work or study contexts that require new strategic approaches
Level 8	Critical awareness of knowledge issues in one field and at the intersection of different fields	The most advanced and specialised skills and techniques, including synthesis and evaluation skills, required to solve complex research and/or innovation problems and to extend and redefine existing knowledge or professional practices	Assume responsibility for contributing to professional knowledge and practice and/or reviewing the strategic performance of teams Demonstrate effective authority, capacity for innovation, autonomy, integrity typical of the scholar and practitioner, and continuous commitment to the development of new ideas or state-of-the-art processes in work, study and research contexts

Figure 15: Learning outcomes for different levels

The EQF system was one of the key models for the ECILP system. Like EQF creators, the ECILP creators distinguish between the user's knowledge, experience and behaviours—for each of the eight basic competences. The terms selected for the three levels of the ECILP certification also draw on the EQF framework. As such, just like the EQF model, the ECILP system (in the English edition) uses the term "Established" to refer to the basic level of certification an ILP can achieve. Similarly, the German edition employs the term "*Etabliert*" for this level; the German edition also features the term "*Fortgeschritten*" for the second level, as is done in the EQF model. The third level in the ECILP system is called "Master level", which combines several terms from the EQF.

Various EQF concepts have been used and expanded upon by ECVET (European Credit System for Vocational Education and Training), to which we now turn.

7.2 The European Credit System for Vocational Education and Training (ECVET): Structure

The ECVET is the European Credit System for Vocational Education and Training. It is a European instrument for promoting mutual trust and mobility in vocational education and training. The ECVET is based on concepts and processes used to establish a common and user-friendly language for transparency, transfer and recognition of learning outcomes. Some of these concepts and processes are already embedded in many qualification systems across Europe (Bonacci & Santanicchia, 2011, p. 66).

ECVET was introduced by the European Union in 2009. As a methodology, it complements the system in use at universities for more than a decade now (borne of the so-called Bologna Process, which led to the standardisation of academic pathways on a European scale, establishing the 3+2, and a system of credits—ECTS—that allows for the integration of examinations taken at different universities into a single pathway).

Unlike the ECTS system, ECVET is based on estimates of the effort required to construct a given "unit of competence", regardless of how and how long it actually takes to construct it (studying, gaining experience,

alternating school and work, etc.). (ECVET is *not* based on the workload required to sit an examination.) The value of the competence is therefore considered to be the same—regardless of the way in which it is acquired and the amount of time needed to acquire it.

In the ECVET system, learning units accumulate. Qualifications are the set of “units of learning” described in the form of knowledge, skills and competences. ECVET aims to ensure the transferability of credits from one learning pathway to another, as well as from one geographical context to another. ECVET credits can be awarded, subject to assessment, either for formal training pathways or on the basis of the recognition of competences derived from informal and non-formal learning (Bonacci & Santanicchia, 2011, p. 52).

ECVET is a system for the accumulation and transfer of learning credits in vocational education and training. Its adoption can enable an individual to document and certify achievements in vocational education and training at all stages. A key ECVET objective is to achieve an overlap with as many existing national-assessment procedures as possible, so as to meet different assessment criteria such as:

- The duration of the training
- The type of training
- The objectives and/or results of the training
- The competences required to perform particular activities
- The placement of a qualification in the professional hierarchy
- The classification of existing levels in relation to equivalent qualifications.

(See as well European Commission, Directorate-General for Education, Youth, Sport and Culture, (2014) Using ECVET for geographical mobility (2012). Part II of the ECVET users’ guide. Publications Office. <https://data.europa.eu/doi/10.2766/37433>)

8 Code of Ethics

8.1 Ethical commitment

There are two parties that commit: The certifying body as well as the certified professional.

The board of ECILP, ECILP-X (see IO2) is committed to the United Nations Declaration of Human Rights and the values of the European Union. ECILP is committed to ensuring the highest standards of ethical and inclusive practices in its community and beyond, aligning with the ethical and professional code of conduct of SIETAR (Society for Intercultural Education, Training and Research) Europe and SIETAR Polska. All ECILP partners and collaborators—as well as anyone involved with or associated with ECILP—are expected to prevent and eliminate discrimination of any kind (based on origin, colour, gender, sexual orientation, marital status, language, religion, political or other opinion, national or social origin, property, birth, or other status). In addition, all ECILP stakeholders are expected to treat each other fairly, with peaceful intent, respect, and dignity; they are also expected to conduct themselves honourably and ethically. Stakeholders include all those who act within the scope of ECILP and those who are interested in—or register for—the certification or assessment. By participating in the certification/assessment, all ECILP stakeholders also agree to accept the following ethical rules and professional codes of conduct:

1. To obtain the ECILP certification/assessment, one must respect and accept this Code of Ethics in its entirety.
2. Those who undertake the assessment strive for the prevention and elimination of all forms of discrimination (based on origin, skin colour, gender, sexual orientation, marital status, language, religion, political or other opinion, national or social origin, economic status, birth or other status).

3. Those who undertake the assessment agree to apply the highest standards of integrity (including business conduct), responsibility, expertise and content in their work practice and to act within the law at all times.
4. Those who undertake the assessment must treat as confidential the information and data collected during the certification/assessment.
5. Those who undertake the assessment must remain objective and must not allow themselves to be influenced by external factors.
6. Those who undertake the assessment must avoid actions that could discredit or harm the certification/assessment organisation and its users.
7. Those who undertake the assessment are obliged to refrain from any task or action that could cause a conflict of interest with the certification/assessment to be obtained.
8. Those who undertake the assessment must document evidence of disputes and complaints arising from their actions in connection with the assessment/certification and make them available to the certification/assessment organisation for continuous improvement.
9. Those who undertake the assessment must strive to provide their clients with accurate information regarding the certification/assessment.
10. In case of suspension or cancellation of the certification/assessment, the participant seeking the assessment/certification is not allowed to use the ECILP name and logo, nor to use ECILP as a reference.
11. Those who undertake the assessment strive to refrain from acting in any way detrimental to the reputation, interests, or credibility of ECILP.
12. Those who undertake the assessment commit to acting in a respectful manner towards nature and in a sustainable manner in good conscience.

(UN 1948, EU 2023, European Commission 2022; SIETAR Europe 2021, SIETAR Polska 2019; see also Evanoff, Richard 2018, 2020).

8.2 Ethical handling of client data: the ECILP project's GDPR Privacy Policy

Via the ECILP self-assessment tool, the ECILP project will start collecting data from people who complete the surveys in order to receive feedback, and to assess their levels of competences. ECILP will therefore establish a privacy policy detailing the ECILP—and the ECILP project partners'—commitment to: 1) protecting the privacy of individuals submitting their data through the ECILP self-assessment tool; and 2) treating participants' (special category) personal data appropriately. The ECILP privacy policy will describe:

- What (special category) personal data ECILP collects and how it is collected
- How ECILP uses the (special category) personal data
- How ECILP stores the (special category) personal data
- Data providers' protection rights
- How to contact ECILP and ECILP project partners
- Website and online interactions with ECILP.

9 Recommendations for additional research on the effectiveness of intercultural-learning services

In the field of intercultural education, evaluation is a necessary and useful process; it enables trainers to become aware of the effectiveness of the intercultural education programme in which they participate.

Evaluation is not an end in itself: it must be a continuous, never-ending process of reflection/action. At stake are the chosen objectives and methodologies which enable individuals to learn, to constantly improve the quality of their methods and to reinforce intercultural learning in their environment.

The evaluation process may be carried out in various ways and concern only selected aspects or the entirety of the proposed activities. We

recommend keeping in mind that intercultural-education projects fulfil multiple functions and meet a range of needs.

What are the objectives of the evaluation process?

All aspects of intercultural education and training can be evaluated: learning methodologies, resources, tools, environment, curricula, educators' and trainers' competences, learners' knowledge, types of action, planning, communication strategy, the commitment of those involved, the impact on local realities, etc.

One often asks what differentiates an evaluation process in the field of intercultural education from any other evaluation process in education and training. The answer can be found in the search for coherence between the objectives and the methodology chosen to promote intercultural learning. For example, the process of intercultural education takes place between the "why" and the "how".

What kind of evaluation is appropriate for services that promote intercultural learning?

Evaluation procedures and methods may differ depending on the people involved, the planning over time, the tools used, the objectives and—in particular—the context of the educational process. Various instruments are used to evaluate different types of processes.

There is a difference between evaluating a learning process, evaluating learning outcomes and evaluating the impact of a project to assess its strategic plan or performance at the organisational and management levels.

In general, however, evaluation procedures take into account the distinctions between:

Self-evaluation

Self-evaluation is crucial to reviewing and improving one's methods. Self-evaluation is always insufficient as part of an evaluation process, but it is necessary for practitioners to become aware of their work. Self-evaluation is a starting point for the evaluation process, which consists of rethinking one's commitments and performance with regard to a given activity. Further, we must remember that in any given context, an individual acts in sync with other factors related to their work. Consequently, self-assessment has limits—and is more dynamic when combined with other forms of evaluation and of the learning process.

Internal evaluation

Internal evaluation can be useful in teamwork, in a learning group or in a working group; teamwork can contribute to institutional networking and the development of the intercultural training project. Internal evaluation requires trust, continuous cooperation and mutual encouragement between group members.

External evaluation

External evaluation is more objective and based on generally recognised norms and standards. Sometimes external evaluation intimidates stakeholders, because they feel their weaknesses in the workplace cannot be hidden. In this case, those involved should be encouraged to understand that the sole purpose of the evaluation is to improve their work—and not to criticise it. The evaluator must be seen as a competent person who, in line with their role, knows how to take the necessary professional distance and coordinate the various processes. The external evaluation will provide the team with the necessary elements to evolve its work processes—and improve the service as a whole.

Within the framework of the internal or external evaluation, the evaluation itself—methods, criteria, indicators and consequences—must be clearly stated and submitted to the evaluator for approval.

It is crucial that the external evaluator hold consultation meetings with the group before defining the indicators. This is to ensure that the realities of the team are taken into account. Last but not least, the evaluation must respect the autonomy, the personal viewpoints and life choices of the participants.

Initial, formative and final evaluation

Distinctions must be made between the initial, formative and final evaluations. Before starting the project, it is appropriate to carry out a preliminary study to gather the information needed to identify the problem, to determine knowledge and skills, to understand values and attitudes, and to establish a strategy.

The formative evaluation should be used during the preliminary stages of the project or activity. This will support progress throughout the process of identifying problems, seeking solutions, as well as adapting and improving the programme in the light of the results of the evaluation process.

The final evaluation should be carried out at the end of the project or activity. This process will measure effectiveness and reflect on ways to improve the methodology in the future.

An additional evaluation process may prove very useful in determining the effectiveness of the evaluation process with respect to the work performed.

Qualitative and quantitative evaluation

Both are necessary to systematically ensure the quality of the training project. For this reason, when developing a methodology in the field of intercultural education, both quantitative and qualitative data must be evaluated. Moreover, quantitative data often provide indicators for the qualitative evaluation.

How to proceed with the evaluation

As mentioned above, there are various methods of evaluating problems; these methods relate to "why", "when", "for whom" and "how" the process

is applied. However, the evaluation processes have common features in terms of the necessary steps to be followed, namely:

Identifying the objective

First, the objective of the evaluation and what can be evaluated must be identified.

Knowing that it is easier to evaluate changes in knowledge and competences rather than long-term changes in values and attitudes, the objective of evaluation will be specific and measurable within the context of our work. Values and attitudes are difficult to measure; however, it is possible to define themes to be evaluated (e.g., the change in a specific behaviour). In addition, issues related to the activity or project that refer to the objectives—and not necessarily the overall programme—can be assessed. In the context of public policies and long-term programmes, more global evaluations often require an analysis of the impact of intercultural education in a specific context—as a reflection on educational policy or improvements to be made to the project as a whole, using a holistic approach.

Defining criteria and indicators

Before choosing the evaluation method, it is necessary to choose the criteria and indicators that will guide the evaluation. For example, an indicator is classified as basic when it answers the question: "How is this criterion measured?"

Selecting methods and collecting data

There are many different methods related to the methodology of intercultural education. As such, it is important to choose the most suitable method for our work, which mainly consists of participative methods. These include: peer review, pilot evaluations, case studies, context analyses, SWOT analyses (strengths, weaknesses, opportunities, threats) and impact assessment.

The following methods should be applied to the evaluation process: interviews, group visits, participative activities, discussion workshops, debates and observations followed by group discussion work. In addition, the learning group should be asked to answer questionnaires; write diaries; prepare individual or group reports or other documents; collect data and/or prepare images or infographics relating to the evaluation.

When carrying out the evaluation of an intercultural education project or activity, it is essential to use learning-based evaluation methods. These can be participative activities such as "intercultural cafés" or round tables, which encourage participants to express their opinions.

Interpreting and analysing information

The next step after data collection is to interpret and analyse the information on the basis of objective criteria. When information is analysed in an evaluation process, it is important to distinguish between the objectives of the evaluation and the objectives of the project or activity being evaluated. It is equally important to try to understand the parts of the information that have not been perceived or stated by those involved, and which concern the learning environment and the methods used.

Disseminating results

The participative process implies that all those involved must know the results of the evaluation process; must discuss those results; and must cooperate in the next step.

Adopting evolution strategies

As mentioned, evaluation is not an end in itself. The result of the evaluation must foster reflection on the methodology; generate new perspectives and new objectives; and lead to new strategies for improving our work.

Outcomes for ECILP

A self-evaluation tool was designed for ECILP itself. This tool uses self-reporting and self-assessment to gauge the qualifications of trainers. For



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this phase of the EU project, ECILP has been designed as an internal-evaluation tool. In the next phase of the project, the ECILP concept will be expanded to include external evaluation, and the procedures for certification will be defined. This will lead to the recognised certificate of ILP. The ECILP assessment questionnaire has qualitative and quantitative features; it is available online via a dedicated website and is accessible to every ILP.

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Appendix

Appendix 1: Abbreviations and Glossary

Adult education	Adult education denotes the entire body of directed teaching and learning processes, formal, non-formal and informal, whereby those people regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organisations and societies. For further information, see Section 5.5.2.1.2
Advanced Intercultural Learning Professional	Second level for the ECILP certificate
Area	The ECILP model consists of three parts, each with specific sets of competences. The three parts are Area 1 (with eight basic competences), Area 2 (with six process competences and Area 3 (with seven strategic competences).
Certificate	The provision by an independent body of written assurance that the product, service or system in question meets specific requirements (ISO/IEC17024, 2012).
Certificate of Completion of ECILP self-assessment	The written confirmation that is offered to respondents who have completed the ECILP self-assessment tool.
Competence	the set of knowledge, experience/skills and behaviours/attitudes that intercultural learning professionals need for professional service delivery. See also: https://ec.europa.eu/esco/portal/document/en/87a9f66a-1830-4c93-94f0-5daa5e00507e
(Competence) Element	Refers to a specific aspect of a given basic competence, which can be a knowledge aspect, experience aspect or behavioural aspect of the competence

Customer/client	Refers to the organisation or person that issues the service request
ECILP	European Certificate for Intercultural Learning Professionals. ECILP is designed to provide a common standard for warranting quality in intercultural education and training.
Established Intercultural Learning Professional	First / initial level for the ECILP certificate
ILA	Intercultural learning activity
ILP	Intercultural learning professional
Item	statement, question, or prompt to elicit a response from the to-be-certified respondent, which will count towards the final score of the respondent
Level	The ECILP system differentiates between established, advanced and master level. Scores will be weighted and a minimal threshold has been defined.
Master Intercultural Learning Professional	Third and highest level for the ECILP certificate
Participant	Participant/learner in the training activity itself (may or may not be identical to the customer)
Phase	Refers to the six steps which together constitute the full cycle of intercultural service delivery (see also Area 2: Process competences)
Process Competences	Refers to the six service delivery steps specified in Area 2 of the ECILP model

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