The CIEP from A to Z 2016-2017
The CIEP
from A to Z
2016-2017
Created in 1945, and a national public administrative body since 1987, the Centre international d’études pédagogiques is known both in France and internationally for its expertise, training, French language certifications, assessment and management of international projects.

An institution of the French Ministry of National Education, Higher Education and Research, and a partner institution of the Ministry of Foreign Affairs and International Development, the CIEP supports French international cooperation in the areas of education, professional training and the quality of higher education. It supports the promotion of the French language throughout the world by training the teachers and education managers and by issuing certifications in French. It contributes to European and international mobility for people through language assistant and teacher exchange programmes, as well as the issuing of foreign qualification comparability statements.

It publishes a scientific journal specialising in education and training around the world: the Revue Internationale d’éducation de Sèvres. As an information and discussion forum, it is also a host venue for international seminars and conferences.

To carry out its projects, the CIEP relies on the know-how of a team of 250 staff as well as on a network of experts and national and international partners. It has a regional centre on Reunion Island.

The CIEP’s objectives and performance contract for the period 2015-2017 centres on three areas of activity: cooperation in education and training, support for the use of the French language around the world and European and international mobility.

The CIEP has signed framework agreements with various organisations, including the Ministry of Foreign Affairs and International Development, Institut français, Expertise France, Campus France, AFD, AEFE, OIF and FIPF. It is currently working on the development of private partnerships and in 2016 signed an agreement with Schneider Electric France and the Schneider Electric Foundation. It is a member of Sorbonne University.

The CIEP from A to Z, which is updated each year, sets out all of the CIEP’s activities in question-answer format, running from A to Z.

A list of acronyms is provided at the end of the brochure.
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The CIEP trains up to accreditation to become a DILF, DELF or DALF examiner-marker, a training leader for DELF-DALF examiner-markers, a TCF examiner and a PRO FLE tutor. Due to its international standing and objectivity, such accreditation is of undeniable added value to those who hold it, in their professional lives.

ACCREDITATIONS

ACCREDITATION OF DILF EXAMINER-MARKERS
The training of examiner-markers, in view of their accreditation, takes place in two stages: online training and a final evaluation. The accreditation is valid for 3 years and renewable. Renewal takes place every year in June and is aimed at examiner-markers whose accreditation expires within the year. 

Audience: teachers attached to a DILF examination centre approved by the National Commission. They must also:
- have attended a training course in the teaching of French as a foreign language, in particular regard to teaching absolute beginners;
- obtain authorisation from the DILF examination centre to which they are attached;
- justify either a qualification in teaching French as a foreign language (FFL option of the Bachelor, Masters 1, Masters 2) or professional experience in teaching FFL to beginners.

Method:
- Online training: it is composed of six modules allowing teachers to be familiar with the CEFR, the Référentiel pour les premiers acquis en français (Repository for basic knowledge in French), A1.1 level and DILF and how to evaluate oral and written productions of DILF exams;
- Final evaluation: it takes place under real-life conditions, in the organisation where the applicant works, on a date set in accordance with the CIEP timetable, and lasts about one hour. It consists of assessing written and oral productions using grids designed for this purpose and justifying the marks awarded.

ACCREDITATION OF DELF AND DALF EXAMINER-MARKERS
Ensuring that DELF and DALF are fully in line with the level of the CEFR requires that writing and speaking tests are corrected in a reliable and comparable way from one panel to another. This is why a system for accreditation of markers (for written tests), examiners (for oral tests) and training leaders was set up in 2005.

Audience: future examiner-markers must:
- belong to an examination centre (except for individual courses offered at the CIEP);
- be graduates in teaching FFL or foreign languages (Masters 2) or have significant experience in this area (more than 3 years of teaching);
- have a level of French language corresponding at least with level B2 of the CEFR, and directly above the level of accreditation (e.g. have a B2 level to evaluate level B1).

Method:
- Those interested should approach their DELF-DALF examination centre manager. Training courses are also offered twice a year to persons not attached to an examination centre;
- Initial on-site training lasts 30 hours. Examiner-marker training is provided by the CIEP programme managers during missions, BELC universities and CIEP training sessions, or by trainers accredited by the CIEP;
- The accreditation is valid for 5 years and is renewable.

ACCREDITATION OF DELF AND DALF TRAINING LEADERS
Audience: future trainers must:
- belong to a DELF DALF examination centre;
- have a DELF-DALF examiner-marker accreditation valid at the time of training;
- have supervised at least one DELF-DALF examination or correction as an examiner-marker.

Method:
- Those interested should approach their DELF-DALF examination centre manager;
- Initial on-site training lasts 30 hours. It is provided solely by the CIEP programme managers;
- The accreditation is valid for 5 years and is renewable.

ACCREDITATION OF TCF EXAMINERS
This training is required to administer the TCF speaking test.

Audience: examiners attached to a TCF examination centre.

Method: This initial training course is offered free of charge to all examiners registered on the TCF sessions management platform, the TEO platform. Training is available online from any computer on the “TEO-Examinateurs” space. Each examiner can complete the training at their own pace. Training time is estimated at 4 hours.

Examination centre managers can monitor, at any time, the status of examiners and are informed of the validation of training by their examiners. The accreditation is valid for 5 years.

ACCREDITATION OF PRO FLE TUTORS
The training course for accreditation of PRO FLE tutors focuses on two issues: the teaching methods and pedagogical engineering in FFL (15 h) and distance-learning course engineering (15 h).

The issuance of the accreditation certificate depends on participation in all of the training, the result obtained during the scenario-based test as well as the case study to be completed in a period of 8 days after the course.

Audience: experienced teachers/trainers identified by the cultu-
ral services of an embassy or a partner institution wishing to adopt the PRO FLE system, who have acquired, through initial or ongoing training or by experience, the skills expected upon completion of a master 2 in FFL or foreign languages teaching, or equivalent. They must have at least C1 level skills in French and basic computer skills (level of French diploma in computer and internet B2i) and be familiar with the Common European Framework of Reference for Languages. Previous experience in training of trainers is particularly appreciated.

**Method:**
- Accreditation modules are offered during the BELC winter and summer universities;
- Accreditation courses in tutoring PRO FLE are set up on request from the Cooperation and Cultural Action Departments of French embassies.
Belc, for French-Language Professionals Worldwide

Who are the Belc - Universities for?
Beginner or experienced language teachers, French-as-a-foreign language teachers, teachers in a multilingual context, teachers in French bilingual streams, language assistants, teaching coordinators, trainers, trainers of trainers, course directors, academic directors, inspectors, head teachers, educational cooperation attachés, programme managers, project managers, instructional designers, educational writers, community leaders, and authors.

Where and when are they organised?
Each year, the CIEP runs the BELC summer school in Nantes in July (two fortnights) and the BELC winter university at Sèvres in February (two weeks).
In addition, regional BELC universities have been organised since 2012 to meet training requirements in a specific area. Each regional meeting offers 30 hours of training over 5 days, provided by CIEP experts.
In 2016, six regional universities were organised: in the Middle East (Abu Dhabi), in sub-Saharan Africa (Cape Town), in South and South East Asia (New Delhi and Taipei) and in Latin America (Mexico and Bogota). Almost 600 trainees were trained at these BELC regional universities. New local initiatives for 2017 are being prepared.

Who are the partners?
The winter and summer BELC universities are organised in partnership with several ministries and public institutions (Ministry of Foreign Affairs and International Development (MAEDI), Ministry of National Education, Higher Education and Research (MENESR), Ministry of Culture and Communication – DGLFLF, Institut Français, the Chamber of Commerce and Industry of the Paris Île-de-France region) and the International Organisation of La Francophonie (OIF), the University of Nantes, Nantes CROUS, media and publishers (TV5MONDE, RFI, Réseau Canopé, Éditions Didier, CLE International, Hachette, Maison des Langues, Grenoble University Press).

What curriculum is offered at the summer and winter BELC universities?
A wide choice of 15- or 30-hour training modules is offered in four areas:
- Teaching: educational theory, classroom techniques, educational practices in French as a foreign language (FFL), French as a second language (FSL), French as a schooling language (FLsco) and French as a teaching language (in French bilingual education systems); training in the use of digital classroom technology, teaching of French for specific objectives (FOS) and tailored to diverse types of learners: adults, children, teenagers, academics, whether specialists or not (FOU); and teaching for migrants who have signed the contrat d’intégration républicain (Integration Contract).
- Evaluating: official accreditations to become a DELF-DALF examiner-marker and a DELF-DALF training leader, training in the concepts of written and oral evaluation, and training in the management of an examination centre.
- Training: instructional design, training design, designing training plans for teachers, and certification to become a TV5MONDE trainer.
- Management: course marketing, team management in a language centre abroad, digital communication (visibility and educational performance of a language centre), quality assurance, management of linguistic and educational cooperation projects (career as a cooperation attaché for the French language).
In parallel with the BELC summer school, the University of Nantes also allows trainees to enrol in the second year of the FFL master’s degree “Analysis and Programming of Educational Communication” (“Education and Training Design” vocational pathway). This master’s degree is held over two consecutive summers. Almost 40 students completed the course in 2016.

How much does this training cost?
BELC summer university:
- four weeks: EUR 1,280
- two weeks: EUR 815
BELC winter university:
- two weeks: EUR 799
- one week: EUR 420.
WHAT ACTIVITIES DOES THE CENTRE OFFER?

> International cooperation in education
The local CIEP centre in Reunion provides support for bilateral and multilateral cooperation programmes and reform of education systems. Examples:
- Supervisory staff training (inspectors, head teachers, education consultants);
- The reform and adaptation of curricula and initial and continuous teacher training;
- Training in international cooperation for young people in Reunion, at the request of local authorities;
- The education of children and young people with disabilities or special educational needs;
- Support for professional and academic sectors.

> Support for teaching French and in French
As the leading operator in the countries in this region, the centre is involved in the field of French-language assessment and certifications and assists with the professionalisation of teachers and the dissemination of French. As such, it provides:
- Training in teaching French as a foreign language, French as a language of instruction, and French as a language of professional communication;
- Assessments and audit;
- Support for the opening of examination centres (DILF, DELF, DALF) in Reunion;
- Accreditation of DELF and DALF marker-examiners and trainers of marker-examiners;
- Support for the TCF ANF and Quebec examination period;
- Linguistic and professional immersion in French diplomacy and professional communication.

WHAT FACILITIES DOES THE CENTRE OFFER?

The CIEP local centre is equipped with a 41-unit international residence. It has training rooms with multimedia equipment and computer rooms. In addition, it has special access to the language laboratory of the Maison des Langues Sud, as well as to the audiovisual and multimedia laboratory at the southern university campus.

WHAT PARTNERSHIP AGREEMENTS HAVE BEEN DEVELOPED BETWEEN THE CIEP LOCAL CENTRE IN REUNION AND LOCAL ACTORS?

The local centre has signed framework agreements with:
- the Reunion local education authority: the CIEP is the local education authority’s operator in its regional cooperation policy;
- the Reunion region: the CIEP is the preferred operator for linguistic and educational cooperation;
- the department of Reunion: implementation of a major programme to support French speaking and widen the scope of cooperation in the fields of rural affairs, vocational integration, and social inclusion;
- Reunion University and the Reunion Réseau Canopé (library sciences, FFL, audiovisual media and multimedia, communication, etc.).

WHAT PROJECTS DID THE LOCAL CENTRE RUN IN 2016?

> Educational cooperation
UNION OF THE COMOROS
Support for French learning in the Comoros (2013-2016)
Sponsor: French Embassy to the Comoros.
Partner: Ministry of Education of the Comoros.
Objectives: to sustainably improve the mastery and professional usage of the French language at all levels of the Comorian education system and in the media.

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REUNION
AELF training programme for educational assistants
Sponsor: National Reception Committee of Reunion Citizens in France.
Objective: To facilitate recruitment and access to the positions of French-language educational assistants (AELF), trainers, directors and deputy directors of Alliances Françaises, facilitators of French clubs, and project leaders recruited by the department of Reunion.
Outlook: The programme is under development, with the opening up of new positions to increasingly diverse profiles.

MADAGASCAR
Improved quality primary education
Sponsor: National Institute of Teacher Training (INFP).
Objective: To extend the “teaching kit” approach, a hybrid training approach consisting of classroom training followed by distance learning or self-study, introduced in 2009 by the Madagascan Ministry of Education. To consolidate the capabilities (in French language and teaching techniques) of the 7 000 teachers who have already been trained, and training a further 3 000.
> Supporting teaching of/in French

LESOTHO
Training course
Sponsor: French Embassy in Lesotho.
Objective: To train new French teachers.
Outlook: Reinforcing DELF for schools in Lesotho.

SOUTH AFRICA
Supporting French-language teaching in South African technology colleges
Sponsor: French Embassy to South Africa.
Partners: Technology schools of Johannesburg, Pretoria and Durban.
Objective: To support French-language teaching in technology colleges.
Outlook: Further development of these courses aimed at current and future South African diplomats.

REUNION
Study of the situation of the French language in the Tourism, Hospitality and Catering (THC) sector and vocational and technical training in the islands of the Indian Ocean
Sponsor: Agence Universitaire de la Francophonie (AUF).
Objective: To conduct a study on the situation of vocational and technical training and the teaching of applied foreign languages (AFL) in the THC sector, as well as to assess the training requirements of professionals in the THC sector. To coordinate a project to create training courses and a network of AFL training for tourism in the islands of the Indian Ocean.

> Accreditations
In 2016 the CIEP local centre was approached to organise training to accredit DELF marker-examiners for the following groups:
- teachers working within local teaching units (LTUs) in penitentiaries in Reunion and Mayotte;
- teachers welcoming and supporting allophone (neither French nor English-speaking) students newly arrived in Reunion, within the framework of the UPE2A of the Reunion local education authority CASNAV.
The local centre also ensures the renewal of DELF marker-examiners accreditations for GRETA teachers.

> WHAT ARE THE PLANS FOR 2017?

> Supporting teaching of/in French

MOZAMBIQUE
Continuous training of French teachers
Partners: Mozambique Ministry of Education.
Objective: To improve the quality of French teaching in Mozambique.

MOZAMBIQUE
Supporting the training of Mozambican higher education teaching staff and executives
Objective: To support the spread of the French language in Mozambique.

> Cooperation in education

MAURITIUS
Training trainers for inclusive education
Sponsor: Mauritian Ministry of Education/European Union (INTERREG V).
Objective: To improve welcome measures for disabled pupils in Mauritian primary education.

CIEP Reunion Island Center
Campus universitaire Sud
117, rue du Général Ailleret - 97430 Le Tampon
Phone: +262 (0)2 62 57 95 20
Website: www.ciep.fr/centre-local-a-la-reunion/
The CIEP is the public agency for educational cooperation of the French Ministry of National Education, Higher Education and Research. As such, it brings together both French and international expertise in the context of sectoral projects.

COOPERATION IN EDUCATION AND TRAINING

IN WHAT FRAMEWORK DOES THE CIEP WORK?
Attentive to the broad guidelines set at the international level, the CIEP strives for the dissemination of quality education for all. This is a factor contributing to individual emancipation, economic development and the improvement of collective living conditions.

The CIEP supports the implementation of public policies in education and training aimed at improving the quality of education systems. It intervenes in the context of sectoral projects funded by bilateral or multilateral cooperation institutions (AFD, EU, World Bank and regional development banks) and participates in the implementation of French public aid policy, especially in Africa.

WHAT FIELDS OF EXPERTISE ARE COVERED BY THE CIEP?
The CIEP provides decision-makers and educational leaders with the latest knowledge and know-how and the most efficient technology and teaching tools. Its approach is based on providing context and promoting cooperation and co-construction, drawing on a network of experts and national and international partners.

The CIEP is involved in all areas relating to governance, planning, evaluation of public policies, institutional reinforcement, educational framework capacity building, and support for educational reforms.

WHAT WERE THE MOST RECENT PROJECTS?

> Steering and governance of teaching systems

TUNISIA
Setting up the Operational Development Plan (ODP) for the Digital School Project (2016)
Sponsor: World Bank.
Partners: Education Impact (lead partner).
Objective: To draw up an ODP in line with the strategic orientation document and the Digital School strategy plan, for the officials at the Ministry of Education in charge of launching and overseeing the programme.

> Support for educational and curricular reform

IVORY COAST
Sponsor: AFD.
Objective: To improve education in Africa through the use of ICT for education, in particular by training officials at the Ministry of Education and inspectors in the design of mobile-learning (or m-learning).

DJIBOUTI
Project to support education and vocational training (2014-2016)
Sponsor: AFD.
Partner: Djibouti Ministry of Education.
Objective: Following a feasibility study, to conduct assessment missions with the support of the general inspectorate in order to assist in programme development and the writing of textbooks in each discipline for classes in the final two years of secondary education.

BURUNDI
Adjustment support and finalisation of the core curriculum (2015)
Sponsor: UNICEF.
To support the Burundian Ministry of Education in the definition and implementation of high-quality curriculum reform, supporting instructional designers in the completion and finalisation of the core curriculum covering years 1 to 9.

> Studies and evaluation

CONFEMEN
External evaluation of the PASEC programme (2013-2016)
Sponsor: AFD.
Objectives: To take stock of the implementation of the regional PASEC programme covering the period 2013–2016 and to analyse new programme directions in light of the results.

HAITI
Diagnostic study of the primary schools directorate (2015-2016)
Sponsor: World Bank.
Objective: To carry out a diagnostic study from which recommendations will be submitted to the Haitian Ministry of Education in order to improve the efficiency of the inspections to guarantee teaching quality.

BELIZE
Monitoring system for school head teachers and educational quality (2016)
Sponsor: Inter-American Development Bank.
Objective: To strengthen the abilities of the Belize Ministry of Education, Youth, Sports and Culture in the areas of planning

HOW MANY PROJECTS WERE RUN IN 2016?
21
in the education sector, monitoring and assessment, and budgetary and strategic planning.

**DEMOCRATIC REPUBLIC OF CONGO**

**Evaluation of student achievement (2015)**

**Sponsor:** UNICEF.

**Objective:** To establish a system of regular student achievement measurement using standardised evaluations so as to more efficiently manage and steer the school system.

**> Training teachers and education officials**

**NIGER**

**Project management support and capacity building in ministries in charge of basic education (2016-2018)**

**Sponsor:** Pooled funds (PME/World Bank, AFD and Swiss Cooperation).

**Objectives:** To support the implementation of the Project to Support Quality Education and the sectoral policy of education and training; to strengthen the capacities of the ministries responsible for primary and secondary education, specifically in terms of programming, steering, monitoring and evaluation, fiduciary management and human resources management.

**CHAD**

**Preparation of the 10-year educational and literacy development programme, supporting the strategy of the Chad Ministry of Education and Literacy (2013-2015)**

**Sponsor:** AFD.

**Objective:** To reinforce the management and programming capacities of the ministry in the context of significant bilateral and multilateral funding to benefit the country’s education and training system.

**> Further education**

**MACEDONIA**

**Developing cooperation between higher education institutions, the private sector and public bodies (2016-2017)**

**Sponsor:** European Commission.

**Partner:** Northern Ireland Cooperation Overseas (NICO).

**Objective:** To close the gap between higher education and the labour market, mainly by drawing up a training programme evaluation methodology and strengthening information centres on careers and employment within universities.

**> Teaching and vocational training**

**VIETNAM**

**Invest in the development of centres of excellence in further vocational training in Vietnam (2015-2018)**

**Sponsor:** AFD.

**Partner:** Sfere (lead partner).

**Objective:** The aim of this technical assistance project is to support the Ministry of Labour, Invalids and Social Affairs in developing five centres of excellence spread out across several regions of Vietnam. The specialities being prepared are welding, industrial metal cutting, industrial electricity, the automobile industry, networks and telecommunications. Most of the programme work relates to the strengthening of training courses dispensed in these five disciplines; the implementation of an accreditation system based on French vocational qualifications tailored to the Vietnamese socioeconomic context (the brevet de technicien supérieur (BTS), or a vocational bachelor’s degree); the setting up of twinning between educational institutions; and the strengthening of management capabilities within the bodies in charge of project steering.

**IVORY COAST**

**Strengthen the health system (component 1) – Support for the development of human resources – Licence-Master-Doctorate (LMD) in nursing sciences (2015-2017)**

**Sponsor:** AFD.

**Partners:** Conseil Santé (lead partner – subsidiary of SOFRECO).

**Objectives:** To support the implementation of the revised training plan in line with LMD criteria; to reinforce the capabilities of teaching staff vis-à-vis the LMD system criteria; and to improve the governance of the Institut national de formation des agents de la santé (National Training Institute for Health Workers) (INFAS).

**TUNISIA**

**Support for the centre of excellence in the skill sectors of the aerospace industry (CEMIA) at M’Ghira (2015-2016)**

**Sponsor:** AFD.

**Partner:** GIP International (lead partner)/Association pour la formation professionnelle des adultes (Association for Adult Vocational Training) (AFPA)/CEFI International.

**Objectives:** To support the Centre national de formation de formateurs et d’ingénierie (National Training Centre for Trainers and Engineering, CENAFFIF) in restructuring the M’Ghira training centre, initially designed for training mechanics, and converting it into a centre of excellence for the skill sectors involved in the aerospace industry (CEMIA), through the setting up of six initial training programmes tailored to the Tunisian context at the BTS level (equivalent to two years of post-secondary education).

**5+5 countries**

**Study on setting up professional internships on mobility within the framework of EUROMED+**

**Sponsor:** Erasmus+ France Éducation/Formation (2015).

**Objectives:** To identify the processes of preparing, organising, creating, monitoring and evaluating the project, as well as the component parts of a quality approach to set up internships in companies, as part of a drive to promote international mobility between the 5+5 countries (Algeria, France, Italy, Libya, Malta, Mauritania, Morocco, Portugal, Spain, Tunisia).
The DELF (diplôme d'études en langue française) and DALF (diplôme approfondi de langue française) are official qualifications awarded by the French Ministry of Education, Higher Education and Research to certify the level of French of people wishing to validate their communication skills.

DELF-DALF

The DELF and the DALF are based on the levels of the Common European Framework of Reference for Languages (CEFR) of the Council of Europe (decree of 7 July 2005 modifying decree of 22 May 1985).

There are 5 versions of the DELF: ‘General public’ for older teens and adults, ‘Prim’ for children of primary school age, ‘Junior’ for teens of secondary school age, and ‘Scolaire’ when an agreement has been signed with a country’s education authorities and ‘Pro’ for people in vocational training or apprenticeship.

HOW ARE THE DIPLOMAS ORGANISED?
7 diplomas, all independent from each other (see table above). Directly accessible without prerequisites, each diploma evaluates 4 skills: oral comprehension and production/interaction, written comprehension and production, in accordance with the CEFR descriptors. The procedures for design and validation of exams have been studied and validated by the European Association of certification bodies in languages (ALTE).

WHAT DOES THE CIEP DO?
CIEP designs the exam subjects and the administrative management tools and issues diplomas. In coordination with the Ministry of Foreign Affairs and International Development, it also organises accreditation courses for examiner-markers as well as for training leaders.

WHAT ARE THE CONDITIONS FOR SITTING THE EXAM?
The DELF and DALF diplomas may be taken and obtained separately from each other, and are valid without expiry date. Any person wishing to prove their abilities in French for personal, educational or professional purposes can sit these exams. The same candidate may sit for more than one diploma during the same session. Inscriptions are made directly at the examination centre. Outside of France, the cost of inscription for each qualification is set by the French Embassy’s Cooperation and Cultural Action department. In France it is set by the local Education Authority. There are 1 191 examination centres in 170 countries, including France. The list of centres is available on the CIEP site.

HOW IS AN EXAMINATION CENTRE SET UP?
Outside of France, the organisation of these exams is placed under the authority of the French Embassy’s Cooperation and Cultural Action department. In France, the request must be addressed to the appropriate local Education Authority.

Besides general information, the CIEP website offers a range of teaching, administrative and communication tools for professional use.

WHAT GUARANTEES ARE THERE FOR THE RELIABILITY OF THE ASSESSMENT?
- Currently, over 24 000 examiner-markers and over 1 250 training leaders are accredited in the 170 countries where the exams are available.
- Training courses are organised in France as part of the CIEP’s overall training offer or specific workshops.

HOW DO I PREPARE FOR DELF OR DALF EXAMINATION?
On the CIEP website, a bibliography is regularly updated on the pages dedicated to DELF ‘tout public’ and DALF: http://bit.ly/ressources-delf-dalf

Proficient user
- DALF C2
- DALF C1
- Duration of exam: 3 hour 30 minutes

Independent user
- DELF B2
- DELF B1
- Duration of exam: 2 hours 30 minutes

Basic user
- DELF A2
- DELF A1
- DELF A1.1*
- Duration of exam: 1 hour 40 minutes
- Duration of exam: 1 hour 20 minutes
- Duration of exam: 1 hour

* Restricted to DELF Prim.

HOW MANY CANDIDATES IN 2016?
AROUND 400,000

delfdalf@ciep.fr
The 'DELF Scolaire' (DELF for schools) is used outside of France in countries that have chosen, as part of an agreement or convention between the French Embassy's Cooperation and Cultural Action Department and local education authorities or school principals, to incorporate DELF for schools in their secondary school curriculum. Set up in Italy in 2002, it has been extended to forty countries. It is also used in France for newly arrived allophone children.

HOW ARE THESE DIPLOMAS ORGANISED?
4 diplomas exist, each one independent from the others. They correspond to the first 4 levels of the Common European Framework of Reference for Languages (A1, A2, B1 and B2). Each diploma evaluates 4 skills: listening, speaking, recording, writing. Pupils must achieve the average score (50 points out of 100) in all the tests to be awarded the corresponding diploma. DELF for schools is built along the same lines as the adult version, but the themes are adapted to candidates of secondary school age.

WHAT ARE THE CONDITIONS FOR SITTING THIS EXAM?
- DELF for schools diplomas can only be taken and awarded within the framework of the education system of the country.
- Inscriptions are made in compliance with the methods laid down in the convention signed between the French Embassy's Cooperation and Cultural Action Department and the educational authorities of the countries or the school principals.
- In France, local Education Departments (rectorats) are responsible for organising the exam. Inscriptions are made in the schools.

WHAT COUNTRIES ORGANISED DELF FOR SCHOOLS SESSIONS IN 2015?
Albania, Austria, Belgium, Bolivia, Brazil, Bulgaria, Cambodia, Canada, Croatia, Czech Republic, Denmark, Dominican Republic, Estonia, Fiji, Finland, France, Georgia, Indonesia, Italy, Jerusalem, Jordan, Kyrgyzstan, Laos, Lesotho, Malaysia, Mauritius, Mexico, Montenegro, Morocco, New Zealand, Oman, Pakistan, the Palestinian Territories, Portugal, Romania, Serbia, Seychelles, Slovakia, South Sudan, Thailand, Tonga, Ukraine, United States.

HOW IS THE DELF FOR SCHOOLS USED IN FRANCE?
- The Direction générale de l’enseignement scolaire (DGESCO) of the Ministry of National Education, Further Education and Research invited the local Education Departments to incorporate the DELF into school programmes, in courses designed to train UPE2A teachers, for allophone children newly arrived in France. The CIEP is the technical operator of this project aimed at fostering the insertion of pupils into the hosting academic networks. This project comes within the framework of the policy of supporting teaching French as a learning language (FLSco). It has made considerable progress over the last few years (21 140 inscriptions in 2015).
- 28 local education offices (académies) took part in organising DELF for schools sessions over the year 2014 - 2015. Through an agreement with DGESCO, the CIEP provides the exam subjects for two annual sessions (DELF A1, A2 and B1), provides the exam management software, issues diplomas for successful candidates and transfers them to the examination centres. In addition to this, it organises every year an accreditation course for training leaders of examiner-markers. The 10th edition of this course took place at Sèvres from 25 to 27 January 2016 and brought together 19 participants from 11 local education offices: Aix-Marseille, Bordeaux, Caen, Corse, Créteil, Dijon, Guyane, Lille, Nice, Toulouse, and Versailles.
WHAT SECTION OF THE PUBLIC IS CONCERNED?
Outside of France, potential candidates are children in primary education learning French as a foreign language. In France, DELF Prim is open to newly arrived foreign pupils coming in via the CASNAV network.

WHAT ARE THE CHARACTERISTICS OF DELF PRIM?
DELF Prim is made up of three diplomas, each one independent of the others, corresponding to the first levels of the CEFR (A1.1, A1 and A2). It evaluates the 4 language skills: listening, speaking, recording, writing.
Pupils must achieve the average score (50 points out of 100) over all tests to be awarded the corresponding diploma. Depending on the level, the examination last from 45 minutes to 1 hour 40 minutes.
DELF Prim is drawn up along the same guidelines as the DELF for adults, but the themes are adapted to suit the age group. Candidates are presented with colourful and attractive examination media.

WHAT ACTIVITIES ARE INCLUDED IN DELF PRIM EXAMINATION?
A few examples:
- oral comprehension: understand an instruction, a simple recommendation, a simple description, a simple piece of information, numbers;
- written comprehension: understand a message or a postcard, simple information in a short text;
- written production: write personal data, fill in a message or simple story, write a simple message;
- oral production/interaction: guided interview, oral expression activities.

HOW ARE DELF PRIM SESSIONS ORGANISED?
There are two sessions a year for the 3 levels; A1.1, A1 and A2. 80 000 candidates from 110 countries have taken DELF Prim exams since 2009.
An online self-study website for examiner-markers already accredited to correct DELF exams for level A, has been designed and made available to all countries concerned.

HOW DO YOU PREPARE FOR DELF PRIM EXAMINATION?
The DELF professional option, 'DELF Pro', is the professional version of the DELF diplomas; diplomas in French as a Foreign Language issued by the French Ministry of National Education, Higher Education and Research. It was created under the supervision of the CIEP (decree of 10 July 2009).

**DELF PROFESSIONAL OPTION**

**WHAT SECTION OF THE PUBLIC IS CONCERNED?**
DELF Pro is designed for anybody interested in insertion, mobility opportunities or professional promotion in a French speaking environment.

Besides working professionals, it also aims at students enrolled in vocational courses and preparing to enter the labour market or launch into an internship.

Furthermore, as part of the language training system for migrants managed by the OFII, DELF Pro may be submitted by candidates in the same way as DELF ‘General public’.

**WHAT ARE THE CHARACTERISTICS OF DELF PRO?**
DELF Pro assesses communication skills common to all everyday business situations, all sectors and trades.

4 diplomas exist, each one independent from the others. They correspond to the first 4 levels of the Common European Framework of Reference for Languages (A1, A2, B1 and B2). There are no prerequisites: the candidate may apply for the diploma of their choice.

Each diploma evaluates 4 language skills: listening, speaking, recording, writing. Candidates must achieve the average score (50 points out of 100) over all tests to be awarded the corresponding diploma.

**HOW ARE DELF PRO SESSIONS ORGANISED?**
There is one session a year for the 4 levels. In 2015, 56 countries organised DELF Pro sessions. In France, the annual session was held in 24 examination centres (GRETA, university centres and other training bodies). In total, over 1 400 candidates sat the test.

**HOW DO YOU PREPARE FOR DELF PRO EXAMINATION?**
The CIEP website offers examples of topics: [www.ciep.fr/delf-pro](http://www.ciep.fr/delf-pro).

Some books may also be consulted:
The diplôme initial de langue française (DILF) is a diploma of French as a Foreign Language that assesses basic skills learned by candidates in France. Created by the Ministry of Education (decree of 19 December 2006), it validates the first level of command of French (level A1.1 of the Common European Framework of Reference for Languages).

**The DILF**

The DILF assesses the four language skills: reading, writing, speaking and listening.

**HOW HAS THE DILF BEEN DESIGNED?**
The DILF is based on the Référentiel pour les premiers acquis en français (“Reference for first steps” in French) drawn up by a group of experts set up by the French Delegation for the French Language and Languages of France (DGLFLF, Ministry of culture and communication). The CIEP, as a member of the group of experts, designed the DILF and ensures pedagogical and administrative management.

This diploma is placed under the authority of a national commission which monitors the organisation of exams and decides how enrolment is carried out and tests conducted.

**WHO IS IT DESIGNED FOR?**
This diploma is aimed at all non-French speaking adults, aged over 16, and with a minimum amount of skills in French: real beginners and the newly arrived in France. It is designed as a first step on the path of learning French as a foreign language: it helps anyone in a situation of linguistic need to adopt a dynamic and enthusiastic approach, essential to their successful social and professional insertion.

French people who don’t speak French or people of foreign nationality, who don’t hold a French secondary school diploma and are aged over 16, can sit the DILF exams in France. DILF can be sit either at the end of departmental or regional training schemes, or in FFL training centres, or within the framework of public French learning classes for foreigners within the many GRETA (Aulnay-sous-Bois, Clermont-Ferrand, La Réunion, Metz, etc.). In 2015, 7 regions (Bordeaux, Dijon, Lille, Lyon, Marseille/Bastia, Paris, and Toulouse) organised DILF sessions for people who had followed language training courses in penitentiaries’ educational centres.

**WHERE AND WHEN CAN ONE SIT THE DILF EXAM?**
The list of 188 examination centres is available on the CIEP website. Exam sessions always take place on the first Tuesday of every month in the centres approved by the National Commission. To find out about enrolment fees and to enrol, you should contact the examination centres directly.

**WHICH COUNTRIES DO CANDIDATES MAINLY ORIGINATE FROM?**
Algeria, China, Morocco, Sri Lanka, Turkey.

**HOW IS THE DILF MANAGED?**
The CIEP provides accredited examination centres with an online administrative management base to help them organise the sessions. The topics are developed by the CIEP, validated by the National Commission and addressed to the centres four weeks before the start of the sessions.

**HOW DOES ONE PREPARE FOR DILF EXAMS?**
Sample subjects are available on the CIEP website: www.ciep.fr/dilf.

Some books can also be consulted:
To raise awareness among education stakeholders and the French network abroad about current education and language policies across the world, the Document and Resource Centre (CRID) offers a set of documentary resources. In addition, it keeps track of news about international cooperation projects and runs a database of experts.

**DOCUMENT AND RESOURCE CENTRE**

**WHAT DOCUMENTARY RESOURCES ARE AVAILABLE?**
- Multilingual resources on French and foreign education systems, school policies and language teaching;
- A reference library for the teaching of FFL, with a historical collection of methods from the 1960s to today:
  - 13,000 books;
  - 10,150 referenced periodicals;
  - 5,900 teaching materials;
  - 100 ongoing subscriptions.

**HOW CAN I ACCESS THESE RESOURCES?**
- By consulting the database on the CIEP website: it provides access to the catalogue and includes over 24,000 references to books, articles, reports and other types of media;
- By sending an email to crid@ciep.fr;
- By consulting the resources on site: students, teachers, researchers and education partners can visit by appointment by contacting +33 (0)1 45 07 60 84;
- By taking part in the tours offered to Île-de-France master’s course leaders working in the same field as the CRID. Students may access the specialised library and digital resources on request;
- By following the CRID newsfeed on Twitter: @ciep_crid

**WHAT ONLINE DOCUMENTARY RESOURCES HAVE BEEN DEVELOPED BY THE CRID?**

**> Regularly updated FFL directories**
- the FFL master’s directory lists all the FFL master’s degrees offered by French universities. It is possible to search for master’s courses meeting specific criteria;
- the FFL methods directory lists the methods published by specialist French FFL publishing houses since the publication of the Common European Framework of Reference for Languages (CEFRL). The methods are classified by target group;
- the directory of methods for FFL for specific objectives (FOS) lists the methods in a professional context and then breaks them down by speciality: French for diplomacy, French for tourism, French for science;
- the institutional websites directory allows readers to identify leading institutions in the education and language fields from an international perspective.

**> Digital newsletters**
- The “Newsfeed and Documentary Resources” newsletter (Infolettre « Veille et ressources documentaires ») offers a monthly digest of information on CRID products and news.
- The European Languages E-Memorandum (Le Courriel européen des langues) offers information on the research work and publications of the Council of Europe, the European Centre for Modern Languages in Graz (for which the CIEP is the contact point in France) and, more broadly, the European Union’s language policy. Three issues per year.

**> HOW MANY REFERENCES ARE IN THE CRID DATABASE?**
**OVER 24,000**

**> Editorial newsfeed (“Veille édito”)**
A monthly information letter on new references included in the bibliographic database. This is distributed to university libraries, language centres, media libraries in cultural centres abroad, and specialist libraries. It is possible to subscribe to receive this letter.

**HOW DOES THE CRID SUPPORT THE CIEP’S WORK?**
The CIEP runs a newsfeed on international cooperation projects in education operated by the major multilateral, bilateral and community funding institutions, as well as a database of experts. Created in 2007, this service lists calls for tender, calls for proposals and expressions of interest, as well as the regional and sector-based strategy of the major donors. It covers all continents and provides contextual information.
The CIEP’s work reflects the priorities of the French education system and how they relate to European and international issues. Drawing on its expertise, the CIEP responds to European calls for proposals in all fields of education (school education, vocational education and training, higher education). It is particularly interested in language policy, mobility issues and the recognition of qualifications.

**EUROPEAN PROJECTS**

**WHAT ARE THE CIEP’S TECHNICAL SKILLS?**
Writing applications, project management, project audit, facilitation of transnational partnerships, producing training resources, quality assurance, and the development of competency reference documents.

**EU INTRACOMMUNAL PROJECTS**
Alongside a diverse range of partners (universities, ministries, language centres, associations, research centres, etc.), the CIEP develops projects to create mutual solutions and exchange good practices on educational issues common across European countries. These projects are co-financed by the European Commission under the Erasmus+ and Progress programmes.

>> Projects for the training of teachers

**CROSSCUT**

*Cross-Curricular Teaching (2016-2018)*

Partners: French Institute of Education (France), Laboratory for Coherent Education and Learning (Denmark), SLO-The Netherlands Institute for Curriculum Development (Netherlands), Educational Research Institute (Poland), Instituto de Educacao Universidade do Minho (Portugal), Universidade Aberta (Portugal), the Norwegian Centre for ICT in Education (Norway).

Objective: To contribute to the improvement of teacher training with a focus on implementing innovative teaching approaches based on interdisciplinarity.

**SPIRAL**

*School-teacher Professionalisation: Intercultural Resources and Languages (2015-2018)*

Partners: ESPE Paris-Sorbonne and Caen (France), University of Brighton (UK), Universidad de Alcalá de Henares (Spain), Universitat Hamburg (Germany), HAN University of Applied Sciences, Nijmegen (Netherlands).

Objective: To enhance the quality of training programmes for future nursery/primary schoolteachers via a common reference framework containing evaluation grids, a quality charter, a competency reference document and a mobility guide compatible with the requirements of national education systems.

**LEMP**

*Languages and employability (2014-2015)*


**Projects for the recognition of foreign qualifications**

**REFUGEES & RECOGNITION**

Toolkit for recognition of higher education for refugees, displaced persons in refugee-like situation (2016-2018)

Coordinator: NOKUT (Norwegian Naric centre).

Partners: CIEP, Naric UK (United Kingdom), CIMEA (Italy), EP-NUFFIC (the Netherlands) and Armenic (Armenia).

Objective: To set up a mechanism for the recognition of the higher education qualifications of refugees and/or assimilated refugees to enable them to be better integrated into European higher education systems.

**PARADIGMS**

New paradigms in recognition (2016-2018)


Partners: CIEP, Danish NARIC, Lithuanian NARIC, NOKUT (Norwegian NARIC), Portuguese NARIC, Flemish NARIC, Slovenian NARIC and Irish NARIC.

Objective: To create centres of expertise within the network on two main themes: “automatic recognition” in the European Higher Education Area (EHEA) and “skills assessment”.

**IMPACT**

Quality and impact of the recognition networks (2016-2018)

Coordinator: EP-NUFFIC (the Netherlands).

Partners: CIEP, UK Naric (United Kingdom), CIMEA (Italy), Danish NARIC, Lithuanian NARIC, Latvian NARIC, Irish NARIC, EUA (European University Association) and NVAO (Dutch and Flemish quality assurance agency).

Objectives: To create quality assurance centres for the network, ensuring they are linked to higher education institutions and able to assess the impact of the network on the EHEA.

**SCAN-D2**

Samples and copies of academic national diplomas (2016-2018)

Coordinator: CIMEA (Italy).
**Partners:** CIEP, Austrian NARIC, Estonian NARIC, NOKUT (Norwegian NARIC), Polish NARIC, Romanian NARIC, Irish NARIC.

**Objective:** To create a national qualifications database for each partner country of the project in order to facilitate recognition and mobility.

**NON-EU PROJECTS**

The CIEP steers and participates in projects that are part of European Commission programmes, such as the Erasmus+ programme.

Its expertise is especially sought in the field of qualification recognition and issues related to quality assurance and the internationalisation of higher education.

> **Projects for the recognition of foreign qualifications**

**MERIC-Net**


**Partners:** University of Nice (project coordinator, alongside the CIEP) and eight other universities (Italy, Norway, Algeria, Morocco, Tunisia and Lebanon), the Italian ENIC-NARIC Centre (CIMEA), the Norwegian ENIC-NARIC Centre, the Union of Mediterranean Universities (UNIMED).

**Objectives:** To create qualification recognition centres in the countries of the southern Mediterranean and to promote the development of a regional qualification recognition network similar to the ENIC-NARIC network.

**RecoLATIN**

*Credential evaluation centres and recognition procedures in Latin America countries (2016-2019)*

**Coordinators:** Conferenza delle Università dei Rettori Italiane – CRUI and Associazione CIMEA – CIMEA (Italy).

**Partners:** Five European partners (France, Italy, Norway) and 11 Latin American partners (Mexico, Panama, Uruguay, and the Unión de Universidades de América Latina y el Caribe – UDUAL).

**Objective:** To promote and increase “vertical” and “horizontal” student mobility in the European higher education system and Latin American countries, focusing on issues related to qualification recognition.

> **Projects in the field of quality assurance in higher education**

**Towards the Lebanese Quality Assurance Agency + (2016-2018)**

**Coordinator:** University of Balamand (Lebanon).

**Partners:** 23 partners including the CIEP, which is a member of the steering committee.

**Objective:** To develop programme evaluation in Lebanon’s higher education system and to set up processes to link assessment with the recognition of skills and vocational certifications.

**AFREQEN**

*Quality in higher education for renewable energy in North and West Africa (2016-2019)*

**Coordinator:** National Conservatory of Arts and Crafts (CNAM).

**Partners:** 24 partners, including the CIEP.

**Objective:** To design engineering training modules to address three priorities common to the beneficiary countries: sustainable access to energy, coordinating the efforts of French-speaking African countries in this area, and capitalising on previous project results, including the Tempus AqiUmed project steered by the CIEP.

**DafrAli**

*Societal and governance challenges in African universities: The case of food in Morocco, the Democratic Republic of Congo and Senegal (2016-2019)*

**Coordinator:** Agence universitaire de la Francophonie (AUF).

**Partners:** 17 partners, including the CIEP.

**Objective:** To assist universities in developing governance enabling them to formulate strategies with external partners, with the aim of mobilising training and research resources to address major societal challenges. The project involves improvement in four areas: governance, autonomy, strategy and quality.
Ev@lang is an online test which assesses candidates and/or learners’ level of aptitude in a foreign language. It has been designed for businesses, language schools and the French cultural network abroad. Flexible, rapid and adaptative, it offers a reliable and precise definition of the learner’s language level.

**WHAT LANGUAGES CAN BE ASSESSED?**
Ev@lang is currently available in French, English and Arabic. New languages are pending.

**WHAT ARE THE FEATURES OF EV@LANG?**
Ev@lang is available 100% online (computer and tablet) and provides the results immediately at the end of the test. It is an adaptative test: depending on the number of correct answers, the test will become harder or easier in order to adapt to the candidate’s level. The duration of the test depends on the number of modules offered and on the candidate’s performance, but will not last more than 35 minutes.

**WHICH SKILLS ARE TESTED?**
Ev@lang assesses users in one or more language activities: oral comprehension, written comprehension and grammar/vocabulary. The questions posed by Ev@lang are multiple choice. Written output and oral output modules are under consideration. The modules are all standalone. Organisations that use Ev@lang can design the test as they wish and adapt it to their requirements, by offering just one module or combining various modules.

**AT WHAT LEVELS ARE CANDIDATES ASSESSED?**
As the DELF-DALF and the TCF, Ev@lang is aligned with the six levels of ability defined in the Common European Framework of Reference for Languages (CEFR). This makes it possible to identify skills levels very precisely, thanks to the delivery of 12 grades, which are sub-groups of the CEFR levels (one level has also been defined to identify absolute beginners). The results appear immediately on the candidate’s computer screen at the end of the test and/or can be consulted instantly by the Ev@lang manager.

**HOW WAS EV@LANG CREATED?**
Ev@lang draws on the CIEP’s know-how and experience in the field of assessing linguistic abilities in foreign languages. The development of questions by educational experts is framed by design and correction procedures that ensure the accuracy and reliability of results. The CIEP team trains and supervises designers native to each language. In the Arabic version, the CIEP has partnered with the Arab World Institute.

**TO WHAT EXTENT DOES EV@LANG MEET CORPORATE REQUIREMENTS?**
Ev@lang helps companies in:
- recruiting future associates/employees;
- managing the international mobility of employees;
- directing staff towards language training;
- setting up language training;
- measuring the ROI of training provided;
- setting up language audits.

**HOW DOES EV@LANG SUPPORT THE FRENCH CULTURAL NETWORK ABROAD AND LANGUAGE SCHOOLS?**
Designed with the French cultural network abroad (Instituts Français, Alliances Françaises) in mind, as well as language training centres (language schools, schools and universities), Ev@lang can be included in their course offer in order to:
- create groups of the same level;
- direct learners towards specific courses;
- direct learners towards an accreditation course.

**WHERE CAN I GET EV@LANG?**
Ev@lang is exclusively marketed by a network of partner distributors accredited by the CIEP (approval granted after examination of an accreditation application completed by the requesting organisation). The list of partner distributors is available on www.evalang.fr

**WHO CAN BECOME A PARTNER DISTRIBUTOR?**
- establishments in the French cultural network abroad (Instituts Français and Alliances Françaises);
- language schools.
Distributors can use Ev@lang in-house and retail it to their partners (schools, universities, companies, etc.). The CIEP provides the necessary documents for the use, management and promotion of Ev@lang, in the form of a “distributor kit”. Purchases are made via an online store that offers reserved access to purchase modules at competitive prices and discounts depending on the size of the purchase.

*Developed with the support of the French Ministry of the Economy, Industry and Foreign Trade - organism responsible for the CIEP: www.ciep.fr*
In partnership with the diplomatic network of cultural services, national ministries for education and educational institutions, the CIEP lends its expertise to the teaching of French, notably French as a foreign language and bilingual teaching.

**EXPERTISE IN FRENCH LANGUAGE**

**IN WHAT SECTORS DOES THE CIEP OPERATE?**
Reform of school curricula for teaching of/in French, creation and development of bilingual francophone streams, design and implementation of continuous training plans, improvement of the classes on offer in public and private schools, implementation of quality assurance approaches, etc.

**WHAT MISSIONS HAS THE CIEP RECENTLY LED?**

**VIETNAM, CAMBODIA, LAOS**
Charter for the teaching of a 2nd foreign language
In partnership with the OIF (CREFAP), drawing up of the quality framework and definition of documents and procedures specifying the undertakings that could be made by each of the actors and partners to improve the quality of teaching.

**EGYPT, LITHUANIA, ROMANIA**
Implementation of a quality approach in bilingual schools
In tandem with the diplomatic missions, developing contextualised quality standards, conducting external expertise, offering documents for self-evaluation of establishments and support for the development and implementation of action plans.

**CENTRAL AND EASTERN EUROPE**
Development of professional skills standards for French teachers
In partnership with the OIF, these standards should enable an inventory of practical and professional skills and the identification of major training needs of French teachers.

**VANUATU**
Supporting curriculum reform in high school
In partnership with the OIF, implementing a methodology for curriculum reform and supporting the revision of programmes for the high school cycle.

**RUSSIA**
Support in the drawing up of common “non-linguistic subjects” (DNL) programmes for establishments with a French language bilingual section
Definition of the end objective of teaching DNL in French, identification of themes and creation of programmes. Suggestions on teaching approach and practices.

**LITHUANIA**
Support in the drawing up of language frameworks for French language bilingual teaching
Identification and classification of French course content that might be used to reinforce DNL courses.

**ANGOLA**
Revision of curricula for the initial training of future French teachers
Creating new outlines for training in the institutes for education science and supporting their implementation through training of trainers.

**INDIA**
Support in the setting up of an ‘Excellent Schools’ label
In partnership with the diplomatic service, definition of criteria and a procedure for the allocation of a quality label issued by French Institute in India.

**Support for establishments in obtaining the FrancEducation label**
In partnership with the diplomatic service, supporting candidate establishments (reminder of criteria, expertise, action plans, etc.).

**UNITED KINGDOM**
Creation of a quality framework for the FLAM associations (French as a Mother Tongue)
Identification of factors that generate quality in the operation of a FLAM association and listing in the form of quality indicators.

**RWANDA**
Support in the reform of training programmes in the university of education
Support in the revision of initial training programmes for French teachers, taking into account the change in status of French in the country.

**KOSOVO**
Support in curriculum reform
The reform sets out that second foreign languages must be taught during the 4th year of primary school. The CIEP supported French teachers in the definition of new programmes.
WHAT WAS THE PURPOSE OF LAUNCHING THE FIL DU BILINGUE WEBSITE?
The Ministry of Foreign Affairs and International Development has made the promotion of bilingual education a priority. To support educational development of/in French, the Fil du bilingue site was launched in January 2009. This site was created by the CIEP, in partnership with the Association for the development of bi/multilingual education (ADEB), the Ministry of Foreign Affairs and International Development, and the Institut Français from 2011. The CIEP currently runs and manages the website.

ON WHICH CONTRIBUTIONS IS IT BASED?
The website is based on case files from seminars on bilingual education as well as the promotion of symposia, cross-disciplinary events and publications. By outlining research on bilingualism and offering analytical tools based on the expertise of the CIEP and its partners, particularly the ADEB, the site intends to provide useful information and tools for those in posts abroad and for heads of institutions. Finally, it aims to enhance existing measures and to be a practical tool, facilitating access to resources on francophone bilingual education.

WHAT DOES THE WEBSITE CONTAIN?
An impressive database of reference texts and resources for bilingual francophone teaching. The website is split into four main sections:
- Training and learning: This section brings together thematic and subject-based information packs composed of the following: theoretical articles, testimonies and a selection of resources; practical guides (didactics, evaluation and disciplines); recommended websites by subject area and bibliographies; reports on training courses and seminars organised by the CIEP;
- Steering: This section offers tools to help manage bilingual streams (action plans, quality approach, standards, practical guides), gives a comprehensive country-specific overview of national systems (country profiles, interviews with local actors involved in bilingual teaching, reports on innovative projects) and reports on expertise provided by the CIEP to help run the bilingual education systems and schools;
- Promoting: This section keeps track of current developments in the field of bilingual teaching and learning, as expressed in publications, seminars or training courses, and relays significant events from the global network of French-speaking bilingual streams. This section also provides examples of promotional material to support statements made by bilingual operators and presents portraits of bilingual public figures;
- About us: Presents the editorial team, CIEP priorities and commitments regarding bilingual education, as well as declarations of intent for francophone bilingual education.

HOW DOES ONE TAKE PART IN THE FIL DU BILINGUE?
- By participating in the various discussion forums on the Facebook page or commenting on articles;
- By following the Fil du Bilingue news feed on Facebook and Twitter (@Fil_bil);
- By offering contributions (filbilingue@gmail.com).

The Fil du bilingue website provides those involved in developing francophone bilingual streams (French cooperation attachés, education staff, school heads, teaching coordinators of bilingual streams, teachers, etc.) with the necessary tools and information to carry out their work. It plays the role of a reference site.
The French as a foreign language Quality Label, established by ministerial decree in 2007, makes it possible to identify, recognise and promote training providers whose language programmes and related services meet the required quality standards.

# FRENCH AS A FOREIGN-LANGUAGE QUALITY LABEL

The Ministry of National Education, Higher Education and Research, the Ministry of Foreign Affairs and International Development, and the Ministry of Culture and Communication have entrusted the CIEP with the implementation of a quality label scheme for French-as-a-foreign-language centres established on French territory.

- **WHAT ARE THE OBJECTIVES OF THE FRENCH-AS-A-FOREIGN-LANGUAGE QUALITY LABEL?**
  - For the general public and organisations recommending language immersion stays, to identify centres providing high-quality French courses and services.
  - For language centres, to benefit from formal recognition of the quality of their services and institutional promotion.
  - For the cooperation and cultural action departments of French embassies, to have reliable and accurate information on French-as-a-foreign-language centres.

- **WHICH CENTRES ARE INVOLVED?**
  - Centres, whether public, private or voluntary, which are based in France and provide French as a foreign language courses. The request to be awarded the label is made on a voluntary basis.

- **WHAT ARE THE ELIGIBILITY CRITERIA?**
  - The French as a foreign language centre must have a legal business status and meet all the existing legal requirements pertaining to its status;
  - It must have provided continuous French as a foreign language courses for at least three consecutive years;
  - When operating permanently, it must offer at least 2 400 hours of French as a foreign language teaching per year and employ full-time staff on permanent contracts;
  - When it works intermittently, it must offer at least 1 200 hours of French as a foreign language teaching per year and continuous French as a foreign language courses for at least three consecutive years;
  - It must have provided continuous French as a foreign language teaching per year and employ full-time staff on permanent contracts;

- **IS THERE A QUALITY REFERENCE DOCUMENT?**
  - The creation of the French as a foreign language Quality Label went hand in hand with the development of a reference document drawn up by a committee of scientific experts and validated by the Inter-Ministerial Labelling Commission, which includes three representatives from the ministries responsible for its creation. The French as a foreign language quality reference document takes into account all aspects of language courses offered in French. Five areas have been identified: welcome procedures, premises, management, teachers, and training. Each area is covered by around 20 indicators. This reference document is accompanied by an Auditor’s Handbook and a Candidate Centre Guide. The latter describes the standards expected in each of the selected areas.

- **HOW DOES THE SCHEME WORK?**
  - The labelling system is based on four entities:
    - An Inter-Ministerial Labelling Commission oversees the entire scheme. Chaired by the Director-General of Higher Education and Professional Integration of the MENESR, and composed of representatives from three ministries, it is responsible for issuing the label, which is awarded for a period of four years.
    - An orientation panel supports the labelling process and offers advice to the Inter-Ministerial Commission about possible beneficial changes to the tools, procedures and processes. As a consultation body chaired by the General Delegate for the French Language and the Languages of France (Ministry of Culture and Communication), it is composed of representatives of three ministries, experts in quality assurance and French-as-a-foreign language, and representatives of professional organisations and institutional partners.
    - The CIEP manages the labelling system and the promotion of the label and labelled centres.
    - The auditors, working in pairs, conduct audits and prepare a report that is sent to the Inter-Ministerial Labelling Commission.

- **WHAT ARE THE CIEP’S MISSIONS?**
  - The creation of tools to be made available to centres and auditors; administrative and financial management; recruitment and training of auditors; completing files on candidate centres; preparation of meetings of the Inter-Ministerial Commission, the advisory board and the permanent secretariat of these two bodies; management of the label’s website (www.qualitefle.fr) and, since 2009, publication of the Guide to Labelled Centres.

- **HOW ARE THE AUDIT MISSIONS ORGANISED?**
  - To conduct on-site audits of the centres that wish to be labelled, the CIEP has assembled a team of 35 auditors. Two auditors conduct audits on site. After registering its candidacy, it is up to the centre to suggest a date for the audit within a period of between 6 weeks and 12 months.

There is also a permanent working group, which includes representatives from labelled centres (Fondation Alliance Française, ADCUEFE, Groupement FLE, SOUFFLE and UNOSEL). This group develops proposals for changes to the label’s procedures, tools and communications strategy.
- The audit report is presented to the Inter-Ministerial Labelling Commission and forwarded to the audited centre to provide guidance on improving its services.

**HOW ARE LABELLED CENTRES PROMOTED?**
- The centres can choose to be included in *The Guide of certified French*, distributed abroad via the network of embassies, consulates, cultural centres, Instituts Français and Alliances Françaises, and, in France, through local authorities, tourist offices and education authorities. The guide is also distributed at specialised trade fairs in France and abroad.
- The site [www.qualitefle.fr](http://www.qualitefle.fr) provides information on the types of courses and exams, in four different languages.

**HOW MUCH DOES THE LABEL COST?**
There is an application fee of €550 and a fixed annual rate of €1,100 to €2,750, depending on the centre’s turnover. Centres wishing to benefit from institutional promotion pay additional advertising fees of €1,000 each year.

**WHERE CAN I FIND INFORMATION AND/OR JOIN THE LABELLING SCHEME?**
- By visiting [www.qualitefle.fr](http://www.qualitefle.fr)
- By following the label on Facebook and Twitter ([Twitter @label_FLE](https://twitter.com/label_FLE))
- By sending an email to qualitefle@ciep.fr or by calling +33 (0)1 45 07 63 65.

**WHAT ARE THE FRENCH AS A FOREIGN LANGUAGE QUALITY LABEL PROFESSIONAL MEETINGS?**
Organised annually, these meetings bring together the labelled centres and those wishing to embark on the labelling process. The aim is to analyse and share professional practices and reflect on the opportunities and challenges raised by the label in terms of the development of FFL educational institutions in an international context.

*Experience gained in France in terms of quality assurance has led to joint discussion between the Ministry of Foreign Affairs and the Fondation Alliance Française on the introduction of a quality approach within the network of French cultural establishments abroad.*

The quality approach applied to the teaching activities of the Instituts Français and the activities of the Alliances Françaises resulting from this process of reflection is based on a group of tools created by the CIEP and the Paris Île-de-France Alliance Française, gathered together in a consortium: a quality reference document, a tool kit, and a centre handbook.

This approach is now being implemented in the network of Alliances Françaises and Instituts Français by the Institut Français in Paris and the Fondation Alliance Française.
The CIEP manages and coordinates the language assistants exchange programme on behalf of the French Ministry of National Education, Higher Education and Research.

FRENCH LANGUAGE ASSISTANTS ABROAD

WHAT ARE THE 20 HOST COUNTRIES FOR FRENCH ASSISTANTS TRAVELLING ABROAD?
Argentina, Australia, Austria, Canada, China, Colombia, Costa Rica, Ecuador, Germany, Ireland, Italy, Mexico, New Zealand, Netherlands, Portugal, Spain, German-speaking Switzerland, Taiwan, United Kingdom and the United States.

WHY BECOME AN ASSISTANT?
- to experience living abroad;
- to improve your knowledge of a foreign language and culture;
- to represent French language and culture abroad;
- to gain a worthwhile teaching experience;
- to obtain ECTS (European Credit Transfer System) credits.

WHAT ARE AN ASSISTANT’S AREAS OF RESPONSIBILITY?
To assist a French teacher in a school or university (conversation classes with pupils, introduction to French civilisation and culture and, where applicable, providing help in preparing French language certifications: DELF, DALF and TCF).

WHAT ARE THE ELIGIBILITY REQUIREMENTS?
To apply, candidates must:
- be a student of French nationality, aged between 20 and 30 or 35, depending on the country;
- have completed the first, second or third year of a Bachelor’s degree (L1, L2 or L3), depending on destinations.

WHAT ARE THE WORK CONDITIONS?
- contract term: 6 to 12 months depending on the country;
- number of hours worked per week: 16 hours on average;
- social security: the host country will advise on all practical matters;
- salary: paid by the host country.

HOW DO I APPLY?
Between October and January or February, depending on the applicant’s country of choice, he/she must:
- contact the CIEP adviser at his/her higher education institution for information on potential destinations;
- pre-register online on the CIEP website;
- attend an interview with a language teacher, who will make an assessment of the candidate’s application and motivation;
- have his/her application approved online. Applications are sent to the CIEP electronically. Between April and July (depending on destinations), the CIEP will let applicants know whether they have been successful, put on a waiting list or have been unsuccessful.

WHAT TEACHING RESOURCES ARE AVAILABLE?
On the CIEP website, several sites and documents are available to help future language assistants in Argentina, China, Colombia, Germany, Mexico, Netherlands and United Kingdom: www.ciep.fr/assistants-francais-a-letranger/informations-diverses.

DOES A DOCUMENT ATTEST TO THE END OF THE LANGUAGE ASSISTANT CONTRACT?
Yes, a certificate of service, downloadable from the CIEP website (www.ciep.fr/assistants-francais-a-letranger/validation-services), should be completed by the head of the host school at the end of the assistant’s year. For candidates who pass exams of the French Ministry of National Education, Higher Education and Research, a recognition of services can be requested through the Ministry of Foreign Affairs and International Development.

IS VALIDATION OF THE ASSISTANTSHIP PROVIDED?
Under certain conditions, many universities are willing to validate the year’s assistantship as part of a course as a whole by awarding a certain number of ECTS (European Credit Transfer System) credits. A "Reference levels for skills assessment" form, which can be downloaded in six languages from the CIEP website (www.ciep.fr/assistants-francais-a-letranger/validation-annee-assistant) should be printed out and given to the head of the relevant foreign school or department, who will complete it at the end of the assistant’s stay and sign it. The assistant should send the original to his/her head of department in France for follow-up. It is the students’ responsibility to check with their department before their departure whether such a system exists at their university.

HOW MANY POSITIONS ARE OFFERED IN 2016-2017?
AROUND 1,850 IN 20 COUNTRIES
HOSTING FOREIGN DELEGATIONS

WHO IS THIS SERVICE FOR?
French diplomatic services wishing to set up a study visit (1–5 days on average) for persons having an interest in education and training in France.
Such stays are either by invitation from the Ministry of Foreign Affairs and International Development (MAEDI) or organised by the countries themselves. The initiative can also emanate from foreign missions in France or various other organisations. Suggested visits are subject to joint examination by the DREIC and the CIEP, which decide on the best time for the visit depending on the schedules of all those involved.

WHAT ROLE DOES THE CIEP’S HOSTING UNIT FOR FOREIGN DELEGATIONS PLAY?
The analysis of requirements and the setting of objectives are subject to consultation with the sponsors so as to best meet the wishes of each delegation. The DREIC geographical sub-directorates and, if appropriate, other directorates of the Ministry of National Education, Higher Education and Research and other public partners, such as the MAEDI, are closely associated with the development phase.
On this basis, the hosting unit coordinates the visit as a whole and prepares the programme in close cooperation with the organisation requesting the visit.
It facilitates access to establishments, institutions or bodies providing education or participating in the implementation of education policies, and helps set up meetings with individuals and professionals.
It can also run a special information session to present the outlines of the French education system, based on the interests of the visitors. It is also possible for visitors to be accompanied on some visits.

WHO TAKES CARE OF THE PROGRAMME LOGISTICS IN FRANCE?
For MAEDI-funded stays, Campus France oversees the programme logistics. For self-financed visits, the delegations themselves or their diplomatic representatives in Paris are responsible for the programme logistics.

WHAT ARE THE PROFESSIONAL PROFILES OF THE PEOPLE HOSTED?
The hosted visitors are mainly senior education officials (central or regional governments), university vice-chancellors and professors, education professionals (inspectors, head teachers, etc.), teachers and trainers. Visits also include journalists, representatives of professional or employer unions, parent–teacher federations, elected officials, etc.

WHAT ARE THE MAIN TOPICS OF VISITS?
- Overarching issues: assessment and governance, etc.;
- School education;
- Vocational education;
- Higher education and research;
- Language teaching, including teaching French.

FIGURES IN 2016:
- 36 visits;
- delegations welcomed from: Africa/Middle East: 12; Asia: 12; Europe: 7; America: 5.
The CIEP manages and coordinates the language assistants exchange programme on behalf of the French Ministry of National Education, Higher Education and Research.

# LANGUAGE ASSISTANTS IN FRANCE

## WHICH ARE THE 60 COUNTRIES INVOLVED IN THE PROGRAMME?
- Austria, Germany, Switzerland for German;
- Australia, Bahamas, Barbados, Canada, India, Ireland, Jamaica, New Zealand, South Africa, Trinidad and Tobago, United Kingdom, US, member countries and territories of the United States of the Caribbean East (OECS): Anguilla, Antigua and Barbuda, British Virgin Islands, Commonwealth of Dominica, Grenada, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, for English;
- Egypt, Jordan, the Palestinian Autonomous Territories and East Jerusalem, Syria, Yemen for Arabic;
- Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, El Salvador, Uruguay, Venezuela, for Spanish;
- Brazil and Portugal, for Portuguese;
- China, Czech Republic, Israel, Italy, Japan, Norway, Netherlands, Poland, Russia, Taiwan, Turkey, for other languages.

In all, 15 languages are represented.

## WHAT DOES AN ASSISTANT DO?
Assists a language teacher in a school for tasks such as oral practice, teaching methods, teaching of non-linguistic subjects, setting up of exchange projects, creation of voice recordings, etc.

## HOW MANY POSITIONS ARE OFFERED IN 2016-2017?
Almost 4,500

## WHAT ARE THE ELIGIBILITY CRITERIA?
- be a student;
- be between 20 and 30 or 35 years old, depending on the country of origin;
- have at least achieved the second year of a bachelor’s degree (L2);
- have at least the level B1 of the Common European Framework of Reference for Languages in French.

## WHAT ARE THE WORK CONDITIONS?
- assignment: elementary school, middle school or high school;
- contract duration: 6 months for German or 7 months for other languages (from 1 October);
- working week: 12 hours (can be split between a maximum of three schools);
- social security: French social security;
- gross monthly salary: EUR 964.88
- school holidays: they are identical to those of French students (which depend on the local education authority to which the school is attached) and paid throughout the contract.

## WHAT FORMALITIES HAVE TO BE COMPLETED BEFORE AN ASSISTANT LEAVES HIS/HER COUNTRY OF ORIGIN?
- countries outside the European Union: apply for a “visa long séjour valant titre de séjour” (VLS/TS – extended-stay visa with residency permit) at the French consulate in the relevant country;
- European Union and Switzerland: have an ID or a passport valid at least until the end of the contract.

## WHAT ARE THE PROCEDURES TO FOLLOW UPON ARRIVAL IN FRANCE?
- open a bank account;
- find accommodation;
- register at the Caisse primaire d’assurance maladie de Paris (CPAM - Primary health insurance office in Paris), which manages the social security rights of all language assistants in France (except New Caledonia, Mayotte, French Polynesia, Saint Pierre and Miquelon, Wallis and Futuna);
- take out public liability insurance;
- go through a free medical examination in one of the Office français de l’immigration et de l’intégration (French Office of Immigration and Integration) centres to validate the visa (national of countries outside the European Union).

## HOW DO I APPLY?
The candidate should contact the official programme manager in his/her country of origin. Certain application forms can be downloaded directly from the CIEP website (www.ciep.fr/assistants-etrangers-france/pays-concernes). Once completed, the form should be sent to the Cooperation and Cultural Action Department of the French Embassy in the relevant country or to the CIEP’s local institutional partner, the details of which are available on the CIEP website.

## WHEN DO ASSISTANTS RECEIVE THE CONFIRMATION OF THEIR ASSIGNMENT?
Before the end of June (should there be any problems, contact the programme’s manager in the relevant country). The assistant should then write (in French) to the head of the school to introduce himself/herself and ask the any questions.
The CIEP manages mobility programmes for French teachers on behalf of the Ministry of National Education, Higher Education and Research, in conjunction with the General Inspectorate of National Education or the Ministry of Foreign Affairs and International Development.

MOBILITY PROGRAMMES FOR FRENCH TEACHERS

WHAT ARE THE PROGRAMMES FOR FOREIGN LANGUAGE TEACHERS?

> Language internships abroad

**Audience:** Language teachers in primary and secondary education (German, English, Arabic, Chinese, Spanish, Italian, Portuguese) and teachers of non-language subjects (DNL) in European streams in German, English, Spanish or Italian, working in French state schools.

**Number of places available:** almost 450 each year.

**Countries where you can apply:** Austria, China, Germany, Ireland, Italy, Portugal, Spain, the United Kingdom, Arabic-speaking countries.

**Duration:** on average 10 to 15 days during the school summer vacation.

**Objectives:**
- Language development;
- Reflection on the methodology and evaluation of language teaching;
- Updating cultural knowledge.

**Application methods:** immediately after publication in the BOEN, the schedule for sending in applications and registration methods are made available on the CIEP website.

> Professional placements

**Audience:**
- For teachers wishing to complete a placement abroad: secondary school modern language or non-language teachers working in French state schools;
- For the hosting of European teachers: French state secondary schools.

**Duration:** 15 days in the partner country with the possibility of hosting a foreign counterpart for 2 to 4 weeks.

**Number of positions available:** 200 each year for a French teacher going abroad and 200 places for European teachers coming to France. Reciprocity (departure + reception) is encouraged but is not mandatory.

**Countries involved:** Austria, Germany, Italy, Ireland, Portugal, Spain, the United Kingdom.

**Objectives:**
- Experiencing the working of a European school;
- Preparing joint educational projects;
- Developing exchange projects and/or twinning between schools, if applicable through a partnership between local education authorities;
- Preparing individual or group exchanges.

**Application methods:** consult:
- the BOEN as soon as the issue announcing the CODOFIL programme is published;
- the French Consulate to New Orleans website (information about living and working in Louisiana): www.consulfrance-nouvelleorleans.org;
- the CIEP website (recruitment stages and application forms).

WHAT ABOUT PROGRAMMES FOR TEACHERS WITH EXPERIENCE IN FRENCH AS A FOREIGN LANGUAGE?

> CODOFIL programme in Louisiana

In the context of linguistic and cultural cooperation agreements between France and Louisiana in the areas of education, promotion of language and cultural exchange, the General Consulate of France to New Orleans, the Department of Education of Louisiana and the Council for the Development of French in Louisiana (CODOFIL) organise a teacher mobility programme with the support of the Ministry of Foreign Affairs and International Development, the Ministry of Education, Higher Education and Research and the CIEP.

These teachers teach French in elementary schools to students in Louisiana aged 9 to 13 years.

**Audience:** in France, recruitment is limited to French nationals, nationals of a Member State of the European Union or residents in France: FFL teachers, schoolteachers/infant schoolteachers, and associate, certified or assimilated teachers in the disciplines specified in the corresponding text of the BOEN.

Without exception, the positions are for teachers with experience of FFL teaching.

**Number of positions available:** 29 positions were allocated to France in 2015 (the figure varies depending on requests from Louisiana schools, applications in each country and contract renewals).

**Duration:** one school year, renewable twice.

**Objectives:**
- Contributing to the development of French in Louisiana;
- Giving teachers the opportunity to gain an insight into a different education system and a rewarding professional experience.

**Application method:**
- the BOEN as soon as the issue announcing the CODOFIL programme is published;
- the French Consulate to New Orleans website (information about living and working in Louisiana): www.consulfrance-nouvelleorleans.org;
- the CIEP website (recruitment stages and application forms).
> Pestalozzi programme: Council of Europe

**Audience:** All education professionals in Europe. The specific target group as well as the working language for each training course are indicated in the description of the activity. Candidates are invited to apply to participate in the training course of their choice, provided they have the required professional profile and the language skills needed in the course working language so as to be able to engage in discussion and professional debate (minimum level: CEFRL B2).

**Duration:**
- Training course for trainers (European Modules): 12–18 months;
- Summer school: 8 days;
- European workshops: 2-4 days;
- Dissemination and national training activities: 1-3 days.

Countries that can be applied to: Member States of the Council of Europe.

**Objectives:**
- To help trainers, teachers and other education professionals to take into account the heterogeneous and multicultural dimension of the society in which they work;
- To give teachers opportunities to work together on projects concerning common topics or centres of pedagogical interest;
- To strengthen personal and professional links across Europe;
- To affirm the essential place of education in promoting respect for human rights, democracy and the rule of law.

**Application methods:** via the website:
www.coe.int/fr/web/pestalozzi/home
The CIEP has recently set up several actions to strengthen relations with those of its experts involved in cooperation projects in all fields of education. The purpose of this network is to forge a common professional culture, to share approaches on specific themes and to establish common tools.

**NETWORK OF EXPERTS**

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**WHAT IS THE CIEP CHARTER OF EXPERTISE?**

In 2015, the CIEP adopted a Charter of Expertise. This is a reference document that outlines the principles guiding the establishment and the experts with whom it works on international cooperation projects. This charter is the product of a process of reflection conducted within the CIEP by representatives of its various areas of focus; it was further enriched by the contributions of two external experts.

Experts appointed by the CIEP are asked to respect three principles structuring the centre’s activities:
- Developing professional solidarity between partners and experts;
- Capitalising on and sharing knowledge, building and developing skills, especially in connection with the various sites of knowledge production;
- Evaluating actions undertaken in accordance with quality requirements.


**WHAT IS “EXPERTS DAY”?**

The CIEP has developed an “Experts Day”, which once a year brings together representatives of partner institutions, associate experts and CIEP experts in order to share experiences in public and international expertise and think about the different ways of structuring expertise.

In March 2016, the first Experts Day brought together 75 participants, including representatives of the International Organisation of La Francophonie (OIF), the Vocational Training Platform of Expertise (PEFOP) and the “Development initiative for French expertise internationally and in Europe” network (IDEFIE).

Two major themes proved particularly stimulating for participants: supporting change in public policy and how to encourage the assimilation of experts’ contributions among beneficiaries.

**WHAT ARE THE CARNETS DE L’EXPERTISE “EXPERTISE HANDBOOKS”?**

Les Carnets de l’expertise are a CIEP publication in collaboration with the “Education, Ethics, Health” research team at François-Rabelais University (Tours). The handbooks consider the profession of the expert in international cooperation in education and aim to clarify the professional practices and action-oriented knowledge mobilised by CIEP experts.

Each handbook is focused on a project led by the CIEP. This case study highlights an issue relating to steering a project/action, based on an interview conducted by a researcher from the University of Tours with an expert who worked on the project. It thus enhances the work of experts by offering reflection on and analysis of their practices, helping to capitalise on the action-oriented knowledge implemented in the profession of expert.
PRO FLE is a distance training service designed for teachers of French as a foreign or second language who want to reinforce their skills as part of a continuing training plan. In 2017, the system will evolve and become PRO FLE+.

PRO FLE: PROFESSIONALISATION IN FRENCH AS A FOREIGN LANGUAGE

WHO ARE THE PROJECT’S PARTNERS AND WHAT ARE THE POTENTIAL DISTRIBUTION NETWORKS?

> Partners:
The system, which has been validated by an academic board, is the fruit of a partnership between the CIEP (design and pedagogical engineering), the CNED (design of distance-course engineering), the Institut français and the Ministry of Foreign Affairs.

> Potential distribution networks:
The Ministry of Foreign Affairs’ educational and linguistic cooperation network and the French cultural network abroad: Instituts Français and Alliances Françaises, the relevant departments of foreign ministries for education, and local training centres.

WHAT ARE THE OBJECTIVES?

- Improving quality in the teaching/learning of French by providing appropriate tools and a framework for reflection helping teachers to choose the most effective approaches to encourage learning in their classes;
- Facilitating the application of the pedagogical principles outlined in the Common European Framework of Reference for Languages (CEFR);
- Increasing motivation on the part of teachers and learners alike.

HOW IS PRO FLE STRUCTURED?

PRO FLE is made up of four modules: “Developing teaching skills”, “Constructing a didactic unit”, “Leading a learning pathway” and “Assessing”. Each training module represents approximately 40 hours of work, divided into 30 hours of independent work and 6 to 10 hours of work under the guidance of a tutor. Each training module lasts no more than four months.

WHAT WILL BE NEW IN 2017 WITH PRO FLE+?

- On each of the six sessions of a training module, one hour free time to test the contents and measure own requirements;
- A new interface, flexible and intuitive, and enriched multimedia tools for a more dynamic training path;
- A certificate is issued at the end of training, by subscribing to a personalised evaluation.

WHAT PROFESSIONAL PROFILES DO DESIGNERS AND TUTORS HAVE?

- Module designers hold doctorates in or are PhD students of the didactics of French as a foreign language (FFL) or linguistics. They all have considerable experience in the training of trainers and recognised skills in pedagogical engineering.
- PRO FLE tutors have a grounding in computer science, level C1 in French if they are not native speakers, and have achieved, through training and experience, the required skills from a master’s degree in FFL or language pedagogy, or an equivalent degree. To ensure course quality, tutors must be accredited by the CIEP and the CNED (see page 7).

WHAT CONTEXTS CAN PRO FLE BE USED IN?

It can be used in the context of continuing education plans, either institutionally through diplomatic posts, French cultural institutions abroad and universities, or on an individual basis through the CNED website. The system can also be incorporated into a university course leading to a degree. It can be included in training programmes (which may not be free of charge) on offer from institutions in the French cultural network, or feature in the ongoing training catalogues of French cultural network agents.

WHAT IS THE PROCEDURE FOR SETTING UP PRO FLE IN INTERESTED COUNTRIES?

PRO FLE was designed to be adaptable to a variety of training contexts. Local set-up of the system involves a delegation of tutors to best meet the needs of trainees and to provide tutoring that is adapted to the local context. Reasonable rates and easy access will be offered to francophone educational cooperation establishments for group registration.

Contacts:
CIEP: profile@ciep.fr
CNED: yannick.vrolant@cned.fr

WHAT IS THE PROCEDURE FOR INDIVIDUAL REQUESTS?

Contact the CNED enrolment department:
+33 (0)1 49 49 94 94 or enrol directly on the CNED website: www.cned.fr/inscription/8PFLEDIX.
For all teaching-related questions, contact the CIEP: profile@ciep.fr.

HOW MANY ENROLMENTS HAVE BEEN RECORDED SINCE THE SYSTEM WAS LAUNCHED?

ALMOST 8000 IN MORE THAN 80 COUNTRIES
REVUE INTERNATIONALE D’ÉDUCATION DE SÈVRES (See p. 38)
The Revue internationale d’éducation de Sèvres is a journal focusing on education and training worldwide. It publishes three issues a year, in French.

CARNETS DE L’EXPERTISE (See p. 32)
Published in collaboration with the ‘Education, Ethics, Health’ research team of the Université François-Rabelais (Tours), the Carnets de l’expertise aim to clarify the professional practices and action knowledge mobilised by the CIEP experts.

DOCUMENTARY RESOURCES AND ONLINE DIRECTORIES (See p. 19)
> Selections of current resources on worldwide language and educational policies (“Focus”).

> An "editorial newsfeed", which is sent every month. It lists new publications that can be consulted and publications available online.

> Directories : university courses in French as a foreign language, French as a foreign language methods, French on specific objectives (FOS) methods, institutional websites.

TEACHING TOOLS
> DVD "Oral Productions illustrating the 6 levels of the Common European Framework of Reference for Languages"
Examples of spoken samples by teenagers aged 13 to 18, illustrating the 6 levels of the CEFR in English, French, German, Italian and Spanish. It is the result of a seminar organised in 2008 by the CIEP with the assistance of the Language Policy Division of the Council of Europe.

> DVD "Spoken and written samples illustrating, in French, levels A1.1 and A1 of the Common European Framework of Reference for Languages"
Productions selected by a panel of experts convened by the CIEP, the DGFLF (General Delegation for the French Language) and the Languages of France and the Council of Europe.

NEWSLETTERS
> La Lettre du CIEP and special issues
La Lettre du CIEP informs the CIEP partners every 2 months on activities and ongoing projects. It is sent to more than 5,000 contacts. Special issues complement this Letter. They are meant to take stock of a particular activity or project.

> L’Infolettre "Veille et ressources documentaires", presents the latest documentary products and news from the Document and Resource Centre (CRID) every month.

> Le Courriel européen des langues
The CIEP is the contact point in France for the European Centre for Modern Languages (ECML), a body attached to the Council of Europe. As such, it is responsible for disseminating information at a national level with regard to the European dimension of modern language teaching. The Courriel européen des langues informs about the work of the Council of Europe, the ECML in Graz and more widely on EU policy in languages. It also disseminates their publications (3 issues per year).

TWO BOOKS ON THE HISTORY OF THE CIEP
(available on the CIEP website)
> Le Centre international d’études pédagogiques à Sèvres - Une histoire plurielle d’un lieu singulier
Tristan Lecoq, Annick Lederlé, Sèvres, 2010.
The book traces the history and the remarkable destiny of the Sèvres Royal Porcelain Manufactory, which became a school of excellence of the Republic and then the Centre international d’études pédagogiques in 1945.

> Gustave Monod, une certaine idée de l’école
Tristan Lecoq, Annick Lederlé, Sèvres, 2009 (1ère édition : septembre 2008).
A book in tribute to the founder of the CIEP.
The CIEP’s Quality and Expertise Unit, which is unique in France, ensures the teaching and psychometric quality, as well as the scientific approach of qualifications managed by the CIEP. Furthermore, it supports other bodies in creating or reviewing examinations and tests, and aids with the definition of international standards in assessing language skills.

QUALITY AND EXPERTISES UNIT

WHAT DOES THE QUALITY AND EXPERTISES UNIT DO?
- Implementation of a quality approach to CIEP-designed certifications: helping to guarantee the validity, reliability, sensitivity and fairness of qualifications and tests, in particular through psychometric analysis;
- Responding to calls for tender in the field of assessment and certification;
- Responding to foreign ministries and institutions that wish to receive support in auditing, reviewing or designing certifications;
- Conducting large group studies (teachers, students, etc.).

WHAT HAVE THE UNIT’S LATEST PROJECTS BEEN?
- Senegal: supporting the assessment of student teachers’ skills in teaching French and teaching in French.
- Democratic Republic of Congo: supporting the creation of an educational achievement assessment unit.
- Arab World Institute: supporting the creation of a certification body for the Arabic language.
- Turkey/Germany/France – Erasmus+: designing training and assessment programmes in foreign languages for engineering students.
- Mexico – UNAM: supporting the creation of a certification body for foreign languages for Mexican students of the autonomous universities of Mexico.
- Africa – UNESCO: providing expert advice on assessment with regard to measuring the achievements of beneficiaries of literacy programmes (RAMAA programme).
- France – Grenoble 3 Stendhal University (Maison des Langues et des Cultures): the InnovaLangues project: designing a tiered adaptive placement test in six languages to assess students’ language level.
- Burundi: designing a survey to assess the level of French of Burundian primary teachers as part of the IFADEM (AUF and OIF) project.
- Council of Europe: development of performance descriptors relating to mediation skills and intercultural aptitude.

WHAT TOOLS HAS THE UNIT PRODUCED WITH THE COUNCIL OF EUROPE?
- Producing a DVD – the first of its kind in Europe – bringing together the oral productions in five languages (English, French, German, Spanish and Italian) of adolescents aged 13 to 18, calibrated according to the six CEFRL levels. It was created as part of a cross-language seminar that the CIEP organised in 2008 at the request of the Council of Europe. It is aimed at national policymakers, teachers and learners. Partners: Goethe Institute, Cervantes, Cambridge ESOL and Università per Stranieri de Pêrouse.
- Illustration of the A1.1 and A1 CEFRL levels through examples of oral and written productions (available on the CIEP website);
- Update of the CD illustrating the CEFRL levels with examples of items of oral and written comprehension. This tool is intended for all examination designers, especially designers of language examinations in education systems.

WHICH INTERNATIONAL NETWORKS IS THE UNIT PART OF?
The CIEP is a member of the European Association for Language Testing and Assessment (EALTA) and the Association of Language Testers in Europe (ALTE). It takes part in their conferences and working groups. CIEP is the organiser of the 14th EALTA Congress (1–3 June 2017), having co-hosted the 5th ATLE International Congress in April 2014. The CIEP presents its work at international conferences on psychometrics and assessment methodology. These encourage meetings between psychometricists, advisers and users of assessment tools.

HOW MANY PROJECTS WERE LED IN 2016?
14
The ENIC-NARIC Centre France is the French information centre on the academic recognition of international qualifications. It contributes to promoting international mobility by facilitating the understanding of international academic careers.

**RECOGNITION OF INTERNATIONAL QUALIFICATIONS (ENIC-NARIC CENTRE FRANCE)**

**WHAT IS THE ENIC-NARIC CENTRE FRANCE?**
The ENIC-NARIC Centre France is the French information centre for the academic recognition of foreign qualifications. Affiliated to the CIEP since 2004, it is part of the international ENIC-NARIC network, covering 55 countries. Created at the initiative of the European Commission, the Council of Europe and UNESCO, the network promotes international mobility by facilitating the interpretation of academic careers. Claudia Gelleni, head of the Qualifications Recognition Department at the CIEP – ENIC-NARIC Centre France, was elected president of the network in June 2015. ENIC-NARIC France has set up a suite of procedures for the recognition of international qualifications, based on the Lisbon Convention and allowing for accurate assessment of foreign qualifications. This assessment enables comparability statements to be delivered.

**WHAT IS A COMPARABILITY STATEMENT?**
This is an official document that establishes an equivalence/comparison between an international qualification and a level in the French national qualifications framework and the European framework. It enables improved interpretation and understanding of international academic careers, whether this is in order to pursue studies at a French educational institution, should the latter request such a statement, or to support the job-seeking process and demonstrate the value of an international qualification to an employer or a public institution (provided the occupation in question is not a regulated profession). The statement provides an expert opinion. French higher education institutions are autonomous entities; they may or may not take this opinion into account.

To establish a comparability statement, the ENIC-NARIC Centre France has set up an analytical grid using different criteria (two eligibility criteria and eight assessment criteria), upholding the principles of international legislation and the good practices of the ENIC-NARIC network. The comparative analysis also draws on an individual study of the academic background of the individual in question.

**DO ALL QUALIFICATIONS GIVE RISE TO A COMPARABILITY STATEMENT?**
Only accredited studies representing a minimum of six months’ full-time education are eligible for a comparability statement, provided they meet the assessment criteria. Qualifications from short training courses (less than 6 months corresponding to 600 hours over a full-time half-year), as well as qualifications certifying language skills only and qualifications pertaining to a regulated profession (doctor, lawyer, dentist, pharmacist, etc.), are not eligible for comparability statements.

**WHAT IS THE PROCEDURE TO OBTAIN A COMPARABILITY STATEMENT?**
Applications are made online on the platform https://phoenix.ciep.fr/inscriptions.
The maximum period for processing an application is four months; 90% of applications are processed within a month. The delivery of the statement is subject to the payment of a fee (except for asylum-seekers and refugees). The cost is €70. If after assessment the application is rejected, a sum of €20 is retained to cover administrative costs.

**WHAT OTHER RECOGNITION DOCUMENTS ARE ISSUED BY THE ENIC-NARIC CENTRE FRANCE?**
The ENIC-NARIC Centre France also issues education and/or training recognition certificates. This type of certificate is useful for evaluating years of university studies (study periods without obtaining the final degree). Such certificates may, in certain situations, help the head of the educational institution to grant an exemption.

**HOW DOES THE ENIC-NARIC CENTRE FRANCE SUPPORT THE EUROPEAN HIGHER EDUCATION AREA?**
The ENIC-NARIC Centre France is contributing to the construction of the European Higher Education Area (EHEA) and closely follows its developments. In this context, it has established partnerships with higher education institutions and maintains regular ties with quality assurance bodies. The CIEP promotes the EHEA mobility tools (qualification supplement, ECTS credits, national and European qualifications frameworks, etc.) and participates in the development of tools supported by the ministries in this area (European Area for Recognition manual, Bucharest press release, 2012).
The promotion of these mobility tools assists employability. As such, the ENIC-NARIC Centre France is developing partnerships with employers and public authorities on methods of qualifi-
cation recognition, allowing for the qualification in question to be positioned more clearly in recruitment and/or competitive entrance exam procedures. Furthermore, it issues expert advice to ministerial (or inter-ministerial) committees and centres in the ENIC-NARIC network on qualifications and national and international academic careers.

WHO IS THE QUALIFICATIONS RECOGNITION DATABASE SET UP BY THE CIEP FOR?
The CIEP – ENIC-NARIC Centre France has set up a database that reflects its 10 years of experience in qualification recognition. A unique initiative in France, this tool is primarily intended for training institutions, governments and employers. It provides a comparison of foreign qualifications appraised by the CIEP and uses the French classification of training levels and the European Qualifications Framework (EQF).

WHAT IS INCLUDED IN THE DATABASE?
The database features over 2,000 assessed qualifications and lists over 6,000 accredited/recognised educational institutions worldwide. In association with these directories, several other services are also offered: country profiles giving a description of education systems and including qualification templates to better guide users; training in how to use the database; and training in the principles of foreign qualification recognition and guidance for complex cases. The database is available online, subject to an annual subscription.
The Revue internationale d’éducation de Sèvres is a journal focusing on education and training worldwide. It is published by the CIEP and distributed by Editions Didier. It publishes three issues a year, in French, for a readership of policy-makers, academics and researchers in such subjects as education sciences, political science, sociology, history, geography and philosophy.

**REVUE INTERNATIONALE D’ÉDUCATION DE SÈVRES**

- **Who takes part in the Revue?**
  Most of the writers are non-French and articles are written from a research perspective. The Revue relies on an editorial board and an international scientific board that meets regularly.

- **How is each issue organised?**
  Each issue is organised around a central theme that is currently being discussed on the international stage. It also provides information and resource materials in the field of educational policies and teaching practices.

- **What are the titles of the latest issues?**
  - What school teaches everyone (No. 73, December 2016);
  - Trust, education and authority (No. 72, September 2016);
  - Vocational training and employability (No. 71, April 2016);
  - Languages of instruction: a political issue (No. 70, December 2015);
  - Why teach history? (No. 69, September 2015).

- **Where can one consult the catalogue of available numbers?**
  - on the CIEP website (the detailed table of contents of each issue, the introductory articles, bibliographies, summaries in French, English and Spanish, and a geographical index are also available);
  - in each issue of the Revue internationale d’éducation de Sèvres;

- **Where can previous issues of the Revue be found?**
  - one can subscribe or order issues in hard-copy;
  - one can buy the Revue in digital format (from No. 69), in bookstores online or on e-book stores (EUR 12.99 per copy);
  - the numbers are freely available partially or fully (2 years after publication) on the human sciences journal portal (http://ries.revues.org).

- **How does one subscribe or order an issue in hard-copy?**
  - No. 29 and following: by downloading the order form on the CIEP website and returning it to the CIEP, completed and along with payment, to the following address: CIEP, 1 avenue Léon-Journault, 92318 Sèvres cedex.
  - No. 1 to 28: by downloading the order form on the CIEP website and returning it to the CIEP, completed and along with payment, to the following address: CIEP, 1 avenue Léon-Journault, 92318 Sèvres cedex.

- **How much does an issue or annual subscription cost?**
  - No. 29 and following: EUR 15 (shipping to France and Overseas French Territories: EUR 3.20, abroad: EUR 7.30);
  - No. 1 to 28: EUR 9.15 (shipping to France and French Overseas Territories: EUR 3.20, abroad: EUR 7.30);
  - subscription for France and French Overseas Territories: EUR 45 plus shipping (EUR 54.60 including postage);
  - subscription abroad: EUR 45 plus shipping (EUR 66.90 including postage).

Every 4 to 5 years, the Revue organises an international symposium on the education issues being debated in the world. The work produced during these symposiums fills an issue of the journal.

- 2014 Symposium: ‘Education in Asia in 2014: What global issues?’ (No. 68, April 2015);
- 2009 Symposium: ‘One world, one school’ (No. 52, December 2009);
The CIEP provides hosting facilities for colloquia, conferences and seminars, whether for use in its own training programmes and seminars or for those organised by other French international institutions involved in the field of education.

SEMINARS AND COLLOQUIA HOSTING AND ACCOMMODATION FACILITIES

WHAT SERVICE DOES THE CIEP PROVIDE?
Located close to Paris, in the historic setting of the former royal porcelain factory at Sèvres, the CIEP provides a range of quality services.

A team of professionals provides:
- functional work facilities: a conference room seating up to 125 people, two special-events rooms and 11 classrooms, all equipped with audiovisual and office equipment; a mobile videoconferencing system and interactive whiteboard can be reserved;
- 90 individual guestrooms each with telephone, television and Internet connection (WiFi);
- a dining room, café and relaxation area;
- services also include interpreters, transport and cultural visits.

REGULAR PARTNERS
The Ministries of National Education, Higher Education and Research, Foreign Affairs and International Development, Culture and Communication, Economy and Finance, the Agency for French Education Abroad (AEFE), the Mission Laïque Française (MLF), the French Commission for UNESCO, INSERM, Réseau éducation pour tous en Afrique, OFAJ, FIPF, the Office central de la coopération à l’école, Fondation La main à la pâte, Pratiques sociales, and French universities.

A FEW EXAMPLES OF SEMINARS HOSTED IN 2015
- Executive Meeting of SIRHEN programme, General Secretariat of the Ministry of National Education, Higher Education and Research (114 persons, 2 days);
- Delegation meeting on communication (DELCOM), General Secretariat of the Ministry of National Education, Higher Education and Research (67 people, 1 day);
- Meeting of executives, Canopy Network (70 people, 1 day);
- National coaching seminar, ONISEP (70 persons, 2 days);
- Doctoriales® Seminar Sorbonne Universities, Université Pierre et Marie Curie (50 persons, 5 days);
- ‘International Young Astronomers School on Large Ground-based 21st Century Radio Instruments’ seminar, Observatoire de Paris-Meudon (70 persons, 5 days);
- Seminar of Sevres, AEFE (180 people, 5 days);
- Seminar of licensed/contracted establishments in the AEFE area - the Middle East, AEFE and Grand Lycée Franco-Libanais of Beirut (100 persons, 3 days).

HOW MANY SEMINARS WERE HOSTED AT THE CIEP IN 2015?
111

FIND OUT MORE, REQUEST A QUOTE AND MAKE A BOOKING
- Contact the Hosting, Colloquium and Seminar Department:
  phone: 33 (0)1 45 07 69 48,
  fax: 33 (0)1 45 07 60 72, email: accueil@ciep.fr
- Or complete the online form on the CIEP website.

WHAT ARE THE VARIOUS PACKAGES AVAILABLE?
A 33% reduction on seminar and accommodation costs is granted to institutions that are part of the Ministry of National Education, Higher Education and Research and the Ministry of Foreign Affairs and International Development.
The CIEP offers continuous training based on the operations it leads in the fields of education and training, the French language, French-language certifications, recognition of qualifications, and international mobility.

TRAINING

CIEP training courses are based on its own expertise in training design and delivery and on a team of experts and trainers trained by the CIEP, the French education system, and partner professional bodies in France or abroad. An online catalogue lists all the courses offered by the CIEP: www.ciep.fr/formation

Starting from 2017, the CIEP will also offer a full range of open distance learning courses directly accessible from its website.

TRAINING FOR FRENCH-LANGUAGE CAREERS

> BELC winter and summer universities and regional BELC universities
Internationally recognised, the BELC universities offer the opportunity to discover or learn new practices and support dynamic career development.
(voir p. 9)

> Distance training: PRO FLE, professionalisation in French as a foreign language
PRO FLE distance training aims to help improve the quality of the teaching or learning of French
(see p. 33)

> International seminars cycle to support French-speaking bilingual teaching
The CIEP organises regular international discussion and training seminars on the specific pedagogical aspects of French-speaking bilingual education, aiming to address the needs expressed by participants through concrete approaches. These seminars are organised in partnership with the MAEDI and the Institut Français.

> Customised training in French as a foreign language
The CIEP responds to requests from foreign and French partners. These courses are often integrated into a project of broader educational cooperation. A professional skills-based approach means that these training courses can be integrated into programmes validating participants’ relevant experience while ensuring that they meet the evaluation needs of all French teaching professionals (teachers, cooperation attachés, course organisers, education officials, project managers, etc.).
Training fields: Teaching (FFL and FOS), French-language bilingual teaching, training design, language and culture, vocational skills assessment, ICT for education, project management, auditing and expertise.

Examples:
Educational practices and evaluation in French-speaking bilingual sections in Egypt (April and June 2015)
Building and organising the handover between the last year of nursery school and the first year of primary school in Egypt (May and June 2016)

Audience: FFL teachers, non-language (DNL) teachers, educational coordinators.

Objectives: To improve teaching and learning of in French in bilingual sections in Egypt by identifying the specifics of teaching the French language in this context, encouraging joined-up and interdisciplinary thinking on teaching practices, learning assessment and student skills, and developing and pooling interdisciplinary projects.

Specificity: These training seminars (30 hours) are part of an agreement with the Egyptian Institut Français.

Partner: French Embassy to Egypt.

Training seminar for teachers in the bilingual French-speaking network in Russia for the teaching of non-language subjects (December 2015)

Audience: Teachers of French and non-language subjects from French-speaking bilingual establishments in Russia.

Objective: To strengthen the teaching skills and methods of French and non-language teachers, and to harmonise curricula, study plans and teaching practices in the three non-language subjects: literature, history/geography and social and economic sciences.

Specificity: This training seminar (30 hours) is part of an agreement with the Russian Institut Français.

Partner: French Embassy to Russia.

Teaching primary school French in the Tizi-Ouzou network of private schools in Algeria (March 2015)

Audience: French teachers starting their career.

Objectives: To implement an active teaching approach suitable for children, to design specific teaching/learning approaches for French-language teaching in primary schools, and to diversify classroom practices.

Partner: French Embassy to Algeria.

Teaching French and other disciplines in French in bilingual sections in Romania (December 2015)

Audience: Teachers in bilingual sections of LabelFrancEducation establishments.

Objectives: To promote wide-ranging discussion and thinking on the teaching of French and a non-language subject as part of bilingual teaching in Romania, and to strengthen specific teaching skills.

Partner: Institut Français of Romania.
Teaching French as a foreign language in India
(60-hour tutored internship over two weeks, December 2014)
Audience: FFL teachers.
Objectives: To strengthen the skills of Indian FFL teachers in secondary schools and/or universities, and to identify teachers capable of assuming a training role in the future.
Specificity: In addition to attending training workshops, students are supervised by CIEP experts to conduct a tutored individual research project.
Partner: French Embassy to India.

Designing and facilitating activities in French for children in FLAM programmes (August 2016)
Audience: Individuals working with FLAM (“French mother tongue”) associations who have responsibility for leading linguistic and cultural activities for binational and French children and teenagers.
Objectives: To identify the children’s learning specificities; to design purposeful activities for children and young people; to develop and/or strengthen group dynamics; and to share experiences and share best practices.
Specificity: This training seminar (30 hours) is part of an agreement with the Agency for French Education Abroad (AEFE).
Partner: AEFE.

Franco-Chinese vocational meetings for leaders of Chinese schools with a pilot French-language stream “Running a school with a French-speaking bilingual stream” (May 2016)
Audience: Chinese head teachers of schools with a French-language bilingual stream.
Objectives: To support the educational development of these streams, to integrate them into the schools in which they are based, to professionalise their management, to develop the management of intercultural teaching teams (French and Chinese), and to enhance the existence and development of these streams in-house and offsite (communications).
Specificity: This seminar was conducted in partnership with the European and International Relations Delegation and with the cooperation of the Ministry of National Education, Higher Education and Research.
Funding: French Embassy to China.

 trained within the framework of European and international projects
Training courses are organised in partnership with European partners for projects run as part of the Erasmus+ and Tempus programmes. The EU-MTR project (“Support for the use of mobility tools in the field of qualification recognition”), coordinated by the CIEP, led to training courses and conferences on mobility tools in the field of international qualification recognition. These courses are aimed at higher education institutions, governments and employers.

The ENIC-NARIC Centre France participates in the STREAM project for the design and implementation of an online training platform on qualification recognition procedures, aimed at higher education institutions in Europe.
Lastly, since 2008 the ENIC-NARIC Centre France has taken part in training organised by the Dutch NARIC Centre, aimed at new qualification assessors in the network.
In this context, it took part in the creation of modules presenting the education systems of third countries and participated in the assessment of qualifications awarded by education systems in other parts of the world (excluding the ENIC-NARIC network).

> Training for universities
As part of a cooperative approach developed with universities, the CIEP has worked with admissions departments to provide training in better understanding the academic careers of international students. Moreover, the Ministry of Foreign Affairs and International Development has requested the assistance of the ENIC-NARIC Centre France in the context of the training courses provided on the “Études en France” platform, aimed at departments in charge of admissions of international students.
These courses aim to inform universities about the “Études en France” platform, in terms of tracking online enrolment applications from so-called “CEF-procedure” countries and explaining procedures for recognising foreign qualifications. Closer collaboration with the CIEP is envisaged to assist universities in the admission of foreign students.

> Training courses for public administrations and employers
The ENIC-NARIC Centre France has been called upon by governments and employers to support the interpretation and assessment of foreign qualifications. More often than not, this request arises in the context of recruitment procedures and/or competitive entrance examinations.
Examples:
Nursing care training institutes: Providing support in assessing the level of training of students who have completed their education abroad and wish to apply for the competitive nursing entrance examination.
Versailles Local Education Authority (Rectorat de Versailles): Providing support in recruitment procedures for teachers who completed their studies abroad, so as to better understand their academic career.

TRAINING FOR CAREERS IN EDUCATION
At the request of academic partners, the CIEP offers customised training on any subject in the education sector. This training can be organised in France or abroad and is most often integrated into a project of broader educational cooperation.
The following courses, which are included in our online catalogue, are often requested:
- “Steering, managing and administering a school”
- “Strengthening the implementation of a sectoral strategy in a partnership- and change-based approach”
- “Organising partnership governance in education and technical and vocational training”
- “Steering change and ensuring quality in higher education”.
WHAT ARE THE RATES FOR SERVICES?
(all prices are in euros)

> Training courses

**Tailored training courses** .......................................................... depending on the number of participants
- Per day (6 hours of training) ............................................................. 88 to 97
- Per week (30 hours of training) ...................................................... 355 to 386
- Two weeks (60 hours of training) .................................................. 680 to 752
- Per additional week ..................................................................... 330 to 371

**Tutoring** .......................................................... depending on the number of participants
- Per day (6 hours) ........................................................................... 57 to 65
- Per week (15 face-to-face hours and 15 project management hours) ........................................................................ 232 to 263
- Two weeks (30 face-to-face hours and 30 project management hours) ....................................................................... 422 to 495
- Per additional week ..................................................................... 196 to 227

**Study stays** .......................................................... price regardless of the number of participants
- Per day .......................................................................................... 545
- Per week ...................................................................................... 2,626

> Accommodation and catering

**Accommodation cost** .......................................................... depending on the type of room
- Per night (breakfast included) .................................................... 71.20 or 89.20
- Double room supplement if both people are on the course .... 27.50

**Colloquia and seminars**

- Study day (not including accommodation) .................................... 66
  - This includes: welcome coffee or break, sit-down lunch,
    use of classrooms supplied with computers and projection equipment (1 to 4 rooms maximum),
    afternoon break and organisation/administration fees.

- In-residence seminar day .......................................................... 162
  - This includes: accommodation in a single room (with breakfast), welcome coffee
    or break, sit-down lunch, use of fully equipped rooms (1 to 4 maximum), afternoon break,
    dinner, organisation/administration fees.

- In-residence seminar day/gala dinner ........................................... 207
  - The services are exactly the same as those offered under the seminar flat rate.
  - A gala dinner can also be enjoyed in this option.
The TCF (Test de Connaissance du Français) is designed for older teenagers and adults who would like to validate their level of every-day French for academic, professional or personal reasons.

**TCF**

**WHAT IS THE TCF?**
Developed in 2002, the test consists of a multiple-choice questionnaire of 76 items testing reading and listening skills as well as lexical and grammatical proficiency. There are two optional tests to assess writing and speaking skills. Upon request, special supports are available for blind, visually impaired, deaf or hard-of-hearing candidates to take the TCF too.

**HOW IS THE TCF DIFFERENT FROM OTHER TESTS?**
Its design is based on a highly rigorous scientific methodology. It is a standardised and calibrated test, validated by a Scientific Board (linguists, grammarians and lexicologists, institutional representatives and academic experts) as well as by a Committee of Experts (academics, researchers and psychometricians).

Each item included in a test session has been pre-tested and has undergone close psychometric analyses guaranteeing comparability of results session after session, and ensuring reliable ranking of candidates on a six-level scale, A1 to C2, according to the Common European Framework of Reference for Languages.

**IS THE TCF STANDARISED?**
The TCF has been ISO 9001 quality certified, version 2000, from the outset. Renewed in 2015 under ISO 9001, 2008, this certification assures quality of the test’s design, production, distribution, resource management, commercial and operational management procedures.

**WHO CAN SIT FOR THE TEST?**
- **Anyone who wishes to confirm his/her knowledge of French** for professional, academic or personal reasons.

> **Anyone wishing to obtain French nationality by decree or through marriage**
The "TCF for obtaining French nationality" (TCF ANF) was designed in 2012 to meet the new requirements for obtaining French nationality laid down by the Ministry of the Interior (French decree no. 2011-1265 of 11 October 2011). This must be taken solely by people who would like to become a French national by decree or through marriage, who must prove that they can speak French at B1 level. The test comprises 2 sections: listening (29 items) and speaking.

> **International civil servants and diplomats**
The TCF for the general public is used to test European institution personnel’s skills in French as a 3rd working language. It has also been incorporated into the multi-annual support plan for teaching French to EU civil servants and diplomats set up by the OIF. It has also been adopted by the European School of Administration (ESA), a training centre intended for the personnel of all European institutions, the Alliance française de Bruxelles-Europe (AFBE) and the Institut national des langues in Luxembourg (INL), an institution under the Ministry of National Education and Vocational Training of the Grand Duchy of Luxembourg.

> **Other professionals**
Since 2010, the TCF has been the requisite language test for the enrolment of foreign nationals in the professional association of physiotherapists in France.
The CIEP from A to Z

2016-2017

- mandatory tests: 1 hour 25 minutes (listening: 25 minutes, proficiency in grammatical and lexical structures: 20 minutes, reading: 45 minutes);
- additional tests: writing: 60 minutes; oral test: 12 minutes.

HOW LONG IS THE TEST?

WHERE CAN THE TEST BE TAKEN?

703 examination centres in 142 countries, including France.
- For information on authorised centres: refer to the CIEP website.
- For information about examination dates, fees and enrolment: contact authorised centres.
In France, TCF examination sessions are organised every month in more than 270 centres throughout the country.
TCF examination sessions are also held every month in Paris, at the CIEP-Sorbonne centre. Enrolment procedures may be found at the following address:
www.ccfssorbonne.fr/-Centre-CIEP-Sorbonne-.html

WHERE CAN THE COMPUTER-BASED TCF BE TAKEN (TCF SO)?

All examinations for all TCF versions (multiple-choice questionnaire and writing) can be taken on the computer.
Centres with adequate equipment and wishing to offer the computer-based e-version of the TCF (TCF SO) must contact the CIEP’s Assessment and Certification Department, which will answer their questions and provide assistance. 131 centres around the world offer TCF examinations on the computer and in 2015 this accounted for 32% of all candidates that year.
With the TCF SO, “Centres for studies in France” (CEF) can give students the opportunity to take the test much more quickly.

HOW IS THE TEST MARKED?

All test components are marked at the CIEP. The multiple-choice questionnaire is marked by computer (scanner). Oral and written sections of the test are subjected to double marking by a team of accredited markers and accredited marking supervisors trained at the CIEP.

WHEN DO I RECEIVE THE RESULTS?

Certificates are sent to the examination centre within 15 working days (10 days for 100% computer sessions), not including weekends or bank holidays (deadline set from receipt of the completed test at the CIEP). As soon as the results are available, certificate duplicates in electronic format can be seen on the TEO-Centre space for each centre.

HOW LONG IS THE CERTIFICATE VALID?

Certification is valid for two years from the date the test was taken. The expiry date is indicated on the certificate delivered to the candidate.

WHAT ABOUT CANDIDATE BREAKDOWN IN 2016?

- TCF General Public: 69 163;
- TCF for University Admission: 15 273;
- TCF for French Nationality: 27 368;
- TCF for Quebec: 15 985.

- "Le manuel du candidat", downloadable from the CIEP website, provides examples of items;
- *ABC TCF* and *ABC TCF pour le Québec*, CLE International, Paris, 2014;
- "Réussir le TCF. Exercices et activités d’entraînement", Éditions de l’École polytechnique, Paris, 2009;
- "Le guide officiel, Test de connaissance du français - activités d’entraînement", Éditions Didier, Paris, 2002;
- The Editions Didier website: http://tcf.didierfle.com;
- The RFI website - Radio France Internationale. The "Langue française" section of this website allows Internet users to revise for the TCF listening test covering levels B2, C1 and C2 of the CEFRL (revision exercises for the TCF listening test, levels 5 and 6): www.rfi.fr;
- In the context of a partnership with TV5MONDE, revision exercises and simulations of the TCF can be taken under the "Apprendre.TV" section of TV5MONDE, which is devoted to learning French as a foreign language. Developed using authentic documents extracted from TV5MONDE’s sites, these are added to at regular intervals by the CIEP: www.tv5.org.

ARE THERE TOOLS TO HELP PREPARE FOR THE TCF?

A range of tools is available, enabling potential candidates to familiarise themselves with TCF items:
- "Le manuel du candidat", downloadable from the CIEP website, provides examples of items;
### APPENDIX: ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
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<tbody>
<tr>
<td>ADCUEFE</td>
<td>Association des directeurs de Centres universitaires d'études françaises pour étrangers / Association of the Directors of University Centres of French Studies for Foreign Students</td>
</tr>
<tr>
<td>ADEA</td>
<td>Association pour le développement de l'éducation en Afrique / Association for the Development of Education in Africa</td>
</tr>
<tr>
<td>ADEB</td>
<td>Association pour le développement de l'enseignement bi/plurilingue / Association for the Development of Bilingual Teaching</td>
</tr>
<tr>
<td>AEFE</td>
<td>Agence pour l'enseignement français à l'étranger / Agency for French Education abroad</td>
</tr>
<tr>
<td>AERES</td>
<td>Agence d'évaluation de la recherche et de l'enseignement supérieur / Research and Higher Education Evaluation Agency</td>
</tr>
<tr>
<td>AFD</td>
<td>Agence française de développement / French Development Agency</td>
</tr>
<tr>
<td>ALTE</td>
<td>Association of Language Testers in Europe</td>
</tr>
<tr>
<td>ANFA</td>
<td>Association nationale pour la formation automobile / French Association for Automobile Training</td>
</tr>
<tr>
<td>AUF</td>
<td>Agence universitaire de la Francophonie / Association of Francophone Higher Education and Research Institutions</td>
</tr>
<tr>
<td>BREDAL</td>
<td>Bureau régional de l’UNESCO pour l’éducation en Afrique / UNESCO Regional Bureau for Education in Africa</td>
</tr>
<tr>
<td>CAFOC</td>
<td>Centre académique de formation continue / Academic Centre of Continuing Education</td>
</tr>
<tr>
<td>CASNAV</td>
<td>Centre académique pour la scolarisation des nouveaux arrivants et des enfants du voyage / Academic Centre for the Schooling of New Arrivals and Children of the Travelling Community</td>
</tr>
<tr>
<td>CAVILAM</td>
<td>Centre d’approches vivantes des langues et des médias / Centre of Modern Approaches to Languages and Media</td>
</tr>
<tr>
<td>CEFR</td>
<td>Common European Framework of Reference for Languages</td>
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<tr>
<td>ECFL</td>
<td>European Centre for Foreign Languages (Graz)</td>
</tr>
<tr>
<td>CGE</td>
<td>Conférence des grandes écoles / Grandes Écoles Meeting</td>
</tr>
<tr>
<td>CNEDE</td>
<td>Centre national d’enseignement à distance / National Centre for Distance Education</td>
</tr>
<tr>
<td>CNESCO</td>
<td>Conseil national d'évaluation du système scolaire / National Council for School System Evaluation</td>
</tr>
<tr>
<td>CONFEMEN</td>
<td>Conférence des ministres de l'éducation des États et gouvernements de la Francophonie / Conference of Ministers of Education in Countries Sharing the French Language</td>
</tr>
<tr>
<td>CTI</td>
<td>Commission des titres d'ingénieurs / Engineering Qualification Commission</td>
</tr>
<tr>
<td>DGESCO</td>
<td>Direction générale de l’enseignement scolaire (MENESR) / General Directorate of Primary and Secondary Education</td>
</tr>
<tr>
<td>DGLFLF</td>
<td>Délégation générale à la langue française et aux langues de France / General Delegation for the French Language and the Languages of France</td>
</tr>
<tr>
<td>DNL</td>
<td>Discipline non linguistique / Non-linguistic Subject</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>DREIC</td>
<td>Délégation aux relations européennes et internationales et à la coopération (MENESR) / Directorate of European and International Relations and Cooperation</td>
</tr>
<tr>
<td>EHEA</td>
<td>European Higher Education Area</td>
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<tr>
<td>EFP</td>
<td>Écoles de formation des professeurs (Angola) / Training Schools for Teachers (Angola)</td>
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<tr>
<td>ENIC-NARIC</td>
<td>European Network of Information Centres - National Academic Recognition Information Centres</td>
</tr>
<tr>
<td>EPIC</td>
<td>Établissement public à caractère industriel et commercial / Public Industrial and Commercial Establishment</td>
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<tr>
<td>ESENESR</td>
<td>École supérieure de l’éducation nationale, de l’enseignement supérieur et de la recherche / National College for Education Management, Higher Education and Research</td>
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<tr>
<td>FIPF</td>
<td>Fédération internationale des professeurs de français / International Federation of Teachers of French</td>
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<tr>
<td>FFL</td>
<td>French as a Foreign Language (FLE in French)</td>
</tr>
<tr>
<td>FOS</td>
<td>Français sur objectifs spécifiques / French for Specific Objectives</td>
</tr>
<tr>
<td>FSP</td>
<td>Fonds de solidarité prioritaire / Priority Solidarity Fund</td>
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<tr>
<td>IFADEM</td>
<td>Initiative francophone pour la formation à distance des maîtres / The Francophone Initiative for Teacher Distance Training</td>
</tr>
<tr>
<td>IIPE</td>
<td>Institut international de planification de l’éducation (UNESCO) / International Institute for Education Planning</td>
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<tr>
<td>MAEDI</td>
<td>Ministère des affaires étrangères et du développement international / Ministry of Foreign Affairs and International Development</td>
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<tr>
<td>MENESR</td>
<td>Ministère de l’éducation nationale, de l’enseignement supérieur et de la recherche / Ministry of Education, Higher Education and Research</td>
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<tr>
<td>MLF</td>
<td>Mission laïque française / French lay mission</td>
</tr>
<tr>
<td>OFAJ</td>
<td>Office franco-allemand pour la jeunesse / Franco-German Youth Office</td>
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<tr>
<td>OFII</td>
<td>Office français de l’immigration et de l’intégration / French Office for Immigration and Integration</td>
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<td>OIF</td>
<td>Organisation internationale de la Francophonie / International Organisation of the Francophonie</td>
</tr>
<tr>
<td>ONISEP</td>
<td>Office national d’information sur les enseignements et les professions / National information centre on education and professions</td>
</tr>
<tr>
<td>SCAC</td>
<td>Service de coopération et d’action culturelle / Cooperation and Cultural Action Service</td>
</tr>
<tr>
<td>UNOSEL</td>
<td>Union nationale des organisations de séjours éducatifs, linguistiques et des écoles de langues / National Union of Educational, Language Study and Training Trips Organisations</td>
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<tr>
<td>SIRHEN</td>
<td>Système d’information des ressources humaines de l’Education nationale / Human Resources Information System of the French Ministry of Education</td>
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<td>SOUFFLE</td>
<td>Groupement professionnel des organismes d’enseignement du français langue étrangère / Professional Association of Centres Offering French as a Foreign Language Courses</td>
</tr>
<tr>
<td>UPE2A</td>
<td>Unités pédagogiques pour élèves allophones arrivants / Teaching units for newly arrived non french-speaking students</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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