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Intellectual Output 2

Intercultural competence modular programme for VET providers and VET organisations

Cultural Competence Framework

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Introduction

The “Intellectual Output - 02 Intercultural Competence Modular Program for VET Providers and VET Organisations” is produced by the partners collaborating on the Erasmus+ Interculturality-Mobility project, as part of partnership’s objective to explore the Vocational Education and Training (VET) dimension and inter-cultural mobility area of the occupational figure of the Intercultural VET Practitioner in the European Union.

In order to develop the Intercultural Competence Modular Program, partners have mobilised a Cultural Competency Framework template, to ensure the development of 3 modules:

1. *Develop effective cultural awareness*
2. *Develop and manage VET intercultural mobility programmes*
3. *Utilise appropriate strategies and tools to recognise and validate participants’ learning through VET intercultural mobility experiences*

The 3 modules identified and the Occupational Profile of the Intercultural VET Practitioner in the Cultural Competency Framework has been constructed from the information collected during the in-depth research activities carried out through Intellectual Output 1 Transnational Research Study Baseline comparative research and it defines the common competencies, essential for a successful Intercultural VET Practitioner.

The result is a comprehensive Occupational Profile and of comprehensive and identifiable skills set (both practical and soft skills set), through which the skills, knowledge and competencies of the successful Intercultural VET Practitioner’s role/job are clearly defined. The Occupational Profile is aligned to National Qualification Frameworks and the European Qualification Framework. The Occupational Profile comprise of 1) a mutually agreed Occupational Profile which defines the purpose and function of the Intercultural VET Practitioner, which ensure that the Cultural Competency framework is current and relevant to the European context; 2) outlines the skills, knowledge, aptitudes and experience required to be competent as an effective and competent Intercultural VET Practitioner through **three key “Modules”** which were explored and highlighted as relevant in the National Reports for the successful development of the occupational profile.

The three Modules, as identified, follows some basic concepts in the design: a) modular or thematic in their orientation (b) designed as standards that will lend themselves to being aligned to learning outcomes of the rest of “Intellectual Output - 02 Intercultural Competence Modular Program for VET Providers and VET Organisations” and therefore to be demonstrated, assessed or validated flexibly, whether through non formal or formal education or prior experience and achievement. In this sense, the Cultural Competency Framework, as defined, provides a reference point for training Curricula and development areas which can then be incorporated into the established Intercultural VET Practitioner continual professional development and training.



The Intercultural Mobility Project

Erasmus+ Intercultural Mobility Project

Intercultural competences are becoming more important as EU Member States become increasingly diverse and EU citizens more mobile.

In 2008, the Council of Europe's White Paper on Intercultural Dialogue: Living Together as Equals in Dignity identified intercultural education as one of several key areas where action is required to enhance intercultural dialogue to safeguard and develop human rights, democracy and the rule of law. The White Paper viewed intercultural competence as a crucial capability, which needs to be developed by every individual to enable them to participate in intercultural dialogue. Intercultural competence is not acquired automatically, but instead needs to be learned, practiced and maintained throughout life.

In a multilingual EU with an increasing demand of free movement of labour and students, the notion of cultural competence in the VET system can be seen to come from very divergent sources. The current economic situation, characterized by high levels of unemployment and still persistent job vacancies in some sectors, highlights the major skill challenges Europe is facing in terms of labour mobility — both geographical and occupational.

Intercultural competence is a continuous process of assessing and broadening our knowledge and respect for differences, as well as better understanding, experiencing and exploring our own. It is a set of congruent behaviours, attitudes, and policies that come together in a labour system, VET agencies or among professionals and enables them to work effectively in cross-cultural situations.

An underlying assumption of this project is that no single individual or institution can claim comprehensive knowledge of all cultural practices and competencies across the EU. What we can do, however, is enable VET providers to acquire understanding of how their own cultural competence works in a way that opens their minds to their cultural competences. In other words, both the pedagogical model and the general model of cultural competence lead to learners' up-skilling each other.

Project's Main Objectives:

- to foster social inclusion and integration of young adult people/ethnic communities/migrants/marginalized groups through mobility programmes;
- to up-skill the development of cultural competence skills among VET professionals responsible for organizing VET Mobility programmes across EU;
- to develop and test a programme in cultural competency in line with the European Reference Framework (ECVET) to have qualified Intercultural VET Providers;
- to explore the development of an intercultural competency framework with links to NQF and EQF;
- to increase the quality and experience of mobility across the EU by embedding cultural competency in VET programmes for the benefit of the learners/workers and the wider economy.

Target Groups:

The main target group is staff/VET practitioners/providers who are responsible for Mobility Programmes in VET organisations. Beneficiaries of the results of the project will be young people



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and adults (mainly migrants, ethnic minority people and communities with a migrant background) involved in VET mobility programmes. Stakeholders and other participants will be involved in local promotional events and the finale seminar.

Context and definition of Interculturality-Mobility services in Europe

Intercultural VET Practitioner is a fairly underdeveloped job role and a relatively under-researched activity in some of the EU Countries, particularly in the Mediterranean area as highlighted in the IO1 – Interculturality-Mobility Transnational Research Study – baseline comparative research carried out by the Intercultural Mobility partnership in the first part of this project. The occupational figure of an Intercultural VET Practitioner exists in all the partner countries, even if other countries use different job titles to identify this role. A key part of the Intercultural Mobility partnership objective is to deepen the understanding of the professional profile, while developing a robust Intercultural VET Practitioner training programme. Intercultural VET Mobility programmes are broadly described as transnational intercultural learning activities that promote cultural awareness and understanding that links people from different cultural backgrounds while developing the necessary competences in intercultural communication; mutual respect; social skills; self-reflection to prepare young people to develop the knowledge, skills and attitudes to be active, responsible and global citizens and be ready to integrate into a multicultural society.

There is no requirement for Intercultural VET Practitioner to work under license or be required to register with a professional body in the EU to do their job role. Neither does Intercultural VET Practitioner require a specific professional qualification to deliver intercultural mobility activities, although many do hold qualifications in education and training. In most partner countries for example, they can become Intercultural VET Practitioners without a teaching or training qualification, this is specifically the case in the UK, where many youth workers working on mobility programmes hold no formal teaching or cultural-themed qualification. The Transnational Research Study highlights many definitions that include a wide range of activities and delivery methods in the role of Intercultural VET Practitioners.

Typically, Intercultural VET Practitioner work in VET settings such as schools, youth centres, Higher Education Institutes, training providers, as well as specific industries. Example mobility programmes include: Youth Exchanges; Sector-focused Training; VET Traineeships; European Voluntary Service; High Educational Study programmes; Job Shadowing; and Transnational Master qualifications.

Although intercultural transnational learning programmes have been around for decades, as a job role the Intercultural VET Practitioner is an emerging occupation, and the context in which it operates varies across Europe. Often an Intercultural VET Practitioner may also be specialised in wider learning areas, where in most cases these will be their main profession (i.e. teachers; non-cognitive skills trainers; youth workers etc.)

To prepare the new Intercultural VET Practitioners' role requires wider knowledge of facilitation and inter-cultural themes, specifically intercultural communication and cultural awareness and an increasing set of non-cognitive skills including inter-personal skills; general communication;



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organisation and project management; conflict resolution skills; financial management; partnership and collaborative working skills; effective negotiation etc. to operate successfully.

As the Intercultural VET Practitioner is increasingly regarded as an emerging occupation within the VET sector, the necessity to develop an official training programme, while also describing a common occupational profile across the EU, defining a recognised professional role entitled “Intercultural VET Practitioner” is becoming more and more important.

Another reason is also that through the description of common job profile key competencies and modular learning programme, we are trying to better define the professional contents and role of an Intercultural VET Practitioner whose function can interface with other occupations such as skills trainer, guidance practitioner, youth worker and teacher. However, the role requires the post holder to have the skills and competence that goes way beyond simply intercultural learning facilitation.



Occupational Profile

Occupational Profile	
Name of the occupational profile	Intercultural VET Practitioner
Economic sector of reference	EU - Education UK – Education, health and social work UK - Cultural Education (80429) FR - Initial and Vocational Education Training (coordination, support and development) - K2101 FR- Socio-cultural and socio-educational development and coordination – K1201 FR – Career development and support / HR – M1501 CY – Education (VET & Higher Education) CY – Tourism IT – Careers Guidance (2.6.5.5.0) IT – Tutors, Trainers & VET professionals (3.4.2.4.1) IT – Training Experts & Experts in the Training Projects, Designing & Activities)
EQF Level	5
Sector/Area of employment in the labour market	Vocational, Education and Training (VET)
Main activities and responsibilities	The Intercultural VET Practitioners main activities and responsibilities include: <ul style="list-style-type: none"> ▪ Development of Mobility project ideas with specific focus on Intercultural learning ▪ International partnership development and management ▪ Fundraising and completion of development activities to gain funding for Mobility programmes ▪ Implementation and Management of Mobility programmes ▪ Development of Mobility programmes work plans and timetables ▪ Promotion and provision of initial briefings and workshops in connection to the Mobility programme ▪ Identification, selection and mentoring of Mobility programmes’ participants ▪ Partnership-collaboration throughout implementation, management and delivery of Mobility programmes. ▪ Team Leader and Facilitation duties during activities



	<ul style="list-style-type: none"> ▪ Financial management, dissemination, quality assurance and evaluation of activities ▪ Final reporting and management of funder relationship.
<p>Types of employment (employee; employer; freelance; etc.)</p>	<p>Intercultural VET Practitioners work mainly as employed staff, occasionally as freelancers or volunteers:</p> <ul style="list-style-type: none"> ▪ Teachers ▪ Youth workers ▪ Trainers & Facilitators ▪ Staff in wider VET organisations and colleges ▪ Sport coaches working transnationally ▪ Staff in the Voluntary and Community Sector, specifically involved in volunteer placements
<p>Employment opportunities</p>	<p>Employment opportunities include:</p> <ul style="list-style-type: none"> ▪ Schools ▪ Colleges ▪ Universities and HEIs ▪ Youth centres ▪ Training providers ▪ Voluntary brokerage bodies ▪ Sport centres
<p>Educational and training path</p>	<p>France: No specific qualifications for intercultural VET practitioners. Many will also be teachers, trainers and facilitators and so will hold CFA/MFA qualifications (as targeted in the research). Informal and non-formal intercultural-themed training programmes limited.</p> <p>United Kingdom: MA Intercultural Communication for Business & Professions. No accredited qualifications in Intercultural VET practitioners. Non-formal learning examples include: British Council intercultural fluency courses; LTS intercultural train the trainer; Communicaid intercultural skills; 3FF facilitation training for intercultural and diversity.</p> <p>Italy: No formal qualifications for Intercultural VET Practitioners. Limited informal learning schemes for Intercultural VET Practitioners.</p> <p>Cyprus: No qualifications of formal schemes for</p>

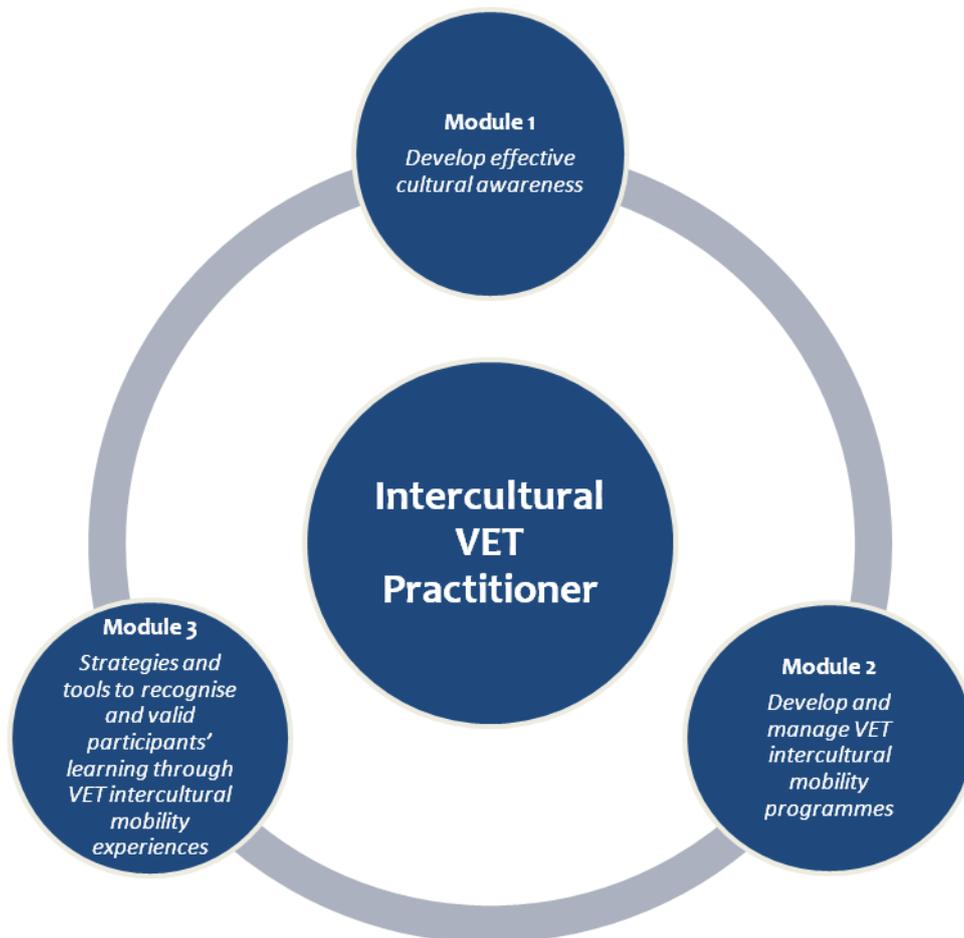


	intercultural VET practitioners.
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Standards for the Intercultural VET practitioner: Cultural Competence Framework

Modules	Title
Module 1	<i>Develop effective cultural awareness.</i>
Module 2	<i>Develop and manage VET intercultural mobility programmes.</i>
Module 3	<i>Utilise appropriate strategies and tools to recognise and valid participants' learning through VET intercultural mobility experiences.</i>

Graph 1- The Intercultural VET Practitioner Modules – Skills Development





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Introduction to Cultural Competence Framework

All EU citizens, in order to promote a better social integration, should be equipped with the required intercultural competences to be able to adapt and be more effective when they are faced with working/learning across different cultures in different geographical settings.

Cultural diversity and intercultural interactions have become a constant feature of modern life, hence the growing awareness among policy-makers and civil society that intercultural competences may constitute a very relevant resource to help individuals negotiate cultural boundaries throughout their personal encounters and experiences.

Intercultural competences are¹ “the abilities to adeptly navigate in complex environments marked by a growing diversity of peoples, cultures and lifestyles”, in other terms, abilities to perform “effectively and appropriately when interacting with others who are linguistically and culturally different from oneself”.

School is a central place to develop and acquire such skills and abilities. Nevertheless, the scope of intercultural competences is much wider than formal education. They should reach out to a new generation of global and cyber citizens, notably young men and women who have unlimited opportunities for global interactions.

This modular programme is aimed at VET practitioners in order to expand their skills to better prepare young people for life as active, responsible and global citizens aware and able to address global issues. The importance of designing and implementing VET programmes including an intercultural mobility period with the main aim of preparing young people to professionally integrate into society more, while also becoming more culturally diverse is the key to facilitate their professional integration into the EU labour market. Thus, developing and acquiring intercultural competences amongst VET practitioners implementing VET mobility programmes and those taking part in VET mobility activities is essential as it will help them facilitate professional integration of young people².

The modular programme for intercultural VET practitioners will:

- support them in designing and incorporating mobility in their VET programmes and curricula;
- provide them with necessary expertise to ensure that their programmes take into account cultural diversity;
- equip them with supportive content and relevant techniques to enrich curricula and connect to the world more widely, removing obstacles (i.e. linguistic, cultural etc.);
- enhance and promote the internationalisation of VET curricula and EU mobilities.

¹ Fantini & Tirmizi, 2006 *Exploring and Assessing Intercultural Competence*

² The project targets VET practitioners working with young people and adults (including migrants, marginalized groups, ethnic communities) involved (or willing to get involved) in VET mobility programmes.



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Intercultural mobility closely integrates the learning to KNOW, DO, BE attitudes.

Learning to KNOW other people from different cultural backgrounds and societies provides the first step in gaining intercultural competences, a step that can never be complete, as encountering new people is endless.

Learning to DO is the active step of interacting with people from different cultural backgrounds and societies.

Learning to BE relies upon the reflective step of thinking about one's social self as having a place in the global world.

The present competency framework seeks to enhance intercultural mobility in VET programmes (a topic of growing interest to many audiences in all the regions of the world) on 3 levels:

Cultural understanding & awareness

Module 1 will focus on the development of an effective cultural awareness and understanding. Acquiring intercultural competences to better understand one's own culture as well as understanding cultures as human constructions (a necessary step in learning to cope with intercultural interactions). It is a thrilling challenge since no one is naturally skilled in understanding the values of others.

Support the elaboration & implementation of intercultural mobility programmes in VET

Module 2 will focus on the design and implementation of Intercultural mobility programmes as a tool to gain, through a combination of learning, training, experience and self-reflection, the knowledge, skills and attitudes to integrate in a multicultural society.

Participating in an intercultural mobility provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society; provides all learners with cultural knowledge, attitudes and skills that enable them to respect and understand individuals, no matter their ethnic background, social, cultural, nationality or religious beliefs.

Recognition, validation of learnings and participants outcomes (both personal and professional)

Module 3 will focus on the steps taken in order to utilise appropriate strategies and tools to recognise and validate the outcomes for participants in VET intercultural mobility programmes. The impacts of non-formal learning through mobility will be highlighted as well as the impacts on their professional development and careers.

A conclusion section will address the VET Providers' side: supporting them with transferability methods and transparency tools in order to facilitate the recognition of professional qualifications acquired abroad and to support and actively take part in EU mobilities.

These modules are directly related to developing an understanding of other people; carrying out joint projects (keeping in mind the final aim of facilitating the professional integration of young people involved in VET) and to learn to cooperate, live together and manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace.



Module 1	
Module title	Intercultural competence for Intercultural VET Practitioners, through effective intercultural communication and cultural awareness.
Objective	The objective of this module is to cultivate and enhance intercultural competence in Intercultural VET Practitioners, which requires the development of cultural awareness and intercultural communication skills. Through the development of intercultural competences, Intercultural VET Practitioners are expected to be able to establish cultural understanding in order to work effectively with different target groups
Activity	Working with participants, international partners and colleagues as well as stakeholders from diverse cultural and professional backgrounds through VET mobility programmes
Module description	<p>Intercultural competences are defined as “the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions”.³</p> <p>This module focuses on developing intercultural competences, through the development of:</p> <ul style="list-style-type: none"> ▪ Cultural awareness, which is defined as “the ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries”. It is “a conscious understanding of the role culturally based forms, practices and frames of reference can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication”.⁴

³ Deardorff, D. K. (2006) , The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States, *Journal of Studies in International Education* 10:241-266

⁴ Baker, W. (2011), Intercultural awareness: modelling an understanding of cultures in intercultural communication through English as a lingua franca, *Language and Intercultural Communication*, 11:3, 197-214



	<ul style="list-style-type: none"> ▪ Intercultural communication skills are those required to communicate, or share information, with people from other cultures and social groups and are not limited to verbal communication. <p>The module helps Intercultural VET Practitioners to be able to provide support and opportunities, as well as to be able to prepare effectively for intercultural mobilities involving different target groups: students, learners, workers and job seekers. They are expected to be able to support people with diverse characteristics, different ethnic and cultural backgrounds as well as different learning backgrounds, such as people from different age groups, genders, social classes, ethnic/minority groups, etc. Through the completion of the module, they will be able to provide personalized support to different people, as well as training on intercultural competences, in order to effectively prepare participants for mobility programmes and to support them during and after such programmes (e.g. culture shock, reverse culture shock, etc.).</p>
<p>Knowledge</p>	<p>After the completion of the module, Intercultural VET practitioners will be able to:</p> <ul style="list-style-type: none"> ▪ <i>Define and explain the basic concepts of the module, such as culture, intercultural competence and communication, values, beliefs, norms (folkways and more), situational, social and symbolic learning, etc;</i> ▪ <i>Recognize the importance of intercultural competence, define and understand intercultural competence;</i> ▪ <i>Describe and define cultural self-awareness, including the ways in which one's own culture has shaped one's identity and world view;</i> ▪ <i>Demonstrate culture specific knowledge, while analysing and explaining basic information on values, norms and beliefs of other cultures;</i> ▪ <i>Explain differences in verbal/non-verbal communication and adjusting styles of communication to accommodate people from other cultures;</i> ▪ <i>Describe and present the concept of</i>



	<p><i>intercultural communication, list the characteristics of intercultural communication, and articulate on basic principles of intercultural communication;</i></p> <ul style="list-style-type: none">▪ <i>List and describe techniques for managing an intercultural conflict effectively; and</i>▪ <i>List the phases of culture shock and reverse culture shock, as well as techniques for dealing with them.</i>
Skills	<p>After the completion of the module, Intercultural VET practitioners will be able to:</p> <ul style="list-style-type: none">▪ <i>Demonstrate patience and perseverance to identify and minimize ethnocentrism, seek out cultural clues, meaning, linkages, causality and relationships by using comparative techniques of analysis;</i>▪ <i>Demonstrate critical thinking and cultural empathy, by viewing and interpreting the world from other cultures' point of view and identifying one's own cultural inhibitions, biases and ethnocentrism;</i>▪ <i>Facilitation skills: Help intercultural mobility participants to develop critical thinking and cultural empathy through training sessions and/or individual support;</i>▪ <i>Apply techniques to communicate verbally and non-verbally in culturally diverse environments;</i>▪ <i>Provide training and prepare effectively and efficiently intercultural mobility participants for communicating in a different cultural context than their own;</i>▪ <i>Apply techniques for supporting intercultural mobility participants facing intercultural conflicts, culture shock and reverse culture shock.</i>
Attitudes	<p>After the completion of the module, Intercultural VET practitioners will:</p> <ul style="list-style-type: none">▪ <i>Respect other cultures by seeking out their attributes, valuing cultural diversity, thinking comparatively and battling prejudice;</i>▪ <i>Maintain a positive attitude towards different cultures by overcoming</i>



	<p><i>stereotypes and ethnocentrism;</i></p> <ul style="list-style-type: none"> ▪ <i>Be motivated to acquire interpersonal and intercultural competencies, as well as to pass their knowledge and skills on to intercultural mobility participants.</i>
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Module 2	
Module title	Develop and manage VET intercultural mobility programmes
Module description	<p>The module defines the learning contents aiming to make VET Intercultural Practitioner able to, plan, develop and manage with mobility programmes (study; work) working and dealing with different target groups: students, learners, workers and job seekers groups which can comprise people of different ages, different learning backgrounds and different cultures. Through the module, the Intercultural VET Practitioner specifically will be able to provide learning that is relevant and that provides the learners/participants with skills valid to be involved in mobility program. Intercultural VET practitioner is expected to know what is going on in other social contexts and to be able to support learning that takes place there in order to facilitate the social integration / inclusion of minority ethnic people/disadvantaged groups (young-adults) across EU.</p>
Objective	Be able to design, develop and manage successful VET intercultural mobility programs for different groups of participants
Activity	Designing and implementing VET intercultural mobility programs in different contexts
Knowledge	<p>Examples include:</p> <ul style="list-style-type: none"> ▪ <i>Migrant/disadvantaged groups priorities and practices</i> ▪ <i>Knowledge of the different education-training systems (Local, National, EU Level)</i> ▪ <i>Knowledge of project management methods</i> ▪ <i>Budgeting methods and criteria</i>



	<ul style="list-style-type: none"> ▪ <i>Interviewing techniques and recruitment procedures</i> ▪ <i>Tools/methods or sources for learning needs analysis and understand their effect on training</i> ▪ <i>National, international and EU mobility resources (training policies/programme)</i> ▪ <i>Guidance and counselling theories and techniques</i> ▪ <i>Group management theories and practices</i> ▪ <i>EU tools for Mobility programme development (ECVET, EQF, Europass, etc....)</i>
<p>Skills</p>	<p>Examples include:</p> <ul style="list-style-type: none"> ▪ <i>Mobility Project design: Build up appropriate settings for the participatory design of the mobility experience</i> ▪ <i>Partnership building & management: find external bodies to involve in mobility programme (national and international level)</i> ▪ <i>Define and describe learning outcomes for training curricula (Mobility programme) adapting/facilitating learning contents to learners' capabilities/needs and to their different backgrounds (Multicultural context)</i> ▪ <i>Team Working: properly collaborate with colleagues and learners (job seekers/students/workers) from different cultural and social background</i> ▪ <i>Relational skills: Manage learners' relationships</i> ▪ <i>Effective communication: be able to speak and understand foreign language (English) in different working contexts and with different interlocutors</i>
<p>Attitudes</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • <i>Equality and equity in dealing with issues, special education needs and inclusion, multiculturalism through learning activities</i>



	<p><i>development (Mobility programme)</i></p> <ul style="list-style-type: none"> • <i>Equitable negotiation with learners and stakeholders through mobility programme development</i> • <i>Flexibility and critical thinking through a varied and flexible way (Formal and Not Formal context) of learning delivery (for Mobility experience) and for different beneficiaries (multicultural context)</i> • <i>Cross-cultural understanding</i>
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Module 3	
Module title	Utilise appropriate strategies and tools to recognise and validate participants learning through VET interculturality mobility experiences
Module description	This module describes the learning contents to perform and develop an effective follow up of the mobility experience assessing the activities carried out and the learning/job experience done (in formal and not formal contexts) by the learners/participants (job seekers; workers; students) giving value to the results achieved by driving them to an effective recognition and validation.
Objective	Be able to improve and enhance the outcomes for participants in VET intercultural mobility programs.
Activity	Facilitating the recognition and validation of participant learning from VET intercultural mobility programs.
Knowledge	<p>Examples include:</p> <ul style="list-style-type: none"> ▪ <i>Methods and tools for reconstruction and recognition of the acquired experiences (Mobility programme/experiences)</i> ▪ <i>QA theory, principles, systems and tools for Mobility programme</i> ▪ <i>Learning outcomes assessment theories, techniques and tools</i> ▪ <i>Learning (outcomes) validation systems (National and EU level)</i>
Skills	<p>Examples include:</p> <ul style="list-style-type: none"> ▪ <i>Administration & analytical skills: be able to record and analyse/recognize</i>



	<p><i>feedback/results (assessment + validation)</i></p> <ul style="list-style-type: none">▪ <i>Co-ordination & management skills: implement QA procedures using feedback and QA results to improve the operations and activities (for mobility participants and VET organization)</i>▪ <i>Problem solving: detect, identify and solve learning difficulties during the mobility experience</i>▪ <i>Digital skills: implement EU mobility tools (ECVET, EQF, Europass, etc....)</i>▪ <i>Interpersonal and intercultural awareness: reflect on own practice and skills needs (intercultural, vocational, pedagogical, didactical, personal)</i>▪ <i>Develop and ensure quality in the mobility/exchange projects and follow up</i>
Attitudes	<p>Examples include:</p> <ul style="list-style-type: none">▪ <i>Interpersonal and intercultural awareness for the use of appropriate strategies and tools for learning development through mobility experiences</i>▪ <i>Fair assessment of feedback and results of the mobility experience</i>▪ <i>Self-assessment</i>



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Continuing Professional Development (CPD) – List of useful resources and links in the partner countries

United Kingdom

- **The Linking Network (based on work with schools but many useful ideas for activities)** - <http://thelinkingnetwork.org.uk/resource-category/linking-resources/>
- **T-Kit 4: Intercultural Learning** - Resources for trainers and other youth dealing with intercultural issues.
- **INCOM-VET: Training materials** - <http://incom-vet.eu/en/training-material/>
- **IEREST ((Intercultural Education Resources for Erasmus Students and their Teachers)** - http://www.ierest-project.eu/sites/default/files/IEREST_manual_o.pdf
- **The Intercultural Communication Institute: Intercultural Training and Assessment Tools**- <http://intercultural.org/training-and-assessment-tools.html>
- **Cultural Detective** - <https://www.culturaldetective.com/free-intercultural-competence-development-materials.html>

France

- **CPD French website:** https://www.mondpc.fr/mondpc/le_dpc_en_pratique
- **CPD French Agency:** <https://www.agencedpc.fr/>
- **Access to CPD general information:** <http://www.droit-de-la-formation.fr/vos-rubriques/actualites/actualite-juridique/parcours-de-developpement-professionnel-continu-des-professionnels-de-sante.html?>
- **Erasmus+ France:** <http://www.agence-erasmus.fr/>
- **VET France:** <http://www.agence-erasmus.fr/page/erasmus-plus-formation-professionnelle>
- **Lifelong learning France:** <http://www.agence-erasmus.fr/page/erasmus-plus-education-des-adultes>
- **Ministry of Education:** <http://www.education.gouv.fr/>
- **Ministry of Agriculture:** <http://agriculture.gouv.fr/>
- **Ministry of Foreign Affairs:** <http://www.diplomatie.gouv.fr/fr/>
- **Ministry of Labour:** <http://travail-emploi.gouv.fr/>
- **Europe Direct:** https://ec.europa.eu/france/home_fr
- **EURES:** <https://ec.europa.eu/eures/public/fr/homepage>



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- Euroguidance: <http://www.euroguidance-france.org/>
- Europass: <https://europass.cedefop.europa.eu/fr>
- Région PACA, VET area: <http://www.regionpaca.fr/se-former/service-public-regional-de-formation-permanente-et-dapprentissage/formation-professionnelle.html>
- Youth Guarantee Programme: <http://www.gouvernement.fr/action/la-garantie-jeunes>
- Mission locale (Youth center for information, guidance and orientation): <http://www.mission-locale.fr/>
- Pole Emploi, VET area: <http://www.pole-emploi.fr/informations/l-emploi-la-formation-professionnelle-@/themesitesutiles.jspz?type=themesitesutiles&id=772>

Cyprus

- Department of Secondary Technical and Vocational Education, Ministry of Education and Culture - www.moec.gov.cy/mtee/en/index.html
- Directorate General for European Programmes, Coordination and Development - www.dgepcd.gov.cy
- Erasmus+ Cyprus - www.erasmusplus.cy/
- EURES Cyprus - www.eurescyprus.eu
- Euroguidance Cyprus - <http://www.euroguidance.gov.cy>
- Europass Cyprus - www.kepa.gov.cy/Europass
- Foundation for the Management of European Lifelong Learning Programmes (Erasmus Plus National Agency) - www.erasmusplus.cy/IDEP-Dia-Biou-Mathisis
- Funding Programmes Portal - www.fundingprogrammesportal.gov.cy
- Human Resources Development Authority - www.hrdauth.org.cy/
- Ministry of Agriculture, Natural Resources and Environment - www.moa.gov.cy
- Ministry of Education and Culture - www.moec.gov.cy
- Ministry of Foreign Affairs - www.mfa.gov.cy
- Ministry of Labour, Welfare and Social Insurance - www.mlsi.gov.cy
- Productivity Centre - www.kepa.gov.cy

Italy

- Erasmus Plus Italy - <http://www.erasmusplus.it/>
- Ministry of Foreign Affairs and International Cooperation - <http://www.esteri.it/mae/it/>
- Ministry of Labour - <http://www.lavoro.gov.it/Pagine/default.aspx>
- MIUR - Ministry of Education, Universities and Research - <http://www.istruzione.it/>
- Regione Toscana - <http://www.regione.toscana.it/>
- Regione Lazio - <http://www.regione.lazio.it/>
- Porta Futuro - <https://www.portafuturo.it/>
- ISFOL - National Public Researching Institute for Training, Labour and Social Policy - <http://www.isfol.it/>



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- ANPAL - National Agency for the Active Labour Market Policy - <http://anpal.gov.it/Pagine/default.aspx>
- Youth Guarantee Programme (Italy) - <http://www.garanziagiovani.gov.it/Pagine/default.aspx>
- EUROPASS Italy - <http://www.anpal.gov.it/europa/europass/Pagine/default.aspx>
- EURES Italy - <http://www.anpal.gov.it/europa/eures/Pagine/default.aspx>
- EUROGUIDANCE Italy - <http://www.anpal.gov.it/europa/Euroguidance-Italia/Pagine/default.aspx>
- ESF 2014-2020 (Italy) - <http://www.anpal.gov.it/europa/Fondo%20sociale%20europeo%202014-2020/Pagine/default.aspx>
- Your First Eures Job 5.0 - <http://www.anpal.gov.it/europa/eures/Pagine/Your-First-Eures-Job-.aspx>



Glossary

Beliefs: “Cultural conventions that concern true or false assumptions, including specific descriptions of the nature of the universe and humanity’s place in it. Values are generalized notions of what is good and bad; beliefs are more specific and, in form at least, have more content”.⁵

Cultural awareness: “the ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries”. It is “a conscious understanding of the role culturally based forms, practices and frames of reference can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication”.⁶

Culture: “Culture... is that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by [a human] as a member of society.”⁷

Intercultural communication skills: Skills required to communicate or share information, with people from other cultures and social groups and are not limited to verbal communication.

Intercultural competence: “the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions”.⁸

Norms: “A society’s rules of right and wrong behaviour— are another aspect of nonmaterial culture. Norms are shared rules or guidelines that define how people ‘ought to behave under certain circumstances”.⁹

Values: “The standards by which members of a society define what is good or bad, holy or unholy, beautiful or ugly. They are assumptions that are widely shared within the society. Values are a central aspect of the nonmaterial culture of a society and are important because they influence the behaviour of the members of a society”.¹⁰

⁵ Scupin, R. (1998). *Cultural anthropology*. Prentice Hall.

⁶ Baker, W. (2011), Intercultural awareness: modelling an understanding of cultures in intercultural communication through English as a lingua franca, *Language and Intercultural Communication*, 11:3, 197-214

⁷ Taylor, E. B. (1871) *Primitive Culture*. London: John Murray. 1871.

⁸ Deardorff, D. K. (2006) , The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States, *Journal of Studies in International Education* 10:241-266

⁹ Scupin, R. (1998). *Cultural anthropology*. Prentice Hall.

¹⁰ Scupin, R. (1998). *Cultural anthropology*. Prentice Hall.



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