



EAC/10/2019 – Preparatory Action

***Expert Network on Recognition of outcomes
of learning periods abroad in general secondary school***

Assessment of learning outcomes of study abroad: flexible, formative, alternative

| | |
|---------------|--|
| 10:00 – 10:20 | Introduction: Recognition of outcomes of learning periods abroad in general secondary education Elisa Briga, European Federation for Intercultural Learning MEP Marcos Ros (CULT Committee) |
| 10:20 – 10:35 | Presentation of the Draft Training Model Training Model for education professionals on Assessment of Transversal Competences developed in long-term individual pupil mobility Mattia Baiutti, Fondazione Intercultura |
| 10:35-11:00 | Practical exercise from the Draft Training Model |
| 11:00-11:25 | Discussion |
| 11:25 – 11:30 | Closing remarks Oonagh Aitken, LLP VicePresident |



Council recommendation on automatic recognition (2018)

- within the European Education Area -

GENERAL SECONDARY EDUCATION

calls on Member States to “...*make substantial progress towards **automatic mutual recognition** [so that...] the outcomes from a **learning period of up to one year abroad** in another Member State during upper secondary education and training are **recognised** in another, with the learner not being required to repeat the programme year or achieved learning outcomes in the country of origin, **provided that the learning outcomes are broadly in line with the national curricula** in the country of origin.”*



How to reach this objective by 2025?

- In 2019
 - o the European Parliament set aside funding for a Preparatory Action to look into this matter
 - o the European Commission entrusted a Consortium composed by EFIL, EIESP and CESIE to run the action.
- in 2020 the European Commission launched the new Erasmus+ programme, promoting individual pupil mobility among the several actions in the field of school education
- in 2022 the European Commission will start the process of drafting a 'learning mobility framework' as part of the European Education Area by 2025





Preparatory Action 'Expert Network on Recognition of outcomes of learning periods abroad in general secondary education'

Funded by



- A [Network of relevant and diverse stakeholders](#) from 15 EU countries with outreach to all EU27, to enhance cooperation and build trust
- An **analysis of the EU Member States policies and practices**, and the **proposal of potential ways forward** to adopt national policies for recognition.
- An [Informative webpage](#) on the School Education Gateway
- A **Training Model** for education professionals on assessment of transversal competences developed in long-term individual pupil mobility
- A **proposal for a European Framework** to facilitate implementation of automatic recognition, setting **out the general principles to be adopted by Member States**
- **Dissemination**

Findings & recommendations

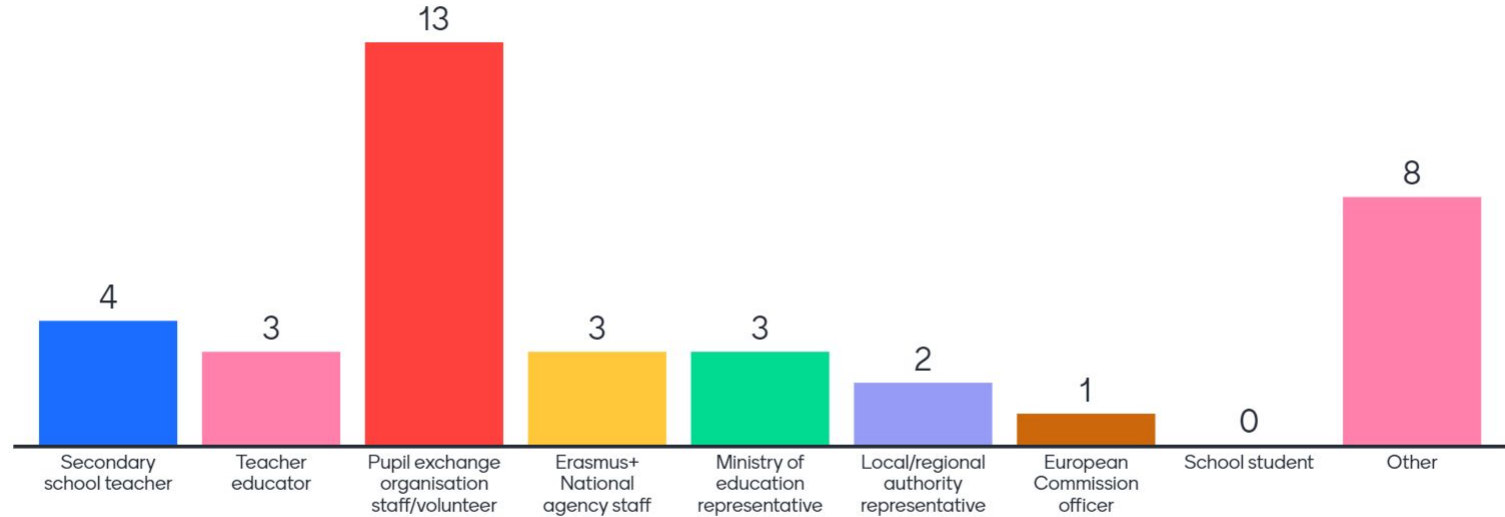
Recognition of outcomes of learning periods abroad is **responsibility of teachers** through pupil's assessment upon return in:

- 25 EU countries for periods between 2 and 5/6 months
- 19 EU countries for periods of a full school year (rare in 10 of these countries)

= the **adoption of tools for teachers is essential for fostering automatic recognition:**

Training Model for education professionals on assessment of transversal competences developed in long-term individual pupil mobility

Who is attending this session?



Training model for education professionals on Assessment of Transversal Competences developed in long-term individual pupil mobility



Designing a **Training Model** on
**Assessment of Transversal
Competences** developed in **long-term
individual pupil mobility**

Authors:

Izabela Jurczik-Arnold (EFIL) and Mattia Baiutti (Fondazione Intercultura)

Training model for education professionals on Assessment of Transversal Competences developed in long-term individual pupil mobility



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Providers of in-service teacher training

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Providers of in-service teacher training



In-service teachers, school heads,
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Designing a **Training Model** on **Assessment of Transversal Competences** developed in **long-term individual pupil mobility**



Providers of in-service teacher training



In-service teachers, school heads, school staff



- Existing resources for assessment of transversal competences
- **Teacher training courses** developed and delivered in Italy by **Fondazione Intercultura** and **Intercultura** association

Authors:

Izabela Jurczik-Arnold (EFIL) and Mattia Baiutti (Fondazione Intercultura)



Outline



- I. Introduction
- II. Conceptual framework
- III. Intended Learning Outcomes
- IV. General methodology proposed
- V. Programme outline
- VI. Guidelines for implementation, assessment and evaluation
- VII. Reference list
- VIII. Annex



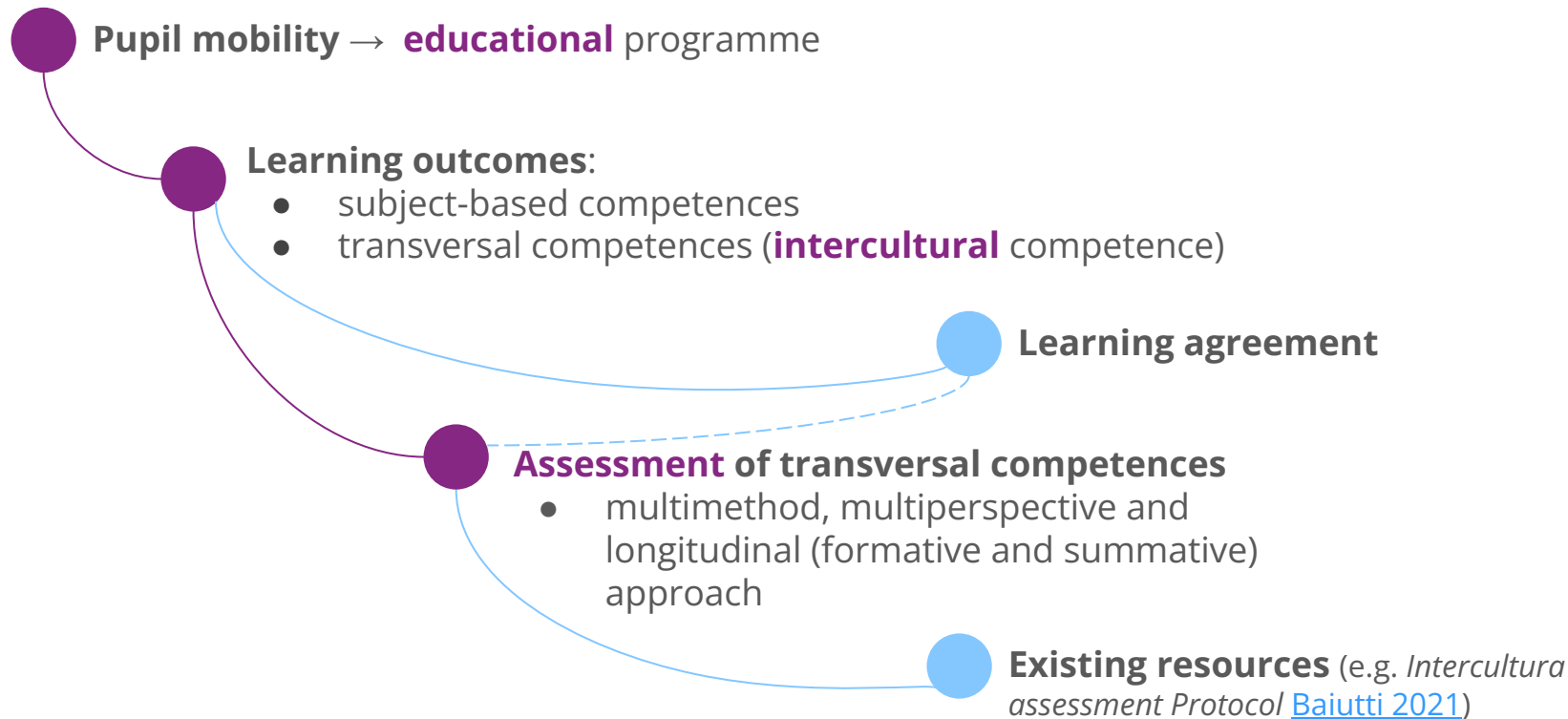
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Conceptual framework





Intended Learning Outcomes

- **Understand** the **context** and the **pedagogy** of **long-term individual pupil mobility**, including relevant European and national legislation
- **Develop** **openness** and **positive attitudes** towards the **internationalisation of schools**, **long-term individual pupil mobility** and its **pedagogical value**



Intended Learning Outcomes

- **Understand** the **context** and the **pedagogy** of **long-term individual pupil mobility**, including relevant European and national legislation
- **Develop openness** and **positive attitudes** towards the **internationalisation of schools**, **long-term individual pupil mobility** and its **pedagogical value**
- **Become aware** of the existing **transversal competence frameworks** in general and of the **intercultural competence frameworks** in particular
- **Develop** a critical **understanding** of the **expected learning outcomes** of individual pupil mobility



Intended Learning Outcomes

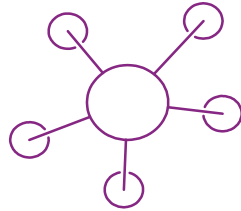
- **Understand** the **context** and the **pedagogy** of **long-term individual pupil mobility**, including relevant European and national legislation
- **Develop openness** and **positive attitudes** towards the **internationalisation of schools, long-term individual pupil mobility and its pedagogical value**
- **Become aware** of the existing **transversal competence frameworks** in general and of the **intercultural competence frameworks** in particular
- **Develop** a critical **understanding** of the **expected learning outcomes** of individual pupil mobility
- **Develop** an **understanding** of the overall **principles of competence-based assessment** in the context of individual pupil mobility
- **Gain motivation and competence** to **assess learning outcomes** specific to individual pupil mobility, in particular intercultural competence
- **Become familiar with and be ready to use** **existing resources** linked to assessment of learning outcomes of individual pupil mobility



Methodology



- **In person** (approx 12 hours)
- **Online** (approx 9 hours)
- **Blended** (approx 9 hours)



- **Content**
- **Participatory/experiential approaches**
- Handouts and preparatory/follow up tasks
- Learning agreement/commitment



- “First instance”
- **Adjusting to the local/national context**



Programme outline

| Thematic section | Section elements | Recommended time allocation |
|--|---|---|
| 1. The context and value of long-term individual pupil mobility within the process of internationalisation of school education | 1.1. Internationalisation of school education | In person: 3-4 h Online: 2 webinars of 90 min each |
| | 1.2. Long-term individual pupil mobility foundations | |
| 2. Learning outcomes and transversal competences relevant to long-term individual pupil mobility | 2.1. Competences and transversal competences | In person: 4 h Online: 2 webinars of 90 min each |
| | 2.2. Long-term individual pupil mobility learning outcomes – focus on intercultural competence | |
| | 2.3. Learning Agreement as a tool to frame competences to be developed in long-term individual pupil mobility | |
| 3. Assessment of transversal competences developed in long-term individual pupil mobility | 3.1. Background and principles of assessment | In person: 4-6 h Online: 2 webinars 60 min + 120 min |
| | 3.2. Assessment of transversal competences developed in long-term individual pupil mobility | |



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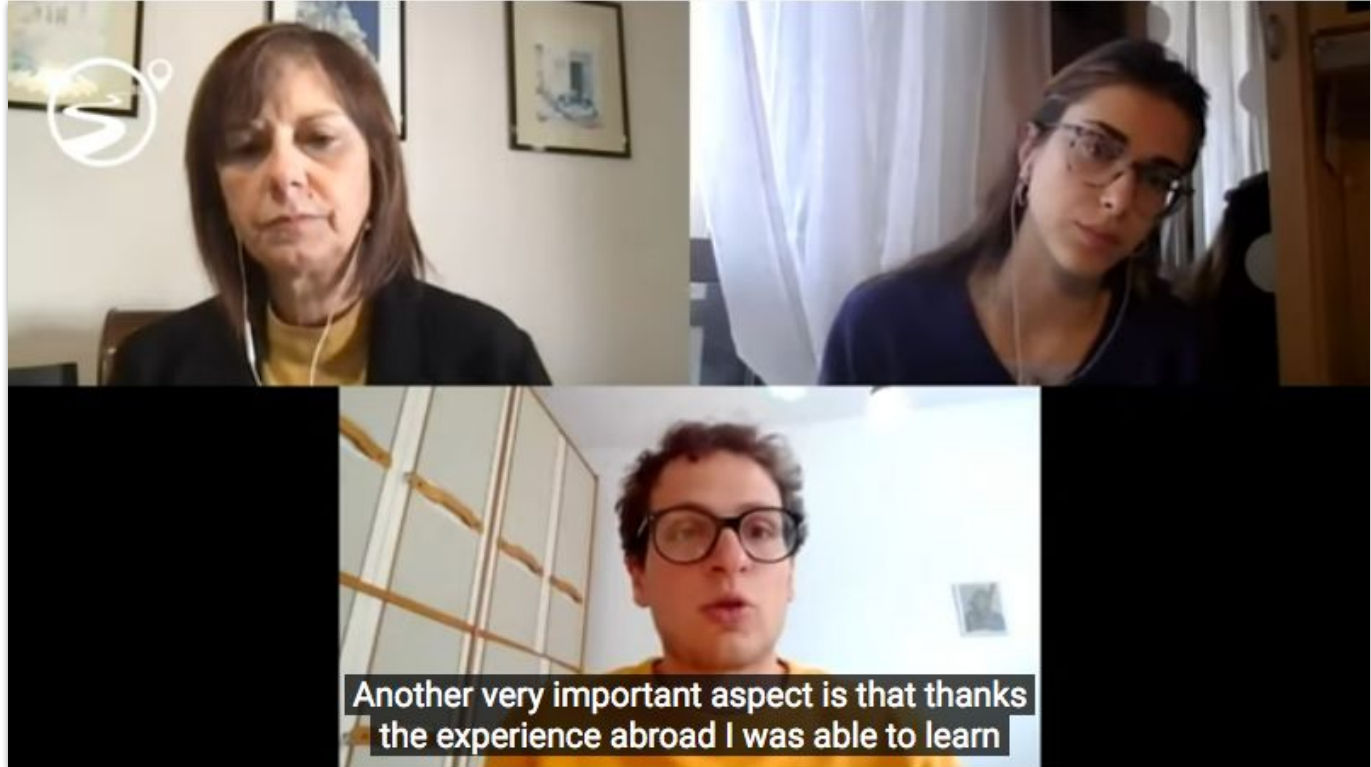
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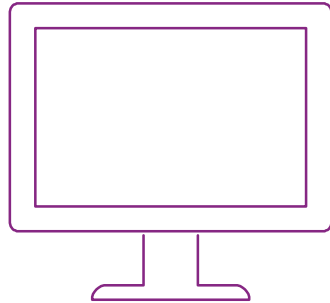
Annex

Returning from
a long-term
individual
mobility
programme: a
structured
interview with
pupils



The Training Model will be available by mid December on **School Education Gateway** and it is ready to be adapted at national level!

<https://www.schooleducationgateway.eu/en/pub/opportunities/recognitionlearningabroad.htm>



Practical exercise - formulating learning outcomes

- Learning agreements are an essential tool for enabling AUTOMATIC recognition of outcomes of learning periods abroad
- Learning agreements support
 - o sending and host schools in determining intended learning outcomes, together with the exchange pupil
 - o the host school in conducting tailored assessment for the hosted pupil, and therefore providing to the sending school the evidence needed for recognition of the outcomes of the learning period abroad
 - o the sending school in determining whether the learning outcomes achieved in the host school are broadly in line with those set in the sending school
 - o the issuing of the Europass mobility by the sending school

Practical exercise - formulating learning outcomes

- Learning agreements should include:
 - competence components which are relevant and realistic for the context of the learning period abroad;
 - learning outcomes formulated as broadly as possible to enable automatic recognition.

For this purpose Learning agreements for intra-European mobility can be based on the **EU key competences**, which are commonly fostered in school curricula in Europe, even if in different ways.

Practical exercise - formulating learning outcomes

In the breakout room you will be a small group of 4 different nationalities

- introduce yourself: name, position, country
- choose the sending country of an exchange pupil among the countries in your group
- look at the table below: formulate one learning outcome based on one of the EU key competence which can be fostered during a learning mobility in any of the other countries in the group
- The context is
 - a 6 months (September to January) individual learning mobility
 - a 16 years old (not in the last year of schooling)
 - general secondary education

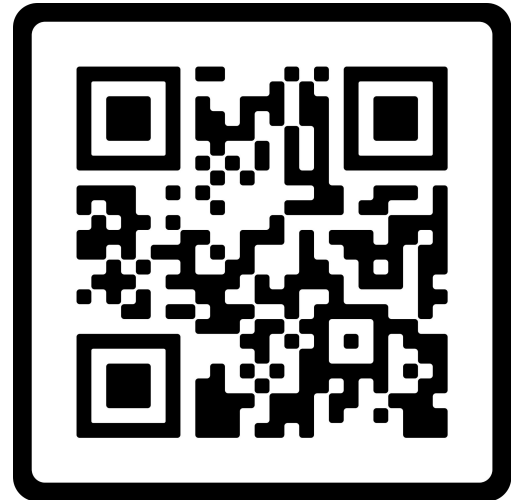
Time left? Discuss your feedback on the Training and ways to implement it in your country!

Discussion

- What is your feedback on the Training Model and practical activity?
- How to implement the Training model at national level?

React in the Jamboard!

https://jamboard.google.com/d/1iewnbsLbim3xL3xhp76aKNfW2GV_84z_qCslAoPoH7A/edit?usp=sharing





Consortium

