



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

Learning mobility is one of the key policy priorities promoted by the EU

In view of the creation of a **European Education Area by 2025**, the European Union is particularly keen on promoting individual pupil mobility through the new Erasmus+ programme. Closely connected to this is the aim to implement the [2018 Council recommendation on automatic recognition of outcomes of learning periods abroad in upper secondary education](#). Mutual recognition is an important precondition to increase the number of pupils spending a learning period abroad: **individual pupil mobility may flourish where the right conditions have been put in place.**

In 2019, the European Parliament set aside funding for a **Preparatory Action** to look into this matter, and the European Commission entrusted a Consortium composed by EFIL, EIESP and CESIE to run the **‘Expert Network on Recognition of outcomes of learning periods abroad in general secondary education (EAC/10/2019)’**.

A [network of 25 Experts](#) from **15 EU countries** has provided expertise for the three main outputs that we are now glad to release:

- the **Member States Analysis**
- the **Proposal for a European framework on recognition of outcomes of learning periods abroad in general upper secondary education**
- the **Training Model for education professionals on Assessment of Transversal Competences developed in long-term individual pupil mobility**

In the **Member States Analysis** current recognition processes in the 27 EU Member States are described. The Analysis identifies barriers and enablers to automatic mutual recognition and suggests potential ways forward at both European and national levels. It is **the first of its kind to gather the level of detail on general secondary school mobility and recognition.**

The analysis also sets the foundation for ongoing cooperation and peer exchange among Member States, and for monitoring and evaluation of individual pupil mobility at both European and country levels.

The proposal for a **European framework on recognition of outcomes of learning periods abroad in general upper secondary education** builds on the results of the Member States Analysis. The specific recommendations set out principles agreed by the Expert network, respond to gaps identified in the analysis, and longer-term goals for automatic mutual recognition.

The proposed framework has three main aims:

- 1) It sets out **five key principles for automatic mutual recognition**;
- 2) It promotes the **use of learning agreements**;
- 3) It presents a **proposal for exchange pupil status.**

The **Training Model** targets providers of in-service teacher training at national/regional level (e.g., public authorities, associations, training institutions). They may adapt the model according to their own context. The Model has been designed **to prepare and support school heads and teachers in**

fostering automatic recognition of pupils' long-term individual mobility. It focuses specifically **on transversal competences**, as these can be assessed despite differences between national curricula. There is particular emphasis on the **assessment of intercultural competence**, as a learning outcome which is specific to long-term individual pupil mobility.

All these outputs are available online in a dedicated section on School Education Gateway. This section on recognition of learning periods abroad features Country Infopacks and **targets pupils, as well as their parents and teachers**, who are or plan to be involved in long-term individual pupil mobility programmes.

Country Infopacks provide key information for pupils from the given country wishing to go abroad, and to pupils who wish to spend a long-term mobility in that country.

Explore the section on School Education Gateway:

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

For any information, please contact expert-network@recognisestudyabroad.eu