Governance, Regulations and

Other Requirements for the

ECILP Certification Process

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Content

Appendices

1 Background

For more than three decades, intercultural researchers and practitioners have discussed the state of the art of the intercultural profession (Bhawuk & Brislin, 1998; Bolten 2002; Dahlén, 1997; Eisenberg, Hartel, & Stahl, 2013; Kammhuber, 2001; O'Reilly & Arnold, 2005; Pauls & Krause, 2004; Push, 1994; Renwick, 1994; Szkudlarek, McNett, Romani, & Lane, 2013). Several surveys were conducted to study the status of the profession (Berardo, 2008; Froncek, Mazziotta, Piper, & Rohmann, 2018; Hauser, 2012; Rohmann, Froncek, Mazziotta & Piper, 2017; Piper, Mazziotta, & Rohmann, 2019; Strewe 2014).

Many authors discussed the need and possibility of developing quality standards of professional intercultural service delivery (see, for example, Adler, 1998; Binder, 2018; Bolten, 1994; Groß, 2005; Gudykunst, Guzley, & Hammer, 1996; Mazziotta, Piper & Rohmann, 2016; Müller-Jacquier, 2004; Romani & Szkudlarek, 2014; Salgado, 2017; Strewe, 2005; Szkudlarek & Romani, 2016). The need to develop such standards also featured regularly at national and international conferences (Brinkmann & LaValle-Finan, 2017; Poortinga & Brinkmann, 2014; Strewe 2010, 2011a,b; 2012; 2014a, 2014b, 2014c; Strewe & Brinkmann, 2022; Künzel, Brinkmann, Piper, & Strewe, 2019). Several frameworks of standards for intercultural service delivery have already been proposed (see, for example, DGIKT, 2008; ICE, 2013; Interculture.de, 2004; SIETAR Nederland, 2018; SIETAR Polska, 2019; XPert-CCS, 2009, 2011); and a broad range of certification programmes for intercultural professionals have been developed by both academic and private organisations (see, for example, assist GmbH International HR; BAMIK; DAAD; Intercultural Development Inventory; Intercultural Readiness Check; ICE; Interculture.de; IKUD®-Seminare; LTS Intercultural Trainer Training, and XPert-CCS; for additional programmes, see the results of this search term certificate intercultural communication; accessed 25 February 2023).

In their efforts to develop standards for the intercultural field, the ECILP project partners could thus benefit from a rich and inspiring history of reflection, debate and development among intercultural professionals.

So far, however, there have not been concerted or connected efforts to develop professional intercultural service standards holding across organisations and countries. Filling this gap has been the core goal of the ECILP - European Certificate for Intercultural Learning Professionals (hence: ECILP) project.[1] More specifically, the project aimed to:

1. develop a system of standards that would be more comprehensive than existing systems. In the tri-partite structure of ECILP, the standards specified in Area 2 and Area 3 of the certification scheme provide competences that we believe have not yet been addressed by other authors.

2. translate the proposed competences into numerous specific indicators and use these indicators to develop a self-assessment tool for ILPs;

3. provide a certification scheme applicable across Europe that all stakeholders engaged in the intercultural field can benefit from;

4. specify the governance, rules and other regulations that a future certification body will need to ensure that certification proceeds in a transparent, impartial and competent way.

The current document addresses this fourth point, that is, the governance, rules and other regulations for the be founded certification body.

The ECILP project has been co-funded by the Erasmus+ programme of the European Union. The national agency in charge has been the *Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung* (National

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[1] ECILP's immediate outcomes are a) a tri-partite structure of professional competences for intercultural learning professionals (which we will briefly review here, and describe in more detail in Document IO1); and b) a self-assessment tool for ILPs to identify their current strengths and potential gaps they may want to address.

Agency Education for Europe at the German Federal Institute for Vocational Education and Training NA at BIBB). Project funding started on October 1, 2020, and will end on 31 March, 2023. Without this funding, it would not have been possible to go beyond existing systems of standards. WE, the project partners, would like to take this opportunity to express our gratitude and appreciation to the funding organisation.

2 ECILP – European Certificate for Intercultural Learning Professionals: The Certification Scheme

ECILP, the European Certificate for Intercultural Learning Professionals, provides a common standard to warrant quality in intercultural education and training.

Intercultural learning professionals who have been awarded the ECILP Certificate have demonstrated the required level of professional practice and are entered in the ECILP Register.

ECILP certified intercultural learning professionals may have acquired their knowledge and competencies in a variety of ways but they all meet the standards of quality defined by ECILP, have committed to ethical conduct, regularly invest into their professional development, and are aware that certification offers a competitive advantage.

ECILP project partners have developed the ECILP system of competences, that is, the certification scheme. The ECILP system is based on a rigorous process of scientific analysis, comparison with existing frameworks, and exchange with external experts from a variety of professional fields. Figure 1 provides an overview of the ECILP certification scheme. The ECILP certification scheme and the process of developing it, are described in detail in the document *The ECILP Qualification System and its Standards*.

Area 1	Area 2	Area 3
Basic competences	*Process competences*	*Strategic competences*
Intercultural competence	Needs, goals, and agreement	Professional strategy
Adult education competence	Antecedent training conditions and participant alignment	Continuous 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		Substainability, ecology
Media literacy		

Figure 1: Overview of the ECILP certification scheme

3 Governance: The Certification Body

Here we describe the structure and processes necessary to safeguard transparent, impartial and competent decisions about issuing the ECILP Certificate to applicants. What we propose here with respect to the governance, regulations and other requirements (GRR) for the ECILP Certification process is a first draft. In the course of working with the ECILP system of standards, and through discussions with colleagues, applicants, experts and legal advisors, the GRR proposed here will be adjusted and continuously updated. Our current formulations of ECILP's GRR and later adaptations will be guided by the overall goal of ECILP and the ECILP guidelines, to which we now turn.

Goal of ECILP

The goal of ECILP is to provide binding guidelines defining the nature and levels of competences that Intercultural Learning Professionals (ILPs) need in order to provide professional intercultural learning and development services to their clients. ILPs can demonstrate that they meet those guidelines by applying for ECILP certification and being granted the ECILP Certificate.

Introducing such a certification is a long-term process. It is essential to the success of the ECILP project that certificates, regardless of level of expertise, are assigned in a transparent, impartial, and competent manner (see, for example, the ISO standard ISO/IEC 17024:2012, Conformity assessment - General requirements for bodies operating certification of persons; ISO/IEC 17024:2012(E)). This assignment of certificates requires that evidence of competence meet well-defined standards of objectivity and comparability, and that the parties involved in issuing the certificates work according to directions set out for such certification processes (ISO/IEC 17024:2012(E)).

Guiding Principles of ECILP

1. assure quality of intercultural services in order to protect clients and the public from poor intercultural services and against unqualified providers of intercultural services;

2. continuously raise and keep up to date the proposed ECILP set of service standards;

3. enable service seekers to understand the competence level of intercultural learning professionals offering services;

4. guide and constructively influence the qualification standards for intercultural practice at an entry level to the profession and beyond;

5. respect national regulations, codes of conduct and ethical codes for intercultural learning professionals where these are already in place;

6. facilitate the mobility of ILPs across Europe based on shared and identifiable high quality standards;

7. Draft: ensure that the ECILP system is transparent and fair, and avoids any favouring or disfavouring of ILPs on the basis of national, ethnic, and/or other aspects unrelated to the individual's capacity for professional performance. We are aware of systemic inequalities education hiring procedures and promotions are concerned, and that we need to actively and constantly strive to reduce and ultimately overcome these inequalities. We constantly monitor how ECILP can contribute to the reduction of inequalities in its own processes and structures.

8. raise the professional reputation of intercultural work by firmly anchoring it in a well-defined, agreed-upon system of quality standards against which practitioners can measure themselves. To increase the credibility of and appreciation for all individual ILPs who received certification.

Limitations for Developing ECILP GRR at this Stage

The ECILP system of standards is a complex and comprehensive system of professional standards. It consists of three areas of competences identifying the main aspects of professional intercultural practice, i.e., eight basic and six process competences, as well as seven strategic competences, which enable ILPs to render their services effectively and efficiently.

For every framework, it is important to indicate the extent to which it applies and the manner in which it is limited. As a first step to introduce the ECILP certification scheme to the intercultural field, and to familiarize ILPs with the proposed future criteria of professional intercultural performance, the current project developed an inventory for ILPs to assess themselves with respect to the competences of the ECILP certification scheme. Having ILPs throughout Europe assess themselves with this inventory will provide vital information on the extent to which members of the target group already have developed the ECILP competences, thus providing ECILP project partners with a critical gap analysis. Based on the outcome of the self-assessment, project partners will discuss realistic ECILP levels and criteria, and propose how the ECILP certification scheme should be calibrated. Examples of such calibration questions are:

- Does a trainer need to demonstrate goal attainment for all defined competences?

- What is required to reach Level 1, 2, and 3, respectively?

- Are partial certificates (for example, a certificate only for Regional Competence) possible, feasible, or desirable?

Importantly, self-assessments of ILPs will already inform us of the **transparency** of the system we propose: Are the ECILP competences clearly defined and understandable for everyone? Are the items well-defined and clearly formulated? Do the answering scales function as we

expect them to do? Do the items proposed for a given competence yield an internally consistent scale?[2]

ECILP Certificates cannot, however, be awarded solely on ILPs assessing themselves. Awarding certificates requires evidence **beyond self-assessment**: Providing portfolios, test procedures, agreed-upon diplomas, and/or assessor interviews, among others. The current project thus will not yet provide fully operational certification processes an ILP can follow to be awarded the ECILP Certificate, as it only focuses on the self-assessment.

ECILP-X: A Proposal

ECILP Certificates cannot be awarded solely based on self-assessment. We propose what the ECILP governance system should look like in order for it to ensure transparent, impartial, and competent procedures for assigning the certificate, when external assessments will be available. To start with, a certification body is needed, which we call ECILP-X (working title). The certification body will be a "legal entity, or a defined part of a legal entity, such that it can be held legally responsible for its certification activities" (ISO/IEC 17024:2012(E), page 3). ECILP-X is a placeholder for the legal form of the organisation that eventually will be the certification

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[2] In future stages of the project implementation, it will be useful to assess whether a) the factorial structure is found across the competences constituting the certification system, and b) it is similar in structure across European regions, or instead varies in systematic and manageable ways. In addition, it will be informative to assess whether items yield different responses across different (European) regions. Given that items may be largely independent of one another, covering extensive conceptual ground, structural approaches may be ill-suited to find convergence of items, and different response patterns are informative in determining the appropriateness of the items as such.

body, that is, the entity responsible for handling all processes involved with certifying ILPs.

ECILP-X

To achieve the goals and honour the guidelines as stated above, a not-for-profit organisation will be established, which we call ECILP-X .

ECILP-X publishes the guidelines, offers Certification processes and procedures, enables ILPs to apply for the certificate, and safeguards all processes required for impartial, transparent, and competent issuing of the certificate. ECILP-X will thus be responsible for "granting, maintaining, recertifying, expanding and reducing the scope of the certification, and for suspending or withdrawing the certification (ISO/IEC 17024:2012(E); page 3).

ECILP-X ensures updating of the guidelines, define the requirements for Continuous Professional Development, maintains the register of certified ILPs, is responsible for all digital processes needed for receiving, providing, processing and storing information, and for safeguarding GDPR.

ECILP-X is an independent legal body with a defined structure and specified allocation of personnel and financial resources. ECILP-X is connected via well-defined ties with SIETAR Germany, as the profession's key representative body in Germany, as the most numerous chapter of all SIETAR organisations, and, importantly, as the main applicant for the current funding from Erasmus+ for the ECILP project. ECILP-X also is connected via well-defined ties with SIETAR Europe, as the profession's key representative body in Europe. ECILP-X invests into productive and mutually valuable relationships with other SIETAR organisations, other intercultural organisations and networks, vocational and educational training (VET) organisations providing relevant continuous professional development, and academic institutions, as well as with individual ILPs, client organisations and the general public.

The legal status of ECILP-X needs to be carefully decided, and ECILP project partners have sought legal advice from lawyers specialized in the

legal status of certification bodies operating across Europe. Importantly, ECILP-X needs to take a legal form that will reflect the identity, mission, and purpose of the ECILP system of standards (the certification scheme) with respect to society and its stakeholders and will provide the basis for a system by which the whole organisation is directed, controlled and held accountable to achieve its core purpose over the long term.

The legal framework of ECILP-X provides the core structure. This core structure needs to be developed into a fully-fledged system achieving the above. The time frame of the funding period, that is, until March 2023, will allow the project partners to test the defined ECILP standards and engage in fruitful dialogue with the end users. It is not intended or possible to define all parameters of governance during this time, but the testing period helps the project partners to propose, probe, and adjust the settings to work toward a final ECILP system of governance.

Shaping ECILP-X

Project partners carefully compared existing systems of certification, for example, the International Organization for Standardization (ISO); the *Nederlandse Orde van Beroepscoaches* (NOBCO; Dutch Association of Professional Coaches, and the European Certificate in Psychology (EuroPsy) set by the European Federation of Psychologists' Associations (EFPA) in order to propose a set of features for ECILP-X:

ECILP-X: Who are We?

ECILP-X is the organisation in Europe that safeguards the European standards of education, professional training and competence in the intercultural training profession as these are defined by the ECILP set of standards.

ECILP-X will own and publish the guidelines, offer Certification processes and procedures, enable ILPs to apply for the certificate and safeguard the processes for impartial, transparent and competent issuing of the certificate.

ECILP-X will also ensure updating of the guidelines, define the requirements for Continuous Professional Development, maintain the register of certified ILPs, be responsible for all digital processes needed for receiving, providing, processing and storing information, and for safeguarding GDPR.

Mission and Values

Mission Statement of ECILP-X

ECILP-X serves to advance and develop the intercultural profession through providing shared professional quality standards, and disseminating and applying these. It seeks close cooperation with existing intercultural associations and organisations, and with particular attention to the needs of individuals and organisations in a culturally heterogenous society. In so doing, ECILP-X strives to contribute to shaping a humane society and a healthy planet for all, by supporting practitioners in providing appropriate and certified intercultural expertise. ECILP-X understands itself as custodian of a constantly evolving set of standards, a set which needs to be kept in close connection with stakeholders to remain at the cutting edge of what culturally complex and heterogenous societies need.

ECILP-X intends to fulfil this mission by continuously striving to

- contribute to society by developing and applying intercultural knowledge and competences, taking the 17 Sustainable Development Goals defined by the United Nations (https://sdgs.un.org/goals) as guidelines;

- develop intercultural expertise, for example, by enhancing professional standards;

- advocate for improving intercultural competence education and training at the institutional level, for example, at schools, universities, and public and private vocational and educational training (VET) organisations, and

- serve intercultural learning professionals by promoting and protecting the profession of intercultural learning professionals at national and the European level.

Code of Ethics

ECILP certified intercultural learning professionals subscribe to the principles of professional conduct as these will be defined based on the eight guiding principles of ECILP-X. ECILP certified intercultural learning professionals conduct their professional activities in accordance with

- the code of ethics of their national SIETAR organisation

- the code of ethics of a national intercultural professional organisation registered in their country if that country does not have a national SIETAR organisation, or

- the code of ethics of SIETAR Europa.

Policy Statements

The policy statements of ECILP-X will be formulated at a later stage. Any future policy statements will endorse the principles of the Universal Declaration of Human Rights of the United Nations (http://www.un.org/en/universal-declaration-human-rights) and its 17 Sustainable Development Goals (https://sdgs.un.org/goals).

For the future formulation of policy statements, ECILP project partners recommend that ECILP-X takes account of the policy statements of related organisations, for example, national SIETAR organisations, SIETAR Europa, the International Association of Cross-Cultural Psychology. We recommend that its policy statements subscribe to the highest standards of ethical and inclusionary practices; continuously strive to avoid every kind of discrimination; and guard every individual's right to fair, respectful and dignified treatment. The board of ECILP-X is recommended to determine the best balance between clear advocacy of these principles and a pure professional focus. ECILP-X may be able to contribute to the principles of Diversity and Inclusion (D&I) on a purely professional basis, whilst it may

need to leave the advocacy stance of D&I principles to its partner organisations of SIETAR (see, for example, the policy statements of SIETAR Europa, https://sietareu.org/policies/).

ECILP-X: Management and Organization Structure

ECILP-X must be structured and managed such that it can safeguard in all its activities the impartiality of its decisions.

At the minimum, ECILP-X will need a board of management, assessors, office support, accounting, and IT staff. The work involved at ECILP-X will require paid staff; accordingly, the founding and forming of ECILP-X will also require a financial plan.

- **Board.** The board of management must be composed of content experts from the intercultural and related professions. The board should reflect the diversity and complexity of the intercultural profession, involving practitioners and academics from professional backgrounds which are meaningfully related to the intercultural field. Board members need to be remunerated for their work to ensure that board membership is not limited to those who can afford investing substantial time for volunteer work, and that the board is sustainable. The board produces a yearly report, detailing the activities according to a suitable time schedule. It will need to be discussed with relevant counterparts how ECILP-X will organize the provision of oversight of the board's activities. Oversight could be provided, for example, by the president of SIETAR Germany or the president of SIETAR Europe.

- **Assessors.** The examination process (i.e., deciding whether a candidate meets the defined standards) requires professional judgement. Assessors must therefore be experienced intercultural professionals competent to conduct the examination, and to score the evidence of professional expertise provided by the candidate (i.e., beyond the self-assessment). Assessors need to be remunerated for their work so as to ensure that they can afford the

work, can do it timely and effectively, and will not be confronted with conflicting demands from any volunteer work for ECILP-X and paid work from their clients and/or employers. The board appoints the assessors on the basis of suitability. This does not mean that assessors themselves need to satisfy all standards of the ECILP integrated system of certification. Predefined coding and training materials are issued by the board against which assessors can demonstrate that they are aligned with the ECILP criteria. An important question to be addressed in the process of forming ECILP-X will be the selection of assessors, and the criteria for selecting them.

- **Office support.** At least one staff member should work directly and in close proximity with the board to ensure effective, efficient, and timely handling of the logistics of application and related processes. Additional office work may be outsourced, e.g., to companies specialized in the certification of persons.

- IT services can be outsourced.

- Accounting can be outsourced.

- Financial resources should be reserved for any legal advice required at the start of ECILP-X and throughout its performance, including insurance coverage.

- At a later stage, ECILP-X may decide to also involve test administrators (personnel authorized to administer or supervise the examination process); a supervisory board, committees covering relevant topics, communication specialists, etc.

- The costs of personnel must be covered by the fee that applicants pay for the certification process. Taking NOBCO (coaching organization in NL) as example, calculations may be based on a fee of €400 per applicant.

Management: Duties, Responsibilities and Authorities of Certification

Personnel

Board members of ECILP-X should be key stakeholders of the intercultural profession, including representatives of intercultural associations like SIETAR Europa, other associations like the International Association of Cross-Cultural Psychology (IACCP) or the International Academy for Intercultural Research (IAIR), as well as national organizations, universities and departments engaged in intercultural and/or cross-cultural research and certification, for-profit and not-for profit clients, and intercultural service agencies. The board processes applications, examines the application documents and is the main contact for applicants throughout the entire process of certification. An additional layer of the organisation could be a European board of control, supervising and providing advice to the ECILP-X board of management. At a later stage, national ECILP-X agencies can be formed as conformity assessment bodies, with national boards of management. This structure, however, goes beyond the target of the current timeframe of the project proposal.

Office support staff reviews whether an application meets all the quantitative requirements and communicates accordingly with the applicant, assessors and the board.

When an application meets all quantitative requirements, the assessors then assess the applicant's portfolio against the ECILP competence framework at one of the three ECILP levels; conduct an interview and prepare an assessment report for the ECILP-X board of management. The board awards or rejects the assignment of ECILP.

4 Regulations: The Certification Process

The European Certificate for Intercultural Learning Professionals (ECILP) is intended to provide a standard of professional intercultural training that informs clients, employers, agencies and other stakeholders that an ILP can

be considered to have developed the competences considered necessary for providing intercultural training services at the level specified in the certificate.

ECILP aims to set a shared standard of competence in all the countries where it is issued, and to inspire all intercultural practitioners, academic institutions, agencies, intercultural networks and organisations, and intercultural train-the-trainer providers to reflect on the requisite standards for the profession, refresh their educational and training systems and join forces to develop targeted training programs and materials.

ECILP is a European standard of professional intercultural training in VET set by ECILP-X, the European Organisation of Intercultural Learning Professionals. Any ILP who meets this standard can obtain an ECILP Certificate and be included in the ECILP Register. ECILP-X aims for public support and commitment to its goals by all existing European intercultural network organisations, in particular SIETARs.

Section A. ECILP, the European Certificate for Intercultural Learning Professionals

Article 1   ECILP embodies a set of standards of education and training for professional intercultural learning professionals as described in detail in the document *The ECILP Qualification System and its Standards,* and are summarised in Section 1 and Appendix 2 in this document.

Article 2   Intercultural Learning Professionals are eligible to be listed in the European register of ECILP Intercultural Learning Professionals and to hold the ECILP Certificate if they:

- Hold an academic degree (Bachelor, Master's, PhD) in a relevant discipline, for example, Anthropology, Cross-cultural Psychology, Cultural Sociology, Cultural Educational Psychology, Intercultural Communication Studies, and/or International Business Studies; and/or have comparable and

demonstrable educational experience, for example, in the form of hours equivalent to the ECTS required for a degree.

- Provide evidence of continuous lifelong learning and an active approach toward gaining knowledge. They can achieve this by providing evidence of having participated in, for example, relevant train-the-trainer programmes, workshops, supervision circles; attending conferences and seminars, and cross-cultural research and publishing.

- Provide portfolio evidence, for example, documented hours of work and certified diplomas, which include contact information for checks.

- Ethics: As a general terms and conditions aspects, ECILP applicants have submitted a pledge in writing to their National Awarding Committee that they subscribe to the principles of professional conduct set out in the Professional Ethics of ECILP and will conduct professional activities in accordance with the code of ethics of the national SIETAR association in the country of practice.

- The collection of evidence is facilitated by an online self-assessment in which respondents structure the information they provide to ECILP-X.

Article 3 Following positive evaluation of the evidence mentioned in Article 2, an individual may be entered in the ECILP Register and awarded the ECILP Certificate.

Article 4 For purposes of revalidation, the ECILP Certificate can be re-issued to all intercultural learning professionals who

- demonstrate maintenance of professional competence in the form of a specified number of hours of practice as a intercultural learning professional and continued education and professional development as indicated in Article 2 above.

- have submitted a pledge in writing to their National Awarding Committee that they continue to subscribe to the principles of

professional conduct set out in the Code of Professional Ethics of ECILP-X.

Article 5 The ECILP Certificate is based on the certification scheme presented in the document *The ECILP Qualification System and its Standards*, and summarised in Section 1 and Appendix 2 in the current document, or its subsequent versions.

Article 6 The ECILP details required in the application form include:

- information about the university education they completed, supervised practice, including the professional competences, roles and contexts within which the registered ECILP Intercultural Learning Professionals worked, and their work experience.

- Information about titles, dates when (university) study began and ended, the field of practice and the country where the title was awarded.

- Additional information on educational and professional background, additional professional degrees, certification, and diplomas, and portfolio evidence will also be requested and weighed in the application process.

Article 7 The information to be included in the European ECILP Register will be the

- name and address of the registrant,

- the educational degrees, the country/countries of practice, the field of practice and

- the place and date of authorisation by the National Awarding Committee.

Article 8   The Registered ECILP Intercultural learning professional is considered qualified for independent intercultural practice as an ECILP intercultural professional to the extent that there are no restrictions by national regulations in the country concerned.

Article 9   The Registered ECILP Intercultural learning professional is considered qualified for independent intercultural practice in all countries in which the national intercultural professional organisations have accepted the ECILP set of standards.

Article 10 The record of an intercultural learning professional will be removed from the Register when ECILP-X is made aware of one of the following cases:

- upon expiry of the certificate,

- upon the request of the holder,

- when a court of law or a national committee has imposed a sentence or measure against the holder that prohibits him/her from exercising the profession of intercultural learning professional, such as removal from a national register or withdrawal of a national license.

Article 11 The record of an intercultural learning professional in the Register will be marked as "suspended" when a court of law or a national committee has imposed a sentence or measure that suspends the holder's right to exercise the profession of intercultural learning professional. The intercultural learning professional will have the mark "suspended" removed when the suspension in the respective country ends.

Section B. Awarding Agency

Article 12 The Board of Management of ECILP-X is responsible for ECILP-X to have a fully operational Awarding Committee. Board members may also be Awarding Committee members, depending on what is feasible for ECILP-X in its different

phases of development. The Awarding Committee is responsible for awarding the ECILP and entering an individual into the Register according to these Regulations.

Article 13 The Awarding Committee consists of a chairperson, a chairperson-elect (eventually a past-chairperson) and up to eight other members. A quorum is to be defined for decisions to be made. Members should reflect different national resp. cultural contexts, ECILP-X recognizes that diversity is more than residence or passport status. A country may be maximally represented by two members. The board should reflect the diversity and complexity of the intercultural profession and provide a balance between those working as practitioners and those working in scientific contexts and involved in the education of intercultural learning professionals.

Article 14 Candidates for the Awarding Committee

a) Candidates may be self-nominated or nominated by others, for example, by national SIETAR associations, SIETAR Europa, and national academic institutions involved in intercultural education. Applications should include a relevant Curriculum Vitae and a letter of nomination.

b) Committee members are appointed for a term of up to four years, once renewable. The terms of appointment are set in such a way that two new members can be appointed every two years.

c) Committee members should serve different terms to achieve rotation of members, with overlapping duties between earlier and new members.

d) The board of ECILP-X selects new candidates. For the first five years after the founding of ECILP-X, the president of SIETAR Germany and the president of SIETAR Europa can veto a decision. Changes in veto rights by any national SIETAR organization can be decided upon during these initial five years.

Article 15 The Awarding Committee is responsible for oversight of the ECILP and its regulations and for ensuring that the registration and award of ECILP occurs in accordance with these regulations.

   a) to stipulate and update the manner in which an applicant has to submit evidence of professional competences;

   b) to decide on each individual application for the ECILP, either informing the applicant of the reasons why the application failed (i.e. score overviews, certificate checks) or awarding the ECILP;

   c) to align the professional ethics declaration with the SIETAR Europe framework (or with the relevant national SIETAR chapter) to be signed by applicants;

   d) to determine the fee for administrative costs to be paid by applicants;

   e) to issue the ECILP to individual intercultural professionals;

   f) to keep a publicly available record of ECILP recipients and the date at which they have received the certification;

   g) to keep an archive of all application materials for a set period in concordance with GDPR regulations;

   h) to manage the maintenance of the ECILP Register;

   i) to define who will be authorised to access the Register

   j) to inform and advise institutions of higher education of how they can prepare students for approval of ECILP;

   k) to inform and advise train-the-trainer institutions of conditions for approval;

   l) to prepare an annual report of activities in line with the legal status of ECILP-X.

   m) to act as consultation body to the European Commission on

issues regarding the recognition of intercultural learning professionals' qualifications in Europe

n) to assign and prepare assessors for conducting the ECILP application interviews and making recommendations to the Awarding Committee.

Article 16 The Assessors are assigned by the Awarding Committee. The assessors' tasks involve the transparent, competent, and impartial evaluation of applicants; their review of portfolio evidence and conduction of interviews; recommendations to the Awarding Committee; exchange about processes and results throughout an assessment period; regular communication with the board.

Section C. The Procedure for Obtaining ECILP

Article 17 The validity of an ECILP registration cannot be extended by applying for the same ECILP Certificate again, but only by recertification as described in Article 4.

Article 18 The application must be made on a form that is similar in meaning and structure to the model (or its updated versions) included in this document (Appendix IV). The application must provide information on the educational and professional background, professional degrees, certification, diplomas, and instructional materials/examples. The applicant must sign a pledge that they will conduct professional activities in accordance with the code of ethics of the national intercultural association of the country of practice (which can be a national SIETAR organization or a different intercultural association); or in accordance with the code of ethics of a supranational intercultural association (for example, SIETAR Europa).

Article 19 The Awarding Committee will establish whether the candidate meets the criteria required by Article 2. It will examine the professional competences and fields of practice in which the

applicant has worked under supervision and/or independently and decide about the level attained.

Article 20 The assessors conduct a specified process for each applicant, with one assessor per applicant. Assessors then recommend to the committee. Twenty-five percent of all submissions, randomly selected, will be assessed by two assessors. The committee takes note of discrepancies and harmonizes the decision.

Article 21 The application will only be processed after the candidate has paid the appropriate fee.

Article 22 The assessors shall examine the evidence submitted and decide whether more information is needed from the applicant. If the assessors cannot come to an agreement or a decision, they will involve the Awarding Committee. The applicant will be informed whether the Awarding Committee requires further information within 8 weeks of the original application and the fee having been received.

Article 23 Where additional information is required, the applicant shall be informed of the Awarding Committee's decision within 12 weeks of such additional information having been received.

Article 24 Where no additional information is required, the applicant shall be informed of the Awarding Committee's decision on whether to award the ECILP within 12 weeks of the original application and fee having been received. When the ECILP is not awarded the applicant shall receive a detailed account of the grounds that lead to this decision.

Article 25 Per the date on which the applicant has been entered into the ECILP Register, the ECILP will be awarded to that individual.

Article 26 To revalidate the ECILP, the applicant must submit an application which provides evidence of current competence, to the Awarding Committee.

Article 27 The application for revalidation must provide evidence of maintenance of professional competence in the form of a

specified number of hours of practice as a ILP and continued education and professional development, as specified by the Awarding Committee.

Section D. Appeal Procedures

Article 28   When an applicant files an appeal to a certification result , they need to supply a response letter in which evidence and clarification is provided as to the specific aspect that they find diverging. This aspect can concern the certificates and documentation that the applicant has provided, or it can concern their responses in the self-assessment.

Article 29   Provided that the response letter provides compelling evidence, the handling AC member reassigns the case to the original assessor and a second assessor, who evaluate the additionally provided evidence with regard to the parts that are re-evaluated only. The handling AC member arrives at an integrated decision, based on the assessment of the two assessors.

Section E. Register of ECILP-certified ILPs

Article 30   The Register of ECILP Intercultural learning professionals is held and maintained by ECILP-X and comprises the listings of suitably certificated ILPs.

Article 31   The Register of ECILP Intercultural learning professionals also indicates on the register the holders of Regional Competence Certificates.

Article 32   The information mentioned in the Registration Details of ECILP will be recorded in the ECILP Register, which will be a searchable online facility available through the internet.

Article 33   The entries of the Register shall be updated upon the initiative of the Awarding Committee when a ECILP Certificate is issued, re-issued, withdrawn, or expires. Information in the Register may only be changed by ECILP-X.

The above articles 1 to 33 are proposed as guidelines for those involved in establishing ECILP-X and implementing the ECILP certification processes. Procedures will need to be decided upon as to who will set the ECILP regulations and its appendices, determine their starting point and the conditions for updating them.

5 Other Requirements

Once a legal structure for ECILP-X has been decided on, and ECILP-X has been founded, its board members will need to ensure that ECILP-X meets a number of requirements in line with its core functions and responsibilities. These requirements will include:

- General requirements: Legal matters, management of impartiality, finance and liability

- Resources: Personnel involved in certification activities; IT- and storage resources etc.

- Records and information requirements: Records of applicants, confidentiality and security (GDPR)

- Additional process requirements: Regulations for use of certificates, logos and marks, complaint handling

- Management system requirements

- Technical and organisational measures

At this stage, we limit the discussion to presenting the Technical requirements and usage (Appendix 7) and a draft version of the technical and organisational measurements (TOMs) that ECILP-X will need to take and report on (Appendix 8).

Appendices

Appendix 1　　Abbreviations and Definitions

Assessors	Assessors assess applicants according to the guidelines established by ECILP-X.
Awarding committee	The entity responsible for awarding the ECILP and entering an individuel into the register.
Basic competences	The eight competences of Area 1 of the ECILP system of competences which in their combination are unique to the delivery of intercultural training services.
Certification	The provision by an independent body of written assurance (a certificate) that the product, service or system in question meets specific requirements (ISO/IEC17024, 2012).
Certification body	The "legal entity, or a defined part of a legal entity, such that it can be held legally responsible for its certification activities" (ISO/IEC 17024:2012, p. 3). The certification body can be, for example, a foundation or an association. In the absence of such a legal body at the end of the ECILP project (March 2023), we propose in this document as working title *ECILP-X* as a placeholder for that legal entity.
CPD	Continuing professional development
ECILP	European Certificate for Intercultural Learning Professionals. ECILP is designed to provide a common standard for warranting quality in intercultural education and training.

ECILP certification scheme	The ECILP certification scheme is the entire system of ECILP competences (with its three areas of competences: eight basic competences, six process competences, and seven strategic competences) in combination with the certification process requirements (as described in the current document). The certification scheme specifies the scope of certification, the task and needed competences, the prerequisites (where applicable) and the ECILP code of conduct. The certification process requirements include the criteria and assessment methods for initial certification as well as recertification; the criteria for suspending/withdrawing certification; and the criteria for assigning the partial certificate and a given level of certification (ISO/IEC17024, 2012, pp. 9-10).
ECILP certified intercultural learning professionals	Intercultural learning professional who completed the process of certification provided by ECILP and who have been awarded the ECILP certificate
ECILP competence(s)	One or more of the competences included in the ECILP system of competences
ECILP project partners	The organisations responsible for the ECILP project: XX
ECILP Register	The register of ECILP certified intercultural learning professionals. It will be held and maintained by the legal body responsible for certifying intercultural learning professionals.
ECILP system of competences; ECILP Competence Framework	The total set of competences defined for the ECILP certificate. The ECILP system of competences consists of three areas of competences identifying the main aspects of professional intercultural practice: eight basic competences, six process competences, and seven strategic competences.
ECILP-X	The working title for the certification body that will assign the ECILP.
Governance	The total set of structures and processes necessary to safeguard transparent, impartial and competent

	decisions about issuing the ECILP Certificate to applicants.
ILP	Intercultural learning professional
Process competences	The six competences of Area 2 of the ECILP system of competences which are required to manage the service process, starting with the goal alignment with the client and ending with training evaluation and training follow-up.
Regional competence	Regional competence is one of the eight basic competences of Area 1. It 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.
Strategic competences	he six competences of Area 2 of the ECILP system of competences which are required he The seven competences of Area 3 of the ECILP system of competences which enable intercultural learning professionals to render their services effectively and efficiently.
VET	Vocational and educational training

Appendix 2   The ECILP Certification Scheme: Areas and Competences

Area 1: Eight basic competences	
Competence	**Definition**
Intercultural competence	Intercultural competences are multidimensional constructs "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 as having "different and/or divergent affective, behavioural, and cognitive orientations to the world" (Deardorff, 2009, p. 7). These orientations may be linked to participants' nationality, race, ethnicity, tribe, religion and/or region (adapted from Deardorff, 2009, p. 7) as well as of organizations, professions and other cultural groups.
Sample item	*Please give an example for how you have integrated the intercultural experiences of participants in a learning activity.*
Competence in W&O psychology	Competence in W&O psychology refers to the knowledge, experience and behavioural strategies ILPs need in order to understand and identify work-related issues influencing their clients' effectiveness and well-being, and to support their clients in constructively addressing and dealing with these issues (based on the EAWOP-ENOP Reference Model, 2007).
Sample item	*I design intercultural trainings based on empirically tested theories in work and organizational psychology.*
Professional competence	Professional competence is the ability to utilise prior professional competence for enhanced intercultural service delivery, by correctly anticipating and constructively responding to the client's learning goals, expectations, experience, needs and habits. Prior professional competence refers to clusters of knowledge, skills and behaviours an ILP has gained through systematic and structured work experience outside the intercultural profession.
Sample item	*We are interested in documentation for the professional competences you indicated. Please list relevant evidence (e.g., professional degrees, certification, diplomas, instructional materials/examples).*

Language and communication competence	Language and communication competence is the ability to communicate with one's clients, participants and other stakeholders appropriately and effectively in a variety of professional settings, differentiating and varying between styles and registers.
Sample item	*We are interested in documentation for the competences in language and communication competences you indicated. Please list relevant evidence (e.g., professional degrees, certification, diplomas, instructional materials/examples).*
Social competence	Social competence is a complex set of abilities that contributes to appropriate and constructive social interaction. It is the ability to diagnose social factors and dynamics, to manage oneself within a given social context, and to influence social dynamics with a view to creating a constructive, respectful and inclusive learning climate for all participants in a learning setting.
Sample item	*We are interested in how much experience you have working with people from different social backgrounds during your learning activities. Please indicate your experience with:* *Verbal and non-verbal expression differences linked to socioeconomic communities.*
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 (based on UNESCO, 2016).
Sample item	*Please indicate how often you inform yourself about adult education using the sources below.* *I consult professionally relevant sources of information (e.g., magazines, textbooks, peer-reviewed journals).*
Regional competence	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.
Sample item	*In which countries / cultural regions have you worked? Please indicate all places.*

Media literacy	Media literacy is the ability to select, design and use appropriate and effective instructional devices to motivate adults to learn and ease their learning process. Instructional devices include all devices and materials used in teaching, training and learning processes.
Sample item	*To what extent are you experienced in adapting media to support participants' learning experience?*

Area 2: Six process competences

Competence	Definition
Needs, goals and agreement	This phase requires competences for clarifying the client's needs and expectations, for determining the best match between assignment and trainer, and identifying and negotiating the budget for the programme. The phase ideally consists of a) Needs Analysis, b) Goal Setting, c) Aligning Needs Analysis and Goal Setting with the Customer, and d) Elaborating the Service.
Sample item	*Which instruments do you use for collecting information about and analysing the clients' situation and needs? Multiple options are possible.* • *customer dialogue* • *alignment interviews* • *surveys* • *question techniques* • *other, please indicate*
Antecedent training conditions and participant alignment	Needed in this phase are competences in assessing and reviewing personal prerequisites and expectations of participants, and assessing the training context from the client's perspective. The phase ideally covers a) Assessing individual participant characteristics, b) Assessing motivation prior to training, c) Assessing the organisation's attitude toward training.
Sample item	*To what extent do you assess specific experiences, skills, and background of participants before the training?*
Training Design	Training design involves competences of designing learning activities that accomplish the agreed-upon objectives. The

	phase ideally consists of five steps, i.e., a) Adapting 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, e) detailing the training concept.
Sample item	*How experienced are you in discovering what may be particularly difficult for the client to work on (e.g., problems, pain points)?*
Training Delivery	Delivering the training requires know-how and skills to deal with a range of planned and unforeseen interactions during the training. Training Delivery can be broken down into five idealized sequences: a) Check-in, b) Delivering training, c) Demonstrating flexibility in dealing with unexpected events and participant behaviour, d) Participant feedback, e) Check-out.
Sample item	*How experienced are you in carrying out training activities (e.g., motivating, clarifying relevance, briefing, implementing, debriefing, ensuring learning transfer)?*
Training Evaluation	Training evaluation is an important but often underestimated phase of the training process, addressing training effectiveness and potential improvements. The phase ideally contains a) Evaluation of the training, b) Reflection on the training evaluation, and c) Improving the training.
Sample item	Which methods do you use for collecting feedback? • feedback sheets • feedback rounds • flashlight • other, please indicate
Training Transfer	This final phase of the training process looks at the extent to which participants can apply the learning to their everyday working lives. The phase should cover a) Supporting participants' knowledge retention, b) Assessing participants' feedback, and c) Follow-up with the client.
Sample item	*How experienced are you in supporting the participants in maintaining the knowledge and skills gained in the training, for example by providing follow up content and sessions?*

Area 3: Seven strategic competences

Competence	Definition
Professional strategy	Developing an appropriate organisational strategy, and aligning it with the organisation's vision and mission, its business goals and framework, in accordance with the ILP's basic competence profile.
Sample item	*I have formulated a vision and goals for my business.*
Continuing education and professional development	Updating and developing one's competences, knowledge and skills, in alignment with the requirements of an intercultural work context, and labour market developments and trends.
Sample item	*I try out new methods in my work.*
Quality assurance	Establishing and maintaining a quality assurance system for the organisation as a whole.
Sample item	*My company is certified by an accredited institution.*
Research and development	Doing research and developing new services, methods and products in anticipation of future client needs.
Sample item	*I explore new developments in the field early to meet clients' future needs.*
Network and professional contacts	Building, broadening, and strengthening professional relationships to consolidate one's own connections in the intercultural field
Sample item	*I take part in business-related social events.*
Organisational and financial management	Mastering the operational and managerial aspects of one's organisation, including marketing and sales, finance and accounting, human resource and administrative aspects.
Sample item	*I am involved in marketing, dissemination, and sales.*
Sustainability and ecology	Creating and enhancing awareness and implementation of green and sustainable learning activities and business processes when preparing, delivering and implementing one's professional activities.
Sample item	*I am conscious of my carbon footprint when designing business and learning activities (for example, reducing travel, paperless office, avoiding waste)*

Appendix 3   Related Work on Codes of Ethics

Establishing the code of ethics for any project, organisation and initiative requires careful consideration, reflection and dialogue between stakeholders. In starting this process for ECILP, project partners drew insights from many sources, in particular, from the ethical codes of SIETAR Polska, SIETAR Nederland and SIETAR Europa. Their websites and additional websites with insightful codes of ethics are listed here. The list may also assist future project partners and/or the board of ECILP-X to continue the process of formulating the code of ethics for ECILP.

Published codes of ethics:

SIETAR Polska: https://www.sietar.pl/resources

SIETAR Nederland: https://www.sietar.nl/alv-documenten/

SIETAR Europa 2017. Code of Conduct. https://sietareu.org/policies/. SIETAR-Code_of_Conduct_Policy_Statement.pdf

EntreComp: The Entrepreneurship Competence Framework:
https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1055&context=tfschcafcon

National Education Association (NEA): https://www.nea.org/resource-library/code-ethics-educators

National Association of State Directors of Teacher Education and Certification (NASDTEC educator):
https://www.nasdtec.net/page/MCEE_Doc

European Code of Conduct for Mediation Providers:
https://rm.coe.int/cepej-2018-24-en-mediation-development-toolkit-european-code-of-conduc/1680901dc6

International Mediation Institute (IMI):
https://imimediation.org/practitioners/code-professional-conduct/

Code of Conduct for the Members of the European Commission:
https://ec.europa.eu/info/about-european-commission/service-standards-and-principles/ethics-and-good-administration/commissioners-and-ethics/independent-ethical-committee_en

International Organization of Securities Commissions (IOSCO):
https://www.iosco.org/library/pubdocs/pdf/IOSCOPD217.pdf

International Coach Federation (ICF):
https://coachfederation.org/app/uploads/2020/01/ICF-Code-of-Ethics_final_Nov12.pdf

European Mentoring and Coaching Council (EMCC):
https://www.emccglobal.org/de/wp-content/uploads/sites/5/2018/09/EMCC-Code_of_Ethics_2016.pdf

Appendix 4   Application Form

The *ECILP* Application Form will be provided in template form by ECILP-X to ensure comparability and common style and information across the countries that will be awarding ECILP.

The following information should be requested on the application form:

a) **Name**

b) **Work/home address**

c) **E-mail address**

d) **Relevant educational background**

Information about (academic) titles, dates when (university) study began and ended, the field of practice and the country where the title was awarded. Additional information on educational and professional background, additional professional degrees, certification, and diplomas.

Time period	Name of degree/ certification/diploma	Field of Practice	Educational Institution	Country

e) **Portfolio information**

This will include instructional materials, examples, case studies of work, publications, presentations.

f) Supervised Practice

Formally recognised supervised practice equivalent to one year full-time. Details requested of the supervised practice, the dates and the field(s) of practice in which it was carried out; evidence for a minimum of one year equivalent. Applicants should list only fields which have been formally recognised as supervised practice.

Time period	Employer	Field of Practice

g) Professional experience as an independent practicing ILP

Employment history of independent practice as ILP

h) Field(s) of Practice

Field(s) of practice in which the applicant claims professional competence as an independent ILP

Field 1

Field 2

Field 3

i) Agreement with publication of registration details

The applicant agrees to have their name and address mentioned on the Register as well as on the Certificate.

j) Registration details of ECILP intercultural trainers

The registration details of the Certificate to be entered in the Register are:

Name

Work address

Education relevant to the intercultural profession

To be specified:
Time period
Name of degree
Name of university/educational institution
Country/Countries

Country/countries of practice

Field(s) of practice

Date and place of authorisation by the ECILP awarding committee

National ECILP registration number

Appendix 5   ECILP Certificates

The ECILP Certificate addressed three levels of professional expertise:

In addition, ECILP also awards ECILP Regional certificates, for ILPs with proven expertise in one or more cultural region but with other ECILP competences not yet developed to warrant certification on the above three levels.

ECILP-X will provide the ECILP Certificates in template form by to ensure comparability, common style, information and branding.

Using the certificate for ECILP Certified Intercultural Learning Professional as example, the ECILP certificate will provide the following information:

This is to certify that

NAME

ADDRESS

Having demonstrated the required (scientific) knowledge and professional competences and having pledged to act in accordance with the code of ethics set out in the Ethics Code of the European Certificate for Intercultural Learning Professionals (ECILP)

meets the requirements to be called

ECILP Certified Established Intercultural Learning Professional

and is hereby considered qualified to work as   *Established* Intercultural Learning Professional, in any European country in which the relevant national intercultural association has accepted the ECILP Regulations, and in as far as there are no restrictions from national regulations in the country concerned.

We, the undersigned, have satisfied ourselves that the said evidence is in accordance with the ECILP Regulations concerning the award of the ECILP Certificate, approved by ECILP-X on [Date]

The ECILP Certificate is valid until [Date].

Chair of the ECILP-X Awarding Committee
[Place]
[Date]

Appendix 6   Continuing   Professional   Development (CPD) Scheme

The ECILP system emphasises the need for ILPs to continuously invest into their professional development. In fact, Continuing Professional Development (CPD) is one of the strategic competences stated in Area 3 of the ECILP certification scheme.

With this appendix, we want to underscore the importance of CPD for ILPs. The requirements for CPD proposed here are preliminary, and they draw heavily on the requirements stated in the most recent EuroPsy publication (EuroPsy, 2021, pp.66-67). We have found these requirements useful in terms of quantity and diversity, and hope they will support future decisions on the CPD scheme.

Draft: ECILP requirements for Continuing Professional Development

The ECILP Certificate stands for up-to-date professional knowledge and expertise of the ILP holding the certificate. Therefore, ILPs holding the ECILP certificate are expected to maintain and continuously invest into their professional competence. ECILP holders should achieve this through work experience, professional development, supervision, traineeships, and so forth. When applying for renewal of the ECILP Certificate, the applicant must have at hand relevant evidence of CPD over the past period of professional practice.

Work Experience

The applicant should provide evidence of professional work as intercultural learning professional amounting to 400 hours or more per year averaged over four or more years before the application for renewal. Acceptable evidence includes employment contracts accompanied by a job description, project contracts, and statements of income for tax authorities.

Professional Development

It is a responsibility of the Registered ECILP professional to keep informed about recent professional (scientific) developments related to the intercultural profession, which includes but is not limited to their field of practice.

A minimum of 80 hours per year is recommended and applicants should be able to show explicit evidence of 40 hours of CPD per year. There is broad and rich range of professional development activities, and evidence of a variety of activities is required. The following list is intended to inspire, but is not exhaustive. For each type of activity an approximate maximum of the percentage of time that can be certified has been indicated, so as to ensure that ILPs take on a diverse set of activities as part of their CPD.

1. Certified attendance and participation in accredited courses and/or workshops aimed at further professional development (60%)
2. Development of specific new skills through practice at work (20%)
3. Certified attendance in peer supervision meetings (20%)
4. Certified participation as a supervisor provided that this is formally recognised (20%)
5. Certified attendance at a professional or scientific conference (20%)
6. (Co-)authorship and/or editing of publications on research and/or professional issues (30%)
7. Online and on-site presentations to professional audiences (20%)
8. Editorial work on journals and books in their work field (20%)
9. Volunteer work for professional intercultural associations and foundations, for example, SIETAR Europa or a national SIETAR organisation (20%

10. Work and/or internships abroad with documented reflection on the learning experience (40%)

For the purpose of revalidation, ECILP holders should demonstrate CPD in at least three of the above nine categories. For example, if the total is 100 hours of CPD, this might consist of attendance at a professional (scientific) educational conference (10 hours, max 20), editorial work (10 hours, max 20), volunteer work (20 hours max 20) and certified attendance at accredited courses (60 hours, max 60). This ensures a rich and diverse blend of CPD activities.

Record Keeping

Registered ECILP professionals must document their CPD. In addition to documenting acquiring practice experience in the context of new functions, client groups and settings, documentation should also cover training and development from continuing education. The documentation, with supporting evidence, will provide the basis for the Registered ECILP professional's profile as included in the Register, when the ECILP is renewed after the required number of years (number of years to be determined by the board of ECILP-X at a later stage).

Appendix 7:   Technical Requirements and Usage of the ECILP Self-Assessment Platform

The ECILP online self-assessment and validation centre is available as a web-based application and can be accessed using the link https://ecilp.erasmus.site/platform/. The technical requirements include an up-date web browser with enabled JavaScript support. Cookies are also required to maintain the logging in an out. Each user is welcomed to manage their profile, change password and enable Two Factor Authentication for better security.

Account and Registration

The account is required to access the ECILP online self-assessment and validation centre due to the fact that the results taken from different parts of the questionnaires are stored securely in a database. It should be noted that while multiple attempts can be taken, only the most recent one is taken into account when it comes to the scoring and certification procedure.

The account can be acquired by using the *Register here* button at the login screen and filling in a simple form.

ecilP
European Certificate for Intercultural Learning Professionals

ecilP
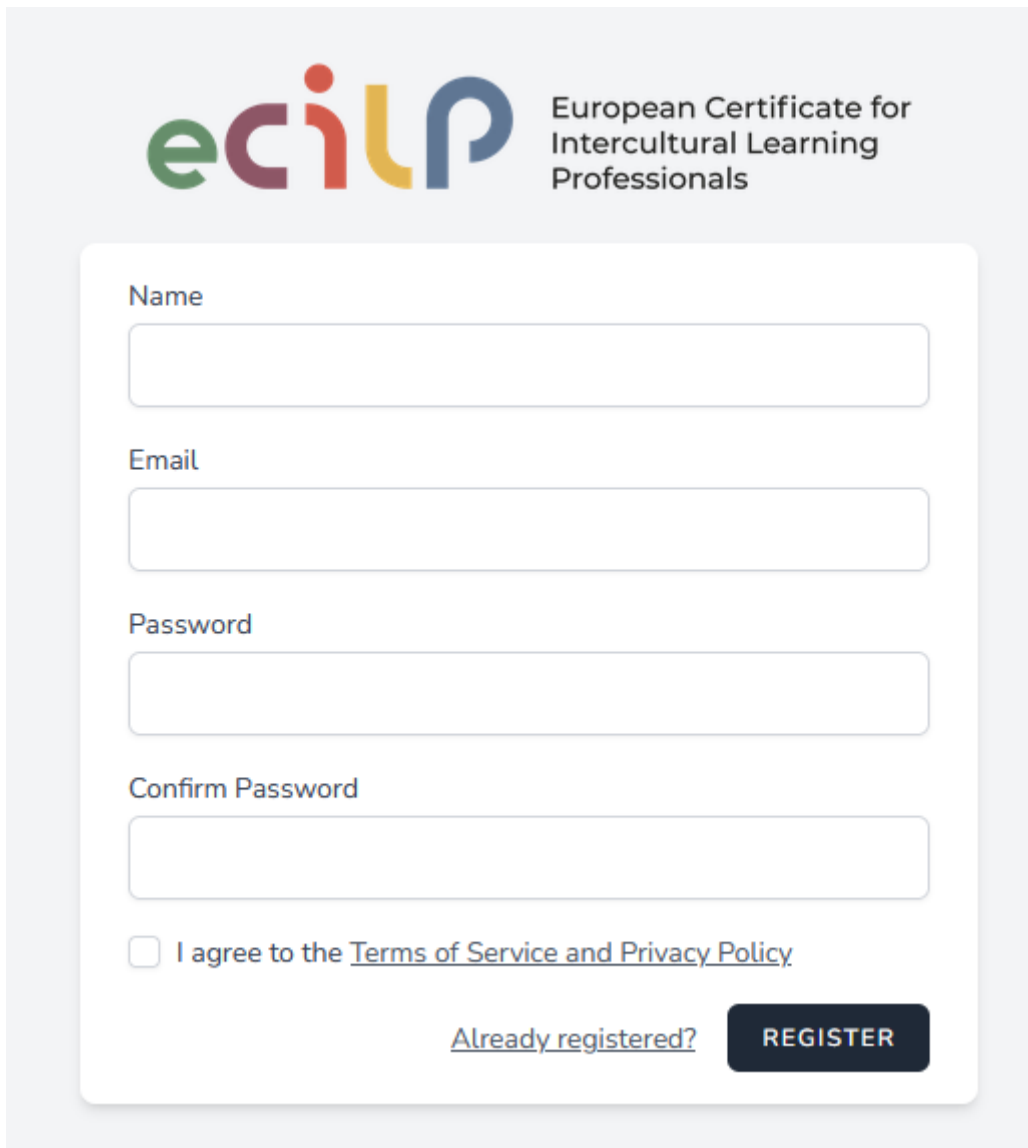European Certificate for Intercultural Learning Professionals
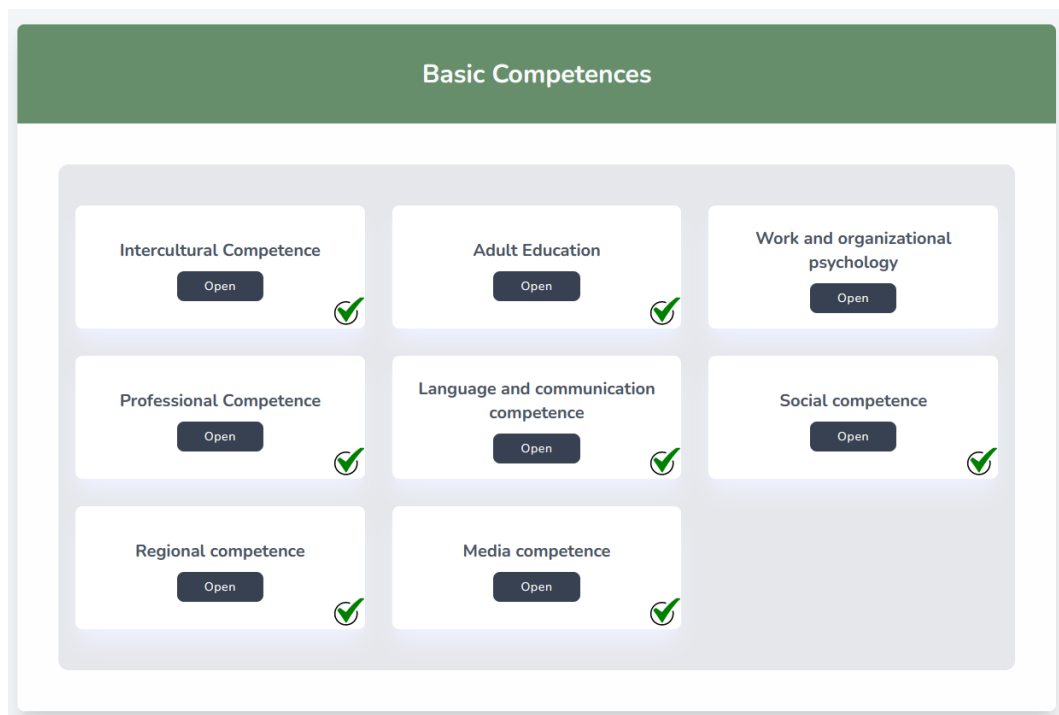
Email

Password

☐ Remember me

Forgot your password? | Register here   **LOG IN**

Name

Email

Password

Confirm Password

☐ I agree to the Terms of Service and Privacy Policy

Already registered?   **REGISTER**

Modular System of Competence Assessment

The modular character enables to perform the assessment from different perspectives, although to receive the full picture, it is strongly advised to fill in all the parts of it. There are three main areas: Basic Competences, Process Competences, and Strategic Competences. Basic Competences, as the most complex area, is further divided into 8 competences and each one of them can be answered separately as well. There is a visual indication that shows which parts have been already filled in.

Basic Competences

Intercultural Competence	Adult Education	Work and organizational psychology
Open ✔	Open ✔	Open
Professional Competence	Language and communication competence	Social competence
Open ✔	Open ✔	Open ✔
Regional competence	Media competence	
Open ✔	Open ✔	

Completing the Self-Assessment

The ECILP online self-assessment and validation centre goes through a set of questions that are evaluated according to the scales and mechanisms provided at the time of preparing the questions. Some of the questions follow a simple scale (for example 1 to 5), whereas some of them use more advanced calculations, such as sum of selected options from many available. In addition to that, some of the questions have reversed scoring for all the sub-questions or only for some of them.

1.1 Intercultural Competence

Knowledge

1. Please indicate how often you inform yourself about intercultural competence using the sources below.

I consult professionally relevant sources of information (e.g., magazines, textbooks, peer-reviewed journals). — daily ⌄

I follows news, (social) media, and other non-fiction material on intercultural competence. — daily ⌄

I consume works of fiction such as films, novels, or artistic performances related to intercultural competence. — daily ⌄

I attend conferences, webinars, workshops etc. on intercultural competence. — daily ⌄

I engage in professional exchange about intercultural competence with others (e.g., experts, colleagues, clients, students). — daily ⌄

2. We are interested in how diverse the sources of information are that you rated above (in terms of e.g., viewpoints, traditions). Please indicate your agreement with the following item:

The sources I use to inform myself about intercultural competence are very diverse.
☐ 1 = strongly disagree ☐ 2 ☐ 3 ☐ 4 ☐ 5 = strongly agree

3. Please indicate for each domain how much knowledge you have:

theories and models of intercultural communication — not at all knowledgeable ⌄

culture generals — not at all knowledgeable ⌄

To get a score and to be evaluated, one needs to go through all the sections of the online questionnaire. As it is a quite time-consuming task, the system allows users to go bit by bit, as each section is saved individually. Therefore, filling in a questionnaire does not need to be done necessarily in one session, and can be achieved as well at different times.

It is worth to mention that the results are valid when all the questionnaires are filled in. Moreover, the first area (Basic Competences) is further divided into 8 smaller components. This is because the first area is quite extensive in terms of content.

Types of Questions

In total, the ECILP online self-assessment and validation centre uses 17 different types of questions. Even if they look the same on the screen, the methodology of their evaluation might be different. In most of the cases, only one answer can be selected from the available ones, regardless of the visual presentation of the question.

1. Please indicate how often you inform yourself about intercultural competence using the sources below.

I consult professionally relevant sources of information (e.g., magazines, textbooks, peer-reviewed journals).

I follows news, (social) media, and other non-fiction material on intercultural competence.

I consume works of fiction such as films, novels, or artistic performances related to intercultural competence.

I attend conferences, webinars, workshops etc. on intercultural competence.

I engage in professional exchange about intercultural competence with others (e.g., experts, colleagues, clients, students).

a few times a year ⌄
- daily
- weekly
- monthly
- a few times a year
- never

3. Please indicate your experience in the following roles in intercultural fields:

industrial sector/economy

☐ 1 = not at all experienced   ■ 2 = slightly experienced   ☐ 3 = somewhat experienced   ☐ 4 = moderately experienced   ☐ 5 = extremely experienced

There are a few types of questions that allow to select multiple options. In such cases it is explicitly mentioned in the instructions.

7. Please indicate what characterizes the groups of participants you work with in your intercultural learning activities best.
Selecting multiple options is possible.

☐ They are from one culture/region;

■ They from contexts with two (or more) cultural influences;

■ They are multicultural groups;

☐ They are homogenous (group members are similar);

☐ They are heterogeneous (group members are different).

At certain parts of the questionnaire, there are open-ended questions that will allow for further manual analysis of the response sets. Such questions are not scored automatically, but provide additional insights to the profile of a person filling in a questionnaire.

3. Please give an example for how you have integrated the intercultural experiences of participants in a learning activity.

Write here...

Finally, some sections have a dynamic character, which means additional questions are shown on the screen based on the answers provided. This can either have an impact on new questions being added to the questionnaire, or existing questions will change display and scoring.

1. Please indicate which languages are most relevant to your work.

German

Language

Language

3. Which instruments do you use for collecting and analysing participants' <u>motivation, experiences, skills, and background</u>?

☐ surveys

☑ telephone/remote interviews

☑ stakeholder analysis

other, please indicate

Write here...

Reach Certain Stage of Credits for the Different Levels

By looking at the points, it is possible to identify oneself on one of the three thresholds: Intercultural Learning Professional, Advanced Intercultural Learning Professional, Master Intercultural Learning Professional.

All the points gathered in each part of the questionnaire is then compared with the expected maximum score, and as a result a person receives a percentage score. There are three distinct levels that a trained professional can be evaluated as: Intercultural Learning Professional, Advanced Intercultural Learning Professional, and Senior Intercultural Learning Professional. The thresholds were established in most of the cases as 10, 30, and 80%, respectively, except for Intercultural Competence that uses the 30/60/80% scores as the thresholds. Such modular concept profiles the users in a more granular way, thus giving important feedback as to which areas should be worked on to earn a certain level.

The sections that have not been attempted yet will not show any value in the "Your score" column.

Your results

Below you will see your results as you go through the set of questionnaires.

Area 1: Basic Competences				
Competence	**Your score**	**Intercultural Learning Professional**	**Advanced Intercultural Learning Professional**	**Senior Intercultural Learning Professional**
Intercultural Competence	13.74%	30%	60%	80%
Adult Education	20.3%	10%	30%	80%
Work and Organizational Psychology	-%	10%	30%	80%
Professional Competence	6.71%	10%	30%	80%
Language and Communicative Competence	22.91%	10%	30%	80%
Social Competence	23.59%	10%	30%	80%
Regional Competence	11.33%	10%	30%	80%
Media Literacy	25.88%	10%	30%	80%
Area 2: Process Competences				
Needs, Goals, and Agreement Antecedent Training Conditions Training Design Training Delivery Training Evaluation Training Transfer	0.39%	10%	30%	80%
Area 3: Strategic Competences				
Professional Relations Research and Development Marketing and Sales Account Management Practice Management Quality Assurance Self Reflection	17.17%	10%	30%	80%

Appendix 8   Draft: Technical   and   Organisational

Requirements taken by ECILP-X

The technical and organisational requirements proposed below serve to illustrate the steps ECILP-X will need to take in order to demonstrate proper processing of any data being transmitted and hosted. Once ECILP-X has been founded, and hosting and IT developing company selected, the technical and organisational requirements can be finalised and published on the ECILP-X website.

Technical and organizational measures by ECILP-X according to the

EU general data protection regulation 2016/679 (GDPR)

a) Physical access control

Location of ECILP-X and how the physical space is protected. Regulations for access by staff and visitors of ECILP-X . The table shows the measures taken with respect to Physical Access Control:

Physical access control – measures taken by ECILP-X
For example:
Alarm system
Person control at reception
Light barriers/Motion detectors
Lock and key protocol (handing out keys etc.)
Security locks
Access control – measures taken by ECILP-X hosting company
For example:
Alarm system
Security locks

Video monitoring of entry points
Person control at reception
Chip cards; transponder lock system
Careful selection of cleaning staff
Key protocol
Logging of visitors
Careful selection of security staff
Obligatory access cards
Light barriers/Motion detectors

b) Digital access control

All PCs and laptops of ECILP-X staff are password protected. Next to staff members, only ECILP-X's IT service provider has access to the PCs in the office. Their representatives can access the ECILP-X office only when a staff member is present.

At home and when traveling, ECILP-X staff only works with password-protected laptops. Internet access at home is likewise password-protected. Remote access to the ECILP online system and database is possible only via a passport protected, encrypted, and authenticated SSL connection.

The ECILP-X hosting company is an ISO 27001 certified IT company. The company hosts the ECILP-X IT system and data, the ECILP online system and ECILP database and the key ECILP website. Hosting is done in a VPS environment in an ISO 27001-certified data centre located in Europe. The table below summarizes the measures taken by the hosting company with respect to digital access control.

Digital access control – measures taken by ECILP-X hosting company
For example:

Assignment of user rights

Generation of user profiles

Password assignment

Use of VPN technology

Authentication with username and password

Locks for external interfaces (e.g., USB)

Chassis locking

Visitor logging

Keys regulation (e.g., key distribution)

Identity checks by doorman / at reception

Use of anti-virus software

Careful selection of cleaning staff

Careful selection of security staff

Use of intrusion detection systems

Encryption of data carriers in laptops / notebooks

Encryption of mobile data carriers

Use of software firewalls (on the webserver*: Shorewall*; for filtering prior to data arrival on webserver: Cisco ASA)

Use of hardware firewall

Use of central smartphone administration software (e.g., allowing for external deletion of data)

c) ECILP access control

ECILP access control refers to the specific data processing system ECILP-X has developed for processing ECILP data, i.e., the ECILP online system and its hosting.

For the ECILP online system, appropriate admission levels for external users are defined:

1. Assessor access
2. Applicant access

Access to the ECILP system available for the two groups of users is clearly defined and controlled. ECILP applicants can only access the ECILP system; they cannot access answers provided by other applicants. ECILP assessors can only see the data and names provided by ECILP applicants; they cannot access any other part of the ECILP online system. During the processing, use and storing of person-related data, these data cannot be read, copied, changed, or deleted in unauthorized ways.

Access authorization is administered centrally in the ECILP online system in a specially secured area, which can only be accessed by the ECILP-X staff and application developers. Any changes in admission rights is logged here. ECILP assessors gain access to their part of the ECILP System only after having signed the ECILP Letter of Agreement with ECILP-X.

ECILP assessors can access their part of the ECILP online system only with the assessor ID and password provided by ECILP-X. ID and password are provided in two separate messages, via different media channels.

ECILP applicants can access the ECILP self-assessment tool only via the applicant ID and password provided by the corresponding ECILP-X staff member or assessor. They can only access and complete the ECILP self-assessment tool, that is, they cannot access any other part of the ECILP online system.

ECILP Access control – measures taken by ECILP-X in cooperation with the developer company
For example:
Determining authorization concept
Use of file shredders
Number of administrators kept to a minimum
Password guideline incl. password length and changes
Logging of access to applications concerning input, changes, and deletion of data
Secure storage of data and data carriers
Administration of rights by system administrator

ECILP Access control – measures taken by the ECILP-X hosting company
For example:
Determining authorization concept
Encryption of mobile data carriers
Number of administrators kept to a minimum
Password guideline incl. password length and changes
Logging of access to applications concerning input, changes, and deletion of data
Use of file shredders / file shredder company
Administration of rights by system administrator
Destruction of data carriers according to DIN 32757 guideline
Secure storage of data and data carriers

d) Dissemination control

Through use of the ECILP self-assessment tool, specific person-related data of clients are transmitted electronically. To do so, applicants access the ECILP-website and click on the corresponding link. They enter the applicant ID and password they received from the ECILP-X staff member, and a name that allows the ECILP assessor to identify them, e.g., their real name, a nickname or any combination of letters and digits. Completing the ECILP self-assessment tool entails providing specific biographic information in terms of broad categories, for example, gender, age category, and educational level. Additional categories may need to be defined and will be specified here, all in line with GDPR data collection principles.

The electronic transmission of data is protected via SSL connection to the server hosting the ECILP self-assessment tool.

When the ECILP self-assessment tool has been completed, the applicant's ECILP results can be generated. The form of this document, its transmission and responsible agent will be specified at a later point in time.

e) Data entry control

ECILP-X can check and determine whether and by whom person-related data have been entered, changed, or deleted within the ECILP online system. Control of the data by ECILP-X is technically feasible but takes place only upon request.

Any entry, change and deletion of ECILP data is recorded and can be traced back via individual user names. Admission rights for entry, change and deletion of data is based on carefully defined authorization guidelines.

Any logical and physical interfaces which allow for data transfer and/or storage but are irrelevant to the processing of ECILP data as described above, have been removed or deactivated.

f) Assignment control

When ILPs complete the ECILP self-assessment tool to assess their ILP competences, they provide specific person-related data. ECILP-X ensures that the data thus entered are processed in line with the instructions of the applicant (the person entering their person-related data).

Through ECILP-X's online system, ECILP-X provides the technical system and steps for processing the data. Further details of this process will be specified at a later point in time.

ECILP-X demands of its hosting subcontractor and of its IT developer contractor (responsible for design, construction, and maintenance of the ECILP online system) to maintain corresponding technical and organizational measures.

Storage of names of ECILP applicants in connection with the data they submitted will be decided on in line with the ECILP certification and re-certification scheme. Applicants can at any time request their data to be deleted from the ECILP system.

g) Availability control

ECILP-X warrants the protection of person-related data against accidental destruction or loss through the measures taken by the ECILP hosting company. Examples of such measures may include:

Availability control – measures taken by ECILP-X hosting company For example:
Interruption-free power supply
Air conditioning in server center
Server center above the water line
Secured power sockets in server center
Fire and smoke detection system
Fire extinguishers in server center
Intrusion Detection System (IDS)
Provision of a backup- and recovery concept
Tests of data recovery
Provision of an emergency plan
Storage of data in a secure external server center
Server center not located underneath sanitary installations
Appliances for temperature and humidity controls in server center

h) Separation control

The goal of separation control is to warrant that data collected for different purposes can be processed separately of each other. Whether ECILP-X needs to install and specify separation control will be decided upon at a later point in time.

Signed by: ECILP-X Chairperson

Place, Date

Appendix 9   Additional Technical and Organisational Requirements

This include, but may not be limited to:

- General requirements: Legal matters, management of impartiality, finance and liability

- Resources: Personnel involved in certification activities; IT- and storage resources etc.

- Records and information requirements: Records of applicants, confidentiality and security (GDPR)

- Additional process requirements: Regulations for use of certificates, logos and marks, complaint handling

- Management system requirements

- Ownership of ECILP Certification scheme

- Maintenance of the ECILP Certification scheme

Appendix 10   References

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Appendix 11   ECILP Phase 1 Project Team

ECILP Phase 1 Project team (1 October 2020 to 31 March 2023)

Project partners were:

- For SIETAR Deutschland e.V. (co-ordinator): Christiena Kirchhoff (president) and Dr. Bettina Strewe (researcher)

- For I.B.I. Intercultural Business Improvement b.v.: Dr. Ursula Brinkmann and Oscar H.M. van Weerdenburg

- For Stichting Katholieke Universiteit Brabant: Dr. Michael Bender

- For assist Gesellschaft für Unternehmensberatung und Personalentwicklung mbH: Dr. Simona Fabellini and Gary Thomas

- For Stowarzyszenie Centrum Wspierania Edukacji I Przedsiebiorczosci: Krzysztof Ciąpała

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