

## TRAINING SESSION OUTLINE

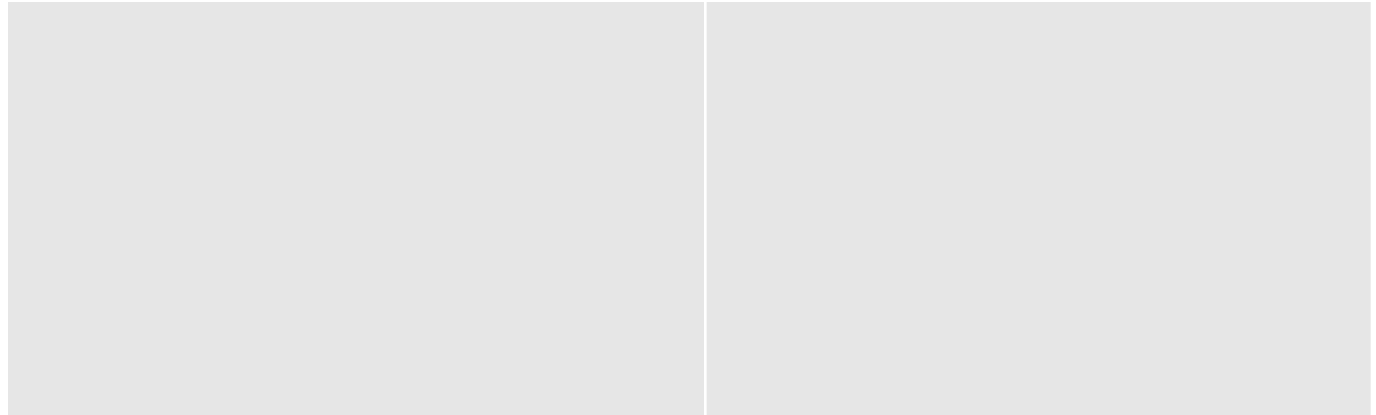
Title of Session :	Validation and recognition of the learning outcomes
Time :	70 min
Session objectives:	How to recognize and test the skills acquired by the student
Preparation by:	Alice Farneti, Silvia Bartolini
Nr of Facilitator	2
Nr of Participants:	20 Participants

### Room requirements:

- Seating arrangement and tables for group discussions
- The room would need to be big enough for around 4 groups
- Projector and screen

### Training supplies and equipment:

- Template given by facilitators
- Different coloured markers/pen per group
- Post is for individuals to write keywords
- Whiteboard or flipchart for facilitators to write instructions, results or conclusions



Handouts:



Session description:  
 (Instructions facilitators, instructions trainees, step by step description, time schedule)

Time	Instruction	Materials
15 min	<p>Presentation of activity</p> <p>Brief explanation of:</p> <ul style="list-style-type: none"> <li>- European key competences</li> <li>- Possible certification of Erasmus experiences</li> </ul> <p>An example of how to test the skills acquired by the students during the mobility</p>	<p>Projector</p> <p>Screen</p>

35 min	<p>Group activity.</p> <p>Divide the participants into 4 groups mixing participants from different schools (the same groups of activity 9)</p> <p>Each group, related to the developed topic, must create an evaluation grid with main descriptors</p>	<p>Paper and maker</p> <p>Template given by facilitators</p>
30 min	<p>Follow up</p> <p>A representative of each group will explain , the reasons and the process of taking their final decision on matching</p>	<p>White board</p> <p>Flipchart</p>

## TRAINING SESSION OUTLINE

Title of Session :	Topic development
Time :	90 min
Session objectives:	How to choose and develop a topic
Preparation by:	Bazzocchi Marco Paola Zamagna
Nr of Facilitator	2
Nr of Participants:	20 Participants

### Room requirements:

- Seating arrangement and tables for group discussions
- The room would need to be big enough for around 4 groups
- Whiteboard or flipchart
- Projector and screen

### Training supplies and equipment:

- Flip charts
- Different coloured markers/pen per group
- Post is for individuals to write keywords
- Whiteboard or flipchart for facilitators to write instructions, results or conclusions

--	--

Handouts:

--

Session description:  
(Instructions facilitators, instructions trainees, step by step description, time schedule)

Time	Instruction	Materials
10 min	<p>Presentation of activity</p> <p>An example about a topic chosen and how it can be developed.</p>	<p>Projector</p> <p>Screen</p>
5 min	<p>Divide the participants into 4 groups mixing participants from different schools..</p> <p>Each group is given a topic that can be developed by the students during mobility (e.g. artificial intelligence, environmental sustainability, gender gap, local customs and traditions).</p> <p>Explain the task to participants and what they are requested to do.</p>	

	Organise the topic before leaving, during the mobility and after.	
45 min	Group activity. Each group organises the topic by identifying the different stages and the related activities that can be done by the students during the mobility.	Paper and maker  Template given by the facilitators
30 min	Follow up A representative of each group will explain the reasons and the process of taking their final decision on matching.	White board Flipchart

# STUDENT EVALUATION AFTER MOBILITY

How to evaluate student's competences acquired  
during the Erasmus

Project Reference:  
2022-1-LT01-KA220-SCH-000089583







# EUROPEAN KEY COMPETENCES

As defined by the Council, the key competences are “essential to citizens for **personal fulfilment**, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion”.

The recommendations of the Council serve as a point of reference to policymakers and stakeholders and should be applied in the education policies of the member states.



Project Reference:  
2022-1-LT01-KA220-SCH-000089583

# EUROPEAN KEY COMPETENCES

1. **Literacy competence**: refers to the ability to understand, evaluate, use, and engage with **written texts** in various contexts. It involves skills such as reading comprehension, critical thinking, and effective communication through writing.
2. **Multilingual competence**: refers to the ability to understand, express oneself, and interact in **different languages**, both orally and in writing. It encompasses the capacity to use languages for communication, but also for cultural understanding and social interaction in various contexts.

Project Reference:  
2022-1-LT01-KA220-SCH-000089583



# EUROPEAN KEY COMPETENCES

## 3. Mathematical competence and competence in science, technology and engineering:

Mathematical competence refers to the ability to develop and apply **mathematical thinking** in order to solve a range of problems in everyday situations. It includes understanding numbers, quantities, shapes, patterns, relationships, and structures.

Competence in science and technology and engineering: This involves understanding the principles and concepts of science, applying **scientific methods**, and using **technology** effectively and responsibly.

Project Reference:  
2022-1-LT01-KA220-SCH-000089583



# EUROPEAN KEY COMPETENCES

4. Digital competence: the ability to use **digital technologies, communication tools, and networks** appropriately and effectively in order to access, manage, integrate, evaluate, create, and communicate information and solve problems in a digital context.

It includes both cognitive and practical skills, such as digital literacy, information literacy, and digital communication skills, as well as critical thinking, creativity, and ethical considerations related to digital technology use.

Project Reference:  
2022-1-LT01-KA220-SCH-000089583



# EUROPEAN KEY COMPETENCES

## 5. Personal, social, and learning to learn competence

Personal competence: This includes **self-awareness, self-management, and emotional intelligence**, allowing individuals to understand their own strengths and weaknesses, regulate their emotions, and set and work towards personal goals.

Social competence: the ability to **communicate** effectively, **collaborate** with others, **resolve conflicts**, and show **empathy** and **respect** towards others. It also includes understanding cultural diversity and the ability to work in diverse teams.

Learning to learn competence: setting learning goals, organizing and **managing one's own learning process**, seeking and using feedback, and reflecting on and adapting one's learning strategies.

Project Reference:  
2022-1-LT01-KA220-SCH-000089583



# EUROPEAN KEY COMPETENCES

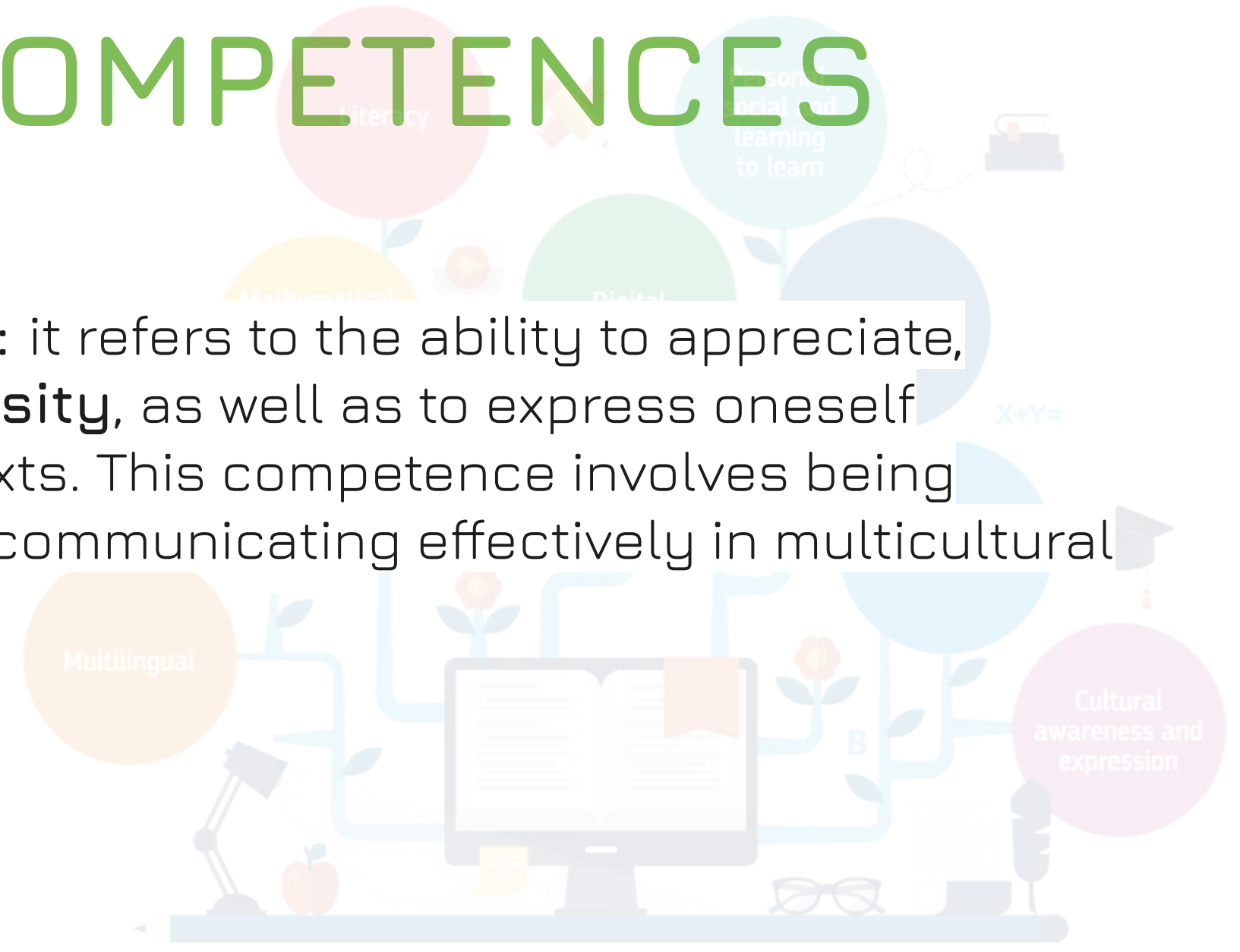
6. **Citizenship competence**: refers to the ability to **actively participate in democratic society**, exercising rights and responsibilities at local, national, and international levels. It involves understanding the principles of democracy, human rights, and rule of law, as well as respecting and promoting diversity, equality, and inclusion.

7. **Entrepreneurship competence**: refers to the ability to **identify opportunities**, take initiative, and create value by starting new ventures or innovating within existing organizations. It encompasses a range of skills, attitudes, and behaviors that enable individuals to recognize and seize opportunities, manage risks, and bring ideas to fruition.

Project Reference:  
2022-1-LT01-KA220-SCH-000089583

# EUROPEAN KEY COMPETENCES

8. **Cultural awareness and expression**: it refers to the ability to appreciate, understand, and **respect cultural diversity**, as well as to express oneself creatively across various cultural contexts. This competence involves being open-minded, adaptable, and capable of communicating effectively in multicultural environments.



Project Reference:  
2022-1-LT01-KA220-SCH-000089583



# AN EXAMPLE

## UNESCOOL: DISCOVERING THE COUNTRY'S ARTISTIC AND CULTURAL HERITAGE



Project Reference:  
2022-1-LT01-KA220-SCH-000089583





# ACTIVATED COMPETENCES

- Literacy Competence
- Multilingual Competence
- Personal, Social, and Learning to Learn Competence
- Competence in Cultural Awareness and Expression



Project Reference:  
2022-1-LT01-KA220-SCH-000089583



# EVALUATION RUBRIC

Competence Area: **Literacy Competence**

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Limited (1)
<b>Understanding Concepts</b>	Demonstrates exceptional ability to identify, comprehend, and express complex concepts effectively in both oral and written forms, showing depth and insight.	Shows strong ability to understand and express concepts in both oral and written forms, demonstrating clarity and coherence.	Displays basic ability to identify and express concepts in oral and written forms, with occasional lack of clarity or coherence.	Shows limited ability to identify and express concepts in oral and written forms, with significant lack of clarity or coherence.

# Competence Area: Multi Language Competence

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Limited (1)
Language Appropriateness	Effectively and appropriately uses multiple languages for communication, demonstrating fluency, accuracy, and cultural sensitivity.	Proficiently uses different languages for communication, with occasional minor inaccuracies or lack of cultural sensitivity.	Uses different languages for communication, but with some difficulty in fluency, accuracy, or cultural appropriateness.	Struggles to use different languages for communication, with significant difficulty in fluency, accuracy, or cultural appropriateness.



## Competence Area: Personal, Social, and Learning to Learn Competence

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Limited (1)
<b>Self-Reflection</b>	Consistently engages in reflective practices, effectively assessing one's own strengths, weaknesses, and areas for improvement.	Demonstrates ability to reflect upon oneself, occasionally identifying areas for improvement but may lack depth or consistency.	Shows limited ability to reflect upon oneself, with infrequent or superficial self-assessment.	Displays little to no ability to reflect upon oneself, with minimal self-awareness or self-assessment.
<b>Time and Information Management</b>	Effectively manages time and information, demonstrating organization, prioritization, and efficient use of resources.	Manages time and information adequately, with occasional lapses in organization or efficiency.	Shows some difficulty in managing time and information, with inconsistent organization or inefficiency.	Struggles to manage time and information effectively, with frequent disorganization or inefficiency.
<b>Collaboration Skills</b>	Works effectively with others in a constructive manner, demonstrating communication, teamwork, and conflict resolution skills.	Collaborates with others in a satisfactory manner, but may occasionally encounter challenges in communication or teamwork.	Demonstrates limited ability to work with others in a constructive manner, with occasional conflicts or lack of communication.	Struggles to work with others in a constructive manner, with frequent conflicts or communication breakdowns.

# Competence Area: Competence in Cultural Awareness and Expression

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Limited (1)
<b>Understanding Cultural Expression</b>	Demonstrates deep understanding and respect for diverse cultural expressions and forms of creativity, effectively interpreting and appreciating their significance.	Shows understanding and respect for cultural expression, effectively recognizing and appreciating their significance, but with occasional gaps in interpretation or appreciation.	Displays limited understanding or respect for cultural expression, with occasional misinterpretations or lack of appreciation for their significance.	Shows little to no understanding or respect for cultural expression, with frequent misinterpretations or disregard for their significance.

# EVALUATION

**Exemplary (16-20 points):** Student consistently demonstrates exceptional competence across all areas.

**Proficient (11-15 points):** Student demonstrates strong competence with some areas for improvement.

**Basic (6-10 points):** Student shows a basic level of competence but may require further development.

**Limited (1-5 points):** Student demonstrates limited competence overall, requiring significant improvement and support.

Project Reference:  
2022-1-LT01-KA220-SCH-000089583



# LAST STEP: CERTIFICATION

[Youth pass:](#)    [Video](#)    [Examples](#)

[Europass:](#)    [Video](#)    [Examples](#)



Project Reference:  
2022-1-LT01-KA220-SCH-000089583

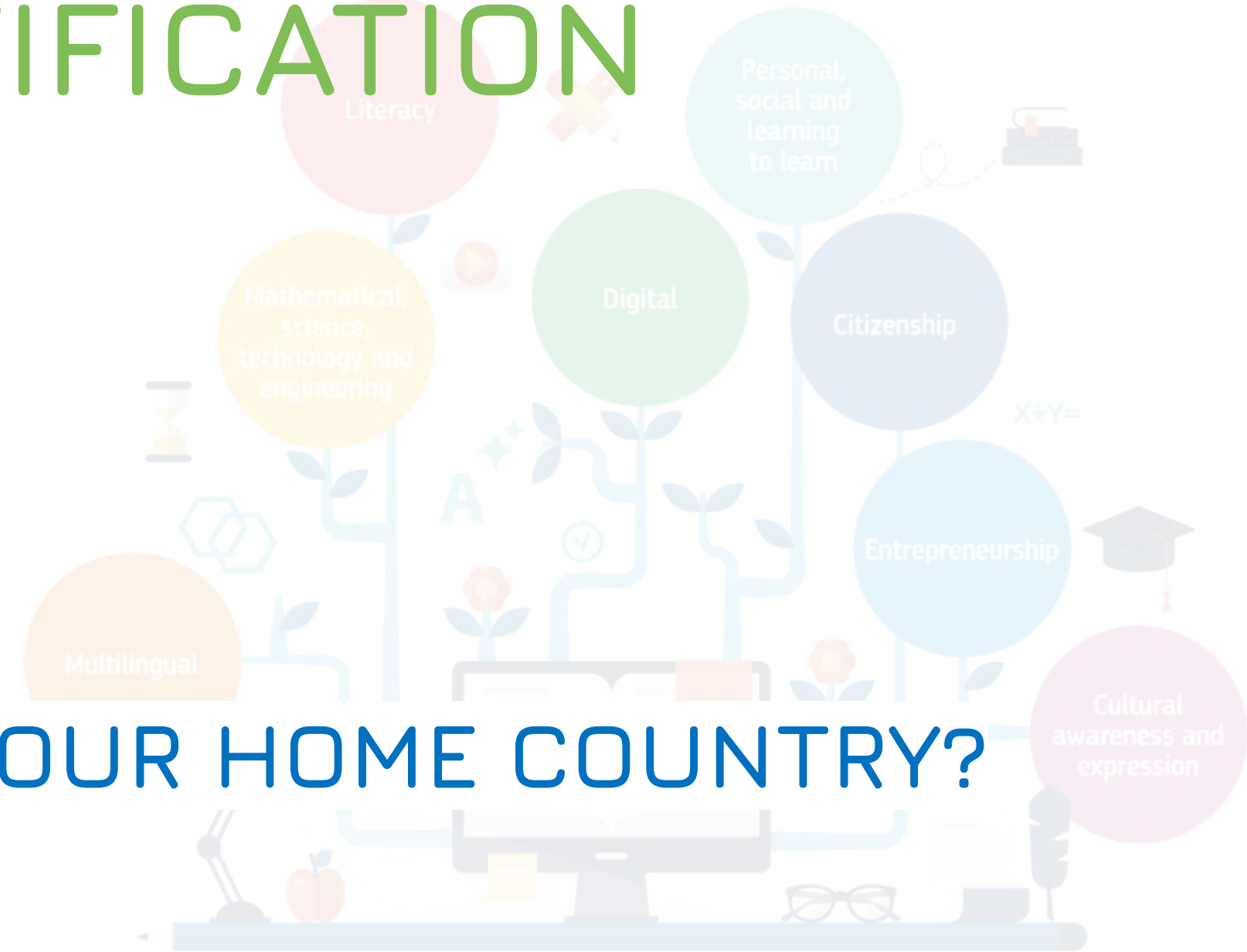


# LAST STEP: CERTIFICATION

IN ITALY:

[Curriculum dello studente](#)

## WHAT ABOUT YOUR HOME COUNTRY?



Project Reference:  
2022-1-LT01-KA220-SCH-000089583





THANK YOU FOR YOUR  
ATTENTION!

# HOW TO CHOOSE AND DEVELOP A TOPIC

Project Reference:  
2022-1-LT01-KA220-SCH-000089583



When choosing a topic for an Erasmus Project, what aspects should we consider?

Understand students' interests , abilities and areas of curiosity

Review Erasmus program goals and objectives

Look for topics that involve multiple subjects, allowing students to explore different perspectives (human rights, sustainability)

Explore current local, national, global issues that are relevant to students (climate change, digital privacy...)

## What do we need to consider when choosing a topic for an Erasmus Project?

Choose a topic that encourage active student participation, collaboration and hands-on learning experiences

Emphasize intercultural exchange: choose themes that transcend cultural boundaries

Focus on developing 21st - century skills such as critical thinking, communication, collaboration, creativity

Select a topic that is inclusive and accessible to all students

Think **three** topics that you would like to develop in your school with one or more international school partners (for short term group mobility)



# AN EXAMPLE

## UNESCOOL: DISCOVERING THE COUNTRY'S ARTISTIC AND CULTURAL HERITAGE



Project n.: 2022-1-LT01-KA220-SCH-000089583



Co-funded by  
the European Union

# AIMS OF THE TOPIC

Make students aware of the artistic beauties around them

Introduce students from partner countries to the artistic and cultural heritage of their countries

Understanding and appreciating the different cultures

**How many school partners can be involved?**

Four school partners

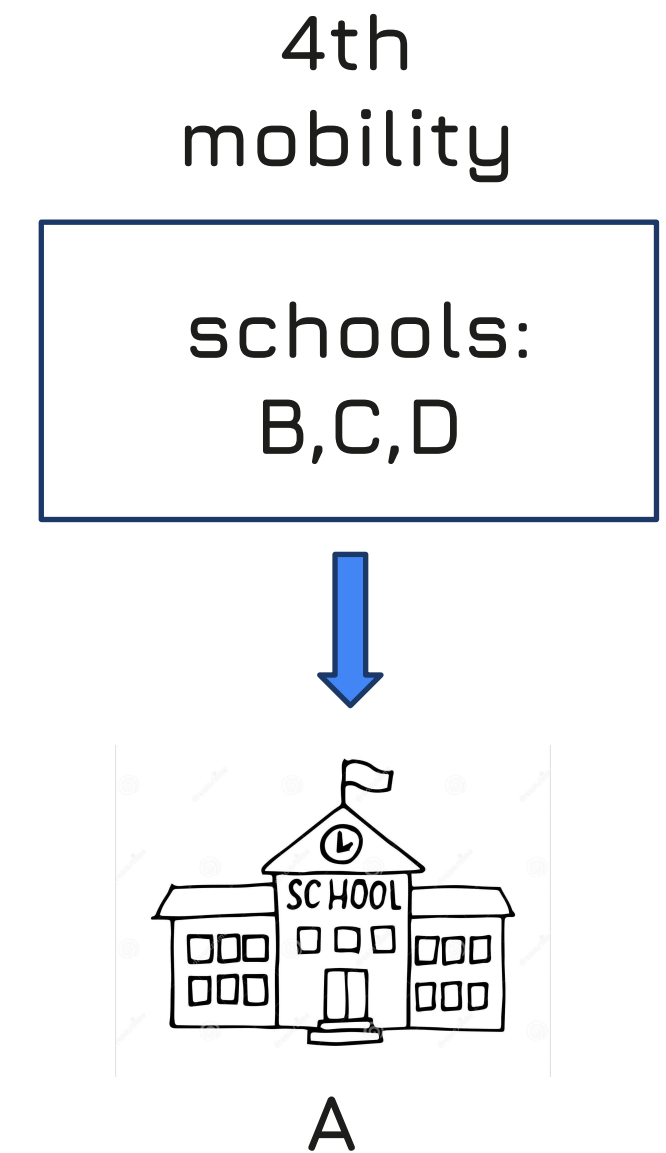
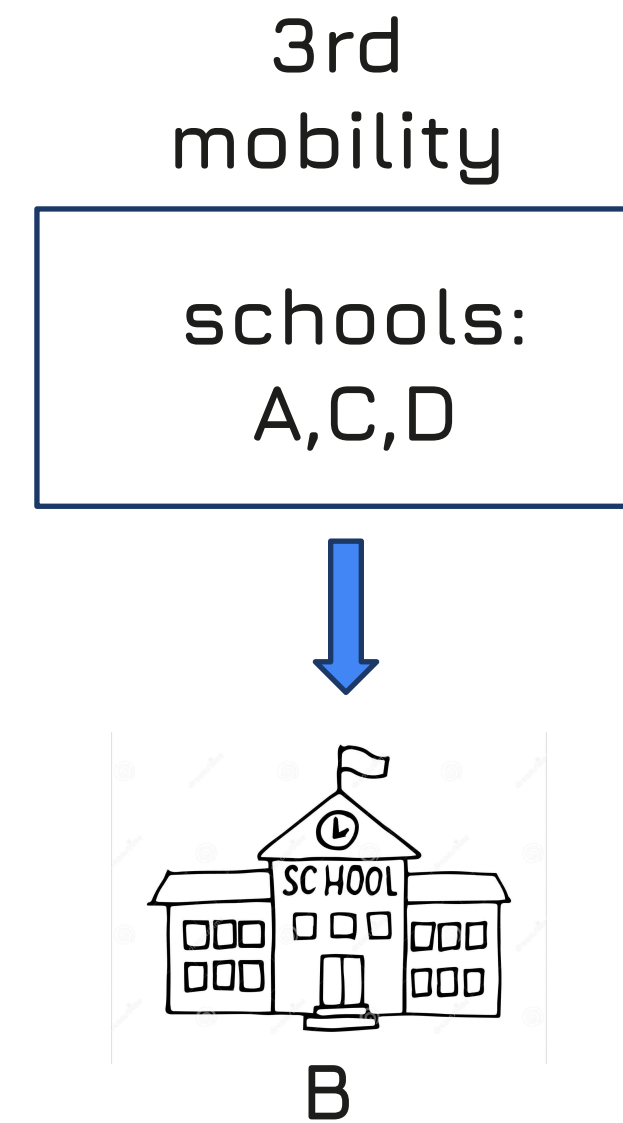
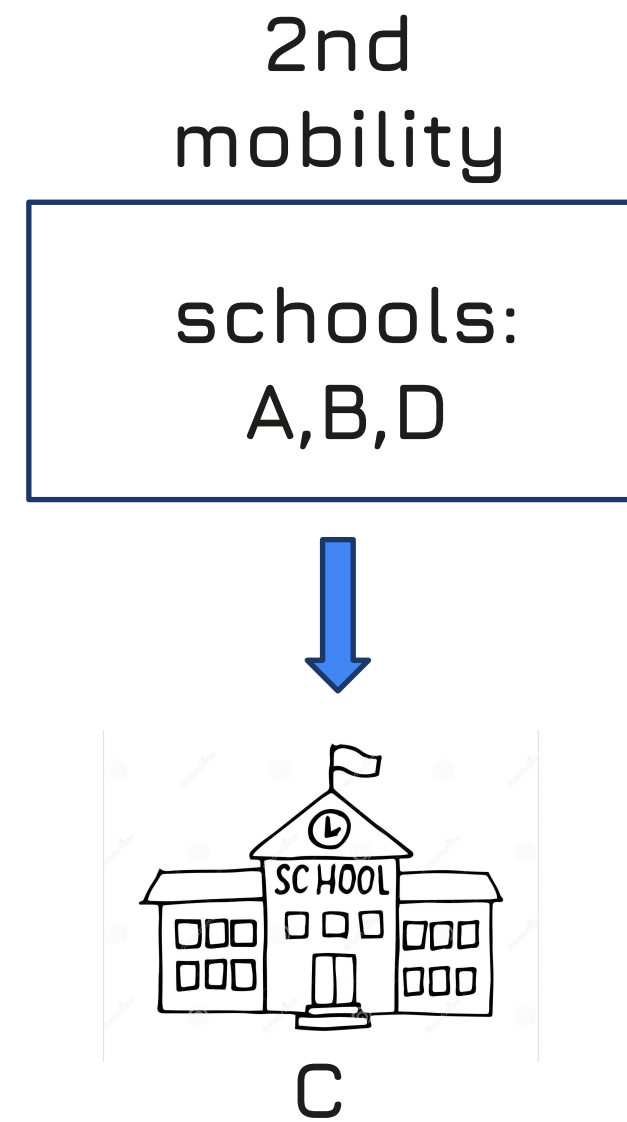
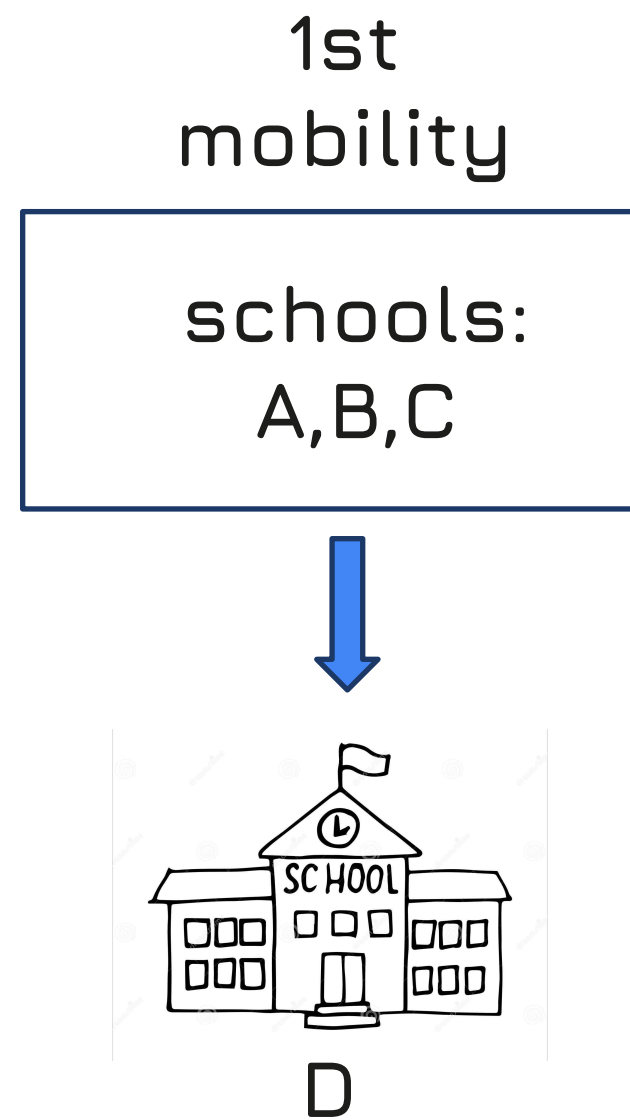
**Age of the students?**

The topic could be suitable for 14-15 year old students or older

**How many school mobilities can be planned?**

Three mobilities for each school partner





# Activities before leaving



## Activity one

Each school has to choose, through a survey, which artistic and architectural works from their own city or neighboring cities they intend to introduce to the students from partner schools.



## Activity two

Each student from hosting school prepares a presentation on a work of art which they will exhibit during the mobility

# Activities during the mobilities



## Activity one

The students from hosting school act as tour guide and present the artistic and architectural works of their own country



## Activity two

The students on mobility act as journalists and photographer



# Activities after the mobilities



## Activity one

Each student write a short report on the country they visited. The best ones can be published in the school magazine



## Activity two

The three most beautiful photos from each country are choosen through a survey. A calendar is create to distribute among all partner schools

# Now it's your turn!

Imagine that your school has to develop the given topic for a KA1 Erasmus project or with one or more school accredited schools.

Think about:

Aims

Number of school partners

AT least two activities the you can do before, during, after mobility