



Blue SKILLS
Improving skills and knowledge
through the integration of VET systems
for Blue Growth and Tourism Development



ADRIATIC SCHOOL SYSTEM: FROM METHODOLOGY TO INTEGRATION

Results gathered within KEPASS Project
and capitalized by BLUESKILLS Project

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*Improve education
to develop labor*



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The present work synthesizes results gathered within the IPA Adriatic Cross Border Cooperation Project KEPASS - “Knowledge Exchange Program for the Adriatic School System” and capitalized by BLUESKILLS Project “Improving skills and knowledge through the integration of VET systems for Blue Growth and Tourism Development”.

It emerged after a thorough analysis of the accreditation of schools, selection of students, development of international modules, exchange of students, assessment and recognition of competences gained during the exchange.

This work is a schematic synthesis of experiences and recommendations. It is intended to help schools and policy makers to promote opportunities for students’ mobility and for reciprocal recognition of secondary school programs in the Adriatic School systems.

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knowledge exchange program for the adriatic school system



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KEPASS - Knowledge Exchange Programme for the Adriatic School System
Programme IPA Adriatic Cross Border Cooperation 2007-2013

Index

Preliminary remarks	3
Introduction	4
Overview of the project	7
The mobility programme	9
Accreditation of schools	10
Results of accreditation of schools	11
Selection of students	14
The student selection grid	16
Results of student selection	17
Code of behaviour for the students during the mobility programme	18
Parental Consent Form	21
Waver of Responsibility for Images	24
Waver of Responsibility for the Handling of Personal Data	24
Assessing students across education systems	25
Certificate of competence assessment of student mobility	27
Integrating an area through education mobility	34
Annex 1 - Example of call for accreditation	36
Annex 2 - Example of "Call for students" (FVG Region)	42

Preliminary remarks

The present work has the purpose to present results gathered within the project *KEPASS-Knowledge Exchange Program for the Adriatic School System*, co-funded by the Programme Adriatic IPA Cross Border Cooperation 2007-2013. It emerged after a thorough analysis of the accreditation of schools, selection of students, development of international modules, exchange of students, assessment and recognition of competences gained during the exchange.

This work is a schematic synthesis of experiences and recommendations. It is intended to help schools and policy makers to promote opportunities for student mobility and for reciprocal recognition of secondary school programs in the Adriatic school systems.

It is formally divided into four main sections, although these four sections are strongly interconnected and part of the same system established in the context of KEPASS. The four sections are:

1. Accreditation of schools
2. Selection of students
3. Assessment of competencies
4. Integration through education

This document has been conceived as a practical guidelines for the planning and implementation of future similar initiatives to be carried out also in other situations. It contains example and established practice that can be adapted according to the different contexts.

Introduction

by Arturo Campanella

Educational Expert for Friuli Venezia Giulia Region

Kepass project

Giving youngsters the possibility to broaden their experiences and opportunities to increase their cultural baggage is one of the main ways that leads to the improvement of integration and to new relationships among countries, which differ in culture, language, traditions but that are similar regarding destiny. The achievement of these purposes is one of the ways for creating a Europe, where diversity can provide that unifying element that leads it beyond the economic unity.

In order to start this process, it is necessary that school systems, primarily, adopt homogeneous operative reference models, which enable to establish educational paths aimed at this kind of objectives.

This will facilitate the strengthening of educational processes, in which student exchanges will represent a systematic element of the curriculum of each pupil.

The project KEPASS “Knowledge Exchange Program for the Adriatic School System” consists, basically, in an operative model for the organization of three-month student exchanges. The main topic of this project is the challenge, thrown down to students, to accept the exposure to other cultures.

This can foster the acquisition of the ability to analyse different contexts.

Through exchanges, in fact, the project aimed at enabling the involved students to get in contact with history, social environment, habits and traditions of other countries from the Adriatic area.

All the activities provided by KEPASS aim at developing a system, an “Adriatic School”, which is able to offer intercultural and multilingual experiences, linked to the local environment but open to a European context.

The project KEPASS has the ambition to support the involved schools in the achievement of a level of awareness in order to prepare them to completely recognize the contents of their programmes.

That is necessary to achieve, in a possible future extension of the project, the identification of the modalities for the mutual recognition of competences and diplomas by the competent national organizations.

Several steps have characterized the activities of KEPASS: from the accreditation of schools to the selection of students and from the assessment of students to the certification and recognition of the acquired competences.

Each of these phases was planned and discussed in advance, and possible weaknesses were carefully analysed.

During the implementation phase, it was possible to easily verify the level of satisfaction of the involved students, especially in those cases where the linguistic barrier did not represent an insurmountable obstacle.

In particular, this happened for those who were integrated in bilingual schools, in particular in cross-border areas, in the countries from the Socialist Federal Republic of Yugoslavia or in the two United World Colleges, in Duino-Aurisina and in Mostar, where the curriculum is totally in English.

At the end of the project, it is necessary to highlight the critical aspects that still persist. During the last partner meetings, it was possible to state that these aspects mainly concern “governance”, procedures and implemented processes.

As for the governance, it has to be pointed out the lack of alignment of the several reference rules defined at central level, the school curricula and the assessment modalities. In this specific case, it is recurring the reduced definition of purposes and learning outcomes represented by the tension between the numerical function and the educational function of the evaluation.

As for procedures, the assessment models tend to stay more traditional compared to the objectives of curriculum. As for processes, it seems to be still limited the focalization on the competences of evaluation of students. Lastly, some gaps in the preparation of teachers and headmasters have to be underlined.

The ambition and strength of KEPASS is represented by the possibility to make its results and outcomes available and usable after the end of the project, in a perspective of economic sustainability. The final objective, indeed, is to establish a common system that may be further implemented in other countries, with other schools and in other situations. KEPASS gives youngsters the possibility to enrich their experiences and to interact with the “new” and the “different”.

These can be considered necessary, above all because the twenty-first century will witness the development of an extra-European cultural orientation, since the center of gravity is inexorably shifting toward China, India and Central Africa.

To be successful, this generation of students, wherever they live, will have to interact with a multi-cultural, multi-faith and multi-language world. In fact, living in a world without borders, where trade, ways of interaction and a high number of enterprises and social contacts are internationalized, shall be supported by school systems, curricula, assessment methods and learning programmes that are international and interchangeable. These are some of the educational benefits of the aforementioned process. However, in this context, if the change is not promptly faced, there is the risk that a lot of schools will bump into the limits of a didactics conceived in a reference system that does not exist anymore. For this reason, it is necessary to support the application of operative models, of which KEPASS represents a valiant example. In fact, while discussing about the end of our obsolete educational systems, a highly customized, organic approach has to be suggested, that will have to be planned considering innovative technological and professional resources in order to involve all students, develop their passion for learning and make them able to face the real challenges of the XXI century. This activity, when supported by teaching practices based on clearness and transparency of strategies and assessment tools used, can lead to a better comprehension of the learning processes and facilitate the development of students in education institutions, which will be communities of effective learning.

Overview of the project

The Knowledge Exchange Program for the Adriatic School System (KEPASS) is a project aimed at promoting undergraduate mobility at the secondary school level, responding to the growing need of a challenging and high quality education system from young students and their parents.



This is why the main goal of this project is to give students, aged 17 or 18, the opportunity to attend, for a few months, a foreign school in another Adriatic country, stressing how every education system should emphasize the following aspects:

1. to challenge students to accept social and cultural changes, constantly growing in a more globalized environment, throughout the exposure to other cultures;
2. to allow students to broaden their possibilities in terms of university choices;
3. to give to the students the possibility to be more competitive in the global labour market;
4. to learn through the experience and get to know languages and cultures of other Adriatic countries.

Though all the activities KEPASS aims at developing a more integrated Adriatic school system, offering cross cultural and multilingual experiences, rooted in the quality local tradition but open to international European contents and qualifications and able to give mutually recognized qualifications and diplomas.

The partnership is composed by the following institutions:

1. Autonomous Region Friuli Venezia Giulia (ITALY) - Lead Partner;
2. United World College of the Adriatic (ITALY);
3. Marche Region (ITALY);
4. Ministry of Education Science Culture and Sport of the Herzegovina-Neretva Canton (BOSNIA AND HERZEGOVINA);
5. Bureau for Education Services of Montenegro (MONTENEGRO);
6. Istria Region (CROATIA);
7. National Education Institute of the Republic of Slovenia (SLOVENIA);
8. Auleda - Local Economic Development Agency of Vlora Region (ALBANIA).

Associated partners:

9. Ministry of Education University and Research –

General Directorate for International Affairs (ITALY);

10. Ministry of Education and Sport of the Republic of Slovenia (SLOVENIA);

11. Croatian National Centre for External Evaluation of Education (CROATIA);

12. Regional Education Directorate of Vlore (ALBANIA).

The mobility programme

During the three months abroad the students have been exposed to different cultures and languages; they have experienced new teaching approaches and curricula; and they have been involved in various extra-curricular activities. The transformational effect have been incredible in terms of self-development, flexibility, intercultural competences, new skills and languages acquired. The students have been able to overcome ethnic prejudices and they have gained the ability to operate in different labour markets. Although mainly addressed to students, the KEPASS project has involved schools first. In fact, in order to participate in the program, thus sending and receiving students on mobility, a secondary school needs to be “accredited” within the KEPASS system. Accreditation means developing an educational offer which must be a real added value to international students: it means that every school must be able to offer “international modules”, languages, interesting afternoon activities, tutorship to students and mutual recognition of the competences acquired during the mobility period. All the “accredited” schools, together with the institutional partners of the project, have created the skeleton of an Adriatic school system, which allowed a continuous mobility of students and, at the same time, had to grant the mutual recognition of the skills acquired during the period abroad. The pilot group of schools applying for accreditation within the KEPASS program have been assisted in their upgrading efforts by experienced tutors nominated by the project partners. Their principals and teachers participated in training sessions and workshops during which the schools developed new “international modules”, tested during the first mobility phase and introduced in every KEPASS school if proved successful. Moreover, a system to assess the competences acquired by students during mobility and to mutually recognize vocational diplomas in specific sectors of interest has been established. Consequently, these tools will be potentially extended to a more comprehensive mutual recognition of school credits and diplomas in the Adriatic region. Through all these activities the KEPASS project aims at developing a more integrated Adriatic school system, offering cross cultural and multilingual experiences, rooted in the quality local tradition but open to international European contents and qualifications and able to give mutually recognized qualifications and diplomas.

Accreditation of schools

In Spring 2013 a call for school accreditation was launched in each region involved in the KEPASS project. Schools seeking to participate in the accreditation process had to satisfy the following requirements:

- commitment by the Teachers Board and the School Board to include school accreditation and its related activities in the School Curriculum;
- formal commitment to appoint a school teacher as a tutor for the incoming KEPASS students;
- commitment to recognize credits and competences acquired by their students during the exchange period and to facilitate their reintegration in their home class after the end of their exchange period;
- availability to be involved in the design of common international modules to be added to the curriculum of the school;
- commitment to participate in the accreditation process during the school year 2013-2014.

Criteria for ranking prospective accredited KEPASS schools were:

- percentage of teaching in foreign languages in the would-be KEPASS hosting classes, with a priority for English and for the languages spoken in the participating foreign countries;
- offering by the schools of afternoon curricular or extra-curricular activities;
- to be a boarding school or to have either an actual or a potential partner accommodation for the incoming students;
- to run a school canteen or to have either an actual or a potential partner canteen.

Results of accreditation of schools

Overall the school selection process was a success. The target number of schools seeking accreditation in the first year (28) was exceeded.

Schools seeking accreditation in the Autonomous Region Friuli Venezia Giulia were 11, schools seeking accreditation in the Marche Region were 6 and schools seeking accreditation in the Vlorë Region were 8 (out of 15 schools informed by Auleda through face-to-face meetings).

In spite of the sizable curriculum differences existing among the schools of the participating countries, it was possible to pair schools with generally manageable curriculum differences.

SCHOOLS IN ITALY

■ Autonomous Region Friuli Venezia Giulia

1. Cividale: Convitto Nazionale “Paolo Diacono”
Grammar, science, humanities, foreign languages
2. Gorizia: Istituto Statale “S. Gregorjic”
Grammar, humanities
3. Trieste: Liceo Scientifico Statale “F. Preseren”
Grammar, science, humanities, linguistic, applied sciences
4. Udine:
 - a. Educandato statale “Collegio Uccellis”
Grammar, social and pedagogical study, humanities, miming arts and ballet, new technologies
 - b. Liceo “Caterina Percoto”
Grammar, science, humanities, foreign languages

■ Marche Region

5. San Benedetto del Tronto: Ipsar “F. Buscemi”
Hotel Hospitality, Catering
6. Senigallia: Istituto di Istruzione Superiore “Panzini”
Vocational training in the fields of hotel, tourism and business management
7. Urbino: Istituto di Istruzione Superiore “Raffaello”
Touristic

SCHOOLS IN MONTENEGRO

8. Danilovgrad: General high school "Petar Petrović Njegoš"

Grammar

9. Plav: Vocational and general high school "Bećo Bašić"

Grammar and vocational

10. Podgorica: General high school "Slobodan Škerović"

Grammar

SCHOOLS IN BOSNIA AND HERZEGOVINA

11. Čapljina: Čapljina High School

Classic Grammar School, Vocational School agricultural estates

12. Jablanica: Jablanica High School

Classic Grammar School, Vocational, Tourism

13. Mostar:

- a. Grammar School Mostar

Classic Grammar School

- b. Medical High School Mostar

Medical technician, pharmaceutical technician, dental technician

- c. UWC Mostar - IB

SCHOOLS IN CROATIA

14. Porec: Srednja škola Mate Balote

High school, grammar, agricultural

15. Turističko–ugostiteljska škola Antona Štifanića

Hospitality and tourism school

16. Pula: Gimnazija Pula

High school, grammar

17. Rovinj: Srednja škola Zvane Črnje

Grammar

SCHOOLS IN ALBANIA

18.Saranda: "Antoni Athanas"

Tourism and Hostelry Professional School

19.Vlora:

a. "Ali Demi" School

Grammar School

b. "Halim Xhelo" School

Grammar School

c. Shkolla Internacional

Grammar School, General Education Private School "Internacional"

SCHOOLS IN SLOVENIA

20.Izola - Isola: Srednja šola Izola

Tourist and medical, technical, slovene

21.Koper - Capodistria: Ginnasio "Gian Rinaldo Carli"

Grammar, humanities

22.Piran - Pirano: Ginnasio "Antonio Sema"

Grammar, italian

23.Sežana: Šolski center "Srečka Kosovela"

Grammar, slovene

The KEPASS model of accreditation has to become a tool for schools to become more attractive and have access to additional funding, while for public authorities it would be an incentive to drive schools towards best practices and continuous improvement.

This tool have the potential to be extended to a more comprehensive mutual recognition of school credits and diplomas in the Adriatic region. Through a more integrated Adriatic school system it can offer cross cultural and multilingual experiences, rooted in the quality local tradition but open to international European contents and qualifications and able to give mutually recognized qualifications and diplomas. It will make the secondary school experience in the Adriatic region more attractive, competitive and useful for access to the labour market.

Selection of students

In Winter 2014 each KEPASS school launched a call for students.

Respondents were selected according to a student selection grid.

This grid contained the following criteria:

- ability to carry out the tasks in a punctual and accurate way;
- academic achievements;
- ability to manage time and tasks effectively and efficiently;
- creativity in the execution of normal activities and in the problem solving;
- adaptability and flexibility;
- level of autonomy
- respect for diversity and collaborative character.

Each of the above was evaluated according to a Likert-type scale.

Six options were chosen:

- Below average;
- Average;
- Good (above average);
- Excellent (Top 10% of the students of this year, considering this aspect);
- Outstanding (Top 5% of the students of this year, considering this aspect);
- No Basis for evaluation.

The Call for Students is the official document created by the KEPASS partnership, that contains the information and the procedures for the selection of the candidates for the mobility programme.

The main purpose was to create a document, that is:

- simple;
- easy to understand;
- complete;
- precise;
- containing all necessary information.

The selection is done at two levels:

1. Evaluation of the performance at school:
analysis of school merits, marks, scholastic career through the report cards.
2. Evaluation of the attitude: analysis of motivations, expectations, spirit of adaptability and flexibility through an oral interview with each candidate.

A selection committee was appointed for each school (one member of KEPASS was part of it) and managed the selection procedure according to a previously validated assessment scale.

A fair and equitable assessment scale should consider the performance at school and the attitude with the same importance:

- 50% of the score for the performance;
- 50% of the score for the attitude.

The student selection grid

Student:
Teacher:
Subject:

Please fill in the following table by placing a tick in the appropriate box.

If you consider the student to be Below Average or Outstanding, please explain why.

	Below average	Average	Good (Above average)	Excellent (Top 10% of the students of this year, considering this aspect)	Outstanding (Top 5% of the students of this year, considering this aspect)	No basis for evaluation
Maturity (The student carries out the tasks in a punctual and accurate way, by using mainly his/her skills and knowledge and critically analysing the information coming from other sources)						
Academic achievement (The student has passed all his/her school exams or tests)						
Disciplined work habits (The student proves to be able to manage his/her time and tasks effectively and efficiently)						
Creative thought (The student shows creativity in the execution of normal activities and in the problem solving)						
Adaptability and Flexibility (The student has a flexible personality and adapts easily to new situations and people)						
Initiative (The student has a proactive approach as well as a high level of autonomy; he/she does not need detailed instructions to fulfill a task)						
Concern for others (The student has a high level of respect for diversity in general. He/she has an open, helpful and collaborative character)						
Additional notes						

Results of student selection

Students selected to participate in the exchange were 103.

Out of those, two students did not leave for their host institution for personal reasons, three more returned home in advance and the remaining 98 spent the whole exchange period at their host institution. Therefore, the percentage of completion of the exchange was very satisfactory. Furthermore, these 98 students completing the entire exchange period and their hosting institutions have almost unanimously declared very positive overall experiences.

The students received and have to follow the “ Code of behaviour for the students during the mobility programme”; as below specified.

Code of behaviour for the students during the mobility programme

KEPASS aims to give young students the opportunity to improve their skills and competences, to experience new teaching methods, meet new people, discover new cultures and live an important and valuable life experience.

Growing up as a student and as a person is one of the objectives of the mobility programme, and this implies adhering to a series of rules.

Students who accept to participate in the KEPASS mobility programme commit to the pursuit of a healthy and safe lifestyle, one that avoids potential harm to self and to others. Students are under the responsibility of the schools, teachers and tutors and home families and must respect their instructions and rules.

The following behaviour will not be tolerated:

- use of illicit drugs;
- smoking;
- drinking alcohol;
- sexual activity;
- hazing, bullying or harassment;
- assault;
- stealing or “borrowing without permission”.

Additionally, there are clear expectations regarding:

- attendance (students must attend all classes during the normal curricular activities and are encouraged to take part in the extra-curricular activities);
- respecting the rules of the hosting countries and the hosting schools, the rules of the families/residences and the instructions given by the teachers and tutors.

Drugs

The use of drugs, other than those medically prescribed, or obtained over the counter from a pharmacy for therapeutic purposes, is strictly forbidden.

Smoking

Smoking is not permitted. Candidates who are smokers upon their nomination to the mobility programme must commit to quitting before their arrival in the hosting schools as a condition of accepting the participation in the activities.

Alcohol

The consumption of alcohol by students is strictly prohibited.

Sexual Activity

Sexual activity is not allowed.

Hazing, bullying or harassment

Any kind of violent or anti-social behaviour must be immediately reported to the tutors/teachers.

Assault

Differences in opinions and ways of thinking should be seen as a strength and added value and not as a reason for arguing and assaulting. Conflicts and misunderstandings should be solved peacefully and in harmony.

Stealing or “borrowing without permission”

Permission must be asked before using or borrowing school material or anything from the residences, host family, etc. Stealing is unacceptable, a sign of disrespect for other people's property.

The following social behaviour is requested.

Integrity

Students are required to respect and not to damage school property, equipment or material and must behave politely with the home family, respect their rules and habits, and collaborate to keep their place tidy and clean.

Sustainability

Students are expected to be responsible in their use of resources. Thus, they must be prudent in their consumption of water, electricity, paper, food, etc. and are expected to recycle and reuse whenever possible.

Open Mindedness, Trust and Respect

Students should strive to be positive, flexible, open-minded and respectful of different people, cultures and social environments. They must behave appropriately and understand they are in a foreign country, representing their own country and school.

Safety and Prudence

Students must behave responsibly and avoid any kind of risk.

They must inform the tutor/family about their position and movements when not under the direct supervision of the school or during school time.

They must respect the local rules and ethic code of behaviour.

They must not take any dangerous initiative and must report any kind of problem, difficulty or negative situation to their tutors/teachers.

During the mobility programme, students are not allowed to travel alone or leave the neighbourhood unless authorized or accompanied by an adult.

They must respect the curfew.

Contacts with peers

Since one of the objectives of KEPASS is to provide students with the opportunity to meet new people, they should maintain a positive attitude towards their peers, socialize with them and let them discover their own culture.

Students are encouraged to stay with their local peers as much as possible and involve them in their activities and initiatives.

Parental Consent Form

I, the undersigned (*name and surname*) ,
born on (*dd/mm/yyyy*)
in (*city*)
(*province*)
(*country*) ,
(*nationality*) ,
resident in (*address*)
(*city*)
(*province*)
(*country*)
domiciled (*if different from the residence*) in (*address*)
.....
(*city*)
(*province*)
(*country*)
telephone number (*landline and/or mobile*)
e-mail

in my capacity as parent/tutor of
.....
born on (*dd/mm/yyyy*)
in (*city, country*)
currently attending (*name of the school/institute*)
.....
(*class*)

HEREBY DECLARE

- that my son/daughter (or minor for whom I am directly responsible):
 - has no physical condition that may restrict his/her participation in the mobility programme of the project KEPASS-Knowledge Exchange Programme for the Adriatic School System,
 - has the following health conditions and accept that the following medical information is communicated to the hosting school:

PERTINENT PATHOLOGIES:

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

INTOLERANCES/ALLERGIES:

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

OTHER:

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

- that I authorize my son/daughter (or minor for whom I am directly responsible) to participate in the curricular and extra-curricular activities organized by the hosting school and under the responsibility of said school and of the tutors/families, including excursions and education field trips (where foreseen);
- that I authorize my son/daughter (or minor for whom I am directly responsible) to go out autonomously during the afternoon, beyond the school activities, upon informing and being authorized by the tutors/families and in accordance with the agreed timetable, with the rules of the hosting school and the Code of conduct;

- that I am aware that all costs foreseen by the mobility programme, such as one return trip to/from the hosting school, transport, food and accommodation, didactic materials, attendance of curricular and extra-curricular activities, participation in field trips and educational activities (where foreseen), visa costs (when requested), supplementary healthcare insurance (when requested) as well as all necessary logistic and administrative duties, will be entirely covered by the project KEPASS, except for possible optional additional expenses not included in the aforementioned categories;
- that I accept that my son/daughter (or minor for whom I am directly responsible) must respect the Code of conduct (attached to the present form) as well as the rules of the hosting school and the national and local law of the hosting country;
- that I am aware that my son/daughter (or minor for whom I am directly responsible) will be under the responsibility of the hosting school and of the tutors/families and therefore he/she will have to abide by their indications and instructions diligently;
- that I will inform my son/daughter (or minor for whom I am directly responsible) about the importance and necessity to always adopt a correct, judicious and respectful behaviour;
- that I am aware that, when the behaviour of my son/daughter (or minor for whom I am directly responsible) is not compliant with the Code of conduct and in line with the instructions of the school and of the tutors/families, his/her participation in the mobility programme may be interrupted at any time at the incontestable discretion of the hosting school;
- that I am aware that, in case of illegal actions, or behaviour not compliant with the rules or with the instructions of the hosting school and of the tutors/families, the hosting school and the tutors/families will not be directly responsible;
- that I am aware that, in case of damages to things or people, the hosting institution and the tutors/families will not be directly responsible.

Place and date.....

Signature.....

Waver of Responsibility for Images

I am aware that the experience of the KEPASS mobility programme may be the subject of photographic and journalistic services, radio-TV films, video-recording, which might also include the figure and image of my son/daughter (or minor for whom I am directly responsible), in the context of the promotion of the project KEPASS. The present authorization is given in full freedom and autonomy, without conditions or stipulations and fully free.

In consideration of the above, I

authorize do not authorize

use of photographic and audio-visual material portraying my son/daughter, for the above purpose.

Place and date.....

Signature.....

Waver of Responsibility for the Handling of Personal Data

The personal data will be treated in compliance with the current regulations and the handling of information will respect the principles of accuracy, legality and transparency and will safeguard the signer and the minor.

Therefore, pursuant to current regulations, I hereby authorise treatment of my personal data and information, including the so-called “confidential” data, and information pertaining to the minor for whom I am legally responsible.

Place and date.....

Signature.....

Assessing students across education systems

Defining common criteria to recognize the competences acquired during the three months of study abroad at one of the partner institutions has the objective of providing the partnership and the teachers with a common form for evaluation of student performance after the exchange. This common form have been adopted by the partner schools to solve the problems of assessment of the learning outcomes during the period abroad. The identification of the skills of students is critical to their development as it promotes the ability to cope with the needs of the present and future labor demand. There is no doubt that a clear and obvious process of recognition of competences, integrated into a framework of transparency and permeability of qualifications, allows the citizen to move freely in an environment that provides its continuing education during all stages of life.

Learning outcomes state what you expect the person knows, understands and/or is able to do, at the end of a period of learning the results of which can be defined for individual courses, units and modules. They can also be defined at national level to cover all the qualifications and internationally to promote transparency, comparability, transfer of credits and their recognition. As is well known, there is a European system for the recognition of credits in technical and vocational education ECVET that still has to be reconsidered in a logic of closer integration with the European Credit Transfer and Accumulation System (ECTS).

The identification of learning outcomes, declined in skills, also allows you to be able to more easily assess and accredit the skills acquired by individuals in non-formal and informal learning. Assessing skills also allows to improve the transparency, comparability and transferability of qualifications and also allows the economic system to operate in cross-sectorial logics. The competence should be described in terms of responsibility and autonomy in specific contexts of work or study proving the ability to conveniently use the knowledge, the personal skills, the social and methodological ones of each. The identification of learning outcomes, declined in skills, also allows you to be able to more easily assess and accredit the skills acquired by individuals in non-formal and informal learning.

The European Credit Transfer and Accumulation System (ECTS) is a tool that helps to design, describe, and deliver study programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.

(http://ec.europa.eu/education/tools/ects_en.htm).

Based on these premises, the partnership and the accredited schools worked jointly in order to create a common system for the assessment of competences in the context of KEPASS. This common structure takes in consideration five learning outcomes, which represent the evaluation criteria for the assessment of the students during the trimester spent abroad.

These five learning outcomes are:

- critical thinking and global literacy (multiculturalism, ecology, humanitarianism, problem solving);
- inventiveness (creativity, originality and imagination);
- research practice (research, analysis, interpretation, reasoning; and conceptual synthesis);
- self-direction, planning, self-discipline, adaptability, perseverance;
- collaboration, cooperation, teamwork.

Certificate of competence assessment of student mobility

Student (*name and surname*)
 (*nationality*) born on (*dd/mm/yyyy*)
 in (*city*)
 (*province*) (*country*)
 Name of student's home school
 Name of student's hosting school
 (*city*) (*country*)
 Period of involvement in mobility from September to December 2014

Competencies	Level of development of competencies			
	Unsatisfactory	Satisfactory	Good	Excellent
Critical thinking and global literacy (multiculturalism, ecology, humanitarianism, problem solving)				
Inventiveness (creativity, originality and imagination)				
Research practice				
Self-direction, planning, self-discipline, adaptability, perseverance				
Collaboration, cooperation, teamwork				

Signature of principal of hosting school

..... Name and Surname of principal of hosting school

place and date

stamp

Instructions for assessment

Competencies are assessed according to the components listed in the first column of the table. The level of achievement of each component is assessed by using listed descriptors with points 1 to 3.

0 points shall be assigned in exceptional circumstances, i.e. in the case of non-compliance with certain components.

Each component is equivalent, representing 20% of the assessment of each competency.

There are three pass levels: satisfactory, good and excellent level.

The final evaluation is the sum of the scores obtained on each component, and defined according to the following scoring procedure:

Scoring procedure	
From 0 to 2 points	Failure level - assigned in exceptional circumstances
From 3 to 5 points	Unsatisfactory level
From 6 up to 9 points	Satisfactory level
From 10 up to 12 points	Good level
From 13 up to 15 points	Excellent level

Critical thinking and global literacy (multiculturalism, ecology, humanitarianism, problem solving)

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
Motivation, participation, cooperation	Low motivation, participation and cooperation	Good level of motivation, participation in some activities and good level of cooperation	High motivation, participation in all activities and high level of cooperation and showing leadership	
Listening	Responsive listening	Listening and asking question for clarification	Listening and changing own opinion based on new information	
Quality of content understanding and explaining	Low level of understanding and explaining of content under investigation	Good level of understanding and explaining of content under investigation	High level of understanding and explaining of content under investigation	
Analytical skills	Poor analytical skills	Good analytical skills	High level of analytical skills	
Presentation and argumentation skills	Weak presentation skills and low level of simple arguments	Good level of presentation skills and formulating arguments	High level of presentation skills and formulated very well reasonable arguments	

Scoring procedure	
From 0 to 2 points	Failure level- assigned in exceptional circumstances
From 3 to 5 points	Unsatisfactory level
From 6 up to 9 points	Satisfactory level
From 10 up to 12 points	Good level
From 13 up to 15 points	Excellent level

Student has reached points

Critical thinking and global literacy have been developed on level

Any other comment

ASSESSMENT OF COMPETENCE

Inventiveness (creativity, originality and imagination)

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
Completing the task	Some of components of the task have been completed following instructions	All components of the task have been completed following instructions	All components of the task have been completed thoroughly following instructions in detail	
Generating questions	Some (few) new questions have been generated	New questions on the topic have been generated	New questions on the topic have been generated, explored and attempts to find answers have been made	
Taking risks and adopting different interpretative strategies	Low level of risks have been undertaken to carry out the task and at least one interpretative strategy has been used to process information	Some risks have been undertaken to carry out the task and different interpretative strategies have been used to some degree to process information	Multiple risks have been undertaken to carry out the task and different interpretative strategies have been used to a high degree to process information	
Explaining processes adopted to complete the task	The process used to complete the task is explained partially	The process used to complete the task is explained	The process used to complete the task is explained clearly	
Personal engagement	There is modest personal engagement with theme	There is evidence of personal awareness	There is evidence of deep personal awareness	

Scoring procedure	
From 0 to 2 points	Failure level - assigned in exceptional circumstances
From 3 to 5 points	Unsatisfactory level
From 6 up to 9 points	Satisfactory level
From 10 up to 12 points	Good level
From 13 up to 15 points	Excellent level

Student has reached points

Inventiveness
have been developed on level

Any other comment

Research practice (research, analysis, interpretation, reasoning and conceptual synthesis)

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
N. of sources and citation	Uses at least one source in addition to the interview. Inconsistently cited or major mistakes	Uses at least 2 sources in addition to the interview. Minor mistakes in citation, but consistent	Uses at least 3 sources in addition to the interviews. All sources cited correctly	
Variety and balance	All same type of source. 70% or more of the info comes from one source	Uses at least one book and one article/non website. No more than 70% of info comes from one source	Uses more than one book and more than one article/non website. No more than 50% of info comes from one source	
Appropriate	The source is relevant but not updated	Some of the sources are relevant and updated	All sources are relevant and updated	
Information transfer	Unclear use of one mean or technique of information transfer	Proficient use of one mean or technique of information transfer	Excellent use of more than one mean / technique of information transfer	
Conceptual synthesis	is not precise long-winded unrelated	precise concise relevant	very precise very concise very relevant	

Scoring procedure	
From 0 to 2 points	Failure level - assigned in exceptional circumstances
From 3 to 5 points	Unsatisfactory level
From 6 up to 9 points	Satisfactory level
From 10 up to 12 points	Good level
From 13 up to 15 points	Excellent level

Student has reached points

Research practice
have been developed on level

Any other comment

ASSESSMENT OF COMPETENCE

Self-direction, planning, self-discipline, adaptability, perseverance

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
Self-direction	Recognize one's own needs, objectives (but also cognitive/learning styles)	Recognize one's own needs, objectives and define priorities	Recognize one's own needs, objectives, define priorities and be able to make appropriate choices in constrained contexts	
Planning	Define and specify appropriately time schedules, phases, steps, procedures (but also different strategies, e.g. learning strategies)	Define and specify appropriately time schedules, phases, steps, procedures of the planned activities and implements appropriate evaluations	All previously listed about planning and choose appropriate means/methods/instruments to reach the planned goal/objective	
Self-discipline	Respect scheduled deadlines/terms of the planned/agreed activities	Respect scheduled deadlines of agreed activities; take adequate care of working materials and assets	Respect schedules, take adequate care of working materials and assets and accept tasks and commitments implied by the activity	
Adaptability	Modify action planning/activity according to unexpected circumstances (reactivity)	Modify action planning/activity and be able to foreshadow alternative plans (proactivity)	Modify action planning/activity, act proactively, accept and play different roles, required by the activity	
Perseverance	Face and overcome difficulties to go on and reach the expected result	Insist on the activity even if the obtained results different/below expectations	All previously listed and set up further goals to improve one's own performances/ results/competences	
Scoring procedure				
From 0 to 2 points	Failure level - assigned in exceptional circumstances			
From 3 to 5 points	Unsatisfactory level			
From 6 up to 9 points	Satisfactory level			
From 10 up to 12 points	Good level			
From 13 up to 15 points	Excellent level			
Any other comment				

Student has reached points

Self-direction, planning, self-discipline, adaptability, perseverance have been developed on level

ASSESSMENT OF COMPETENCE
Collaboration, cooperation, teamwork

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
Discipline in the group	The student appears unfocused on the work	The student is generally focused but with some limitations	The student is very focused on the work	
Activity in the group (participation in the group work)	The student is involved in the task, listening and partly contributing	The student is participating, actively contributing and proposing new ideas	The student is fully engaged motivating the group (taking the leadership of the group)	
Accepting and implementing the ideas of the group	The student accepts the ideas of the group	The student accepts and partly implements the ideas of the group	The student fully participates, cooperates and implements ideas	
Responsibility for the work	The student is showing low level of responsibility for his/her part of the work	The student is showing good level of responsibility for his/her part of the work	The student is showing high level of responsibility for his/her part of the work	
Overall grade of the student's team work	The student is participating most of the time, motivated and not disturbing the others	The student is actively contributing and proposing new ideas	The student is fully engaged motivating the group	

Scoring procedure	
From 0 to 2 points	Failure level- assigned in exceptional circumstances
From 3 to 5 points	Unsatisfactory level
From 6 up to 9 points	Satisfactory level
From 10 up to 12 points	Good level
From 13 up to 15 points	Excellent level

Student has reached points

Collaboration, cooperation, teamwork have been developed on level

Any other comment

Integrating an area through education mobility

Internationalisation is a chance for acquiring intercultural competence and understanding, as well as democracy values and skills and language competences; both needed in the globalised world and the key for development of a society where everyone can live together peacefully. Solidarity, responsibility, diversity and cooperation should be the main concerns in the development of an international environment both within educational systems and in the Adriatic educational area.

Mobility, likewise, can be seen both as a means to and as an outcome of internationalisation. The skills gained abroad and brought by international students should be recognised and encompassed within their institutions. Integration of all students is an elemental factor in the expanding concept of internationalisation not only due to immediate student outcomes of comprehensive learning and cultural awareness but also due to long term benefits for the individual, the institution and the Adriatic area.

Student feedback should be used to improve the quality of mobility periods and provide a reference point for students considering going abroad.

Barriers such as the full recognition of degrees, qualifications and credits completed abroad continue to affect mobility. For free movement and mobility to benefit everyone and the internationalisation of education institutions, barriers to recognition must be dismantled. Education institutions should ensure students a fair recognition process, respecting the learning agreements made and providing guidance and support in the process of selecting a study destination and programme, as well as during the period the student spends abroad.

Secondary schools in the Adriatic area are still too much focused on the mere transfer of notions and often they are not capable of facing the challenges of social and cultural changes, which are taking place. In times of fast changes, it is the understanding, analysing and adaptation skills (critical thinking, autonomy, language skills, etc.) that matter rather than the mere transfer of notions.

The KEPASS project, with its approach, intends to upgrade and internationalize secondary schools in the Adriatic area. In order to achieve that, 98 students from 27 schools have benefited from mutual knowledge exchange under a mobility program and upgraded their education with additional languages and additional international modules.

Integrating the Adriatic School systems for a more competitive secondary education

in the Adriatic area and creating opportunities for students' mobility will bring to fruition of reciprocal recognition of secondary school programs.

Learning outcomes describe the results of a learning process. How and where these outcomes were achieved shall not play a role in the recognition process. In the absence of substantial difference in learning outcomes, credits have to be recognized in full. Recognition should be granted whenever possible rather than hindered. The purpose of recognition is always the successful progress of study. Rather than comparing learning outcomes in minute detail, the objective is to review and assess learning outcomes as prerequisites for continued study and student ability to successfully complete their school programs. Emphasis has to be placed on the qualitative outcomes of the learning process, i.e. acquired competencies and skills.

Recognition is teamwork! The recognition process can only end satisfactorily for all parties if both students and decision-making authorities at the school cooperate in a fair and transparent manner. The more careful the description of learning outcomes is, the easier the decision about credit recognition can be made. The decisive criterion here is the goal of recognition. Learning outcomes need not be compared one-to-one in minute detail, but rather reviewed with regard to requisite qualifications for successful continued study. Assessment of learning is crucial in short term study abroad in order to learn how programmes can be improved and enable the students to gain maximum learning from experience. Education institutions must hire international teachers and staff in order to provide a wider perspective on subjects. Knowledge and experiences acquired abroad by students and staff must be integrated upon return to home institutions. Mobility for staff should be promoted and valued as it contributes to a more international outlook within the institution, providing staff with relevant skills and experiences needed for internationalisation at home and creating opportunities for further international cooperation for students and institution. The importance of a balanced mobility flows within the Adriatic education area is essential. With student mobility being one of the main tools for Adriatic integration, mobility should benefit the different regions equally. Solidarity among countries and institutions should rather be used as a tool for a better resolution of the gaps existing within the Adriatic education area. Bilateral cooperation between institutions and governments from the different regions should be reinforced by the structures of the Bologna Process and through concrete measures to be developed and tested. KEPASS is a pilot project, its results can be used to steer exchange flows toward more students mobility across secondary schools in the Adriatic area.

Annex 1 - Example of call for accreditation

Notice for the identification of 3 upper secondary schools in the Region of
to be accredited within the framework of the KEPASS mobility project (FVG Region)

Article 1 - Scope

1. This notice lays down the requirements for upper secondary schools in the Region of to submit applications for accreditation within the framework of the KEPASS mobility project.

2. The KEPASS project falls within the Knowledge Exchange Program for the Adriatic School System under the IPA Adriatic CBC Programme 2007-2013.

3. This notice is under the competence of the Central Directorate for Education, of the Region of

Article 2 - Reference framework and aims

1. The KEPASS project aims at integrating the school systems in the Adriatic area to achieve higher competitiveness in upper secondary schools and at creating opportunities for student exchanges/mobility and mutual acknowledgement of acquired skills and credits. The project shall help improving connections and relations between the school system and labour market in the Adriatic area. More specifically, the KEPASS project shall implement a mobility program for upper secondary school students in the Adriatic area so that male and female students aged between 17 and 18 years can attend schools in other countries belonging to the Adriatic area for one quarter. During this time period, students shall become familiar with cultures, languages and curricula other than their own. This experience will improve them in terms of flexibility, intercultural skills and ability to overcome prejudices. The new skills and languages learnt by mobility students will enable them to approach more easily different social contexts and labour market sectors.

2. To take part in the project and host incoming/outgoing mobility students, upper secondary schools shall be “accredited” under the KEPASS project. Eligibility to the accreditation procedure requires that schools offer an added value to students in terms of educational policies, extra-curriculum activities in the afternoon, international teaching modules, CLIL and use of several languages.

3. Upper secondary schools selected for accreditation under the KEPASS project shall be supported by the regional project co-ordinator (Education Expert). School directors and teachers shall take part in vocational development courses and workshops to help them playing the role of pilot schools under the KEPASS project. Furthermore, teachers shall be involved in the creation of “joint international modules” that shall then be added to their standard curricula.

4. Schools selected for accreditation under the KEPASS project shall identify an in-house tutor to incoming mobility students.

5. The partners of the KEPASS project are:

- Autonomous Region of Friuli Venezia Giulia - ITALY (Lead Manager);
- United World College of the Adriatic - ITALY;
- Region of Marche - ITALY;
- Ministry of Education, Science, Culture and Sport of the Canton of Herzegovina-Neretva - BIH;
- Office for Education Services in Montenegro - MONTENEGRO;
- Region of Istria - CROATIA;
- National Institute for Education in the Republic of Slovenia - SLOVENIA;
- Auleda (Local Development Authority in Vlore) - ALBANIA.

Associated partners:

- Ministry of Education, University and Research - General Directorate for International Affairs (ITALY);
- Ministry of Education in the Republic of Slovenia (SLOVENIA);
- National Croatian Centre for External Assessment of Education (CROATIA).

6. The financial means to implement the activities provided for by sub-pars. 3 and 4 of this article and art. 3 shall be entirely covered by KEPASS project funded by the IPA Adriatic CBC Programme 2007-2013.

Article 3 - Definitions

1. Outgoing mobility shall mean a teaching/learning path to be followed in the school year 2014-2015 for a quarter by approximately 5 students from the fourth class at an accredited upper secondary school in a partner country under art. 2, sub-par. 5.

2. Incoming mobility shall mean a teaching/learning path to be followed in the school year 2014-2015 for a quarter by a group of approximately 5 students from foreign accredited schools at an upper secondary school of the Region accredited according to this notice.

Article 4 - Eligibility

1. Applications for accreditation under art. 1 may be submitted by:
- Public or accredited private upper secondary schools being based (registered seat or operating base) in the Region of

2. A public or accredited private upper secondary school may submit no more than one application.

Article 5 - Technical Assessment Board

The Technical Board set up by the Management Committee of the KEPASS project shall assess compliance with the subjective and objective requirements laid down in arts. 4 and 5, shall decide exclusions, if any, and shall comparatively assess eligible applications for accreditation in accordance with the criteria provided for by art. 7 below.

Article 6 - Assessment criteria

1. For the purposes of assessing applications for accreditation and make a ranking, criteria and scores shall be as follows:

- a. Provision of curriculum or extra-curriculum activities in the afternoon at the school up to a maximum score of 40 points to be allocated as follows:
 - number of total weekly hours of school opening in the afternoon (after 1 pm):
 - 6 to 10 – up to 5 points;
 - 11 to 15 – up to 20 points;
 - 16 to 20 – up to 30 points;
 - 21 and more – up to 40 points.
- b. Percentage of use for educational purposes of one of the following languages within the framework of the curriculum of one or more classes where mobility students are included as calculated on a weekly basis up to a maximum score of 40 points to be allocated as follows:
 - use of two languages (English or other language spoken in project partner countries under art. 2, sub-par. 5, excluding the Italian language) in a percentage higher than 50% of the total number of weekly curriculum hours – up to 40 points;
 - use of one language (English or other language spoken in project partner countries under art. 2, sub-par. 5, excluding the Italian language) in a percentage higher than 50% of the total number of weekly curriculum hours – up to 30 points;
 - use of two languages (English or other language spoken in project partner countries under art. 2, sub-par. 5, excluding the Italian language) in a percentage lower than 50% and higher than 10% of the total number of weekly curriculum hours – up to 25 points;
 - use of one language other than the Italian language in a percentage lower than 50% and higher than 10% of the total number of weekly curriculum hours – up to 15 points;
 - use of any language other than the English or other language spoken in project partner countries under art. 2, sub-par. 5, excluding the Italian language, in a percentage higher than 10% of the total number of weekly curriculum hours – up to 5 points.
- c. Boarding school or other external boarding facility/service agreed or to be agreed by the hosting school and made available to incoming mobility students up to a maximum score of 10 points to be allocated as follows:
 - school with in-house boarding facility – up to 10 points;
 - external agreed boarding facility – up to 8 points;

- clear statement in the application of the possibility to organise an external boarding service to be made available to incoming mobility students – up to 8 points.
- d. School canteen or hot meal catering service or other external hot meal catering service agreed or to be agreed by the hosting school and made available to incoming mobility students up to a maximum score of 10 points to be allocated as follows:
 - school canteen – up to 10 points;
 - school hot meal catering service – up to 8 points;
 - clear statement in the application of the possibility to organise a hot meal catering service to be made available by an external facility to incoming mobility students – up to 8 points.

2. In the event that the same score is obtained by several applicants, schools shall be ranked according to the following priority criteria:

- a. applications that have obtained a higher score for the criterion under sub-par. 1.b);
 - b. applications that have obtained a higher score for the criterion under sub-par. 1.a);
 - c. applications that have obtained a higher score for the criterion under sub-par. 1.c);
 - d. additional rating elements resulting from past experience in international projects.
- In this case, the relevant proof shall be provided to complete the submission.

Article 7 - Ranking approval and specification of selection criteria

1. Following the preparatory works performed by the Technical Board set up by the Management Committee of the KEPASS project, The Central Directorate for Education, University, Research, Family Policies, Association Activity and Co-operation of the Region of shall approve the ranking of schools eligible for accreditation on a decreasing core basis.

2. Schools to be accredited in accordance with this notice shall result from the ranking under sub-par. 1.

3. The Central Directorate for Education, of the Region of reserves the right to modify the ranking under sub-par. 1 to meet the need to match schools from different partner countries according to homogeneous curricula.

4. The Central Directorate for Education, of the Region of reserves the right to modify the ranking in the event that any school withdraws from eligibility or does not fulfil the undertakings under art. 5.b), c) and d).

Article 8 - Submission of applications and grounds for exclusion

1. Applications for accreditation shall be submitted by filling in the form enclosed with this notice.

2. Applications for accreditation to be signed by the legal representatives of schools or their authorised persons shall be submitted as follows:

a. by registered letter with return receipt to the Central Directorate for Education, of the Region, in sealed envelope on which shall appear the writing "Application for KEPASS accreditation" not later than on

The postmark date shall be proof of dispatch, provided that the application is received within 8 days of the deadline for submission;

b. by hand to the Record Office at the Central Directorate for Education of the Region of not later than on at 12 pm;

c. by public certified e-mail to not later than on

3. Grounds for exclusion:

- Failure to sign the application by the legal representative or person authorised to represent the school.
- Submission of application beyond the deadline under sub-par. 2.
- Failure to comply with any requirement under art. 5.
- Failure to use the application form under sub-par. 1.

Annex 2 - Example of "Call for students" (FVG Region)

Project KEPASS

Knowledge Exchange Programme for the Adriatic School System

Call for students 2013-2014

DEADLINE FOR APPLICATION: 28th February 2014

Mobility Programme September 2014-December 2014

1. The Project KEPASS and the mobility programme

KEPASS-Knowledge Exchange Programme for the Adriatic School System is a project co-founded by the European Union, which aims to integrate the Adriatic School systems for a more competitive secondary education in the Adriatic area and to create opportunities for students' mobility and for reciprocal recognition of secondary school programs and diplomas, thus contributing to increasing connections between the educational system and the Adriatic labour market. The project partnership is composed by State Authorities and their Agencies and Regional Authorities.

KEPASS will give the possibility to the students to attend a trimester in a foreign school of an Adriatic country, stressing how every education system should emphasize the following aspects:

- to make students aware of social and cultural changes, constantly growing in a more globalized environment, throughout the exposure to other cultures;
- to allow students to broaden their possibilities in terms of university choices;
- to empower students to be more competitive in the global labor market;
- to learn through the experience and get to know languages and cultures of other Adriatic countries.

The partnership is composed by eight partners coming from Albania, Bosnia Herzegovina, Croatia, Italy, Montenegro and Slovenia and coordinated by the lead partner Autonomous Region Friuli Venezia Giulia. The project partners are:

- Autonomous Region Friuli Venezia Giulia;
- UWC Adriatic;
- Marche Region;
- Ministry of Education of the Herzegovina-Neretva Canton;
- Bureau for Educational Services of Montenegro;
- Istria Region;
- National Education Institute of the Republic of Slovenia;
- AULEDA-Local Economic Development Agency in Vlore.

The mobility programme will start on the **15th of September 2014** and will end on the **12th of December 2014**. Selected students will attend a trimester in an accredited school of another Adriatic country.

During this trimester they will follow the lessons in the hosting schools and experience new teaching methods and techniques as well as get in contact with new languages, cultures and realities. They will be followed and assisted by experienced tutors both for what regards the educational and the extra-curricular side. Moreover they will be able to take part to afternoon activities. Students will be hosted in residences, students' houses, boarding schools or other venues provided by the hosting schools. Travel and accommodation costs will be entirely covered by the project. The mobility programme will also cover costs for the participation to the activities offered by the schools, the presence and assistance of tutors and all logistical and organizational issues related to visa, health care, insurances and other bureaucratic duties.

The teaching language will be (to be specified by each partner).

The mobility programme envisages the creation of a more unified and integrated Adriatic school system. The trimester spent in another school will be, thus, fully recognized in terms of credits, once the students will be back to his/her original school.

The mobility programme will be organized with the following schools (to be customized by each partner depending on the matchmaking of the schools).

2. Participating schools

All secondary schools, which take part to the mobility programme, have followed an accreditation process. Accreditation means developing an educational offer which must be a real added value to international students: it implies that every school must be able to offer "international modules", languages, interesting afternoon activities, tutorship to students and mutual recognition of the competences acquired during the mobility period. All accredited schools, together with the institutional partners of the project, will create the structure of an Adriatic school system, which will allow a continuous mobility of students and will also have to work to ensure the mutual recognition of the skills acquired during the period abroad. A system to assess the competences acquired by students during mobility and to mutually recognize vocational diplomas in specific sectors of interest will be established.

The participating schools are the following.

SCHOOL	TYPE OF SCHOOL	COUNTRY	CITY
General Education Private School Shkolla Internacional	Grammar School, General Education Private School "Internacional"	Albania	Vlora
General Education Public School "Halim Xhelo"	Grammar School	Albania	Vlora
General Education Public Schools "Ali Demi"	Grammar School	Albania	Vlora

SCHOOL	TYPE OF SCHOOL	COUNTRY	CITY
"Antoni Athanas" Hospitality and Tourism School	Tourism And Hospitality Professional School	Albania	Saranda
Grammar School Mostar	Classic Grammar School	Bosnia Herzegovina	Mostar
UWC Mostar	International Baccalaureate	Bosnia Herzegovina	Mostar
Medical High School Mostar	Medical Technician, Pharmaceutical Technician, Dental Technician	Bosnia Herzegovina	Mostar
Čapljina High School	Classic Grammar School, Vocational School Agricultural Estate	Bosnia Herzegovina	Čapljina
Jablanica High School	Classic Grammar School, Vocational, Tourism	Bosnia Herzegovina	Jablanica
Turističko–ugostiteljska škola Antona Štifanića	Hospitality and Tourism School	Croatia	Porec
Srednja Škola Mate Balote	High school, Grammar, Agricultural	Croatia	Porec
Srednja Škola Zvane Črnje	Grammar	Croatia	Rovinj
Educandato Statale Collegio Uccellis	Grammar, social and pedagogical study, humanities, miming arts and ballet, new technologies	Italy	Udine
Liceo Scientifico Statale France Prešeren	Grammar, Scientific, Humanities, Linguistic, Applied Sciences	Italy	Trieste
Convitto Nazionale Paolo Diacono	Grammar, Science, Humanities, Foreign languages	Italy	Cividale del Friuli (UD)
Liceo Caterina Percoto	Grammar, Foreign Languages, Music, Humanities, Business	Italy	Udine
Istituto statale S. Gregorčič	Grammar, Humanities	Italy	Gorizia
Istituto di Istruzione Superiore Raffaello	Touristic	Italy	Urbino
Istituto di Istruzione Superiore Panzini	Vocational training in the field of hotel, tourism and business management	Italy	Senigallia
Istituto Professionale Alberghiero Buscemi	Hotel Hospitality, Catering	Italy	San Benedetto del Tronto (AP)
General High School Slobodan Škerović	Grammar	Montenegro	Podgorica
General High School Petar Petrović Njegoš	Grammar	Montenegro	Danilovgrad
Vocational and General High School Bećo Bašić	Grammar and Vocational	Montenegro	Plav
Šolski Center Srečka Kosovela	Grammar, Slovenian	Slovenia	Sežana
Ginnasio Gian Rinaldo Carli	Grammar, Italian	Slovenia	Koper
Ginnasio Antonio Sema	Grammar, Italian	Slovenia	Piran
Srednja šola Izola	Tourist and Medical, Technical, Slovenian	Slovenia	Izola

3. Requisites and selection procedure

The participation to the mobility programme is designed for students that are currently attending the third year and will start the fourth year in September 2014 (to be modified according to the year of the target students of each partner territory). Students living and studying in Friuli Venezia Giulia (territory to be specified) will be able to participate provided that they have all requested requisites. The participation is open to all students belonging to the accredited schools without any distinction. Considering the distance from his/her own family and social environment, the students need to be in good physical conditions. Relevant health problems must be preemptively pointed out. Each student must provide the following documents:

- participation form in original (attachment 1 of the present call) duly dated and signed by the student and his/her parents (or the person legally responsible);
- authorization form in original (attachment 2 of the present call) duly dated and signed by the student's parents (or the person legally responsible);
- copy of a valid identity document.

The documents will have to be hand delivered to the tutor appointed by the school by the given deadline. A selection committee will be appointed for each school and will assess the applications on the basis of a set of criteria that considers school merits, marks and general performance at school. At a second stage the committee will proceed with an interview with each candidate to evaluate motivations, expectations, spirit of adaptability and flexibility and general attitude.

A representative of the project KEPASS will be part of the selection committee.

Dates for the oral interview will be communicated to each student by the person in charge for the selection procedure within the school.

The final ranking will be created on the basis of the assessment of the application and the interviews. The final results and the names of the selected students will be communicated by the school according to their usual notification procedures.

The decision of the selection committee is incontestable.

4. Deadlines and logistical information

Available places: (to be specified according to the match-making of the schools).

Deadline for submission of the application: 28 February 2014.

Reference time for evaluation and interviews: March-April 2014.

Deadline for final ranking: 9 May 2014.

Mobility Programme: from 15 September 2014 to 12 December 2014

The time spent in the hosting schools and the competencies acquired by the students will be recognized by the sending schools.

All costs related to the mobility programme (travel and accommodation, school activities and logistical/administrative issues) will be covered by the project KEPASS.

No additional charges will fall on the selected students. Selected students will be supported during the whole duration of the mobility programme and will receive all necessary information for their participation. The person responsible within the school for the organization of the selection procedure will be: (name and contacts to be indicated).

For further information about the project KEPASS: www.kepass.net.

Participation Form (Att. 1)

For the kind attention

Selection Committee Project KEPASS

Mobility Programme 2014

I, the undersigned (*name and surname*)
born on (*dd/mm/yyyy*)
in (*city*)
(*province*)
(*country*)
(*nationality*)
legally resident in (*address*)
(*city*)
(*province*)
(*country*)
domiciled (*if different from the residence*) in (*address*)
.....
(*city*)
(*province*)
(*country*)

currently attending the (*name of the school/institute*)
.....
(*class*)

DECLARE

that I have the requested requisites to participate to the mobility programme of the project KEPASS-Knowledge Exchange Programme for the Adriatic School System. To this regard, the following documents are attached as part of the application:

- Authorization form duly dated and signed by the student's parents (or the person legally responsible)
- Copy of a valid identity document of the student

CHOICES

1.
(Please, write the name of the school/institute chosen as first option, as indicated in the Call for Student 2014)

2.
(If present, please write the name of the school/institute chosen as second option, as indicated in the Call for Student 2014)

NOTE

Considering the distance from his/her own family and social environment, the students need to be in good physical conditions.

Please, specify any relevant physical problems.

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

.....

(Place and date)

.....

(signature of the student)

.....

.....

(signature of the parents or the person legally responsible)

Authorization Form (Att. 2)

For the kind attention

Selection Committee Project KEPASS

Mobility Programme 2014

I, the undersigned (*name and surname*)
born on (*dd/mm/yyyy*)
in (*city*)
(*province*)
(*country*)
(*nationality*)

DECLARE

that I am (*please, specify the degree of kinship: mother, father or person legally responsible*)
.....
of the student (*name and surname*)
born on (*dd/mm/yyyy*)
in (*city*)
(*province*)
(*country*)
(*nationality*)

currently attending the (*name of the school/institute*)
.....
(*class*)

and give him/her the permission to take part to the mobility programme 2014
of the project KEPASS-Knowledge Exchange Programme for the Adriatic School System.
.....

(*Place and date*)

.....
(*signature of the parents or the person legally responsible*)

CREDITS

This document has been edited by: Prof. Cristina Isabel Pavisic - Educational Expert
KEPASS project for Marche Region (Italy) with project partners contribution:

- Autonomous Region Friuli Venezia Giulia - Directorate for education, university, research, family policies, association activity and cooperation
- United World College of the Adriatic
- Bureau for Education Services of Montenegro
- Ministry of Education Science Culture and Sport of the Hercegovina-Neretva Canton
- Istria Region
- Auleda, Local Economic Development Agency, Vlora Region
- National Education Institute of the Republic of Slovenia, Regional Office Koper-Capodistria

KEPASS PROJECT PARTNERS

- Autonomous Region of Friuli Venezia Giulia, Italy - Lead Partner
- United World College of the Adriatic, Italy
- Marche Region, Italy
- Ministry of Education, Science, Culture and Sport of the Canton of Herzegovina-Neretva, Bosnia and Herzegovina
- Bureau for Education Services, Montenegro
- Istria Region, Croatia
- National Education Institute of the Republic of Slovenia, Slovenia
- Auleda - Local Economic Development Agency in Vlore, Albania

BLUESKILLS PROJECT PARTNERS

- Informest, Italy, Lead Partner
- Abruzzo Region - Department of Presidency and Relationship with Europe, Italy
- Marche Region - Adriatic Ionian Macroregion Strategy - European Territorial Cooperation, Italy
- AULEDA - Local Economical Development Agency, Albania
- Bureau for educational services of Montenegro, Montenegro
- Zadar County Development Agency ZADRA NOVA, Croatia
- Ministry of Education, Science, Culture and Sport of the Herzegovina-Neretva Canton, Bosnia and Herzegovina
- Municipality of L'Aquila, Italy

ASSOCIATED PARTNER

Autonomous Region of Friuli Venezia Giulia

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