

The European Higher Education Area was created within the framework of the Bologna process in 2010 and defined three basic aims for university graduates: mobility, employability and quality in education. These three aims and mobility in particular gave rise to the need for language accreditation for both university students and professionals. Language accreditation has become a prerequisite for taking part in selection processes for both academic and work programmes abroad.

From 1991, the CEFR has been implemented as a practical tool for clearly identifying the different stages of language learning while facilitating the international comparability of assessment results. However, there is still a long way to go in the field of professional training for the development of proficiency exams for language accreditation.