



Interculturality - Mobility

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**Transnational Executive Summary
Baseline comparative research**

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Acknowledgements and Disclaimer

This report has been produced by the Interculturality - Mobility Erasmus+ Key Action 2 Strategic Partnership, which consists of:



Further information about the project and the above partners is available at:

<http://www.intercultural-mobility.eu>

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A. Executive summary

Erasmus+ Interculturality-Mobility is an EU-funded strategic partnership programme which aims to assess the current situation of intercultural VET provision and through findings; develop, design and validate a series of intercultural VET-related training materials, curriculums and toolkits to support the role of the intercultural VET practitioner in Europe.

A major element of this programme is the Erasmus+ Interculturality-Mobility Transnational Research Study – baseline comparative research. The Transnational Research Study brought together 6 partners representing 4 countries (France, United Kingdom, Italy and Cyprus) to analyse and evaluate the situation within their own countries' in relation to Intercultural VET provision and the needs of Intercultural VET practitioners, reviewing to what extent current continuous professional development opportunities meet their training requirements in the delivery of intercultural mobility programmes, with particular focus on young people from Black, Asian, Minority Ethnic groups.

Intercultural VET provision and the role of Intercultural VET practitioner, although a sector and a job role which has been in existence for decades, does not have any examples of qualifications or accredited learning designed solely to ensure the development and the quality of intercultural VET provision in any of the partner countries. There exist a number of informal intercultural-themed learning programmes, many funded by Erasmus+ in France, United Kingdom and Italy, but none in Cyprus. Although these programmes are useful, none meet the overall needs of the Intercultural VET practitioner as identified in this transnational research report.

All partners involved in this research indicated that there exists intercultural mobility programmes in their countries through Erasmus+ and other programmes. However, to what extent these programmes are interculturally-focused, high quality and readily available to a diverse range of young participants depends on the overall structure of VET in each country.

Erasmus+ and Erasmus mobility programmes available throughout all partners' countries include:

- **Youth Mobility activities**
- **Higher Education Mobility activities**
- **Transnational training programmes**
- **Mobilities for Sport organisations**

Youth Mobility activities include a wide range of mobility programmes including: Youth Exchanges; European Voluntary Service; Training courses; VET Traineeships; and Youth dialogue programmes.

Higher Education Mobility activities are aimed at both students and HEI staff. For students there includes international study periods in another EU country's university as well through the Erasmus Mundus Masters courses (EMMC), where a student can study their Master degrees abroad.

Transnational training programmes are also available for HEI, where youth workers and sector professionals can develop key skills towards their continuous professional development and training which is deemed essential for their industry.

Mobilities for Sport organisations include most of the programmes describe above such as youth exchanges, EVS, training and sport-related VET traineeships. Furthermore, Erasmus+ sport mobilities include: Collaborative partnerships and Europe-wide voluntary sport events.

Alongside Erasmus+ and Erasmus mobility activities, there is also the opportunity for innovation and collaboration through KA2 Strategic partnerships as well as youth dialogue and policy influencing through KA3 Structured Dialogue.

There are a number of instances of non-Erasmus+ funded mobility programmes such as the British Council’S Hanban sponsored China Bridge for UK schools. This involves a week long mobility activity for school Head teachers to learn about the Chinese school system, connect interculturally with fellow educationists and how to develop a Mandarin curriculum.

An overview of each partner countries’ current intercultural VET sector situation is included below:

Intercultural VET sector – current situation

Country	Intercultural VET sector – current situation
France	<p>VET sector situations:</p> <ul style="list-style-type: none"> ▪ Leadership role of the Regions ▪ Recognition of individual rights to VET ▪ Promoting access to qualifications ▪ Coping with demographic changes ▪ Companies obligation to contribute to CVET ▪ Developing mobility in VET system <p>Erasmus+ Intercultural learning programmes are also available, including:</p> <ul style="list-style-type: none"> ▪ Youth Exchanges ▪ Training ▪ European Voluntary Service ▪ Higher Education programmes
United Kingdom	<p>Current Intercultural VET delivery incorporates:</p> <ul style="list-style-type: none"> ▪ International work experience; ▪ International volunteering for young people; ▪ HE students study and work placements abroad; ▪ VET traineeships; ▪ International training for School, HE & VET practitioners; ▪ International sector-focused professional training; ▪ Youth Exchanges; ▪ Sporting bodies, organisations and clubs.
Italy	<p>In Italy, key focus of the VET sector include:</p> <ul style="list-style-type: none"> ▪ New target groups in VET ▪ Changing paradigms in educational theory ▪ Diversification in learning environments

	<ul style="list-style-type: none"> ▪ Fast changes in education structure and priorities and the labour market <p>Erasmus+ Intercultural learning programmes are also available, including:</p> <ul style="list-style-type: none"> ▪ Youth Exchanges ▪ Training ▪ European Voluntary Service ▪ Higher Education programmes
Cyprus	<p>Intercultural education is delivered through the national curriculum, standards and qualifications, including:</p> <ul style="list-style-type: none"> ▪ 'History and civic education' ▪ 'Education for peace' ▪ 'Intercultural education' ▪ 'Democratisation' ▪ 'Participation in public affairs' <p>Furthermore, Erasmus+ KA1 programmes are available, including:</p> <ul style="list-style-type: none"> ▪ Youth Exchanges ▪ Training ▪ European Voluntary Service ▪ Higher Education programmes

Qualifications, accredited learning and informal/non-formal training opportunities in intercultural VET subjects have limited availability. Countries such as Cyprus and Italy are unable to identify any such provision on a national or local level with only Erasmus+ international training available, none of which cover delivery of intercultural-themed programmes, rather just the practicalities of delivering mobility programmes.

In the United Kingdom, there exists formal qualifications on subjects such as Intercultural communication, but these programmes do not incorporate facilitation and wider essential VET skills and competences. In France and the United Kingdom, there exists approximately 4-5 non-formal/informal training programmes designed for intercultural VET practitioners; however these are standalone programmes and are not assessed for quality or suitability to the sector.

The below table provides examples of intercultural VET qualifications, training and learning programmes within each country.

Intercultural VET qualification, training & learning in partners' countries

Country	Examples of Intercultural VET qualifications, training and learning programmes
France	No qualifications for intercultural VET practitioners Limited informal/non-formal intercultural-themed training programmes
United Kingdom	Formal qualifications include: MA Intercultural Communication for Business & Professions, University of London. No accredited qualifications specifically for Intercultural VET practitioners. Non-formal examples include:

	<ul style="list-style-type: none"> ▪ British Council intercultural fluency courses ▪ LTS training and consulting intercultural trainer training ▪ Communicaid intercultural skills for training courses ▪ 3FF facilitation training for Intercultural and Diversity work
Italy	<p>No qualifications for intercultural VET practitioners</p> <p>Limited informal schemes/programmes in intercultural VET practitioners</p> <p>Intercultural training designed for businesses not for VET providers</p>
Cyprus	<p>No qualifications of formal schemes for intercultural VET practitioners</p> <p>No national or regional policy in related to intercultural VET</p>

The role of intercultural VET providers and VET provision in partner countries is varied depending on the expertise of the provider involved, and the overall aims and objectives of the provider. Most organisations that may deliver intercultural programmes, deliver these alongside a wider portfolio of activities and so may not identify as an intercultural VET provider, rather they identify as a VET provider or an educational organisation an FE or HE provider in some cases. This has had an effect on the outcome of primary research results, with national reports not being able to provide information on this subject. The table below shows further information on the role of the intercultural provider and where the information is not applicable it has been left blank.

Country	Role of intercultural VET providers & VET provision
France	
United Kingdom	<p>Key focus of UK intercultural VET providers & provision during a intercultural mobility activity include:</p> <ul style="list-style-type: none"> ▪ Deliver & promote intercultural learning from primary through to tertiary education; ▪ Lifelong learning; ▪ Intercultural VET Practitioner role within a small organisation can include all the functions of the VET provider: planning, management, delivery, partnership, dissemination and reporting; ▪ Skills development – particularly work-based skills i.e. to create a globally competent workforce.
Italy	<p>Key focus of Italian intercultural VET providers & provision during a intercultural mobility activity include:</p> <ul style="list-style-type: none"> ▪ Preparation of participants ▪ Follow up with participants
Cyprus	

Through the Interculturality-Mobility Transnational Research Study, partners identified the key competences, according to professionals working in the sector and secondary research of VET providers working in the intercultural sector. These key competences are stated below:

Key competences of Intercultural VET providers

Key Competences	Key Competences	Key Competences
Commitment to Equality	Professional set up and organisation	Knowledge and experience of conceptual and theoretical models - Interculturality

Respect for difference and diversity	Commitment to the benefits of intercultural mobility experience	Capacity to build and sustain partnerships
Value the benefits of intercultural learning and experience for individuals as well as the collective good	Diverse cultural workforce	Capability and experience to plan Intercultural mobility experiences and deliver preparation training
Open and outward looking	Experience of working with participants during intercultural mobility programmes	Evaluation, reflection and commitment to service improvement
Co-operation to develop & innovate	Co-operation to validate and recognize	Ethical responsibility
Understanding of human growth and development	Develop growth through training	Facilitation of Learning
Dialogue & inter-linkage between education, training, labour market and society	Interconnectedness between knowledge and attitudes in determining practices	Intercultural understanding

Alongside key competences, stakeholders were also consulted to identify the essential skills, knowledge, attitudes and behaviours of intercultural VET practitioners. Examples from stakeholders based in partners' countries included:

- Intercultural communication
- Open-minded
- Empathy
- Pedagogical skills
- Conflict resolutions skills
- Collaboration and networking skills
- Project planning and management skills

A full overview of the key competences identified by stakeholders is available below:

Skills, knowledge and behaviours of Intercultural VET practitioners

Knowledge/Skills/Behaviours /Attitudes	Knowledge/Skills/Behaviours/Attitudes	Knowledge/Skills/Behaviours /Attitudes
Intercultural communication	Mutual respect	Open-minded – recognize there are different ways to see, understand and interpret the world
Empathy	Effective communication	Non-judgmental in different cultural contexts
Cultural awareness	Self-awareness	Able to modify ideas and behavior in different circumstances
Manage cultural differences	Inspire others	Reflective practitioner
Resilience	Resourceful	To understand and appreciate diversity

Work with diverse groups	Pedagogical skills	Accept and value cultural differences
Facilitation skills	Self-management	Evaluate and reflect on one's own cultural identity and identify influences
Positive relationships	Support skills (i.e. participants)	Reliable and trustworthy – professional credibility
Planning skills (i.e. plan workshops)	Partnership-working	Empowerment
Learning to learn	Organisational and administration skills	Tolerance to the unknown, and tolerance to uncertainty
Organisation & Planning	Project Management	Administration
Assessment & Evaluation	Development & Quality Assurance	Networking
Communication & Public speaking	Project Management	Social skills
Language attainment	Time management	Flexibility & Adaptability
Multi-tasking	ICT & Digital skills	Conflict Resolution
Communication	Collaboration/Networking skills	Co-ordination skills
Decision-making skills	Financial management	Open mindedness
Creativity	Self-starter	Entrepreneurship
Conflict management	Self-control	Stress resistant (Resilience)
Team working skills	Positive guidance	Leadership

The Intercultural-Mobility Transnational Research identified a series of needs of Intercultural VET practitioners throughout partners' countries, which must be addressed to ensure that practitioners providing intercultural mobility activities are delivering high quality educational programmes. These include:

1. **Pedagogical skills:** learner-focused – develop facilitation and coaching skills, while also being able to deliver subjects on a cross disciplinary level;
2. **Work-based learning:** allowing Practitioners to develop their own skills to meet labour market needs;
3. **Accreditation – NQF/EQF:** recognition of the Intercultural VET Practitioner role;
4. **Cultural awareness and understanding;**
5. **Networking, partnership-working and sharing best practice;**
6. **Form a multi-disciplinary team:** be complementary and supportive of the wider curriculum;
7. **Multi-level partnerships;**
8. **Mobility programme management skills:** administration; finance; delivery; evaluation; quality assurance; and reporting, not just their role as an Intercultural VET practitioner.

Alongside addressing the above needs, a practitioner methodology training programme must also incorporate the key skills, competences, attitudes and behaviours of a skilled intercultural VET practitioner offers, while ensuring it also takes into account key competences of an intercultural VET provider.