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

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Directorate-General for Education, Youth, Sport and Culture
Directorate B – Youth, Education and Erasmus+
Unit B.2 – Schools and Multilingualism

E-mail: EAC-UNITE-B2@ec.europa.eu

*European Commission
B-1049 Brussels*

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

edited by European Federation for Intercultural Learning (EFIL) and
Fondazione Intercultura

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

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Introduction

The Training Model has been designed to prepare and support schools in fostering automatic recognition of pupils' long-term individual learning mobility periods abroad¹. Automatic recognition is centred around the principle that curricula of the sending and host countries are 'broadly in line', and acknowledges that the learning outcomes of mobility include not only subject-based but also transversal competences, which are frequently overlooked. Moreover, while subject-based competences may be seen as specific to each country context, the development of transversal competences in learning mobility can be assessed despite differences between national curricula.

Therefore, the Training Model focuses specifically on transversal competences² and their assessment. There is particular emphasis on the assessment of intercultural competence, as a learning outcome which is specific to long-term individual pupil mobility. At the same time, throughout the training, teachers will improve their competence in formulating intended learning outcomes in terms of competences, and this will support them in finding alignments between curricula.

The foreseen direct **users** of the proposed Model are **providers of in-service teacher training** at national/regional level (e.g. public authorities, associations, training institutions) who would adapt the model according to their own context. The target **audience** is defined as **in-service teachers**, school heads and school staff involved in the assessment and recognition of competences developed in international individual pupil mobility.

The recommended timeframe of the training course is approx. 12 hours if delivered in person, or approx. 9 hours if delivered remotely or in a blended (online + in person) format.

Rather than developing new tools, the model relies on existing resources, in particular those already in use and tested for individual pupil mobility. The key basis of the model have been the teacher training courses developed and delivered in Italy by the Fondazione Intercultura³ and the Intercultura association⁴.

The conceptual framework outlined below is based on the literature review conducted during the design process (see chapter VII. References).

¹ Council of the European Union, Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad, OJ C 444, 10.12.2018.

² Please note that the term "transversal competences" (described further in the document) may be used in diverse ways in different national contexts, also in connection to terms such as "cross-curricular", "transferable" *et al.*

³ <http://www.fondazioneintercultura.org/en/>

⁴ <https://www.intercultura.it/>

Conceptual framework

1. In this model, **pupil mobility** is understood as 'a set of **educational** programmes that provide temporary international physical mobility for one or more pupils'⁵. A crucial element of this definition is that it emphasises a clear educational purpose driving pupil mobility.

Individual long-term pupil mobility is understood as an educational programme for 14–18-year-olds lasting between 2 months and up to a full school year. The programme:

- involves individual school pupils (rather than groups of pupils);
- is organised by any provider (public, non-profit or for profit sector providers);
- foresees local school attendance abroad, usually in the host country language (and not only the attendance of a language course);
- foresees any living arrangement (host family of any type, boarding school, hostel, etc.).

In addition, individual pupil mobility programmes are temporary and pupils return to their home country at the end of the official exchange.

2. **Learning outcomes** are what learners know and are able/ready to do as a result of learning. They may be formulated as broad competences or as chosen components of these competences. Pupils enrolling in individual long-term mobility programmes are expected to develop a broad set of competences, including **subject-based competences** (e.g. mathematical competence) and **transversal competences** (e.g. "critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills"⁶), which are intertwined with one another. According to educational literature⁷ one of the main expected learning outcomes **specific to pupil mobility** is the development of what is generally called intercultural competence.
3. In the European framework of Key Competences for Lifelong Learning 2018 (EU Key Competences), **competences** are defined "as a combination of knowledge, skills and attitudes."⁸ It is important to note that all these three elements are essential in order to turn the learning into practice and apply it in different contexts.

⁵ Baiutti, M., 'Developing and Assessing Intercultural Competence during a Mobility Programme for Pupils in Upper Secondary School: The Intercultura Assessment Protocol', *Frontiers: The Interdisciplinary Journal of Study Abroad*, 33(1), 2021, pp. 11-42, p. 13. (bold lettering by authors).

⁶ Council of the European Union, Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning, OJ C 189, 4.6.2018; see also, KEYMOB Key Competences for Mobility (2018-2021) <http://www.earlall.eu/project/keymob/>; Sala, Punie, Garkov, and Cabrera Giraldez, 2020 (LifeComp); Dębowski, Stęchły, Tomengova, Reegård, and Valovic, 2021 (TRACK-VET).

⁷ Bachner, and Zeuschel, 2009a, 2009b; Baiutti, 2017, 2018; 2019, 2021; Barrett, 2018; Granata, 2015; Hammer, 2005; Hansel, 2008; Hansel, and Chen, 2008; Hansel, and Grove, 1985, 1986; Roverselli, and Paolone, 2012, 2013; Ruffino, 2012; Weichbrodt, 2014.

⁸ Council Recommendations of 22 May 2018 on Key Competences for Lifelong Learning, op.cit.

4. While there is an open debate around the definition of intercultural competence⁹, for the purposes of this model, **intercultural competence** is here understood as the ability to interact effectively and appropriately in intercultural situations¹⁰. This ability is based on specific attitudes (such as curiosity, openness, respect), knowledge (such as cultural self-awareness, cultural-specific information, understanding how different settings affect worldviews, socio-linguistic awareness), and skills (such as critical thinking skills, conflict-resolution skills, adaptability)¹¹.
5. Within the context of the EU Key Competences framework, **some components of intercultural competence overlap with some components of key competences**. For instance, respect and appreciation for diversity are mentioned in several key competences such as Multilingual competence, Personal, social and learning to learn competence, and Cultural awareness and expression. It is also important to underline that some components of intercultural competence (e.g. critical thinking, problem solving, communication and negotiation skills), are understood by the EU Key Competences framework as essential aspects embedded throughout the key competences¹².
6. The conceptual approach in the Training Model introduces learners progressively to the idea of defining learning outcomes as competences (composed of knowledge, skills and attitudes), explores the concept of transversal competences through different frameworks, to then focus on **intercultural competence and concrete tools for its assessment**. However, this model may be adapted by different users according to the specific national/local context and needs, and may also include other components of the transversal competences not directly addressed here¹³.
7. Assessment of intercultural competence has been the subject of much discussion and debate. However, there is general agreement as to what might constitute assessment of intercultural competence, and how to approach it. The academic literature¹⁴ highlights the importance of **clear articulation of learning outcomes**, and the use of a **multimethod, multiperspective** and **longitudinal** (formative and summative) assessment approach. Therefore, it is important to collect data from different perspectives (e.g. pupils, peers, teachers, parents), with different

⁹ E.g. Almeida, 2020; Arasaratnam-Smith, 2017; Spitzberg, and Changnon, 2009.

¹⁰ Intercultural situations "arise when an individual perceives another person (or group of people) as being culturally different from themselves. [...] Intercultural situations, identified in this way, may involve people from different countries, people from different regional, linguistic, ethnic or faith groups, or people who differ from each other because of their lifestyle, gender, age or generation, social class, education, occupation, level of religious observance, sexual orientation, and so on." (*Reference Framework of competences for democratic culture: Volume 1 Context, concepts and model*. Council of Europe, Strasbourg, 2018a, p. 31).

¹¹ This definition is inspired by Barrett, 2018; Council of Europe, 2018a; Deardorff, 2006.

¹² Council Recommendations of 22 May 2018 on Key Competences for Lifelong Learning, op.cit.

¹³ Useful resources which, however, are not specific for the context of pupil mobility: KEYMOB Key Competences for Mobility (2018-2021) <http://www.earlall.eu/project/keymob/>; Sala, Punie, Garkov, and Cabrera Giraldez, 2020 (LifeComp); Dębowski, Stęchły, Tomengova, Reegård, and Valovic, 2021 (TRACK-VET).

¹⁴ Deardorff, D. K., *Demystifying outcomes assessment for international educators: A practical approach*, Stylus, Sterling, 2015.

tools (e.g. self-reports, presentations, observations, reality tests), in different stages of the experience (during and after). Furthermore, in order to assess intercultural competence, once the definition and model have been determined, it is important to generate specific indicators within the context where it will be assessed¹⁵. The example of assessment of intercultural competence and understanding of the principles which underlie this approach may also support teachers in developing their capacity to assess other transversal competences.

8. To the authors' best knowledge, the only existing framework for assessing intercultural competence in the specific context of long-term individual pupil mobility is the ***Intercultura assessment protocol***¹⁶. Designed through an action research which involved more than 100 Italian teachers and an international group of experts, this protocol can serve as both a reference and a toolbox for educators, teachers, researchers and other stakeholders who wish to design and implement intercultural learning outcomes-based assessment¹⁷. However, since the protocol was developed for the Italian context, it will need to be piloted from other national perspectives before it can be adopted across Europe.
9. The assessment of competences developed in long-term individual pupil mobility can be facilitated by a **Learning Agreement** which should include an outline of the intended learning outcomes of mobility and a commitment to the assessment process. Explicit formulation of transversal/intercultural competences to be developed in mobility, together with assessment criteria, can serve as an important and transparent basis for subsequent assessment processes. The sending school is the key entity in formal recognition of learning outcomes of individual pupil mobility and takes the lead in formulating the intended learning outcomes formulated as broadly as possible. The host school discusses with the sending school and the exchange pupil how the set learning outcomes can be achieved in the host school context, adapts them, and monitors and assesses the development of competences of the pupil during the mobility. It is therefore highly recommended that the sending school involves the host school in the drafting of the agreement before departure. At minimum, the Learning Agreement is to be drafted before departure by the sending school, the pupil and their legal guardians, and the two schools should be in contact and agree on intended learning outcomes at the latest upon the pupil's arrival in the host country. The host school should be in touch with the sending school throughout the stay of the exchange pupil.

¹⁵ Deardorff, 2015. See possible indicators of intercultural competence developed for the context of long-term individual pupil mobility in Baiutti, 2018.

¹⁶ Baiutti, 2019, 2021.

¹⁷ Baiutti, 2021.

Intended Learning Outcomes

As a result of the training based on the Training Model participants are expected to:

1. Understand the context and the pedagogy of long-term individual pupil mobility, including relevant European and national legislation
2. Develop openness and positive attitudes towards the internationalisation of schools, long-term individual pupil mobility and its pedagogical value
3. Become aware of the existing transversal competence frameworks in general and of the intercultural competence frameworks in particular
4. Develop a critical understanding of the expected learning outcomes of individual pupil mobility¹⁸
5. Develop an understanding of the overall principles of competence-based assessment in the context of individual pupil mobility¹⁹
6. Gain motivation and competence to assess learning outcomes specific to individual pupil mobility, in particular intercultural competence
7. Become familiar with and be ready to use existing resources linked to assessment of learning outcomes of individual pupil mobility

¹⁸ See more details in point II. Conceptual framework.

¹⁹ See more details in point II. Conceptual framework.

General methodology proposed

Based on the assumption that the training is targeted at in-service teachers, the model suggests three learning modules of compact duration, while including both concrete input and opportunities for participants to share experiences and try things out. The learning objectives refer to knowledge as well as the development of skills and attitudes related to assessment of pupil mobility learning outcomes. Among the training groups, trainers may encounter confusion, doubts or lack of previous experience with individual pupil mobility and assessment linked to it. Hence it is important that the methods include practical exercises, reflective questions and open discussions which may address such issues. Such methods are also important for participants to discover alternative views of their peers and to capitalise on previous experience of in-service teachers. The need for participatory and experiential approaches should be strongly considered when adapting the model to local application, even when faced with time constraints and/or in the online environment.

The proposed programme structure constitutes the “first instance” of a training course with some concrete methods and time allocation suggested, but training providers are invited to adjust the details according to the local context. Certain important elements require a country-specific focus and therefore need to be elaborated locally.

It is highly recommended that the entire training be conducted in person, in order to maximise skill and attitude development, and to leave enough space for informal sharing between participants. However, given various needs and constraints, an online or blended option may also be considered. Therefore, the programme or its selected elements may be implemented as (a series of) interactive webinars, with the recommended time allocation indicated in the model. In a blended option, in person and synchronous modes should be favoured for the interactive steps, while input-based elements could be conveyed in other formats (video / webcast, document etc.). In both in person and online environments, depending on the number of participants, break-out groups for discussions and exercises should be considered. In principle, a group of 15-20 participants can be seen as the maximum size for active participation of individuals; in case of larger groups, break-out groups can be considered for all interactive steps.

Each content section includes suggestions for handouts and preparatory or follow up tasks for participants. These may be particularly relevant when dividing the training into smaller (in person or online) units. However, it is recommended to avoid high workload preparatory tasks and to focus on those that have direct use in the training (such as becoming informed on current practices in participants’ environments etc.) and on simple-to-fill templates (such as yes/no questionnaires etc.).

It is important to consider the specific needs and profiles of the participants – it is recommended to collect basic information on their previous knowledge and experience (e.g. in a registration form). Based on such information, and in view of different national and local realities, certain thematic elements or steps can be reduced, elaborated or added.

Finally, to help participating educators experience the proposed approaches from a learner perspective, they may be invited to formulate their own “learning agreement/commitment” for the course, before the start of the programme, based on the training objectives and agenda provided to them. One recommended approach is to engage in an open conversation, where learning and engagement commitments can be adjusted by individual educators. Such self-agreements may then be debriefed when discussing the Learning Agreement as a tool in pupil mobility and/or used as reference in the assessment of the training learning outcomes.

More information on potential ways to approach implementation, evaluation of the training and assessment of participants’ learning outcomes is elaborated in section VI. of the Model.

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	

1. THE CONTEXT AND VALUE OF LONG-TERM INDIVIDUAL PUPIL MOBILITY WITHIN THE PROCESS OF INTERNATIONALISATION OF SCHOOL EDUCATION

Intended Learning Outcomes of the module	<p>Upon completion of this module learners should be able to:</p> <ul style="list-style-type: none"> ▪ Describe and interpret the context and the process of internationalisation of school education in Europe ▪ Demonstrate an understanding of the concept and the pedagogy of long-term individual pupil mobility ▪ Identify relevant national and European legislation linked to internationalisation and educational mobility in the school sector ▪ Reflect critically on the purpose and value of long-term individual pupil mobility ▪ Relate to others' experiences linked to individual pupil mobility and broader school internationalisation actions
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	<ul style="list-style-type: none"> ▪ Demonstrate openness and appreciation of the benefits of school internationalisation and individual pupil mobility
Recommended time allocation	<p>Option in person:</p> <ul style="list-style-type: none"> ▪ 3-4 hours <p>Option online:</p> <ul style="list-style-type: none"> ▪ Ideally 2 webinars of 90 minutes ▪ If only one webinar is possible, interactive elements should be favoured and input-based steps conveyed in other modes (video/webcast, document etc.)
Prep/ follow-up	<p>Possible handouts:</p> <ul style="list-style-type: none"> ▪ Definitions (internationalisation, pupil mobility) ▪ Links to legal and guideline documents ▪ Possible preparatory tasks (individually or in groups): ▪ Check (and possibly discuss locally) your school's documents for reference to internationalisation and pupil mobility OR fill in a check list of internationalisation actions in the school OR fill in the questionnaire of the AFS Global Competence Readiness Index for Schools20 OR Self-assessment questionnaire on the intercultural dimension of the school21

1.1. INTERNATIONALISATION OF SCHOOL EDUCATION

Suggested steps in the training

1. Present briefly the European and national context of internationalisation of school education
2. Facilitate sharing of participants' understanding of internationalisation and views on how to foster it (group activity)
3. Present definitions / facts / relevant documents to complement the input from participants

Key contents and references to cover

1) European and national context

The European Union set a vision for 2025 to develop the European Education Area²² where:

- spending time abroad to study and learn should become the norm
- school and higher education qualifications and learning periods abroad should be recognised across the EU
- knowing two languages in addition to one's mother tongue should be standard

²⁰ <https://afs.typeform.com/to/jZQoZE>

²¹ <http://intercultural-learning.eu/Portfolio-Item/self-assessment-questionnaire/>

²² https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

- everyone should be able to access high-quality education, irrespective of their socioeconomic background
- people should have a strong sense of their identity as a European, and of Europe's cultural heritage and its diversity
- The EU has put into place a range of initiatives applying to the school sector and supporting this vision, including:
 - increased funding for international school partnerships and mobility under the Erasmus+ Programme²³
 - further cooperation on educational policies in Europe
 - common frameworks of EU Key Competences for Lifelong Learning and of Reference for Languages
 - Recommendation on Common values, Inclusive Education and the European Dimension of Teaching
 - a Recommendation for Automatic recognition of learning periods abroad in upper secondary education
 - e-Twinning²⁴ for virtual exchanges between schools and blended learning within mobility

Schools in Europe are therefore encouraged to internationalise teaching and learning and are provided with the incentives, tools and resources to do so.

Add possible national context linked to international/ European dimension of school education

2) Possible questions for participants

- How do you understand internationalisation in your context?
- What do you see as the added value of internationalisation?
- Do you know of any examples of internationalisation actions?
- What should it ideally look like in the classroom; at school level; in interactions with other actors beyond the school?

3) Key internationalisation concepts to complement participants' input

Possible definition of internationalisation of school education:

"intentional and transformative process of including international, intercultural and global dimensions in all aspects of school life – through a whole school approach – in order to enhance the quality of education for all pupils, teachers and staff and to make a meaningful contribution to society"²⁵.

In different national and local contexts further terms are used in connection with "internationalisation" – such as European dimension of education, global and democratic

²³ https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/key-action-1/mobility-pupils-and-staff-school-education_en

²⁴ <https://www.etwinning.net/en/pub/index.htm>

²⁵ Baiutti, 2019, p. 26, authors' translation.

citizenship education, intercultural education etc. Please make locally relevant links as necessary.

Possible categorisations of international actions in school education

From a practical perspective, internationalisation is promoted in schools in a variety of ways, which can be divided into "internationalisation at home" and "internationalisation abroad"²⁶. Examples of school internationalisation actions:

At home

- Content and Language Integrated Learning - CLIL (teaching some subjects in a foreign language)
- Bilingual programmes
- Virtual cooperation with foreign schools, such as eTwinning
- Involvement of teachers and pupils from abroad in learning processes
- Internationalisation of curriculum
- Language courses and certifications (beyond the curriculum)

Abroad

- Mobility of school staff (study visits, job shadowing, placements abroad)
- Short-term group mobility of pupils
- Short- and long-term individual pupil mobility

International cooperation and mobility both on the sending and hosting side are a part of the process of internationalising schools.

Within this training, the focus is on long-term individual pupil mobility but it is recommended to link it to the school's overall internationalisation or European strategy (e.g. involve the peers of the pupil in an eTwinning cooperation project between the sending and host school).

In order to help schools self-evaluate in terms of the internationalisation processes, tools such as the Self-assessment questionnaire on the intercultural dimension of the school²⁷ or the OECD-recommended AFS Global Competence Readiness Index for Schools²⁸ can be considered.

1.2. LONG-TERM INDIVIDUAL PUPIL MOBILITY FOUNDATIONS

Suggested steps in the training

1. Present a general history of long-term individual pupil mobility
2. Discuss educational concepts and the value of long-term individual pupil mobility

²⁶ Baiutti, 2019.

²⁷ <http://intercultural-learning.eu/Portfolio-Item/self-assessment-questionnaire/>

²⁸ <https://afs.typeform.com/to/jZQoZE>

3. Collect and reflect on first hand experiences of individual pupil mobility
4. Address the issue of quality in pupil mobility focusing on the European Quality Charter for Mobility
5. Present the multivariable nature of individual pupil mobility; focus on long-term individual mobility
6. Country-specific information on individual pupil mobility

Key contents and references to cover

1) Pupil mobility definitions and variables

In this Training Model, pupil mobility is understood as “a set of educational programmes that provide temporary international physical mobility for one or more pupils”²⁹. A crucial element of this definition is that it emphasises a clear educational purpose driving pupil mobility (see also the definition of learning mobility³⁰).

Pupil mobility can take different shapes according to design variables such as:

- Programme duration: e.g. short or long term
- Type of programme: e.g. individual programmes, group programmes
- Content of activities: e.g. general school programmes, language programmes
- Living arrangements: e.g. host family, boarding school, hostel
- Organisers: e.g. pupils’ families, non-profit organisations, for profit agencies, schools, governmental agencies (*include country-specific references*)

Individual long-term pupil mobility is understood as an educational programme for 14–18-year-olds lasting between 2 months and up to a full school year, where they attend a host school in a foreign country.

2) Possible questions to address to participants:

- Has anyone had experience of their pupil(s) participating in individual pupil mobility?
- Are there any prejudices/myths in your school around pupil mobility (e.g. “they are on holiday”, “they all become intercultural”)?
- What have the pupils learnt? Where/when did their learning happen (school, host family, social life etc.)? What were the main challenges (from the pupil’s point of view, from the school’s point of view)? What did you perceive as the value of individual pupil mobility? Do you think the duration and format of mobility had an impact on its educational value?
- Have these individual experiences had a positive impact on teachers involved, on the exchange pupil’s classmates, and on the whole school community? If yes, how? If not, how would it be possible to change this?
- Has anyone had personal experiences of studying abroad? If yes, what educational impact did these experiences have? Do these experiences help you understand pupils’ mobility experiences?

3) History of individual pupil mobility³¹

²⁹ Baiutti, 2021, p. 13.

³⁰ Council of Europe and European Commission, *Handbook on quality in learning mobility*, Council of Europe, Strasbourg, 2019.

³¹ Ruffino, 2012.

Individual pupil exchange programmes were introduced by non-profit educational and volunteer-led associations at the end of the 1940s, following the end of the second World War, as a way to foster peace and intercultural understanding among individuals from different countries³². The programmes were built mainly on the experience of university student exchanges and short-term youth exchanges which were first introduced in the 1930s by non-profit organisations and public institutions. Several pupil exchange programmes based on bilateral agreements were initiated by public institutions as a way of promoting cultural diplomacy.

At the same time, the French-German Youth Office was created to offer youth mobility programmes, including pupil exchanges. In addition, schools and regional authorities started school-to-school partnerships which included individual pupil exchanges. Because language learning was at the time the main motivation for study abroad, the United Kingdom, France and Germany became key destinations and key players in the mobility scene in Europe, while the USA was the main destination outside of Europe. Catering to this need, several for profit agencies were created to offer short-term programmes to support language learning.

In the 1970s the non-profit pupil exchange organisations grew in numbers, to become the main providers of this type of programme. Over time, these programmes have increasingly included a focus on intercultural education, and the introduction of intra-European exchanges (i.e. beyond France, Germany and the UK) has increased the diversity of the destinations for exchanges and widened the spectrum of intercultural experiences.

In the 1980s, for profit language programmes started offering long-term pupil exchange programmes, and their share of the market has grown significantly. In addition, with the democratisation of travel opportunities, a considerable number of pupils started to spend periods abroad on their own initiative, without the involvement of a mobility provider or their school.

Later, in 2009, the European Union integrated an individual pupil mobility action within *Comenius*, the EU funding programme for school education, within the Lifelong Learning Programme 2007-2013. Subsequently this action was included in the Erasmus+ programme 2014-2020 in the action 'Strategic partnerships in the field of school education', with the specific objective of promoting European citizenship and internationalisation of schools. The new Erasmus+ programme 2021-2027 placed a renewed focus on increasing pupil mobility opportunities.

Today, the vast majority of individual pupil mobility takes place as a private initiative of pupils and their families through governmental programmes and pupil mobility organisations. Over the years, the trust of parents and sending schools in the educational quality of the exchange programme has been built towards the mobility provider rather than the host school. Based on this reality, in the EU countries where recognition procedures have developed, there is no close cooperation between sending and host schools.

Within the Erasmus+ programme, on the other hand, schools are the organisers of individual pupil mobility. Mobility, as part of the aim to internationalise the school

³² In 1947 AFS Intercultural Programs, at the time, American Field Service, introduced the individual pupil exchange programme between the USA and the rest of the world. For more information: Chinzari, S., and Ruffino, R., *Where the border stands – from war ambulances to intercultural exchanges*, HOEPLI, Milan, 2014, p. 90.

curriculum, also becomes part of the school's pedagogical offer. As a consequence, the issue of recognition of the learning period abroad has become a central concern for all EU countries, including those that have no tradition of individual pupil mobility as part of their school education.

4) Educational value of individual pupil mobility

Pupil mobility is a type of educational project that embraces formal, non-formal and informal learning. Indeed, the learning process takes place not only at school, but also beyond it: during the individual mobility programme pupils find themselves in a 'minority' status (a minority in relation to the cultural context of the host country) where nothing, or almost nothing, is familiar. In these real-life experiences (i.e. not simulated), pupils' cognitive, affective, emotional and relational aspects are equally challenged. An extended intercultural experience in another country is likely to lead to a new vision of the world, a new way of being: what the ancient Greeks called a "metanoia" – a conversion of the mind. The length of the mobility needs to be long enough to lead participants through a "values crisis" and help them to overcome it; becoming somewhat fluent in the host country language is part of this learning journey³³.

Educational concepts linked to pupil mobility:

- Experiential learning – not only immersion in new experience but also helping pupils to process it for a learning outcome
- Transformative education
- Affective education
- International and intercultural education
- Citizenship education – competences that pupils are expected to develop while on mobility are largely essential for acting as responsible citizens

5) Quality in pupil mobility

It is important to mention that the educational character of pupil mobility needs to be ensured by appropriate measures and quality standards. Planning and identification of qualitative mobility programmes and providers can be supported by the **European Quality Charter for Mobility**³⁴ – an EU recommendation from 2006 which outlines 10 quality principles of educational mobility. Three of these principles refer directly to recognition of learning outcomes: development of a learning plan, assistance regarding official recognition, and assessment of the learning objectives / competences attained.

6) Country-specific information on individual pupil mobility

*E.g. relevant legislation (for host schools and sending schools), pupil mobility numbers, pupil mobility providers, perceptions & challenges*³⁵.

³³ Baiutti, 2021; Ruffino, 2012.

³⁴ European Parliament and Council of the European Union, Recommendation of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for Education and Training Purposes: European Quality Charter for Mobility, (2006/961/EC), OJ L 394, 30.12.2006.

³⁵ Please see the [Member states analysis and Country Infopacks](#) for further information.

2. LEARNING OUTCOMES AND TRANSVERSAL COMPETENCES RELEVANT TO LONG-TERM INDIVIDUAL PUPIL MOBILITY

<p>Intended Learning Outcomes of the module</p>	<p>Upon completion of this module learners should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the concept of competence as a learning outcome ▪ Reflect on how the competence-based approach is put into practice at school-level ▪ Identify some relevant international frameworks which describe the transversal competences pertinent to long-term individual pupil mobility ▪ Identify and reflect on the place of transversal competences in the national / local curriculum ▪ Recognise and interpret the learning outcomes of long-term individual pupil mobility based on the testimonies of learners ▪ Develop an understanding of intercultural competence, in particular in the context of long-term individual pupil mobility ▪ Recognise the relevance of the Learning Agreement as a tool to formulate intended learning outcomes of mobility in terms of competences ▪ Involve different school stakeholders in planning and supporting long-term individual pupil mobility
<p>Recommended time allocation</p>	<p>Option in person:</p> <ul style="list-style-type: none"> ▪ 4 hours <p>Option online:</p> <ul style="list-style-type: none"> ▪ Ideally 2 webinars of 90 minutes (with modules 2.2. and 2.3. covered in the second webinar) ▪ If only one webinar is possible (e.g. 120 minutes), interactive elements should be favoured and the interview with pupil(s) included as a recording, at a minimum
<p>Prep/ follow-up</p>	<p>Possible handouts:</p> <ul style="list-style-type: none"> ▪ Definitions (competence, intercultural competence) ▪ Overview of international frameworks of competences (visual) and links ▪ (to develop nationally) Information / links to national / local curricula ▪ Possible follow up tasks (individually or in groups) – choose one: ▪ Check (and possibly discuss) your school’s curriculum and other documents for reference to transversal competences ▪ Check if your school has any Learning Agreement model in place

2.1. COMPETENCES AND TRANSVERSAL COMPETENCES

Suggested steps in the training

- 1) Discuss the learning outcomes expected in long-term individual pupil mobility
- 2) Present the definition of competence – as a type of learning outcome – and address some questions to participants on competence (group work activity)
- 3) Discuss understanding of transversal competences (group work activity)
- 4) Present frameworks – international and national – on transversal competences
- 5) Reflect on transversal competences in locally relevant curricula

Key contents and references to cover

1) Learning outcomes expected in long-term individual pupil mobility

Learning outcomes may be formulated as broad competences (e.g. digital competence) or as components of these competences (e.g. programming, managing digital identities, engaging in citizenship digitally etc.). Pupils enrolling in individual long-term mobility programmes are expected to develop a broad set of competences, including subject-based competences (e.g. mathematical competence) and transversal competences (e.g. “critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills”³⁶), which are intertwined with one another. According to educational literature the main expected learning outcome specific to long-term individual pupil mobility is the development of what is generally called intercultural competence. The focus of this training on transversal competences, in particular intercultural competence, stems from the broad applicability and relevance of these learning outcomes in long-term individual pupil mobility, independently from curricula of sending and host schools.

2) The concept of competence

In the European framework of Key Competences for Lifelong Learning³⁷, competences are defined as a combination of knowledge, skills and attitudes where:

- *knowledge* is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;
- *skills* are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- *attitudes* describe the disposition and mindsets to act or react to ideas, persons or situations.
- It is important to note that all three components are essential in order to apply the learning in practice and in different contexts.
- Possible questions for participants (optional):
- What are the main differences between a paradigm which sees knowledge alone as a learning outcome, and a paradigm of competence as the combination of knowledge, skills and attitudes? What are the implications of including all the components of competence (knowledge, skills, attitudes) into teaching, assessment etc.?
- Is the paradigm of competence adopted in your teaching / curriculum? If yes, how? If not, could you adopt it and how?
- What challenges do you and your colleagues face in integrating competence-based approaches to teaching, learning and assessment? How are you addressing them – as individual teachers and in the whole school?
- Is the competence-based approach important for the school context? What could be the value of this approach?

3) Possible questions to start a discussion on transversal competence

- What do transversal competences mean for you?
- How do transversal competences relate to citizenship / civic education or education overall?

³⁶ Council Recommendations of 22 May 2018 on Key Competences for Lifelong Learning, op.cit.; see also, KEYMOB Key Competences for Mobility (2018-2021) <http://www.earlall.eu/project/keymob/>; Sala, Punie, Garkov, and Cabrera Giraldez, 2020 (LifeComp); Dębowski, Stęchły, Tomengova, Reegård, and Valovic, 2021 (TRACK-VET).

³⁷ Council Recommendations of 22 May 2018 on Key Competences for Lifelong Learning, op.cit.

- How are transversal competences present in your school's/country's curriculum?
- In your teaching, do you foster the development of transversal competences among pupils? If yes, how? If not, why?

4) International frameworks on transversal competences in general and intercultural competences in particular (selection)

EUROPEAN UNION:

- *Key Competences for Lifelong Learning*³⁸. The framework identifies eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. Aspects such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are mentioned as embedded throughout the key competences. Further specific documents explore some of the transversal aspects of key competences in more detail (eg. LifeComp³⁹, EntreComp⁴⁰, DigComp⁴¹).

COUNCIL OF EUROPE:

- Reference Framework of Competences for Democratic Culture⁴². The framework is a model of 20 competences that need to be acquired by learners if they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies. The framework has been designed in particular for the school education context.

OECD PISA:

- *Global competence*⁴³. The framework developed to explain, foster and assess adolescents' global competence (which is understood as "the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development"⁴⁴), which can be used by teachers, as well as by policymakers and leaders worldwide.
- *Collaborative Problem Solving*⁴⁵. The framework is designed to describe, assess and report on collaborative problem solving competence elements among adolescents.

UNESCO:

- *Intercultural competences*⁴⁶. A conceptual and operational framework to stimulate debate and action for fostering intercultural competence in different educational contexts.

³⁸ Council Recommendations of 22 May 2018 on Key Competences for Lifelong Learning, op.cit.

³⁹ Sala, Punie, Garkov, and Cabrera Giraldez, 2020.

⁴⁰ Bacigalupo M., Kampylis P., Punie Y. and Van Den Brande L., *EntreComp: The Entrepreneurship Competence Framework*, 2016.

⁴¹ Vuorikari R., Punie Y., Carretero Gomez S. and Van Den Brande G., *DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model*, 2016.

⁴² Council of Europe, 2018a.

⁴³ OECD, *Preparing our youth for an inclusive and sustainable world. The OECD PISA global competence framework*, OECD, Paris, 2018.

⁴⁴ OECD, 2018, p. 7.

⁴⁵ OECD, 'Pisa 2015 collaborative problem-solving framework', in OECD, *PISA 2015 Assessment and Analytical Framework*, OECD, Paris, 2015.

⁴⁶ UNESCO, *Intercultural competences. Conceptual and operational framework*, Unesco, Paris, 2013.

The frameworks above can be presented and/or discussed as relevant; they serve to find a common understanding and are often referenced across national and local contexts.

5) Transversal competences in national / local curricula

To be developed nationally/locally: Reflect on the place of transversal competences in your local context. Discuss what vocabulary is used to describe these competences and their components. Possibly make the same comparisons with other countries.

2.2. LONG-TERM INDIVIDUAL PUPIL MOBILITY LEARNING OUTCOMES – FOCUS ON INTERCULTURAL COMPETENCE

Suggested steps in the training

- 1) Conduct a live (or recorded) interview with pupils who spent a learning period abroad
- 2) Present academic and policy references which can serve for understanding the concept of intercultural competence
- 3) Reflect on teachers' own intercultural competence (during the session or as a preparatory task)
- 4) If appropriate, discuss the place of intercultural competence in locally relevant curriculum

Key contents and references to cover

1) Pupils' testimony

Interview 1-3 pupils who have spent a period abroad (preferably live during the training or if not possible, use video testimonials such as the example provided in the video in Annex) focusing on their learning outcomes, in particular transversal and intercultural competences. This may be useful in helping participants understand the educational value and possible learning outcomes of a pupil mobility programme. A structured interview format is also one of important tools to assess pupils' learning outcomes (the use of this approach is further elaborated in section 3 of the Training Model).

- Interview questions may be inspired by Pupils' Presentation Guidelines of the *Intercultura assessment protocol*⁴⁷.
- While pupils are answering, participants may use the Teachers' Observation Forms for the Assessment of Pupils' Presentations of the *Intercultura assessment protocol*⁴⁸. The observation form will also be discussed in section 3.
- Share observations that emerged in discussions in break-out groups and then in plenary. Consider which learning outcomes were mentioned most frequently.

2) Intercultural competence and long-term individual pupil mobility

Possible (academic) definitions of intercultural competence to present:

- "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes"⁴⁹.

⁴⁷ Baiutti, 2021, p. 33.

⁴⁸ Baiutti, 2021, pp. 34-36.

⁴⁹ Deardorff, 2006, pp. 247-248.

- “the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioural orientations to the world”⁵⁰.
- “the set of values, attitudes, skills, knowledge, and understanding that are needed for understanding and respecting people who are perceived to be culturally different from oneself, for interacting and communicating effectively and appropriately with such people, and for establishing positive and constructive relationships with such people”⁵¹.

To sum up, intercultural competence can be understood as the ability to interact effectively and appropriately in intercultural situations. This ability is based on specific attitudes (such as curiosity, openness, respect), knowledge (such as cultural self-awareness, cultural-specific information, understanding how different settings affect worldviews, socio-linguistic awareness) and skills (such as critical thinking skills, conflict-resolution skills, adaptability)⁵².

It is important to recognise that intercultural situations “arise when an individual perceives another person (or group of people) as being culturally different from themselves. [...] Intercultural situations, identified in this way, may involve people from different countries, people from different regional, linguistic, ethnic or faith groups, or people who differ from each other because of their lifestyle, gender, age or generation, social class, education, occupation, level of religious observance, sexual orientation, and so on”⁵³. In this light, pupil mobility is a strong intercultural situation but the intercultural competence developed there can be applicable to multiple contexts, including local.

Intercultural competence is increasingly recognised as an educational and political priority. Within the EU Key Competences⁵⁴, some components of intercultural competence overlap with components of key competences set out in the document. For instance, respect and appreciation for diversity are mentioned in several key competences such as Multilingual competence, Personal, social and learning to learn competence, and Cultural awareness and expression. It is also important to underline that some components of intercultural competence (e.g. critical thinking, problem solving, communication and negotiation skills), are understood by the EU Key Competences framework as essential aspects embedded throughout the key competences.

3) Teacher self-reflection on intercultural competence

Teachers are invited to reflect on their own intercultural competence. They can do this exercise individually before the session (as a preparatory activity), or they can reflect in pairs / groups or individually during the session. Possible tools to guide such self-reflection are:

- *Intercultural Competence: Self-reflection and Interculturally competent teaching-reflection questions*⁵⁵

⁵⁰ Spitzberg, and Changnon, 2009, p. 7.

⁵¹ Barrett 2018, p. 94.

⁵² This definition is inspired by Barrett, 2018; Council of Europe, 2018a; Deardorff, 2006. It might be useful to also present some intercultural competence models, in particular Deardorff’s (2006) Model.

⁵³ Council of Europe, 2018a, p. 31.

⁵⁴ Council Recommendations of 22 May 2018 on Key Competences for Lifelong Learning, op.cit.

⁵⁵ Berardo, K., and Deardorff, D. K. (eds.), *Building cultural competence: Innovative activities and models*. Stylus, Sterling, 2012, pp. 50-52 (see also p. 34-36 HERE).

- *Recognising intercultural competence. What shows that I am interculturally competent?*⁵⁶
- *Reference Framework of competences for democratic culture (RFDC) Teacher Self-Reflection Tool*⁵⁷

4) Place of intercultural competence in national/local curriculum (+ optional discussion)

To develop nationally: Present / discuss if and how intercultural competence or its elements are present in the locally relevant curriculum.

2.3. LEARNING AGREEMENT AS A TOOL TO FRAME COMPETENCES INTENDED TO DEVELOP IN LONG-TERM INDIVIDUAL PUPIL MOBILITY

Suggested steps in the training

- 1) Present the Learning Agreement as a key tool in long-term individual pupil mobility
- 2) Discuss the place of transversal and intercultural competences in the Learning Agreement
- 3) Conduct a practical exercise linked to defining competences in the Learning Agreement

Key contents and references to cover

1) Learning Agreement concept

A Learning Agreement outlining expectations and responsibilities for learning can be a key tool in individual pupil mobility for a range of purposes:

- agree on a personalised learning path for the pupil going on a learning period abroad to ensure the educational value of the learning period;
- clarify the intended learning outcomes for the learning period abroad, and the criteria and methods to be used in assessing the learning;
- supporting clarity between the exchange pupil and the sending school regarding the requirements for progressing within the sending school system (e.g., being admitted to the following semester or school year) and the support that is provided by the sending school to meet these;
- building a trustworthy and positive relationship among parties, based on mutual respect, cooperation and transparency;
- capitalising on the pupil's experience abroad and providing visibility to its outcomes, so that the whole school and the local community can benefit from the mobility of the individual, both in the sending and host school.

To serve these purposes, the Learning Agreement should formulate intended learning outcomes in terms of competences which are transferable across different country contexts. It should also outline the assessment criteria and levels of attainment, as well as the overall process and timing of the assessment.

The intended learning outcomes should be agreed between the sending school, the pupil and their legal guardians. If possible, these should be discussed and agreed with the host school before the programme; at minimum, the host school should be involved as of the

⁵⁶ Council of Europe, *Recognising intercultural competence What shows that I am interculturally competent?*, Council of Europe.

⁵⁷ <https://trt.intercultural.ro/>

beginning of the mobility period. The Learning agreement including the intended learning outcomes is to be considered valid only after discussion with and approval by the host school.

The Learning Agreement should then be followed by a report on achieved learning outcomes, prepared jointly between the host school and the pupil before the end of the pupil's stay. In this sense, the host school should also be involved in the assessment effort while the pupil is still abroad, completing the assessment picture with data in the context of the host environment.

2) Transversal and intercultural competences in a Learning Agreement

The Learning Agreement serves not only to clarify the expectations and responsibilities of all the actors involved, but also to facilitate reflection and formulation of learning outcomes in terms of specific competences. This has a particular relevance when recognising transversal competences which are usually not covered through subject-based reports.

Although Learning Agreements can be developed and adjusted according to different mobility and school contexts, the focus on transversal and – in particular – intercultural competence has a broad applicability in long-term individual pupil mobility.

Present and discuss examples on how such competences can be described in a Learning Agreement.

3) Practical exercise linked to formulating competences in the Learning Agreement

In pairs or small groups formulate a list of transversal competences relevant for your curriculum context and which, in your opinion, a pupil can develop in a long-term mobility programme. Try to make sure that they are transferable and understandable in another country's curriculum context.

Additional questions to address:

- Are such competences considered for all pupils in your school context? What elements (if any) might be more linked to the mobility context?
- How can the Learning Agreement approach be implemented in my school? Who should be involved, and at which stage?

3. ASSESSMENT OF TRANSVERSAL COMPETENCES DEVELOPED IN LONG-TERM INDIVIDUAL PUPIL MOBILITY

Intended Learning Outcomes of the module	<p>Upon completion of this module learners should be able to:</p> <ul style="list-style-type: none"> ▪ Summarise the overall principles of competence-based assessment ▪ Describe the rationale and context of competence-based assessment in long-term individual pupil mobility⁵⁸ ▪ Demonstrate motivation and competence to assess learning outcomes specific to long-term individual pupil mobility, in particular intercultural competence ▪ Use the Learning Agreement as a tool to frame long-term individual pupil mobility competence assessment
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⁵⁸ See more details in the Conceptual framework (section II. of this training model).

	<ul style="list-style-type: none"> ▪ Analyse and reflect on existing resources linked to assessment of learning outcomes of individual pupil mobility ▪ Use some of the tools focused on intercultural competence assessment
Recommended time allocation	<p>Option in person:</p> <ul style="list-style-type: none"> ▪ 4-6 hours (depending on previous awareness of 3.1. contents) <p>Option online:</p> <ul style="list-style-type: none"> ▪ Two webinars: 90 min for 3.1. content + 120 min for 3.2. content
Prep/ follow-up	<p>Possible handouts:</p> <ul style="list-style-type: none"> ▪ Learning Agreement templates ▪ Definitions and principles of assessment ▪ List of links to tools and resources <p>Possible follow-up task:</p> <ul style="list-style-type: none"> ▪ Pilot the transversal (esp. intercultural) competence assessment in pupil mobility in your school. Afterwards share practices with other participants of the training.

3.1. BACKGROUND AND PRINCIPLES OF ASSESSMENT

Suggested steps in the training

- 1) Discuss participants' experience in assessing competence (work groups activity)
- 2) Complement the input from participants with possible national guidelines / legislation
- 3) Share key definitions linked to assessment
- 4) Discuss possible principles of competence assessment
- 5) (optional) Practise how the different assessment principles/approaches can be applied in a given case
- 6) Discuss the sense and importance of assessment in long-term individual pupil mobility
- 7) (optional) Discuss current national approach to assessment in long-term individual pupil mobility

Key contents and references to cover

1) Possible questions on teachers' experience in assessing competence

- Do you usually assess competences? If yes, how (methods)? Are all the competence components (knowledge, skills, attitudes) considered?
- What is the difference between assessing competences and assessing only knowledge?
- What are the main challenges in assessing competences?

2) National or school guidelines/legislation linked to assessment

To develop nationally: complement the input from participants with locally relevant (if any) guidelines / legislation on how to assess competence.

3) Competence-based assessment

There are different types of and approaches to assessment. In the context of this Training Model, assessment is linked to learning outcomes and it is understood as the systematic collection, review and use of evidence of a pupil's learning.

In learning outcomes-based curricula, assessment is "criterion-referenced" (i.e. using criteria and standards to assess attainment of learning outcomes / competences). This is different from "norm-referenced" assessments which rank and compare pupils' performance against their peers, and from "ipsative" assessment which tracks the pupil's own progress without standards set. With criterion-referenced assessments, there is a stronger focus on helping all pupils to attain the intended learning outcomes.

Assessment can be categorised according to different purposes:

- Formative assessment: assessment which is undertaken during a learning experience / programme with the purpose of further planning and improving pupils' learning (assessment for learning). Ideally this effort is undertaken both by the sending and host school in pupil mobility.
- Summative assessment: assessment at the end of a learning experience/programme, to record overall results (assessment of learning).

The borders of these two kinds of assessment may be quite porous because, for example, the summative assessment might also have, to some extent, a formative purpose. At the same time, formative assessment needs to collect data through an assessment of learning - which does not entail just more frequent testing without grades - but especially continuous dialogue in class and deep questioning of pupils.

According to empirical studies⁵⁹, adopting both formative and summative assessments of learning outcomes in pupil mobility might have several impacts:

- At the level of pupils: they may enhance development of crucial (intercultural) competence components such as self-awareness and critical thinking skills.
- At the level of teachers: they may become more aware of the pedagogy and the context of pupil mobility, and/or overcome their prejudice (e.g. such as that pupil mobility is a long holiday).

4) Principles and approaches of competence assessment

Among the main principles of effective assessment one can mention in particular⁶⁰:

- Reliability: the assessment tool / process yields consistent and stable results across time and with potential involvement of different assessors
- Validity: the assessment tool / process assesses what it is intended to assess
- Transparency: the assessment tool / process ensures the learner is informed in advance of the subject, procedure, criteria and purposes of the assessment
- Equity: the assessment tool / process should be fair for all learners, regardless of their demographic or other characteristics
- Practicality: the assessment tool / process should be feasible, given the resources, time or other constraints
- (optional) Discuss the implications of these principles in the context of assessment in long-term individual pupil mobility.
- Even if assessment approaches are widely debated, in this Training Model the following approaches are considered as most relevant, and are to be used to collect evidence of learning over time:

⁵⁹ E.g. Baiutti, 2021.

⁶⁰ Council of Europe, Reference Framework of competences for democratic culture: Volume 3 Guidance for implementation, Council of Europe, Strasbourg, 2018b, pp. 54-56.

- Multi-method approach: collecting information with different assessment tools (see possibilities below)
- Multi-perspective approach: collecting information from different sources (e.g. pupil, teachers, classmates)

These principles and approaches are appropriate for assessing any competences and, therefore, also intercultural and other transversal competences. Within the context of long-term individual pupil mobility, which is intended to develop transversal competences such as intercultural competence, it is crucial to gather data from different sources (gathered by pupils themselves while they are abroad and when they come back; input from other people, including classmates, teachers, parents, school staff etc.). This gives a more precise and less subjective picture of the development of the pupil. To do so, it is necessary to align appropriate tools to collect evidence with the assessment purpose and the sources⁶¹.

Finally, for effective assessment, it is important to define criteria of transversal and intercultural competences contextualised to long-term individual pupil mobility such as: curiosity about people perceived as having different cultural backgrounds, knowledge of host context, the ability to make critical comparisons⁶². Each of the criteria is then to be accompanied by specific level descriptors which help to assess the competence development (e.g. the assessment rubric of the *Intercultura assessment protocol* discussed in section 3.2).

5) (optional) Practical exercise – possible assessment approaches for a learner’s case

Divide into smaller groups and ask participants in each group to think of an example of a competence-based assessment case based on their real experience (or ask participants to prepare the case study before the training session). After sharing the case study with the group members, invite them to discuss the following questions:

- Is the multi-method approach followed? If yes, how? If no or only partially, how could this approach be implemented in the scenario?
- Is the multi-perspective approach followed? If yes, how? If no or only partially, how could this approach be implemented in the scenario?
- In your daily practice of assessment, how can you translate the principles and approaches presented above into practice?

6) Why have assessment in long-term individual pupil mobility

Present and/or discuss the need and rationale for assessing learning outcomes in long-term individual pupil mobility. The reasons can include the following:

- To make explicit what pupils are learning / have learnt during an educational programme of pupil mobility (for their educational institutions and for learners themselves) and to give a value to these learning outcomes
- To see to which extent learners have achieved intended learning outcomes
- To help improve the learning processes on the individual and institutional levels
- To follow the explicit recommendations of the European policy documents supporting quality learning mobility and the creation of the European Education

⁶¹ Deardorff, 2015.

⁶² See more indicators in Baiutti, 2018.

Area (such as the EU Recommendation on promoting automatic recognition⁶³ and the European Quality Charter for Mobility) and in some countries also of the national / local legislation in this regard.

7) (optional) Discussion on current national / local approach to assessment in long-term individual pupil mobility

To develop nationally: present and discuss how assessment is currently defined and practically implemented in the local context, with consideration also to different programme durations. Consider country-specific information provided in the [Member States Analysis and Country reports](#), to check on the current legal and practical approach in your country and/or to see how it compares to other countries in Europe.

3.2. ASSESSMENT OF TRANSVERSAL COMPETENCES DEVELOPED IN LONG-TERM INDIVIDUAL PUPIL MOBILITY

Suggested steps in the training

- 1) Discuss an example / good practice of a fully developed Learning Agreement as a tool to frame assessment in long-term individual pupil mobility
- 2) Present possible tools for collecting data on learning before and after the period abroad
- 3) Practice applying a concrete assessment tool based on interviews with pupils (see example of structured interview in the video in Annex)
- 4) Reflect on the use of different assessment tools / methods in pupil mobility in your context
- 5) Share other relevant resources for further exploration and adaptation to your context

Key contents and references to cover

1) Case study: assessment framework in a developed Learning Agreement

Present an example of a fully developed Learning Agreement including the definition of intended and achieved learning outcomes. Analyse in small groups how assessment criteria, performance levels and descriptors are formulated, how assessment is planned and how learning outcomes are described in the report. Discuss how this resonates with the participants' local context and practice.

2) Collecting data on learning during and after the period abroad: possible tools

In order to collect data at different points during the pupil mobility programme (for formative and summative assessment) using different tools and multiple sources, you can consider the use of the following tools:

- Reflection-oriented tools (e.g. Autobiography of Intercultural Encounter⁶⁴)

⁶³ Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad, op cit.

⁶⁴ Council of Europe, *Autobiography of Intercultural Encounters*, Council of Europe, Strasbourg, 2009.

- Learner's testimony of the experience through a guided presentation or interview (e.g. Pupils' Presentation Guidelines of the *Intercultura assessment protocol*⁶⁵). For an example of structured interview, see the video in Annex.
- Teacher and third persons' observation forms (e.g. Teachers' Observation Forms of the *Intercultura assessment protocol*⁶⁶)
- Reality test (e.g. OECD PISA test on Global competence⁶⁷)
- Portfolio (e.g. Portfolio of Competences for Democratic Culture⁶⁸; European Language Portfolio⁶⁹)

An example of a comprehensive model with different tools and timing guidelines for assessing intercultural competence specifically developed and piloted for the context of long-term individual pupil mobility is the *Intercultura assessment protocol*⁷⁰.

In choosing the set of tools it is important to consider the fact that tools should be in line with the learning outcomes and they should be feasible considering a given context (practicality). Note that the assessment process should involve several stakeholders including pupils, teachers, classmates etc. Ideally, the host school should be one of the stakeholders involved in this process. Indeed, a pupil's transversal and intercultural competences assessment performed by the host school might allow the sending school to have a more precise picture on the pupil's learning process and gains in the host environment. In order to provide this assessment, host schools might adapt some of the already mentioned tools (e.g. observation forms, reflection-oriented tools, reality test) to their context.

We recommend collecting data longitudinally: during the experience abroad (as a sending school or ideally also as a host school) and during the first months when pupils come back to the sending school.

All collected data need to be triangulated (i.e. data from a variety of sources and methods are compared and anomalies are investigated) to provide a more complete picture of the pupil's learning.

3) Assessment tools practice

Refer back to the exercise done in section 2.2. during the pupils' testimonials / interview (including the observation form):

- What are the advantages of using the interview and the observation form?
- What kind of evidence does it provide to the assessment? What are the benefits of looking at this evidence from the pupil's perspective?
- What limits do you see in using the interview and the observation form in assessment (both as a sending school or a host school)? How can you go beyond these limits?

4) Reflection on the use of different assessment tools / methods in pupil mobility in your context

Share different concrete assessment tools with participants (you can use the tools mentioned before in point 2) and ask them to reflect on the following questions:

⁶⁵ Baiutti, 2021, p. 33.

⁶⁶ Baiutti, 2021, pp. 34-36.

⁶⁷ OECD, 2018.

⁶⁸ Council of Europe, *A portfolio of competences for democratic culture*, Council of Europe, Strasbourg, 2021.

⁶⁹ <https://www.coe.int/fr/web/portfolio>

⁷⁰ Baiutti, 2021.

- What are the advantages of adopting and using the tool within the context of long-term individual pupil mobility (both as a sending school or a host school)?
- What are the challenges to adopting and to using the tool within the context of long-term individual pupil mobility (both as a sending school or a host school)?
- Considering that it is crucial to adopt a multiperspective and multimethod approach in assessing transversal and intercultural competences, what set of tools would work best in your particular context?

5) Other relevant resources

See the most relevant resources in step 2 above. Additionally further resources can be considered, if adapted to the individual pupil mobility context and the local needs:

- Transversal key competence descriptors developed within the VET sector (TRACK-VET project)⁷¹
- Assessment of transversal skills (ATS2020 project)⁷²
- Assessment in plurilingual and intercultural education⁷³
- Open Online Catalogue of Intercultural Tools for Vocational Education and Training (CIT4VET project)⁷⁴
- Mahara - a tool for creating ePortfolios⁷⁵

⁷¹ Dębowski, Stęchły, Tomengova, Reegård, and Valovic, 2021 (TRACK-VET).

⁷² <http://www.ats2020.eu/deliverables>

⁷³ Lenz, P., and Berthele, R., *Assessment in Plurilingual and Intercultural Education*, Council of Europe, 2010.

⁷⁴ <https://cit4vet.erasmus.site/>

⁷⁵ <https://mahara.org/>

Guidelines for implementation, assessment and evaluation

Implementation

The different national and local realities will require diverse approaches in adapting and implementing the Training Model. In-service teacher training is organised and recognised in a variety of ways in different countries. Consequently, training providers can range from dedicated public bodies (at national or regional level) and universities, to civil society organisations or even commercial companies. The proposed Training Model can potentially be exploited by all of them. However, it is important to note that a thorough understanding of the concept and practice of long-term individual pupil mobility is paramount for any future training providers, in order to convey the right messages, avoid misconceptions and connect to reality on the ground. From this perspective we recommend that trainers seek advice and cooperation with pupil mobility practitioners – in pupil exchange organisations⁷⁶ and/or in schools with relevant experience. It may also be beneficial to consider practices from countries where similar training has already been implemented (in particular Italy, whose practice was the key basis for the Training Model). As long-term individual pupil mobility and recognition of the associated learning outcomes becomes more widely spread in Europe, there will be growing opportunities for cross-country cooperation projects to launch the training concept. A progressive approach to piloting and improving the training in different countries is strongly recommended. Introduction of the Training Model at national levels should ideally be linked to the implementation of recognition principles included in the [proposal for a European framework on the recognition of outcomes of learning periods abroad](#).

Assessment of participants' learning outcomes

Different local contexts may influence not only some of the training contents but also the profiles of participants, including how they choose to get involved and what is expected of them. As far as possible, their prior experience and competences should be considered for the training and for potential validation of learning outcomes. As mentioned in chapter IV. Methodology, an interesting approach might be to develop individual “learning agreements” to help participants formulate their goals, commitments or even personalised learning paths for the training, depending on their needs and context.

It might be useful for participating teachers to develop an individual Learner Portfolio, where they would collect the tools / artefacts most relevant for their work, the results of different assignments, as well as personal reflections on their achieved learning outcomes and their future application. The use of a Learner Portfolio is also recommended as an experience-based path for teachers in adopting different assessment methods for pupils. As such, the Learner Portfolio can be used as a basis for assessing the learning outcomes of participating teachers. Depending on the local

⁷⁶ Possible pupil mobility organisations which operate in most European countries: AFS Intercultural Programs (<https://afs.org/>), Youth for Understanding (<https://yfu.org/>)

contexts, other approaches to assessment may include knowledge-based tests, peer feedback, project work, as well as observation of participants' behaviour during the training. As the participating education professionals will be implementing these new approaches and become agents of change in their schools, evaluation of the long-term impact of the training after a certain time interval (e.g. 6-10 months) might be envisaged. Such evaluation could also gather feedback from the participants' schools /school principals. Obviously, the national contexts will also influence the rules for potential accreditation of the training and for validation of the learning outcomes. This may have implications for the modalities, duration and most certainly assessment methods.

Evaluation of the training programme

Every training course should include careful evaluation of the programme itself at the end of the course. Evaluation surveys completed by participants should allow for feedback on the achievement of learning objectives, as well as the relevance of content to the in-service needs, the methods and modalities used, and recommendations for future improvements. The continuous improvement of the training programme should also be fuelled by feedback and input from the trainers involved in the delivery.

In view of the Europe-wide ambition to promote assessment of transversal competences developed in individual pupil mobility, and to support teachers in this effort through the proposed Training Model, the authors encourage future users to connect to expert-network@recognisestudyabroad.eu to coordinate the different national / local initiatives, and to collect feedback and suggestions.

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Annexes

- Annex - Video '[Returning from a long-term individual mobility programme: a structured interview with pupils](#)'

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