



PROTOCOL FOR THE  
RECOGNITION OF  
STUDENT MOBILITY IN  
GENERAL EDUCATION

GREEN GLOW-  
CONTINUOUSLY  
SPREADING THE  
HORIZONS HAND IN  
HAND



Co-funded by  
the European Union



Protocol for the recognition of student mobility in general education

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Image courtesy of the Green Glow project archive

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# 1 GREEN GLOW PROJECT

This document is part of the Erasmus+ project Green Glow – Continuously spreading the horizons hand in hand. It ran from 1<sup>st</sup> November 2021 to 29<sup>th</sup> February 2024. The main objective of the project was to establish a protocol for the recognition of international mobility in general education.

Three schools, the Naklo Biotechnical Centre, the Science Lyceum France Prešeren in Trieste and the Federal Gymnasium and the Federal Real Gymnasium for Slovenes in Klagenfurt, participated in the Erasmus+ Green Glow project for 28 months. During the project, teachers and students learned about selected goals of the 2030 Agenda and looked for ways to take action to reduce the human impact on the environment and climate change. From the point of view of the implementation of Erasmus+ projects, the recognition of mobility is certainly added value of the project. The participating schools have found that the recognition of mobility increases motivation of students to participate in mobility and to take an active part in it. They are already informed about the recognition methods before the mobility. Schools found some common options for recognizing mobility. We recognized that school systems vary widely between countries. This allows each school to find its own ways of recognizing student mobility in general education.

## 1.1 WHY DO WE NEED A RECOGNITION PROTOCOL?

All three partner schools have already experienced Erasmus+ projects. We were faced with the problems of how and in what way to recognise these international mobilities in the general field of the secondary school curriculum. We anticipated that in the future more pupils would take part in mobility. We wanted to establish a protocol for the recognition of international student mobility in general education through an international partnership.

Erasmus+ projects involve students taking part in mobility in a partner country, as well as in mobility taking place at their home school. If the mobility is organised only for a group of students and not for the whole class, there is a problem as students miss regular lessons and have to learn the missing material on their own. At the same time, the mobility provides them with new knowledge, experience and competences in different fields. They develop their language skills, learn about the cultural characteristics of another nation, and learn about teamwork and project work. They develop their digital competence and acquire different skills. They often prepare for mobility, for example by giving a presentation or making a short film. After the mobility, students often present their results to their classmates. All these activities, if carefully planned by project coordinators, head teachers and teachers, can form the basis for evaluating the mobility in the home school. This allows us to evaluate the student's mobility results in a variety of ways. This can also increase motivation among students to participate in mobility.

Education systems and schools vary widely across Europe. As a result, the possibilities for recognising mobility also vary from country to country. However, there are many common points that schools in the wider European area will be able to draw on. Recognition of mobility is possible if the partnership is of high quality and the mobility outcomes are carefully planned. However, the student himself must play a key role in this, as he, together with the coordinator and the teachers, decides in which subjects and areas the results of his mobility will be evaluated.

## 1. 2 EXPERIENCE WITH RECOGNITION AT THE NAKLO BIOTECHNICAL CENTRE

At the Naklo Biotechnical Centre, we have already encountered recognition of knowledge and experience. Recognition has been successfully introduced in the Adult Education unit and in the Secondary School.

**Adult education** at BC Naklo educates adults in vocational and intermediate programmes in agriculture, horticulture, food and nature conservation. Recognition of knowledge and experience was introduced in 2008. The recognition process is carried out for both adult learners and students. Both can use the Open Curriculum to validate the knowledge and experience they have acquired from external providers. Often they can claim a course in horse care and riding, a chainsaw course, training to be a volunteer firefighter, etc. They must attach a certificate from the provider and describe the skills they have acquired.

Recognition of mobility in vocational and technical secondary education programmes has been in place at the **Secondary School** for 10 years. Mobility is carried out in the framework of Erasmus+ projects and takes place over a period of ten days. Mobility that is not supported by Erasmus+ funding can be shorter. The training areas are mainly related to food, agriculture, horticulture and nature conservation. Students who take part in a mobility decide at the time of application where they will put the skills and experience they will gain into practice.

Students choose to have a recognised timetabled class or practical work experience (PUD) as a result of their mobility. PUD is an integral part of the curriculum in the Secondary Vocational Education (VET) and Secondary Professional Education (VPE) programmes, and most students choose this option. They can claim 40 hours for a one-week mobility and 80 hours for a two-week practical training with work placement. If the training mobility was attended by pupils attending a vocational grammar school programme, they had a recognised timetabled class.

Students could also choose between 20 hours of Compulsory optional content or 20 hours of the 3<sup>rd</sup> hour of sports education. The Compulsory optional content is part of the curriculum, which includes project days, sports and cultural days, excursions, camps and similar activities. The 3<sup>rd</sup> hour of sport education is designed on the basis of the elective principle, with pupils choosing from a variety of sports on offer.

So far, all recognitions of mobilities at BC Naklo has been approved by the head teacher and assessed only by "pass". In the Green Glow project, we wanted to build on this experience, extend it and make it possible to assess the results of mobility.

## 2 COMMON PROPOSALS FOR RECOGNISING STUDENT MOBILITY

The Austrian, Italian and Slovenian education systems differ from each other. Therefore, the mobility of grammar school students cannot always be recognised in exactly the same ways. However, the partner schools have found several common solutions.

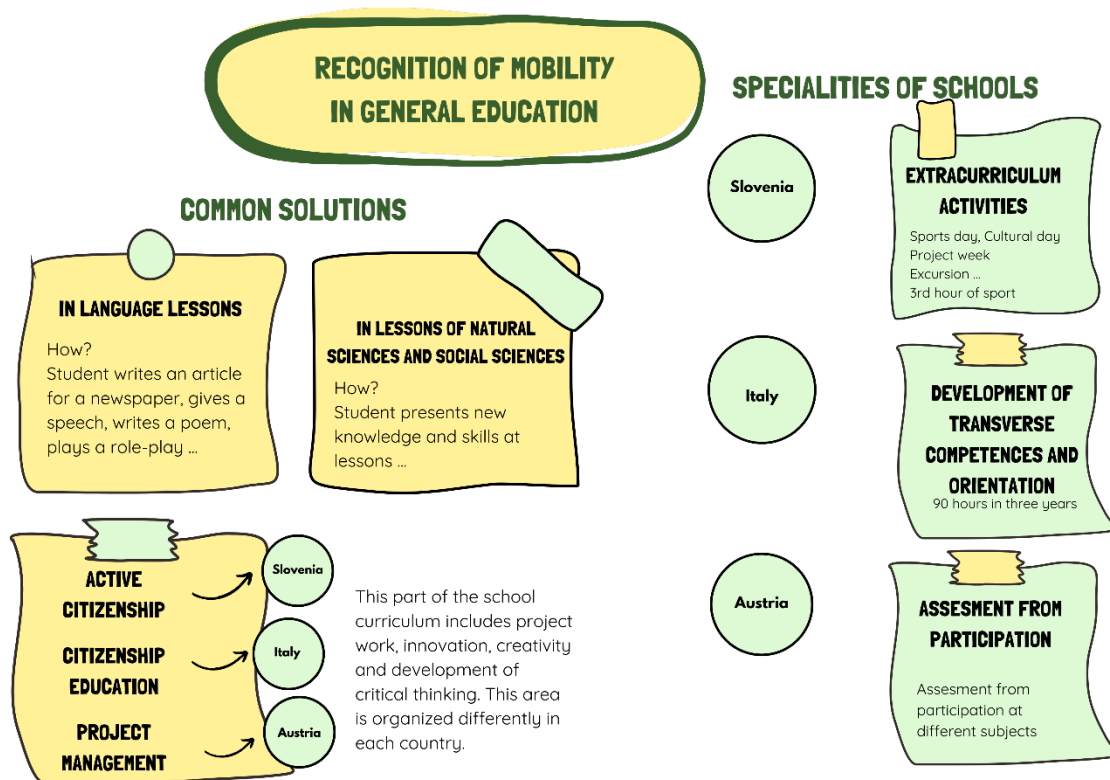


Figure 1: Different options for recognising mobility

### 2. 1 RECOGNITION OF MOBILITY IN DIFFERENT SUBJECTS

Being involved in an Erasmus+ project for an individual secondary school student is not just about broadening your horizons during the mobility period, it is much more than that. Each participant is actively involved both before and after the mobility. The work for the project takes place in the context of lessons in different subjects. It is a highly cross-curricular project, involving not only the individual students who are on mobility, but their whole class community.



Figure 2: Exchange students writing a journalistic article under the guidance of a mentor



Figure 3: Students can also present biology or chemistry experiments at their home school.



Figure 4: Students from Trieste gave a presentation on the landscape. Their work was evaluated at the PCTO (Developing Transversal Competences and Guidance).



Figure 5: The exchange students organised the final event. Their activity was evaluated at BC Naklo in Active Citizenship.



Figure 6: Students interviewed in a second-hand shop. Their journalistic article was evaluated in geography lessons.



Figure 7: Exchange students create a series of products using recycled paper. They can be evaluated in art lessons.





Figure 8: Students from BC Naklo made a German-language padlet on the theme of their exchange in Klagenfurt. They contributed journalistic articles, pictures, videos and speech clips. The product was assessed in German lessons.

In each of the schools involved, the subjects differ slightly from each other, so that the evaluation of the work related to the project can be assessed in a wide range of areas: in science within subjects such as biology, chemistry, physics and mathematics; in the humanities and social sciences within different languages; in geography, art and art history; and, last but not least, in the case of BC Naklo, the work of the students can also be evaluated in agriculture lessons. At BC Naklo, it is also possible to evaluate the 3<sup>rd</sup> lesson of sports education. This is a compulsory part of the curriculum, and students can choose from a variety of sport subjects on offer.

Regardless of the subject, teachers take into account the engagement, confidence and personal approach that students show in a variety of activities: compiling professional reports or presentations in a variety of digital software, presenting to the class, solving specific problem-solving tasks such in geography, conducting an experiment in a project, etc.

The criteria that a teacher considers in his/her subject can be extremely varied: in the humanities and social sciences, the following criteria will be emphasised: language, form, accuracy in the composition of texts and oral delivery of content; in science subjects, the focus will be on professional expression, accuracy of data, manual skills in the conduct of experiments, and logical reasoning in the formulation of results, conclusions and concluding thoughts.

The challenge for students is therefore not only to join the mobility, but also to obtain grades, which can be very high, in a variety of curricular subjects in a more varied and stimulating way.

Table 1: Examples of recognition of results for different subjects

Subject	Example of result
Art lessons	Creating a logo, Creating a festive greeting card
Geography	Power point presentation on a selected geographical topic
Chemistry	Demonstration of a chemical experiment
Biology	Preparation of a poster or e-poster on the chosen biological topic
History, Art history	Short film about the cultural and historical sites of the city
Music	Performing a song learnt on mobility
Agriculture	A journalistic article on a selected agricultural topic
Sport education	Hike completed

## 2. 2 RECOGNITION OF MOBILITY IN LANGUAGE TEACHING

Assessing mobility can involve several different aspects, focusing on language skills, content understanding, creativity and other competences. Before starting to evaluate mobilities, clearly define the evaluation criteria, which may include correct use of language, appropriate use of vocabulary, grammatical correctness, understanding of the task, creativity, structure and organisation of the text, and other specific aspects according to the project's objectives. Through projects, tours, interviews, etc., students also develop their learning processes. These may include various tasks, activities and research related to language, culture and communication. The purpose of recognition is to engage learners more actively in language learning, to develop practical language skills and to deepen their understanding of society.

Recognition of mobility in the context of language lessons takes into account, among other things, the practical use of the language, as it puts grammar school students in real-life situations that boost their communicative confidence. They compose their own interview questions, take notes, write articles, prepare presentations and present their results.

They also learn more about the culture. Through mobility, grammar school pupils also become aware of the cultural aspects of a language, such as history, art, literature and traditions. In the final phase, art and literary texts are also produced. The students who have taken part in the mobility can express their knowledge or experience in poems, essays or even creative presentations. The mobility also encourages critical thinking as it requires research, analysis and synthesis of information. The students use the information they obtain to form their own opinions, which they express in their articles and presentations.

They learn to organise, plan and conduct interviews/reports, write articles, present results independently or in groups, which develops their independent learning and writing skills. Participating in mobilities can increase the motivation of secondary school students as they focus more closely on topics of interest, learn new things and broaden their knowledge.

Recognising learning mobility therefore allows for a variety of assessment methods, which can include research papers, articles and interviews exploring history, trends or impact on society. In the Green Glow project, secondary school students worked on the 2030 Agenda for Sustainable Development goals and addressed them in a variety of articles, interviews, role-plays and presentations.

Recognising mobilities in language lessons can encourage students to learn a language more actively and deeply, and to develop many useful skills for life.

## 2. 3 RECOGNISING MOBILITY IN CITIZENSHIP EDUCATION, ACTIVE CITIZENSHIP AND PROJECT MANAGEMENT

Citizenship education in Italy, Active Citizenship in Slovenia and Project Management in Austria are seemingly three different subjects in the curricula of the three partner schools. However, as these subjects have some common points of contact, we are considering a common solution. This part of the school curriculum includes project work, innovation, creativity, critical thinking development and other key and transversal competences. This area is organised differently in each country.



### ITALY – CITIZENSHIP EDUCATION

Since 2019, Italy has included citizenship education alongside all other curriculum subjects and content in secondary schools. The general objective of civic education is to provide students with knowledge of the Constitution of the Italian Republic and the institutions of the European Union in order to accept and promote legality, active and digital citizenship, sustainable development, the right to health and human well-being. Citizenship education is therefore an integral part of the curriculum. The school plans to teach citizenship education cross-curricularly in 33 lessons per year, not to exceed the number of lessons foreseen for the whole year.

Law No 92 of 20<sup>th</sup> August 2019 specifically lists eight core strands of citizenship education. Strands 2 and 5 focus specifically on the content partially covered by the Green Glow project, the Sustainable Development Goals in the UN 2030 Agenda and environmental education as sustainable nature protection. Education for health and well-being is also included in the content of citizenship education. The knowledge acquired by pupils in cross-curricular citizenship education lessons is tested and assessed by teachers on an ongoing basis, in accordance with legal regulations. The coordinator of each class then proposes a grade from one to ten on the basis of all the assessments carried out. This includes grades that can be obtained by participating in projects such as the Green Glow, where students write reports, articles or make presentations in class. During the years of the project, the science teacher also included this activity in her citizenship education assessment: the evaluation was based on an analysis of the activities carried out when students from Trieste took part in mobility activities or when the science content overlapped with the citizenship education objectives.



## SLOVENIA - ACTIVE CITIZENSHIP

In the school year 2022/23, all secondary schools in Slovenia will teach Active Citizenship as a compulsory part of the curriculum. In the upper secondary school programme, students complete 35 hours of non-assessed content, with only a "pass" or "fail" mark on their annual certificate. Active Citizenship is an interdisciplinary activity with the fundamental aim of promoting active, informative and responsible democratic citizenship. Active Citizenship has four strands: Individual Citizen, Community Participation, Citizen of the Republic of Slovenia, Citizen of the EU and Citizen of the World. Students who are involved in international projects are credited with a certain number of hours in Active Citizenship, as they develop different competences through their participation in the projects:

taking part in the preparation of the exchange;

showcasing your own culture and learning about a foreign culture;

developing critical thinking;

understanding the global challenges facing humanity;

taking part in a project-based way of working and learning, involving an active approach and working as part of a team.



## AUSTRIA - PROJECT MANAGEMENT

At the FG/FRG for Slovenes, secondary school pupils have the opportunity to choose the subject Project Management in Year 6, which emphasises the understanding and practical training for effective project planning, implementation and management. This subject offers pupils the opportunity to develop a wide range of skills that are essential for successful project management in different contexts and focuses on the following key aspects:

**Project planning:** students learn how to lay the foundations of a project, defining objectives, scope, timeframe, budget, resources and risks.

**Project team management basics:** the focus is on recruiting and managing project team members, assigning tasks and establishing an effective communication system.

**Implementation and monitoring:** they learn techniques for successfully implementing project activities, monitoring progress, managing change and solving problems.

**Communication and teamwork:** learn how to communicate effectively within project teams and develop teamwork skills.

**Evaluating project performance:** they learn how to measure the effectiveness of a project and assess whether the objectives have been achieved.

Innovation and creativity: thinking outside the box and finding innovative solutions are encouraged.

Project examples and practice: students work on real or simulated projects where they could apply their knowledge in practice.

The Erasmus+ project Green Glow promotes interactive teaching methods such as group work, case studies and project work. In this way, students are given hands-on experience and the opportunity to actually apply the concepts of project work. It also emphasises the value of communication, cooperation, leadership and conflict resolution, as these are key to the success of mobility in everyday practice. In the future, projects such as the Green Glow could be part of the curriculum in project management.

## 3 INDIVIDUAL PROPOSALS OF RECOGNITION



### 3.1 DEVELOPING TRANSVERSAL COMPETENCES AND GUIDANCE - PCTO

In Italy, the recognition of mobility of students involved in a project can be taken into account in the context of developing transversal competences and guidance (ital. PCTO - percorsi per le competenze trasversali e per l'orientamento), according to the guidelines of the Ministry of Education, University and Research. Law No 145 of 30<sup>th</sup> December 2018, Article 1, 785 provides 90 hours of extra-curricular practical work for the last three years of lycée education (3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> year). A high school student attending a class in the Triennium must present the hours of extracurricular activities (which may be several different activities) to the school tutor in a documented manner each time; this is a pre-signed convention between the school, the student's family and the institution with which he/she is working.

In the case of the Erasmus+ Green Glow project, the recognition of the hours will be based on the joint application form of the project itself, which foresees the cooperation between the France Prešeren Lyceum, the Federal Gymnasium for Slovenians in Klagenfurt and the BC Naklo. In each mobility from the third year onwards, the participating students have gained 30-35 hours of additional activities to develop transversal competences. The competences are diverse and encompass individual growth and enrichment, not only for the individual student but in close connection with other peers: teamwork, coping with others, performing specific functions in a group, the ability to organise and coordinate simple and more complex tasks, the development of manual and other skills, the acquisition of a sense of responsibility and a critical approach, the growth of motivation to work thanks to the use of different didactic methods, and much more.

The 90 hours accumulated in extra-curricular activities are reported in the final national examination after the fifth year of lycée studies, as part of the multi-subject colloquium at the Baccalaureate.



### 3.2 COMPULSORY OPTIONAL CONTENT (OIV)

In Slovenia, OIV is an integral part of the curriculum of all grammar schools and comprises 300 hours over the four years of schooling. The compulsory part includes sports days, cultural and artistic content, health programmes, active citizenship, education for peace and non-violence, library information skills and project work. The optional part covers subjects chosen by students from the school's OIV offer and carried out outside the classroom, which can be in

the form of clubs, camps, MEPI programme, volunteering. The school also gives credit for the completion of the optional subjects to activities that are organised outside the school, such as sports training, foreign language courses, first aid courses, etc.

At BC Naklo, we have recognised that we can recognise different OIV content for students participating in Erasmus+ mobility. We looked at the objectives and content of each mobility and, depending on the content, we decided to recognise the missing sports day, project work and active citizenship. It is of course possible to recognise other parts of the OIV, for example when a student hosts a student from abroad at home and also takes an active part in the programme. In addition to the formal part of the programme, the student strengthens his/her intercultural and linguistic competences in the afternoons and evenings and takes part in volunteering activities.



### 3.3 EVALUATION FROM COOPERATION

In the Austrian school system, assessment plays an important role in monitoring and evaluating pupils' progress and knowledge. The Austrian approach to assessment emphasises the holistic development of the learner and also takes into account the learner's participation in the school environment.

In addition to grades on tests and assignments, the school system also takes into account other aspects of a student's participation. Participation can be measured through a student's activity in class, participation in group projects, contributions to discussions and adherence to school rules and values.

In the Austrian school system, pupils' participation is important for their personal and social development. Pupils are encouraged to participate actively in the learning process, which strengthens their critical thinking, communication and problem-solving skills. It also encourages the development of responsibility, teamwork skills and empathy.

The Austrian school system combines assessment with an awareness of the importance of collaboration. This allows for a holistic assessment of a student's development, which takes into account not only their academic achievements, but also their involvement in the school community.

All of these skills are essential for the Green Glow project. As there is no specific subject in gymnasium where mobility can be recognised, we decided that students could get a better cooperation grade in individual subjects by writing articles, reports, conducting interviews, etc. as part of the Green Glow project. They can present all the results of the mobility in language classes or in the relevant science subjects and thus improve their grades.

## 4 PLANNING IS THE KEY TO SUCCESS

Through the project the partner schools have realised that the process of recognising mobility starts very early, when planning the mobility, as this is the only way to make the whole process transparent and efficient for both teachers and students. The overall recognition process is presented in the table below. Two documents, a career folder and a mobility recognition protocol, have been developed and used in the project. Both documents are published in full in the annex. The career folder was used during the mobility. The protocol was used in all activities, i.e. before, during and after the mobility.

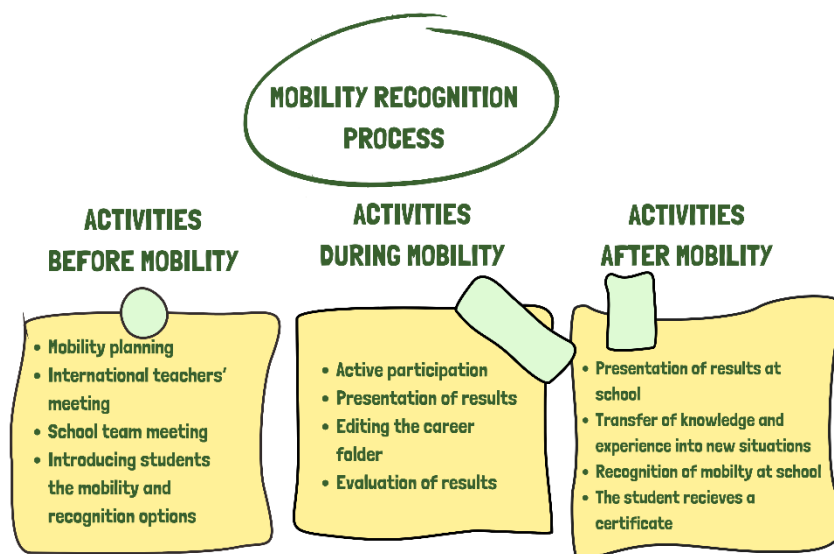


Figure 9: Mobility recognition process

### TASKS OF DIFFERENT ACTORS IN THE MOBILITY RECOGNITION PROCESS

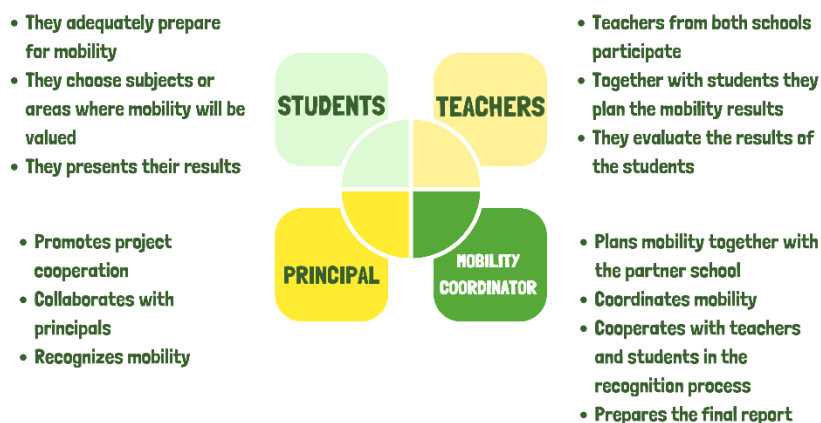


Figure 10. The roles of the different actors in the mobility recognition process are complementary, so the cooperation of all those involved is key to successful mobility and successful mobility recognition.



Table 2: Recognition process for student mobility in general education

Recognition process	Activity	Who
<b>Pre-mobility activities</b>  * Use a mobility recognition protocol	<b>Planning</b> activities and results in line with project objectives	coordinator and teachers at the host school
	<b>International video teachers' meeting</b> to brief the host school on the activities and results, and to share the tasks for preparing the mobility.	coordinators and teachers
	<b>A meeting of the school's team of teachers</b> to decide on a range of different recognition options and the number of hours.	coordinators and teachers
	<b>A meeting with the students, conducted by</b> the teacher at each school. Each student chooses the area in which he/she would like to be recognised for mobility.	teachers and students
<b>Activities during mobility</b>  * Use a mobility recognition protocol	<b>Active participation in</b> mobility	teachers and students
	<b>Presentation of the project results</b> (presentation, poster, article, role play, interview, practical product, etc.)	Students
	<b>A career folder in</b> which students write down what they have learned and which skills they have developed.  * Three examples of career folders are presented in the annex.	Students
	<b>Evaluation of activities</b>	teachers and students
<b>Post-mobility activities</b>  * Use a mobility recognition protocol	<b>Presentation of project results</b> at school	Students
	<b>Presenting project results</b> outside school	Students
	<b>Recognition of mobility</b>	Teachers
	The student receives a mobility recognition <b>certificate</b>	coordinator, head teacher

Source: I. Pecchiar, S. Lamplichler, B. Božnar

## 5 CONCRETE EXAMPLES OF RECOGNITION

### 5. 1 BIOTECHNICAL CENTRE NAKLO



At BC Naklo, the host students were very actively involved in the project. They had already been preparing for the exchange in the previous months. The preparation included the following activities: creating a project logo, making a festive card, preparing for the presentation of one sustainable idea at BC Naklo. During the six-day exchange, the whole school had a project week. Each class had 30 hours of different project content organised. The host students came from the 2. L and 2. M classes and formed the Green Glow project group. These students carried out several hours as the project activities were also carried out in the afternoon. After the international mobility, the students and their guests wrote diaries, made a power point presentation, finalised interviews and journalistic articles, and wrote articles for the school newspaper *The Sky is the limit*.

Students have been recognised for:

- Project days as part of Compulsory optional content
- Obtained a grade at geography
- If they wanted to, we also recognise them a few hours of 3<sup>rd</sup> hour sports education

#### OTHER INTERNATIONAL MOBILITY

6 students took part in the international mobility. It lasted for 6 days, which meant that they were absent for 5 days. As an autumn sports day was also organised at the same time, we decided to recognise this activity. Participation on sport day is compulsory, otherwise students get substitute activity. Thus, during the mobility period, they were not present only on the 4 regular school days.

Students have prepared for mobility. They were given interview assignments to be published in the school newspaper, *The Sky is the limit*. After the mobility, they prepared a power point presentation, made a bulletin board in the corridor and actively participated in the presentation of the school and the project in primary schools in the following months.

Students have been recognised for:

- Sports Day
- Active Citizenship (8 hours)
- If they wanted, we also gave them a few hours of 3<sup>rd</sup> hour of sports education
- Students involved in the MEPI programme implemented the "Make a New Friend" programme through the project.

»During the exchange in Trieste I improved my teamwork with the other participants, as all the activities were organised in such a way that we worked in mixed groups. I also grew as a person, I had to be independent and responsible. The content of the mobility had the biggest impact on my concept of sustainability in different natural and urban environments. The school recognised my mobility: one sports day (OIV), 16 hours of 3<sup>rd</sup> hour of sports education and 8 hours of active citizenship.«

Gal, 3<sup>rd</sup> year of gymnasium

### THIRD INTERNATIONAL MOBILITY

The students prepared for the mobility with a WATER photo competition and by making two short films about the activities that took place in the project. During the six-day mobility, they took part in conducting interviews, writing articles, performing a play, preparing a newsletter and a presentation. Some students presented the exchange in other classes.

Students have been recognised for:

- Sports Day
- They got a grade in German lessons
- Some had a journalistic article evaluated at agriculture class
- One student had a recognised excursion in geography

"I was involved in the project from my second to fourth year in grammar school. In my second year, I was the host. Our activities in the project were recognised in geography on the basis of a journalistic article we wrote during the mobility. We also had a few hours of 3<sup>rd</sup> hour of sports education. In my fourth year I took part in an exchange in Klagenfurt. I presented my new experiences and knowledge in German lessons. A journalistic article on high mountain agriculture was recognised in the elective subject Agriculture."

Ajda, 4<sup>th</sup> year of gymnasium

## 5. 2 SCIENCE LYCEUM FRANCE PREŠEREN



From 2019, in Italy, secondary schools must include citizenship education alongside all other curriculum subjects and content.

The general objective of citizenship education is to make students familiar with the Constitution of the Italian Republic and the institutions of the European Union, in order to accept and promote legality, active and digital citizenship, sustainable development, the right to health and well-being.

Citizenship education is therefore an integral part of the curriculum: the school plans in its school curriculum for cross-curricular teaching of citizenship education, which is 33 lessons per year; it may not exceed the number of lessons planned for the whole year.

The knowledge acquired by students in cross-curricular civic education classes is tested and assessed by teachers on an ongoing basis, in accordance with legal regulations. The coordinator of each class then proposes a grade from one to ten based on all the tests carried out. This includes grades that students may obtain by participating in projects such as the Green Glow, where they write reports, articles or make presentations in class. This kind of work, which is the result of the work done by six students from Trieste during their mobility to BC Naklo, was integrated into the Citizenship education grade by science teacher Irene Pecchiar in the 2021/22 school year.

Law No.92 of 20<sup>th</sup> August 2019 lists 8 core strands of civic education: strands 2 and 5 are focused on the topics that are partly covered by the Green Glow project, i.e. the Sustainable

Development Goals in the UN 2030 Agenda and Environmental Education as Sustainable Nature Conservation. Citizenship education also includes education for health and well-being.

For the next school year, there is a possibility that the evaluation could be taken into account in the context of the development of transversal competences and guidance (ital. PCTO, according to the guidelines of the Ministry of Education, University and Research; Law 145 of 30 December 2018, Article 1, 785), which provides for 90 hours of extra-curricular practical work in the last three years of lycée education (3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades), which the student must present to the school tutor each time (which may be several different activities) in a documented manner, following a previously signed agreement between the school, the student's family and the institution with which he/she is working. In the case of the Erasmus+ Green Glow project, this would take place between the F. Prešeren Lyceum and BC Naklo as the project's lead school. The 90 hours must then be reported in a national examination as part of a multi-subject colloquium.

### 5. 3 FEDERAL GYMNASIUM AND FEDERAL REAL GYMNASIUM FOR SLOVENES



As a general education Austrian grammar school, we have not yet had a system for evaluating or recognising the work done by exchange students. In the Green Glow project, students actively participated in three mobility exchanges, in Naklo, Trieste and Klagenfurt. Teachers took into account the skills and knowledge acquired in subjects such as Slovenian, geography, biology and chemistry. Students' work was assessed in the category of active participation, which means that their work was taken into account in the final grade in a given subject.

### 5. 4 RECOGNITION OF MOBILITY IN OTHER PROJECTS

#### BC Naklo



After the successful implementation of the recognition in two mobilities in the Green Glow project, we decided to apply the protocol in Erasmus+ KA1 projects. BC Naklo has VET 2021 accreditation, which enables vocational education and training. As we have Gymnasium programme specialized in biotechnology at BC Naklo, gymnasium students can also participate in these training courses.

#### **Example of mobility recognition in the VET ACCREDITATION project KA121-VET-6/2021**

"From 6<sup>th</sup> to 16<sup>th</sup> June 2023, I attended a training course on nature conservation and agriculture at the Nockberge Biosphere Park in Austria. We learnt about sustainable management in a protected mountain area. We learnt how to build a traditional wooden fence. We cleaned a mountain pasture and prepared a traditional bath. We stayed for five days in a mountain hut without electricity, where we cooked our own meals. After the exchange I wrote an article in English for the school magazine The Sky is the limit and on the last day of classes in December I presented the exchange to two classes. The

mobility recognition was done in the 3<sup>rd</sup> hour of sports education, where we could choose our own activities, and in Active Citizenship."

Ajda, 3<sup>rd</sup> year of gymnasium

#### **Example of mobility recognition in the VET 2022 ACCREDITATION project KA121-VET-0023/2022**

"From 5<sup>th</sup> to 15<sup>th</sup> November 2023, 12 students visited the Olustvere Teenindus Maamajanduskool nutrition school in Estonia. During the exchange, I improved my practical skills in the field of food and biotechnology. I introduced Slovenia to the Estonian students and also presented the exchange to the 1<sup>st</sup> and 2<sup>nd</sup> year students of the gymnasium at our school. At the Estonian school, we were given traditional recipes for making butter, cheese and cottage cheese. In their food workshop, we made all these products ourselves. The mobility recognition was carried out in the subject of biotechnology. I presented the knowledge I had gained in Estonia to my classmates in class, and they tasted the dairy products I had made using the recipes I had been given in Estonia. This enriched our biotechnology lessons.

Ema, 2<sup>nd</sup> year of gymnasium

"We have been learning about the food sector during an exchange at a secondary nutrition school in Estonia. It was also important to learn about their culture, cuisine and cultural sights. I found it a bit harder to make new contacts with Estonians, but I managed to make some lasting contacts and, above all, I had to be independent during the exchange. During the exchange I wrote a school blog. For each day we wrote what we did and what we learned. I presented the exchange at the open days for primary school pupils in February. In geography lessons, I used a power point to present the features and sights of Estonia, which earned me an extra mark. 8 hours of Active Citizenship were also recognised."

Brina, 2<sup>nd</sup> year of gymnasium

#### **Example of recognition of participation in an eTwinning project**

eTwinning projects are not designed to deliver mobility. However, they do promote cooperation between schools and students across Europe. In the school year 2022/23, students from the 2. L Gymnasium class participated in the eTwinning project EuropeOurDNA. The project was awarded the European Quality Label. It promoted active citizenship and critical thinking about democracy and the role of the media. Two pupils participated in the international group. One student participated very successfully in a research and presentation of her chosen topic. She strengthened her teamwork competences as well as her language and digital competences. Her experience is featured on the school website (<https://bit.ly/EuropeOurDNA1>) and in the school newspaper The Sky is the limit.

"In the eTwinning project I participated in an international group with Anabel from Spain, Sofia from Italy and Zheni from Bulgaria. At the beginning we were all a bit timid in our video meetings. But when we divided up the work, we worked really well together. For most of the tasks, I designed the presentations, one of the girls mainly collected the material and two of the girls presented our group work to the other groups and the mentors in the video meetings. In this project, I mainly learned how to interact with different people remotely and through different social media. I discovered different views on democracy and media freedom. Participating in a project like this really opens up different horizons. My work was appreciated in sociology and geography, which I particularly liked."

**ZL France Prešeren****Example of recognition in the Erasmus+ project "The power of minority"**

After the successful recognition of mobility in the framework of the Green Glow project, we have decided to apply the recognition protocol in other projects in which our school is and will be involved, which foresee student mobility. The Erasmus+ project "The power of minority" was certainly of this kind, as it foresaw a multi-day cooperation between students from Klagenfurt, Lendava, Trieste and Novi Sad in September 2023. From 22 to 29 September, students and accompanying teachers from Slovenian schools from these different locations visited Klagenfurt, Lendava, Novi Sad and Trieste and learned about the characteristics of Slovenian minorities in the four countries.

**An example of recognition in a long-standing international cooperation between two schools**

Since 1999, our Lyceum has been involved in a school exchange with the Swedish school Väsaskolan in Gävel, north of Stockholm. Every other school year, usually in April, we have Swedish high school students visiting the families of our fourth-grade students for a week, and at the end of May our students go to Sweden, also for a week. In addition to visiting the town of Gävle and the surrounding area, our students and their accompanying teachers will also spend a few days in the capital to see the main sights. The aim of this multi-year cooperation is to get to know different cultures, traditions, different school systems, daily routines and to strengthen their English as a language of communication. In this project, which does not have any Erasmus+ sponsorship, the pupils involved could also be granted mobility according to a newly developed protocol.

As we only came up with this protocol for recognising mobility at the end of the Green Glow project, we will recognise these mobilities at the end of the school year, either in the form of an evaluation of the hours for the PCTO or for the participation in different subjects, as in both cases these are very cross-curricular projects. Finally, in both cases, students can be assessed not only in language classes, but also in the context of citizenship education, especially when the experiences are used to produce articles or reports or classroom presentations.

Ultimately, we can point out that any extra-curricular activity, from a one-day to a multi-day educational excursion, can be evaluated in one way or another, because they are not activities that end on their own, but always present new challenges, ideas for further studies, personal growth, confidence-building, or for forging new bonds between young people. And all of this can be reviewed and evaluated in the form of articles, reports, presentations, or diaries on the way back to school.

## 6 EVALUATION OF THE PROTOCOL

We tested our mobility recognition protocol on three mobilities. After each mobility, we carried out an evaluation with the students and in the international project team, where teachers and head teachers were present in addition to the coordinators. We came to the following conclusions, which helped us to improve the recognition process.

1. The recognition of mobility by the Green Glow project is certainly an added value that makes students even **more interested in participating in mobility**, generates new challenges and **increases their motivation** at work when they are involved in the project. This is particularly noticeable during mobility periods.

2. Although these schools are located in three different countries, the evaluation and recognition of the participation of upper secondary students in mobility can be based on the **same criteria** in each school, but can also be done **in different ways and in different subject areas or extra-curricular areas**. By analysing all the common and specific approaches to the recognition of mobility, the project team has found, through joint networking and project meetings, a common thread that connects the three schools, while taking into account the specificities of each school. Also, due to different legislations, not all schools can recognise participation in the same mobility in exactly the same ways.

3. Mobility is not only about the activities and products created during the preparation for and on the mobility itself. **Products can be produced after the mobility**, e.g. making a presentation at home, demonstrating an experiment at school, writing a poem or an essay, organising a photo exhibition... Products produced after the mobility can also be recognised in subjects, compulsory electives, participation assessments, active citizenship, etc.

4. **Planning the mobility is key** to successful recognition, and everyone needs to be involved - the school management, the project or mobility coordinators, the teachers and, of course, the students.

5. The protocol has been successfully **tested in other Erasmus+ KA1 and KA2 projects**. We have decided to use it for mobilities of gymnasium students, for KA1 and KA2 projects and also for some exchanges that we traditionally run without Erasmus+ funding.

6. Although **education systems in different European countries differ widely**, it is possible to recognise the results of mobility abroad at home. Where the numerical scores vary widely between countries, it is better to **evaluate descriptively**. Often there is no need for numerical evaluation, as it is sufficient that the student has completed the activities.

7. In addition to the recognition protocol, each student completed a document at the end of the mobility which allowed him/her to self-evaluate the knowledge acquired and the competences achieved. This document was placed in the students' **career folder**. Three examples of career folders are presented in the annex. At the end of the mobility, each student also received an official **certificate of participation issued by the host school**.

8. The recognition protocol is the **result of teamwork** in schools, involving students, teachers, mobility coordinators and head teachers at home and host schools.

9. We have developed a **protocol for the recognition of student mobility**, which is a **common document** and which we have used in the recognition process. The protocol is presented in the annex. It has been used in the planning of the mobility, during the mobility and after the mobility. It contains all the information needed for a successful recognition process.



## ANNEXES

- Career folder, mobility BC Naklo
- Career folder, mobility ZL France Prešeren
- Career folder, mobility FG/FRG for Slovenians
- Protocol for the recognition of student mobility in general education



## CAREER FOLDER

EXCHANGE AT THE BIOTECHNICAL CENTRE  
NAKLO

8<sup>th</sup> till 13<sup>th</sup> MAY 2022

CONTINUOUSLY  
SPREADING THE  
HORIZONS HAND  
IN HAND

Name and  
surname:

**During your exchange, you took part in various activities. For each activity, write down the most valuable lesson learnt. In addition to other activities, your career folder can be evaluated by your school and teachers during your education in different subjects, internships or extracurricular activities.**

Workshop on climate change

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Tržiška Bistrica River (meeting a fisherman, exploring plastics in and along the river, chemical analysis of the water)

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Odems Farm in Predoslje

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Sustainable mobility in Kranj

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Second-hand shops

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Journalistic experience (asking questions, interviewing, writing an article)

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The theatre experience

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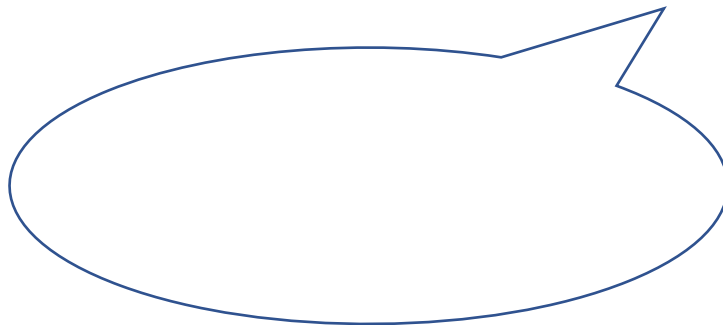
How and to whom will you disseminate the knowledge you have gained during the exchange?

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Write down the 3 things you did most to make the meeting a success.

--	--	--

If you had one word or phrase to describe this exchange, what would it be?



One of the aims of the project is to give students at their home school the opportunity to be mobile in certain subjects or activities. Where (in which subject, activity, placement, etc.) will you exercise mobility and how?

.....

.....

.....

Which sustainable practice that you have experienced this week could you better implement in your daily life?

- Meatless Monday
- Increased use of public transport
- Using a bicycle or electric bike more often
- Reduced use of single-use plastics
- More choice of locally sourced food
- Home fruit and vegetable garden
- .....
- .....



## CAREER FOLDER

FRANCE PREŠEREN SCIENCE LYCEUM  
EXCHANGE

19<sup>th</sup>-23<sup>rd</sup> SEPTEMBER 2022

CONTINUOUSLY  
SPREADING THE  
HORIZONS HAND  
IN HAND

Name and  
surname:

**During your exchange, you participated in various activities. For each activity, write down the most valuable lesson learnt. In addition to other activities, your career folder can be evaluated by your school and teachers during your education in different subjects, practice or interest activities.**

Workshop on paper recycling

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Visit to the international handicraft shop "Altroconsumo"

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Biodiversity in the Isola della Cona Regional Nature Reserve

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Guided tour of Miramar Park and Castle

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The Križ path, karst phenomena and classification of waste in nature

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The Adriatic Sea and the Sustainable Development Goals: the OGS Research Centre

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Journalism workshop: writing articles and preparing interviews

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Participation in the Zeleni SljAj ensemble

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Calculating your ecological footprint: the importance for each of us

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Trieste and science: visit the Trieste NEXT science fair

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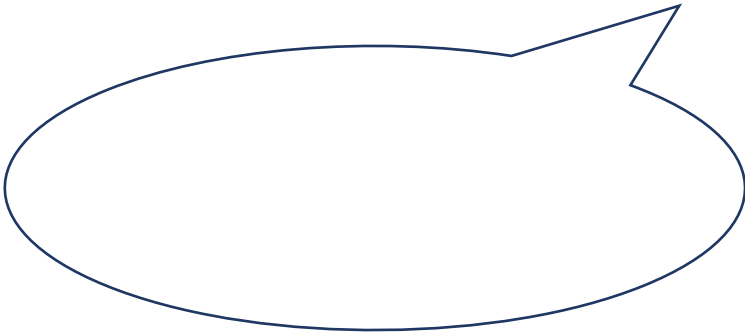
How and to whom will you disseminate the knowledge you have gained during the exchange?

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Write down the 3 things you did most to make the meeting a success.

--	--	--

If you had one word or phrase to describe this exchange, what would it be?



One of the aims of the project is to give students at their home school the opportunity to be mobile in certain subjects or activities. Where (in which subject, activity, placement, etc.) will you exercise mobility and how?

.....  
.....  
.....

Which sustainable practice that you have experienced this week could you better implement in your daily life?

- Using recycled paper
- Buying as many products made from natural materials as possible
- Meat-free or meat-less diet
- Reduced use of single-use plastics
- Making sure I don't produce microplastic particles
- More choice of locally sourced food
- Making sure waste doesn't get generated in the first place
- Using public urban transport, cycling or walking
- Caring for the well-being of others and yourself
- .....





## CAREER FOLDER

EXCHANGE TO FG/FRG for Slovenians

17<sup>th</sup> to 22<sup>nd</sup> SEPTEMBER 2023

CONTINUOUSLY  
SPREADING THE  
HORIZONS HAND  
IN HAND

Name and  
surname:

During the exchange, you took part in various activities. For each activity, write down the most valuable lesson learnt. In addition to other activities, your career folder can be evaluated by your school and teachers during your education in different subjects, internships or extracurricular activities.

Klagenfurt - a sustainable city

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.....  
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Klagenfurt - Sustainable Trade or HTL and Smart Climate Lab

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Hydroelectricity - affordable, clean energy

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Čepa Gorge - natural disasters and climate change

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A tour of a water reservoir and the importance of clean drinking water

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Sereining in Poden and the importance of green tourism

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Monkey Mountain in Landskrona: palm trees instead of spruce trees, monkeys instead of cows

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Making clay objects

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Clay analysis

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Journalism workshop: writing articles and preparing interviews

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Participating in a music or acting group

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.....

How and to whom will you disseminate the lessons you have learnt during the exchange?

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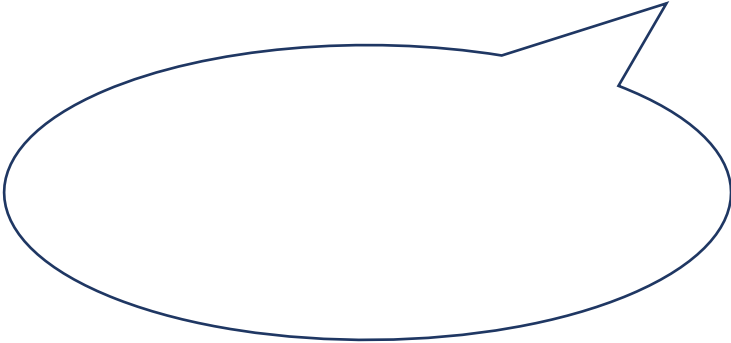
Write down the 3 things you did most to make the meeting a success.

--	--	--

One of the aims of the project is to give students at their home school the opportunity to be mobile in certain subjects or activities. Where (in which subject, activity, placement, etc.) will you exercise mobility and how?

.....  
.....  
.....

If you had one word or phrase to describe this exchange, what would it be?



Which sustainable practice that you have experienced this week could you better implement in your daily life?

- Use of public urban transport, by bike or on foot
- Use of natural materials (e.g. clay)
- Meat-free or meat-less diet
- Reduced use of single-use plastics
- Green or sustainable tourism
- More choice of locally sourced food
- Making sure waste doesn't get generated in the first place
- Drinking tap water and not buying bottled drinks
- Caring for the well-being of others and yourself
- .....

ANNEX 4 - PROTOCOL FOR THE RECOGNITION OF STUDENT MOBILITY IN GENERAL  
EDUCATION



PROTOCOL FOR THE  
RECOGNITION OF STUDENT  
MOBILITY IN GENERAL  
EDUCATION

CONTINUOUSLY  
SPREADING THE  
HORIZONS HAND IN  
HAND

Ime in priimek:

# RECOGNITION OF MOBILITY IN GENERAL EDUCATION

## 1. Information about the student

Name of school		
Student's name and surname		
Programme		
Yearbook		
Name of the teacher coordinating the mobility at the school		

## 2. Mobility data

Start date of mobility		
End date of mobility		
Name of host school		
Address of the host school		
Project title		
Name and surname of the teacher coordinating the mobility at the school		

## 3. Mobility objectives

.....

.....

.....

## 4. Acquired competences

	Tick the competences included in the mobility.	Expected rate of achievement		
		Low	Medium	High
Learning to learn	<input type="checkbox"/>			
Cooperation with others	<input type="checkbox"/>			
Personal growth	<input type="checkbox"/>			
Responsible citizenship	<input type="checkbox"/>			
Entrepreneurial competence	<input type="checkbox"/>			
Intercultural competence	<input type="checkbox"/>			
Natural sciences competence	<input type="checkbox"/>			
Language competence	<input type="checkbox"/>			
Digital competence	<input type="checkbox"/>			
Sustainability competence	<input type="checkbox"/>			

## 5. Mobility outcomes

### Pre-mobility results

Time of creation	
Description of the result	
Teacher evaluation	The quality of the result is unsatisfactory    satisfactory    good    very good    excellent

### Results generated during mobility

Time of creation	
Description of the result	
Teacher evaluation	The quality of the result is unsatisfactory    satisfactory    good    very good    excellent

Time of creation	
Description of the result	
Teacher evaluation	The quality of the result is unsatisfactory    satisfactory    good    very good    excellent

### Post-mobility results

Time of creation	
Description of the result	
Teacher evaluation	The quality of the result is unsatisfactory    satisfactory    good    very good    excellent

Time of creation	
Description of the result	
Teacher evaluation	The quality of the result is unsatisfactory    satisfactory    good    very good    excellent

## 6. Recognition of mobility

Mark where you would like to have your mobility recognised. You can choose two options.

	Name and surname of teacher	Teacher evaluation	Signature of the teacher
A Recognition in the subject .....			
B Recognition at Compulsary optional content – Slovenia only: .....			
C Recognition of Citizenship Education/Active Citizenship			
D Recognition in Transversal Competences and Guidance (no. of hours/90) - Italy only			
E Other:			
F Other:			

The student has completed ..... hours of mobility activities between ..... and .....

Notes

.....

.....

.....

Signature of the student: \_\_\_\_\_

Signature of the mobility coordinator: \_\_\_\_\_

Place, date: \_\_\_\_\_

Name and surname of the person responsible: \_\_\_\_\_

Signature of the person responsible: \_\_\_\_\_

Stamp