

INTERCULTURALITY MOBILITY

Trainer's Manual



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Introduction to the Trainer's Manual

This manual is a guide to a suite of face to face and online training resources.

It contains details of each module and unit:

- descriptions of modules and units
- a timed plan for each unit
- instructions for trainers
- a list of resources used in each unit.

Module1: Developing intercultural competence through cultural awareness and effective intercultural communication

Description of Module 1

Module 1 aims to develop and enhance the intercultural competencies of VET practitioners engaged in intercultural mobility programmes and experiences. By reflecting on and developing their own intercultural competencies, organisations and practitioners will be able to work more effectively with learners and participants in intercultural VET contexts.

UNIT 1.1 Understanding interculturality in the context of the VET professional

Learning objectives for Unit 1.1

- To explore the role and value for the individual, of personal and professional development, through intercultural VET programmes and experiences.
- To reflect on professional intercultural VET roles and review existing skills, knowledge and competencies, both personal and organisational.

Additional Resources for Unit 1.1

ADDITIONAL RESOURCES FOR UNIT 1.3	
Books, Journal Articles, Reports	1. Building Cross-Cultural Competence (2008), Hampden-Turner & Trompenaars
	2. Exploring and Assessing Intercultural Competence (2006), Fantini & Tirmizi
eLearning Resources	1. http://www.skillsca.org/images/pdfs/National%20Occupational%20Standards/Languages%20and%20Intercultural%20Working/2008/Intercultural%20Working.pdf
Training Resources	1. 1_1_2_Talk stations.docx
	2. 1_1_3_key terms.docx (trainer and participant sheets)
	3. Post-it Notes
	4. 1_1_4_CFA skills Activity.docx
	5. 1_1_4_Skills CFA.pdf
	6. 1_1_4_CFA skills_table

Overview of Activities for Unit 1.1

OVERVIEW OF ACTIVITIES FOR UNIT 1.3		
CODE	TITLE	TIME
	Introduction to the Programme, Modules and Unit 1.1 (slides 1-6)	10 minutes
1.1.1	Module introductions: trainer/s need to model (slides 7-9)	15 minutes
1.1.2	Talk stations (slides 10-11)	20 minutes
1.1.3	Key definitions (slides 12-13).	15 minutes
1.1.4	Key standards – 1 (slides 14-15)	20 minutes
	Coffee break	20 minutes
1.1.4	Key standards – 2 (slides 17-20)	60 minutes
1.1.5	Using the online platform (slides 21-26)	15 minutes
1.1.6	Participants introduced to further reading (slide 27)	1 minute
1.1.7	Self-assessment and reflection form (slide 28):	15 minutes

UNIT CODE AND TITLE	Unit 1.1 Understanding interculturality in the context of VET
ACTIVITY CODE	Introduction to the Programme, Modules and Unit 1.1
ACTIVITY TYPE	Group reading and clarification of programme aims, structure and content. You may wish to reference the extract from the Cultural Competence Framework which will be worked on later. Slides 1- 6
TIME REQUIRED	10 minutes

UNIT CODE AND TITLE	Unit 1.1 Understanding interculturality in the context of VET
ACTIVITY CODE	1.1.1 Module Introduction activity (slides 7-9)
ACTIVITY TYPE	Listening and reporting back
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Understand the importance of active listening when coming to understand unfamiliar cultures
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>The trainer should ask participants to talk to the person next to them to find out:</p> <ul style="list-style-type: none"> his/her name her/her job or intended job something special that s/he does away from work and training <p>so that they will be able to introduce their partner to the rest of the group.</p>
OTHER COMMENTS TO THE TRAINER	Emphasise how this activity requires participants to listen to each other carefully in order to report back. Listening to others is an important skill in intercultural interactions.
TIME REQUIRED	15 minutes

UNIT CODE AND TITLE	Unit 1.1 Understanding interculturality in the context of VET
ACTIVITY CODE	1.1.2 Talk stations (slides 10-11)
ACTIVITY TYPE	Discussion in rotating pairs
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> • Explore key concepts in cultural competence • Work with every colleague in the room not just those we choose to work with
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>The trainer will have printed out the eight cards (one for each talk station) beforehand and positioned them in convenient spaces around the outside of the training room.</p> <p>Trainer will ask participants to stand in pairs at one of the talk stations positioned around the room. Trainer will designate one person in each pair as 'A', the other will be 'B'. Trainer will ask pairs to discuss the words on the cards at each talk station. Participants should write a comment on the card if they wish.</p> <p>Trainer will then ask 'A' to move one to the next talk station in an anti-clockwise direction, and 'B' to move to the next talk station in a clockwise direction. This will create new sets of pairs at each talk station. Participants discuss the words on the card at their new talk station. They may write on the card if they wish.</p> <p>Trainer will ask participants to move again, in the same fashion as previously. Continue until all participants have had the opportunity to visit at least half of the talk stations.</p> <p>Finally, trainer will discuss the annotations made to the cards and take any feedback from the discussions about how the words relate to the role of VET professional.</p>
ATTACHMENTS, MATERIALS	<p>Talk station cards 1_1_2_Talk stations.docx</p> <p>Blu-tack, drawing pins etc for attaching talk station cards to the wall.</p>

OTHER COMMENTS TO THE TRAINER	<p>The intention is to introduce participants of some of the key concepts VET professionals will need to consider for developing successful intercultural mobilities.</p> <p>For small groups: use fewer talk cards but make sure participants visit each one.</p> <p>For large groups: ask 3, 4 or 5 people to stand in front of each station. Label 2 (or 3) people “A” and 2 (or 3) become “B” and proceed as above.</p> <p>Alternatively, increase the labels (to A, B, C, D, E etc.) and change the movement pattern: A moves 1 space anti-clockwise, B moves 2 spaces anti-clockwise; C moves 1 space clockwise, D moves 2 spaces clockwise, and so on. In this case, limit the number of movements to four or five to avoid confusion.</p>
TIME REQUIRED	20 minutes

UNIT CODE AND TITLE	Unit 1.1 Understanding interculturality in the context of VET
ACTIVITY CODE	1.1.3 Key definitions (slides 12-13)
ACTIVITY TYPE	Writing activity – in pairs
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> • Explore key concepts • Work collaboratively
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>The trainer gives each pair of participants a ‘Definitions of key terms’ printed sheet (1_1_3_key terms.docx) and asks them to agree a single word, or short phrase that will serve as the term that is being defined. Participants work in pairs and write their answers in the spaces indicated with a ‘?’</p> <p>The trainer should check the definitions with the participants. Share the answer sheet.</p>
ATTACHMENTS, MATERIALS	Key definitions sheet (includes trainer’s answer sheet) 1_1_3_key terms.docx
EXERCISE SOLUTION	Page 1 of 1_1_3_key terms.docx) contains the trainer’s answer sheet.

TIME REQUIRED	15 minutes
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UNIT CODE AND TITLE	Unit 1.1 Understanding interculturality in the context of VET
ACTIVITY CODE	1.1.4 Key standards (slides 14-20)
ACTIVITY TYPE	Close reading and interpretation of criteria
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> • Explore standards for cultural competence • Consider behaviours needed to meet standards for cultural competence
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Read slide 15 together.</p> <p>Give out the extract from The Cultural Competence Framework, which is one of the outputs of the project that developed this training programme. Read and discuss in pairs.</p> <p>(15 minutes)</p> <p>COFFEE BREAK</p> <p>Now consider slides 17 and 18. The Skills CFA is a non-governmental organisation in the UK which sets national occupational standards. Within these standards there is a specific section on intercultural working.</p> <p>Explain that slide 19 describes the first standard in the Skills CFA section on intercultural working. The full set of standards in intercultural working is given in slide 20. Read through them and take any comments participants wish to make, including things they would like to add to the list.</p> <p>(10 minutes)</p> <p>Give each pair of participants a set of performance criteria for this standard (1_3_5_CFA skills activity.docx). Now give each pair TWO copies of the CFA skills table (1_3_5_CFA skills_table.docx).</p> <p>Allocate two performance criteria (there are 10 in total) for each pair to work on. Participants should identify behaviours</p>

	<p>they need to practice in order to meet the two criteria they have been given. They should also identify any behaviours they might currently practise, but should avoid or change, in order to meet the criteria for the standard. Participants record their conclusions in the table.</p> <p>(20 minutes)</p> <p>Now ask each pair of participants to present their work to the rest of the group</p> <p>(20 minutes)</p>
ATTACHMENTS, MATERIALS	<p>List of criteria to meet Skills CFA's first standard in Intercultural Working:</p> <p>1_1_4_CFA skills activity.docx</p> <p>Table for participants to record how the criteria could/should be met:</p> <p>1_1_4_CFA skills_table</p>
TIME REQUIRED	60 minutes

UNIT CODE AND TITLE	Unit 1.1 Understanding interculturality in the context of VET
ACTIVITY CODE	1_1_5 Using the online platform (slides 21-26)
ACTIVITY TYPE	Demonstration of how to log onto the online platform
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Learn how to use the online platform
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>The trainer will have obtained the names and email addresses of all participants and sent them to the EAL Academy who will reply with individual log in names and passwords.</p> <p>Follow the instructions on slides 18 to 21.</p> <p>The trainer should show participants where the resources are and check that participants understand how to log in themselves.</p>

ATTACHMENTS, MATERIALS	http://vlesupport.co.uk/ealacademy/login/index.php
OTHER COMMENTS TO THE TRAINER	
TIME REQUIRED	15 minutes



UNIT 1.2 Developing Cultural Awareness

Learning objectives for Unit 1.2

- To support participants to develop their knowledge and understanding of conceptual and theoretical models related to interculturality.
- To enable participants to develop a critical understanding of their own cultural experience and heritage
- To explore how this understanding can assist them to model appropriate attitudes and behaviours when working with diverse learners taking part in intercultural VET programmes and experiences.
- To support participants to become familiar with the concepts of culture and intercultural competence.

Additional Resources for Unit 1.2

ADDITIONAL RESOURCES FOR UNIT 1.1	
Books, Journal Articles, Reports	1. Nathan, Ganesh (2015). <i>A non-essentialist model of culture</i> . International Journal of Cross Cultural Management. April 2015. Available at https://www.researchgate.net/publication/276832447_A_non-essentialist_model_of_culture
	2. Holiday, Adrian (2010). <i>Intercultural Communication and Ideology</i> . Sage Publications
Videos	1. Maya Angelou reads the poem “The Human Family” https://www.youtube.com/watch?v=JCK6soirfmg

Overview of Activities for Unit 1.2:

Developing Cultural Awareness

OVERVIEW OF ACTIVITIES FOR UNIT 1.2		
CODE	TITLE	TIME
N/A	Introduction to Unit 1.2 (slides 1 – 3)	5 minutes
1.2.1	Introduction and unit content (slides 4 – 5)	5 minutes
1.2.2	An introduction to Identity (slides 6 – 13)	35 minutes
1.2.3	The Iceberg Model of Culture (slides 14 – 19)	35 minutes
1.2.4	Identity and Culture (slides 20 – 28)	30 minutes
1.2.5	Essentialist and non-essentialist models of culture slides (29 – 34)	25 minutes
1.2.6	Case studies in intercultural competence (slides 35 – 37)	35 minutes
N/A	Introduction to further reading (slide 38)	2 minutes
N/A	Endnote: Maya Angelou's poem "The Human Family" (optional)	
1.2.7	Personal reflection (slide 41)	10 minutes

UNIT CODE AND TITLE	Unit 1.2 Developing Cultural Awareness
ACTIVITY CODE	Introduction to Unit 1.2 (slides 1 – 3)
ACTIVITY TYPE	Whole group reading
OBJECTIVE OF THE ACTIVITY	Unit introduction
DESCRIPTION OF THE EXERCISE/PROCEDURE	Trainer will ask whole class to read through slides 1-3, check understanding and provide any necessary clarification.
TIME REQUIRED	5 minutes

UNIT CODE AND TITLE	Unit 1.2 Developing Cultural Awareness
ACTIVITY CODE 1.2.1	Recognising identity and culture (slides 4 – 5)
ACTIVITY TYPE	Whole group reading
OBJECTIVE OF THE ACTIVITY	To introduce participants to themes of the unit
DESCRIPTION OF THE EXERCISE/PROCEDURE	Trainer will ask whole class to read through slides 4-5, and ask participants to reflect on the implications of this for their professional roles.
TIME REQUIRED	5 minutes

UNIT CODE AND TITLE	Unit 1.2 Developing Cultural Awareness
ACTIVITY CODE 1.2.2	An introduction to the idea of 'identity' (slides 6 – 13)
ACTIVITY TYPE	Group exercise: sorting cards onto a matrix followed by guided discussion

OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> • To introduce the concept of identity • To consider how aspects of our identities may be personal, may describe our national or even legal status
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Trainer will explain that we all have identities which are made up from different aspects of our daily lives as well as notions of what it means to be a citizen and to live in a society.</p> <p>Trainer will give one set of cards and one matrix to each group of participants. Participants' task is to sort each card into one of the areas on the matrix, according to whether the card describes an aspect of their personal, national or legal identity. Remind participants that the areas are concentric, which means that anything national is also personal; anything legal will be both national and personal.</p> <p>Any card they cannot place should be left to one side for discussion with the trainer after the activity. (15 minutes)</p> <p>Trainer will discuss the nature of the conversations the participants had when placing the cards. If any cards could not be placed, the group(s) should explain which cards these were and the reasons why. The trainer should invite comments from the other participants to see if any conclusions can be drawn.</p> <p>Trainer will work through the points for discussion (sides 8 & 9) to establish the idea that the more 'choice' is involved, the easier it becomes for us and for others to define and describe our personal identity. This is because the things we choose are usually the most visible.</p> <p>The roles we have in life may also be visible, especially those that we choose. Choices that relate to our lifestyles are often influenced by culture. (10 – 15 minutes)</p> <p>Finally, look at the model of one person's multiple identities. Participants should work in pairs to discuss their own multiple identities. One person in each pair should report back on those aspects that the pair have in common, the other, should report back on the differences in their multiple identities. Note the Key Question which will be reprised later in the session. (10 minutes)</p>
ATTACHMENTS, MATERIALS	<p>1_2_2_Sorting_matrix.pdf</p> <p>1_2_2_identity_cards.docx</p>

	<p>The trainer will have prepared these beforehand as follows:</p> <ol style="list-style-type: none"> 1. Enlarge and print the 'Sorting matrix' onto A3 size paper. 2. Print one set of 'Aspects of identity cards' for each group of participants onto A4 card. Cut up the cards to make sets ready for use.
EXERCISE SOLUTION	<p>Key learning to explore:</p> <ul style="list-style-type: none"> • are all aspects of identity personal? • how easy/difficult is it for people to describe your identity using just the 'legal' items? • are the 'national' and 'personal' items better descriptors? • do we have aspects of our identity that are the same or are we all different?
OTHER COMMENTS TO THE TRAINER	It is recommended that participants work in groups of between four and six people.
TIME REQUIRED	35 minutes

UNIT CODE AND TITLE	Unit 1.2 Developing Cultural Awareness
ACTIVITY CODE 1.2.3	The Iceberg Model of Culture (slides 14 – 19)
ACTIVITY TYPE	<ol style="list-style-type: none"> 1. Participants work in groups to describe the model and understand why it is a good analogy for the concept of 'culture'. 2. Participants reconstruct a magazine article about the Iceberg of Culture.
OBJECTIVE(S) OF THE ACTIVITY	To enable VET organisations and practitioners to understand how behaviour is influenced by deeply held beliefs and attitudes, through familiarisation with of the Iceberg Model of Culture
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Participants work in groups to write an explanation of the image of the Iceberg of Culture for someone who cannot see it. They may wish to do this by having one group member turn their back to the image and, based on instructions from the rest of the group, attempt to draw it.</p> <p>Participants share some of the descriptions they have</p>

	<p>prepared. The trainer will then show slide 16, summarising the usefulness of the model. (15 – 20 minutes)</p> <p>Participants then reconstruct a magazine article about the Iceberg of Culture from a set of five paragraphs. Once they have their version in place, the trainer will share the original version for them to compare: file 1_2_3_Culture_Iceberg_Flyer.pdf.</p> <p>(10 – 15 minutes)</p> <p>Trainer takes two or three responses to Key Question 2. These will be revisited at the end of the session. (3 – 5 minutes)</p>
ATTACHMENTS, MATERIALS	<p>1_2_3 magazine article.docx 1_2_3 Cultural Iceberg Flyer.pdf</p> <p>The trainer will have made one copy of each of the above for each group of participants. The magazine article should be cut into five (5) pieces, A, B, C, D and E</p>
EXERCISE SOLUTION	The correct order for the re-constructed magazine article is B E C D A
TIME REQUIRED	35 minutes

UNIT CODE AND TITLE	Unit 1.2 Developing Cultural Awareness
ACTIVITY CODE 1.2.4	<p>Identity and Culture (slides 20 – 28)</p> <p>NB. There is a separate set of slides and instructions for trainers delivering this unit in the UK.</p> <p>See 'TrainersManual 1_2_4 for UK.docx'</p>
ACTIVITY TYPE	Completing a table
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To explore the links between 'identity' and 'culture' and related concepts such as 'nationality' To be aware of biases that may be brought to intercultural VET experiences, such as cultural stereotyping

DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Trainer will work through a series of images of people who are all well-known in the country where they live, and ask participants to describe the ‘culture(s)’ of the people they see. Participants work individually to record their responses on the grid provided. They may make more than one suggestion per image. They will have an opportunity to compare all suggestions as the activity progresses.</p> <p>Participants then compare answers in their groups while looking at slide 22. They may wish to take a photograph of they and fellow participants have written down.</p> <p>The trainer will collect the responses and then give out handout: 1_2_4_celebrity_bios.docx.</p> <p>Allow time for participants to read the information. Take any comments they wish to share before continuing debrief (slides 23 to 25).</p> <p>The images have been deliberately chosen to encourage wide speculation based on what participants believe they can see. The only FACTS we have about the culture of these people is related to their legal/national identity as British citizens and their status as media personalities. We cannot say anything definitive about their beliefs, religions, lifestyle based simply on appearance.</p> <p>Also, we cannot ascribe stereotypical attributes of ‘Britishness’ to them. Stereotypical attributions should always be avoided in intercultural contexts.</p> <p>Slide 26 introduces the final activity in this section. The trainer should give out the sheet 1_2_4_Identities and behaviours.pdf and ask participants to compare the ways in which the person’s cultural behaviours are influenced by her multiple identities. Pose the question about the extent to which cultural behaviours are bounded by concepts like ‘nationality’ or ‘ethnicity’ and the extent to which they transcend such concepts. Following this discussion, get the whole group to read slide 26 together.</p> <p>Raise Key Question 3 (slide 28) which will be revisited at the</p>
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	end of the session.
ATTACHMENTS, MATERIALS	1_2_4_name_the_culture.docx 1_2_4_celebrity_bios.pdf 1_2_4_Identities and behaviours.pdf
EXERCISE SOLUTION	<p>These are all British radio/television celebrities. We cannot guess their 'culture' as the concept is so much larger than the individual, and indeed than their nationality.</p> <p>We cannot ascribe characteristics based on our knowledge of these people as British citizens.</p> <p>Some of our most salient features, such as skin colour, or even the wearing of a hijab, do not necessarily imply a particular set of core values/ beliefs: remind participants of the Iceberg Model.</p> <p>Even when we have some information (such as nationality) we should not jump immediately to any associated stereotypical views.</p>
OTHER COMMENTS TO THE TRAINER	<p>The trainer will make one copy of the table for recording cultures for EACH PARTICIPANT. To assist in this task, there are three copies of the table on the attachment</p> <p>1_2_4_name_the_culture.docx</p>
TIME REQUIRED	30 minutes

UNIT CODE AND TITLE	Unit 1.2 Developing Cultural Awareness
ACTIVITY CODE	1.2.5 Essentialist and non-essentialist models of culture (slides 29 – 34)
ACTIVITY TYPE	Group reading for information from a table Group discussion and feedback
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To introduce two contrasting theoretical frameworks that define culture To encourage participants to apply their understanding of these frameworks to a set of given behaviours and lifestyles

DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Trainer asks participants to read through the information on slide 30. Participants may ask for clarification of any of the contrasting terms.</p> <p>Further explanations and implications of both models are set out on the next two slides, which participants should also read through. Trainer should ensure that participants have fully understood the key differences between the two frameworks, set out on slides 31 and 32.</p> <p>Slide 33 tests the participants' understanding. The trainer will ask the whole group to identify which of the two models of culture (essentialist and non-essentialist) fit with the statements on the slide. Participants should justify their opinions and should agree each statement as a group before moving on to the next statement.</p> <p>The key learning from this activity is summarised on slide 34.</p>
EXERCISE SOLUTION	<ol style="list-style-type: none"> 1. The British eat roast beef on Sundays. <i>This stereotypical view belongs to an essentialist model of culture</i> 2. Spanish attitudes to bullfighting have changed in the last 20 years. <i>This statement shows cultural change over time and is non-essentialist</i> 3. Nigerian men are invariably fraudsters. <i>This stereotypical view belongs to an essentialist model of culture</i> 4. Italians are exuberant, passionate and 'talk with their hands'. <i>This stereotypical view belongs to an essentialist model of culture</i> 5. People over 50 years of age love Facebook. <i>Social media is a relatively new phenomenon. Although the statement sounds stereotypical, Facebook and its usage by people over 50 has not been established for enough time for the statement to be tested – or contested as a stereotype. Also, the number of people who qualify as members of the group '50+ years old' changes daily.</i>

TIME REQUIRED	25 minutes
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UNIT CODE AND TITLE	Unit 1.2 Developing Cultural Awareness
ACTIVITY CODE	1.2.6 Case Studies in Cultural Competence (slides 35 – 37)
ACTIVITY TYPE	Working on case studies Listening to a poem describing one person's view of "The Human Family"
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To consider scenarios that might arise in VET mobility contexts To explore possible approaches and solutions to challenges that might arise in VET mobility contexts
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Trainer will give out a copy of a case study (four different case studies are provided). Participants work in pairs to discuss the main causes of misunderstanding in each case and actions the protagonists could have taken to resolve the situation. Trainer will then ask pairs to compare their discussion with another pair considering the same case study.</p> <p>The groups of four should now share their conclusions with another group of four that have considered a different case study. Trainer will then take feedback on all the case studies.</p> <p>The trainer should share the video made to illustrate the poem "The Human Family" by Maya Angelou (video duration 2 minutes) and take any comments participants wish to share. This activity is optional and may be omitted.</p> <p>Finally, the trainer should ask participants to reflect on Key Questions 1, 2 and 3 that were raised earlier in the session. This activity can be completed outside of the session and participants can use photographs they have taken of their work (Activity 1.2.2; Activity 1.2.4) to evidence their answers. Participants should post their work in the online discussion room.</p>
ATTACHMENTS, MATERIALS	1_2_6_CStudy_1 1_2_6_CStudy_2 1_2_6_CStudy_3 1_2_6_CStudy_4
TIME REQUIRED	35 minutes + 10 minutes for personal reflection (slide 38)

UNIT 1.3 Developing intercultural communication skills

Learning objectives for Unit 1.3

- To develop an understanding of what is meant by ‘intercultural communication’
- To support participants to develop their understanding of the range of intercultural communication skills that young people involved in intercultural VET experiences may need to acquire
- To enhance the skills of participants to prepare and support the intercultural communication skills of young people participating in intercultural VET experiences
- To understand what an intercultural shock / conflict is and to manage it effectively.

Additional Resources for Unit 1.3

ADDITIONAL RESOURCES FOR UNIT 1.3 Developing intercultural skills	
Books, Journal Articles, Reports	1. Hall, J. K., (2013) <i>Teaching and Researching: Language and Identity</i> , Pearson India
	2. Bührig, K. and Thijs, J. (2006) <i>Beyond Misunderstanding: Linguistic Analyses of Intercultural Communication</i> , Amsterdam: John Benjamins.
eLearning Resources	1. https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm
Video Clip	1. 1_3_5_Mr Bean at the cinema.mp4

Overview of Activities for Unit 1.3 Developing intercultural Communication Skills

OVERVIEW OF ACTIVITIES FOR UNIT 1.3		
CODE	TITLE	TIME
1_3_1	Understanding what is meant by intercultural communication	25 mins
1_3_2	Principles and characteristics of intercultural communication	15 mins
1_3_3	Teaching and researching language and culture	40 mins
	Break	20 mins
1_3_4	Bloom's taxonomy: the affective domain	30 mins
1_3_5	Verbal and non-verbal communication	25 mins
1_3_6	Preparing for an intercultural experience	10 mins
1_3_7	Self-assessment and reflection	10 minutes

UNIT CODE AND TITLE	Unit 1.3 Developing intercultural communication skills
ACTIVITY CODE	Introduction to Unit 1.3 (slides 1 – 3)
ACTIVITY TYPE	Whole group reading
OBJECTIVE OF THE ACTIVITY	Unit introduction
DESCRIPTION OF THE EXERCISE/PROCEDURE	Trainer will ask whole class to read through slides 1-3, check understanding and provide any necessary clarification.
TIME REQUIRED	5 minutes

UNIT CODE AND TITLE	Unit 1.3 Developing Intercultural Communication Skills (slides 4 – 9)
ACTIVITY CODE	1.3.1 Understanding what is meant by intercultural communication.
ACTIVITY TYPE	Group task, arranging types of communication according to whether they are always, sometimes or never intercultural in nature.
OBJECTIVE(S) OF THE ACTIVITY	To understand the ways in which different types of communication may contain intercultural elements.
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Read slide 5. Check participants' recollection of the meaning of the term 'culture' in order to verify their understanding of the definition. Give a set of communication cards to each group along with a sorting matrix which should previously have been reproduced in size A3.</p> <p>Ask participants to work through each card, placing it on the matrix according to the extent to which they believe it describes a form of intercultural communication.</p> <p>All group members should agree the positioning and be able to explain/defend this if asked.</p> <p>Take feedback on how participants completed the activity using slides 7 and 8.</p>
ATTACHMENTS, MATERIALS	<p>Communication cards: 1_3_1_Always_sometimes_never.docx Print x 1 set of cards per group and cut them up ready for use</p> <p>Sorting matrix: 1_3_1_Intercultural continuum.pdf Print x 1 matrix per group on A3 paper to ensure sufficient space for placing of cards.</p>
EXERCISE SOLUTION	<p>The majority of the cards will be spread across the left and the centre of the matrix, with fewer being placed at the right of the continuum because communication between individuals from different cultural groups will almost certainly be intercultural.</p> <p>In fact, culture is so deep, complex and varied, that even biologically identical twins cannot be said to be culturally identical, so even their communication might sometimes be</p>

	intercultural. This means that communication is highly unlikely to NEVER be intercultural. “Essentialist” and “non-essentialist” refer to Activity 1.2.5 in Module 1, Unit 2.
TIME REQUIRED	25 minutes

UNIT CODE AND TITLE	Unit 1.3 Developing Intercultural Communication Skills
ACTIVITY CODE	1.3.2 Principles and characteristics of intercultural communication (slides 10 – 27)
ACTIVITY TYPE	Small group work with whole group feedback. Feedback contains a mild competitive element. Whole class discussion and comment.
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To reinforce the examples presented in the previous activity, and the variety and plurality of intercultural communication To reinforce the understanding of intercultural communication
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Participants look at slide 11 and work in groups to identify:</p> <ol style="list-style-type: none"> as many contexts for intercultural communication as they can, and the means of delivering that communication. <p>Trainer should introduce an element of competition by getting them to compare answers, however there are no ‘winners’.</p> <p>Slide 12 sums up conclusions to be drawn so far and introduces the idea that miscommunication or errors may be a possibility.</p> <p>Discuss the idea that most of the examples of intercultural communication that participants will have collected are based on words (slide 13). Words can communicate more than their ‘face value’ according to how they are spoken or delivered (slides 14-16). Go on to explore the idea that with the advent of social media, people increasingly use pictures and symbols to improve communication (slide 17).</p> <p>Present the three ‘text message’ conversations (slides 18, 20</p>

	<p>and 22) and discuss their usefulness in conveying information using the prompt slides in the presentation (slides 19, 21 and 23). Invite any other comments or observations from participants.</p> <p>Show slides 24 and 25 for 10 seconds – no more: it is not intended that participants will decipher this message. Move quickly to slide 26 to explain how too many images can become ambiguous and confusing. Images only help communication by elaborating on words used. Images alone, in long sequences become eventually meaningless.</p>
EXERCISE SOLUTION	<p>Slide 18 is the simplest conversation. It contains the fewest images, and they are most easily recognised by people who are not familiar with emojis (emoticons). This assists communication and lessens the likelihood of miscommunication or of offence being taken. Even if person #2 is against the consumption of alcohol, disagreement can be expressed and an alternative suggested.</p> <p>Slide 20 introduces twice as many images as the previous conversation and the exchange is longer. Both of these things make it more complex than the first. The images may be associated with ideas that offend the moral standpoint of an individual (moral attitudes are a manifestation of cultural attitudes).</p> <p>Slide 22 introduces more images, but some of them are difficult to interpret as they have symbolic rather than literal meanings (e.g. the image of the female is intended to show disagreement, not ‘female-ness’). This is a further level of complexity and another opportunity for ambiguity and miscommunication. Images in this conversation are more likely to cause offence.</p> <p>Slide 25 is the retelling of the story of Les Misérables by Victor Hugo. A person trying to understand such a long sequence of images, representing both literal and figurative meanings, might well fail to understand, even before taking offence at images which might be culturally insensitive.</p>
TIME REQUIRED	15 minutes

UNIT CODE AND TITLE	Unit 1.3 Developing Intercultural Communication Skills (slides 28 – 35)
ACTIVITY CODE	1.3.3 Teaching and researching language and culture
ACTIVITY TYPE	Small group reading of extracts from an academic text
OBJECTIVE(S) OF THE ACTIVITY	To explore how theoretical insights and empirical findings can assist our understanding on intercultural communication
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Participants work in groups to read three short extracts from Hall, J.K., <i>Teaching and Researching: Language and Culture</i>. If it is deemed too difficult to read the extracts out of context, the whole article (17 pages) may be given for skim reading before participants confront the extracts.</p> <p>After working in groups, trainer should ascertain participants' responses/findings and review them, using slide 31 as a basis for discussion.</p> <p>Finally, trainer should show the summaries of the three articles (slides 32-34) and the Key Messages (slide 35).</p>
ATTACHMENTS, MATERIALS	<p>Reading passages to be read in this order</p> <p>1_3_3_relevance of social identity.pdf</p> <p>1_3_3_agency identity.pdf</p> <p>1_3_3_kandiah.pdf</p> <p>Full article if required:</p> <p>1_3_3_LangCulture_HALL</p>
EXERCISE SOLUTION	<p><u>Relevance of social identity</u> (p33)</p> <p>Although we may have very obvious differences in culture or identity with those we seek to communicate with at a particular moment, there are occasions when markers of identity or culture such as 'nationality' may be less important than other social or even professional identities we may have in common, such as those of student, female car mechanic, colleague or client.</p> <p><u>Agency and identity</u> (p 34)</p> <p>We all have multiple identities and belong to different cultural groups. These cultural identities are constantly changing as we move between groups and can influence the way we use language, both to describe ourselves and to</p>

	<p>conceive of others. This may lead to unexpected outcomes.</p> <p><u>Kandiah</u> (p 39)</p> <p>Lack of shared (cultural) knowledge can lead to miscommunications. However, it is also possible for miscommunications to arise from the use of language (and thought) to interpret different cues in communication as problematic and to then use strategies to impede successful communication with an interlocutor deemed “disfluent” or less able to communicate or less worthy of effort to communicate with.</p>
OTHER COMMENTS TO THE TRAINER	One copy of each reading passage for two participants to share.
TIME REQUIRED	40 minutes

UNIT CODE AND TITLE	Unit 1.3 Developing Intercultural Communication Skills (slides 37 – 45)
ACTIVITY CODE	1.3.4 Bloom’s Taxonomy: the affective domain
ACTIVITY TYPE	<p>Group reading task:</p> <ul style="list-style-type: none"> a) arranging sections of a text into the correct order b) summarising each paragraph in 3 words or less c) matching information to a visual/diagram d) ascribing additional behaviours to examples given
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> • To provide participants with a framework for building skills that will prepare and support their intercultural communication
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Read and agree slides 38 and 39 as a whole group. The intention is to encourage participants to have positive attitudes towards intercultural communication and see themselves as agents who can execute successful communications. Continue reading through slides 40 – 42, checking participants’ understanding of the diagram.</p> <p>Give out the six paragraphs for sorting. Participants must</p>

	<p>sort them into the correct order. Then ask them to <u>summarise the content of each paragraph</u> in three words (or fewer).</p> <p>Next, give out the matching activity. The labels from each layer of the pyramid are missing. Participants must read the content and use their understanding to match each slip to the correct level of the pyramid.</p> <p>Participants must then <u>suggest three behaviours that individuals can demonstrate at that level of the taxonomy.</u></p>
ATTACHMENTS, MATERIALS	<p>Paragraphs for sorting 1_3_4_Affective_paragraph_sorting.docx</p> <p>Correct version for comparison 1_3_4_Blooms_affective domain1.docx</p> <p>Actions and examples for matching 1_3_4_Blooms_matching.docx</p> <p>Correct version for comparison 1_3_4_Blooms_affective domain2</p>
EXERCISE SOLUTION	<p>The correct order for the paragraph sorting activity is C, B, F, D, A, E</p> <p>The matching activity is colour-coded to match the pyramid.</p>
OTHER COMMENTS TO THE TRAINER	<p>Prepare the resources beforehand.</p> <p>Both the paragraph sorting and the matching activity will have been cut up into strips. One set of each per group.</p>
TIME REQUIRED	30 minutes

UNIT CODE AND TITLE	Unit 1.3 Developing Intercultural Communication Skills
ACTIVITY CODE	1.3.5 Verbal and non-verbal communication (slides 46 – 58)
ACTIVITY TYPE	<ol style="list-style-type: none"> 1. Whole class reading 2. Viewing a short video clip 3. Small group reflection on non-verbal communication
OBJECTIVE(S) OF THE	<ul style="list-style-type: none"> • Consideration of the potential impact of non-verbal communication in intercultural experiences

ACTIVITY	<ul style="list-style-type: none"> Revision and reinforcement of the unit's contents
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Trainer should work through slides 47 and 48 to consolidate learning so far for this unit with the whole group.</p> <p>Next, work through slides 49 to 52 with the whole class, double checking comprehension.</p> <p>Slides 53 to 56 give examples of different types of non-verbal communication. Work through them, checking for comprehension and eliciting participants' personal examples of each where appropriate. Each of these slides has a link to an e-learning resource about non-verbal communication.</p> <p>Give out the viewing sheet and allow a few moments for participants to read it. Then show the video clip (5 minutes' duration). Participants should use the sheet to identify each type of non-verbal communication as it appears. There is space for them to add examples of their own.</p> <p>It may be necessary to view the video more than once in order to identify the different emotions, as they come in quick succession.</p> <p>Participants then discuss the questions on the viewing sheet in their groups.</p>
ATTACHMENTS, MATERIALS	1_3_5_Video viewing sheet
TIME REQUIRED	25 minutes

UNIT CODE AND TITLE	Unit 1.3 Developing Intercultural Communication Skills
ACTIVITY CODE	1.3.6 Preparing for an intercultural experience (slides 59 – 63)
ACTIVITY TYPE	Whole class reading Personal reflection
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Consolidation of content for Unit 1.3

DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Read through slides 60 and 61 to summarise and re-state the learning for this unit.</p> <p>Slides 62 and 63 raise the issue of cultural shock which will be developed further in Module 2.</p> <p>Allow 5 minutes for participants to collect their thoughts and responses to the unit's content (see slide 55).</p>
OTHER COMMENTS TO THE TRAINER	<p>Participants will wish to continue their thinking outside of the session where they can post their writing in the online forum. Trainer may wish to address a question to the group via the online forum to encourage a set of responses</p>
TIME REQUIRED	10 minutes

UNIT CODE AND TITLE	Unit 1.3 Developing Intercultural Communication Skills
ACTIVITY CODE	1.3.7 Reflection and evaluation (slide 66)
ACTIVITY TYPE	Self-assessment
TIME REQUIRED	10 minutes

Module 2: Develop and manage intercultural mobility programmes

Description of Module 2

Module 2 aims to support intercultural VET practitioners and organisations to understand the different types of intercultural VET programmes and experiences, how to plan for them effectively, meet the diverse needs of s and create and sustain effective international VET partnerships.

UNIT 2.1 Developing and planning effective intercultural VET programmes

Learning objectives for Unit 2.1

- To understand the core principles for developing a successful intercultural VET project
- To develop confidence in using planning tools to identify desired project outcomes and impact for both participants and VET provider organisations
- To support participants to review intercultural VET programme management skills and identify areas for further development
- To be able to use the necessary tools and skills to design a mobility programme.

Additional Resources for Unit 2.1

ADDITIONAL RESOURCES FOR UNIT 2.1 Developing and planning effective intercultural VET programmes	
Books, Journal Articles, Reports, Websites	https://www.learningandwork.org.uk/wp-content/uploads/2017/01/Using-the-Recognition-of-Prior-Learning-RPL-within-the-Qualifications-and-Credit-Framework-QCF.pdf https://managementhelp.org/freenonprofittraining/diagramming-your-nonprofit.htm
Video Clips	https://www.youtube.com/watch?v=4kjew1fhQnM https://www.youtube.com/watch?v=qyd3CE-RV60
Training Resources	2_1_1_Module 1 recap.docx 2_1_2_Types of intercultural programme.docx 2_1_3_Using the logic model framework.docx 2_1_6_Skills CFA blank grid.docx 2_1_6_answers KEY COMPETENCES.docx

	<p>2_1_6_blank KEY COMPETENCES .docx</p> <p>2_1_7_Self assessment and reflection form.docx</p> <p><u>Other Resources</u></p> <p>Post-it notes</p>
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Overview of Activities for Unit 2.1 Developing and planning effective intercultural VET programmes

NB. For this unit, participants will need a device with an internet connection.

OVERVIEW OF ACTIVITIES FOR UNIT 2.2		
CODE	TITLE	TIME
	Overview and introduction to Module 2	10 minutes
2.1.1	Recap of learning from Module 1	20 minutes
	Introduction to Unit 2.1	5 minutes
2.1.2	Types of intercultural programme	15 minutes
2.1.3	The logic model framework for planning	45 minutes
2.1.4	Developing other aspects of planning.	15 minutes
2.1.5	Developing a mobility activity	30 minutes
2.1.6	Assessing your readiness: Self-evaluation tools	25 minutes
2.1.7	On line activities, further reading and self-assessment	20 minutes

UNIT CODE AND TITLE	Unit 2.1 Developing and planning effective intercultural VET programmes
ACTIVITY CODE	Slides 1 – 4
ACTIVITY TYPE	Introduction and explanation of content for Module 2
DESCRIPTION OF THE EXERCISE/PROCEDURE	Work through slides 1 – 4.
TIME REQUIRED	5 – 10 minutes

UNIT CODE AND TITLE	Unit 2.1 Developing and planning effective intercultural VET programmes
ACTIVITY CODE	2.1.1 Recall of Module 1 (slides 5 and 6)
ACTIVITY TYPE	Discussing images to prompt recall from Module 1
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To recall learning from the previous module
DESCRIPTION OF THE EXERCISE/PROCEDURE	Participants work in 4 groups. Trainer will distribute one page from file 2_1_1_Module 1 recap.docx and ask the group to write on the sheet, in 90 seconds, what the image helps them to remember. Ask participants to stand up and look at what other groups have written and add to it if they wish. Then reveal the shapes on slide 3.
ATTACHMENTS, MATERIALS	2_1_1_Module 1 recap.docx
ACTIVITY SOLUTION	Iceberg = Iceberg of culture Triangle = Bloom's affective taxonomy Concentric rectangles = aspects of identity Curved arrows = Moving clockwise and anti-clockwise for talk stations
TIME REQUIRED	20 minutes

UNIT CODE AND TITLE	Unit 2.1 Developing and planning effective intercultural VET programmes
ACTIVITY CODE	2.1.2 Types of intercultural programme (slides 9 – 10)
ACTIVITY TYPE	Small group discussion
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Understanding the range of intercultural programmes available. Prioritising for the needs of an organisation
DESCRIPTION OF THE EXERCISE/PROCEDURE	Participants are given a list of types of intercultural programmes. They talk in pairs about which of these would be of most value to their own or partner organisation or partner organisations, in the context of their current provision. They should discuss how and why an intercultural aspect

	would add value to their programmes and note their responses on the capture sheet.
ATTACHMENTS, MATERIALS	2_1_2_Types of intercultural programme.docx
OTHER COMMENTS TO THE TRAINER	Work in pairs
TIME REQUIRED	15 minutes

UNIT CODE AND TITLE	Unit 2.1 Developing and planning effective intercultural VET programmes
ACTIVITY CODE	2.1.3 The 'logic model' for planning (slides 11 – 17)
ACTIVITY TYPE	Writing a draft mobility programme
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> • How to develop / plan an activity • How to distinguish terms such as 'input' 'output' 'outcome' and 'activity'
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Work through the slides ensuring that participants are comfortable with the content, particularly slide 14. After viewing the short video clip, and with the support of slide 14, which should be displayed while the participants write, ask them to spend 20 minutes writing the outline of an intercultural mobility programme for a distinct vocational group. They should use the template 2_1_3_Using the logic model framework.docx which should be copied to size A3.</p> <p>After 20 minutes, participants should be asked to review the work of their colleagues, making notes on post-it notes as required.</p> <p>Having read the comments made by colleagues to their plans, participants should be given the opportunity to respond.</p>
ATTACHMENTS, MATERIALS	<ul style="list-style-type: none"> • 2_1_3_Using the logic model framework.docx. • Post-it notes
TIME REQUIRED	45 minutes

UNIT CODE AND TITLE	Unit 2.1 Developing and planning effective intercultural VET programmes
ACTIVITY CODE	2.1.4 Other aspects of project management (slides 19 – 22)
ACTIVITY TYPE	Discussion; note taking
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To consider management and administrative aspects of project delivery
DESCRIPTION OF THE EXERCISE/PROCEDURE	Ask participants to work with a partner to consider what other aspects of project management their organisations need to consider when developing and managing a project.
TIME REQUIRED	15 – 20 minutes

UNIT CODE AND TITLE	Unit 2.1 Developing and planning effective intercultural VET programmes
ACTIVITY CODE	2.1.5 Developing a mobility activity for a learning programme (slides 23 – 35)
ACTIVITY TYPE	Reading: presentation slides, website information and downloaded pdfs.
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Accessing Erasmus+ funding
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Work through the slides checking understanding and taking any questions or comments that arrive.</p> <p>Participants should spend 15 – 20 minutes on the Erasmus+ website (slide) and will need <u>access to a device connected to the internet.</u></p> <p>Whilst on the website they should attempt to find as much information as might be necessary to test their organisation's eligibility to apply for funding to run an intercultural mobility.</p>
TIME REQUIRED	30 minutes

UNIT CODE AND TITLE	Unit 2.1 Developing and planning effective intercultural VET programmes
ACTIVITY CODE	2.1.6 Assessing your readiness (36 – 41)
ACTIVITY TYPE	Self-evaluation
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Evaluate organisation's readiness to work interculturally
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Trainer should open a discussion with participants, based on the questions in slide 37. They should justify any assertion they make with reasons or explanations.</p> <p>Having explored how to develop a project and how to apply to fund it, participants should now consider their ability to work interculturally with a partner organisation.</p> <p>The trainer should give out a blank version of the Key Competences Grid and a blank Skills CFA grid for participants to complete.</p> <p>The statements on the Key Competences grid relate directly to a project proposal that an organisation might have drafted and has an 'answer' grid which the trainer can share at the right time.</p> <p>The CFA Skills grid relates to the individual's perception of their organisation's readiness and capability for intercultural working.</p>
ATTACHMENTS, MATERIALS	<ul style="list-style-type: none"> 2_1_6_blank KEY COMPETENCES.docx 2_1_6_answers KEY COMPETENCES.docx 2_1_6_Skills CFA blank grid.docx
TIME REQUIRED	20 minutes

UNIT CODE AND TITLE	Unit 2.1 Developing and planning effective intercultural VET programmes
ACTIVITY CODE	2.1.7 Closing activities (42 – 46)

ACTIVITY TYPE	Online platform; self-assessment and review of the session
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Remind participants of the learning activities to be completed on the online platform Participants' self-assessment of learning from the session
DESCRIPTION OF THE EXERCISE/PROCEDURE	Trainer should work log on to the online platform and bring the online learning content for Module 2 to the attention of the participants. As the participants will already be working with their own internet-connected devices, they might wish to log on directly themselves.
ATTACHMENTS, MATERIALS	<ul style="list-style-type: none"> 2_1_7_Self assessment and reflection form.docx
TIME REQUIRED	20 minutes

UNIT 2.2 Developing effective intercultural VET partnerships

Learning objectives for Unit 2.2

- To explore and understand the key elements Intercultural VET partnerships.
- To learn from effective partnerships and develop expertise in improving existing partnerships and developing new ones.

Additional Resources for Unit 2.2

ADDITIONAL RESOURCES FOR UNIT 2.2 Developing effective intercultural VET partnerships	
Books, Journal Articles, Reports	Reid, Stuart (2009) “The Learning Process Model for Intercultural Partnerships” in <i>Warwick Occasional Papers in Applied Linguistics</i> #4, The Centre for Applied Linguistics, University of Warwick
Video Clip	https://www.youtube.com/watch?v=0lmbugvrzC0

Overview of Activities for Unit 2.2 Developing effective intercultural VET partnerships

OVERVIEW OF ACTIVITIES FOR UNIT 2.2		
CODE	TITLE	TIME
2.2.1	Key elements of successful intercultural partnerships	40 minutes
2.2.2	The Ladder of Collaboration	30 minutes
2.2.3	Learning from effective partnerships	75 minutes
2.2.4	How should they behave?	15 minutes
2.2.5	Reflection and self-evaluation	10 minutes

UNIT CODE AND TITLE	2.2 Developing Effective Intercultural VET partnerships
ACTIVITY CODE	2.2.1 Key elements of successful intercultural VET partnerships (slides 4 – 10)
ACTIVITY TYPE	Group reading: scanning a text and building a word web based on each paragraph heading.
OBJECTIVE(S) OF THE ACTIVITY	To scan a text for information on the key elements required for building a successful intercultural VET partnership
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>The trainers should give out the reading passage ‘Key elements for a successful mobility’ and explain that having read it, participants will work in pairs or small groups to make a word web. The trainer may show slide 10 which shows some ideas from the text which have been connected to the paragraph headings. The trainer should also point out that links can be made between the content of two or more paragraphs.</p> <p>Trainers should then give out 1 copy of ‘Word web template’ to each pair/group to use as a basis for producing their own web. participants may add more branches and links as they wish.</p> <p>Once everyone has completed their word web, the trainer should encourage each pair/group to share their work so that all interpretations of the text are shared amongst the participants. Any differences in interpretation should be explained/discussed within the group.</p>
ACTIVITY ANSWERS & SOLUTIONS	There is no correct solution, but some suggestions are made in the Trainer’s answer sheet
ATTACHMENTS, MATERIALS	2_2_1_Key elements for a successful mobility.docx 2_2_1_Word Web Trainers_Answer sheet.docx 2_2_1_Word web template.pptx
TIME REQUIRED	40 minutes

UNIT CODE AND TITLE	2.2 Developing Effective Intercultural VET partnerships
ACTIVITY CODE	2.2.2 The Ladder of Collaboration (slides 11 – 14)

ACTIVITY TYPE	Using a card-sorting activity to interpret a diagram
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> to understand the 'Ladder of Collaboration' to consider its usefulness in planning an effective intercultural VET partnership.
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>The trainer should give a copy of the handout 'Ladder of Collaboration' to each pair/small group and allow the s a few moments to read it.</p> <p>Once the trainer is sure that the participants understand the model, including the growth of 'consideration' and 'communication' that it presents, the cards for sorting should be given to each pair/group.</p> <p>The trainer should explain that each card contains a description of the steps a group of students take in order to complete a task. Participants have to consider each step and decide which rung of the ladder of collaboration is the best match for it.</p> <p>Having completed the matching activity, the trainer should work through the specific discussion questions and then the general ones.</p>
ATTACHMENTS, MATERIALS	<p>2_2_2_Collaboration-ladder-handout.pdf</p> <p>2_2_2_cards for sorting.docx</p> <p>2_2_2_cards for sortingANSWER.docx</p>
OTHER COMMENTS TO THE TRAINER	One set of cards should be prepared in advance for each pair/small group of participants.
TIME REQUIRED	30 minutes

UNIT CODE AND TITLE	2.2 Developing Effective Intercultural VET partnerships
ACTIVITY CODE	2.2.3 Learning from effective partnerships (slides 15 – 20)
ACTIVITY TYPE	Re-writing passages from a text
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> to understand issues that have arisen when planning intercultural partnerships to learn from these examples and develop expertise in planning new intercultural partnerships

DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Work in pairs. The trainer should give out the extract from Warwick University: “The Learning Process Model for Intercultural Partnerships” and allow participants enough time to read it through. Trainer should ensure that the passage has been generally understood, although it is not essential that the meaning of every word is explained as the content will be explored more fully after break.</p> <p>BREAK</p> <p>After the break, the trainer should give out the short passages for re-writing – there are 20 in total. The trainer should allocate two or three passages to each pair of participants for them to read and re-write in their own words. (The longer passages are the easiest to re-write). It does not matter if some passages are not re-written.</p> <p>Participants will then present the original wording and their new version of the text to the group. This should ensure that all participants have a good understanding of the issues to be considered when planning intercultural partnerships.</p> <p>The trainer will now ask participants to work through the full set of passages (they may use the original wording and their new re-written versions) to compile a list of things they should and should not do when forming intercultural partnerships. Two examples are given (slides 19 and 20) of how this might be done.</p>
ATTACHMENTS, MATERIALS	<p>2_2_3_Learning Model for Intercultural Partnerships.pdf</p> <p>2_2_3_Learning Model-trainers-version</p> <p>2_2_3_Short passages for re-writing</p>
TIME REQUIRED	70 minutes

UNIT CODE AND TITLE	2.2 Developing Effective Intercultural VET partnerships
ACTIVITY CODE	2.2.4 Applying Do's and Don'ts (slides 21 – 22)
ACTIVITY TYPE	Evaluation of the behaviour of participants involved in an intercultural mobility
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> to consider how young people might behave during a VET partnership to apply participants' list of things to do and not to do when forming intercultural partnerships
DESCRIPTION OF THE EXERCISE/PROCEDURE	The trainer will give out copies of the case studies you read in Module 1. Read through them and work in pairs to decide which of the Do's and Don'ts you have created would have helped in the situations described
OTHER COMMENTS TO THE TRAINER	2_2_4_CStudy_1 2_2_4_CStudy_2 2_2_4_CStudy_3 2_2_4_CStudy_4
TIME REQUIRED	20 minutes

UNIT CODE AND TITLE	2.2 Developing Effective Intercultural VET partnerships
ACTIVITY CODE	2.2.5 Self-Evaluation and reflection
ACTIVITY TYPE	Reflecting on the learning from this session
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Further reading and self-evaluation
DESCRIPTION OF THE EXERCISE/PROCEDURE	After pointing out the additional reading, the trainer should ask participants to complete the form. Use 2_2_5_Self evaluation and reflection form.docx
TIME REQUIRED	10 minutes

UNIT 2.3 Understand and support participants in VET mobility

Learning objectives for Unit 2.3

- To develop understanding of the diverse backgrounds, need and aspirations of target groups in intercultural VET programmes.
- To assist target groups to explore ways of using their different skill and capacities to make the intercultural mobility a successful one.

Additional Resources for Unit 2.3

ADDITIONAL RESOURCES FOR UNIT 2.3	
Books, Journal Articles, Reports	<p>Spencer-Oatey, H. and Stadler, S. (2009) "The Global People Competency Framework: Competences for Effective Intercultural Interaction" Warwick Occasional Papers in Applied Linguistics #3. The Centre for Applied Linguistics, University of Warwick.</p> <p>Available at: https://warwick.ac.uk/fac/cross_fac/globalpeople/resourcebank/gppublications/gp_competency_frmwk_v2.pdf</p> <p>An introduction to Margalit Cohen-Emerique's Intercultural Approach. Available at: https://prezi.com/pu73elg3pv7t/an-introduction-to-margalit-cohen-emeriques-intercultural-approach/</p>
Videos	<p>Young children using their twenty-first century skills https://www.youtube.com/watch?time_continue=2&v=uIMytM8U_7E</p>

Overview of Activities for Unit 2.3

OVERVIEW OF ACTIVITIES FOR UNIT 2.3		
2.3.1	Understanding the needs and aspirations of target group participants in intercultural VET programmes	60 minutes
2.3.2	Preparing for an intercultural mobility	30 minutes
2.3.3	When problems arise	45 minutes
2.3.4	Intercultural Casino	45 minutes
2.3.5	Further reading and self-assessment and evaluation	10 minutes

UNIT CODE AND TITLE	Unit 2.3 Understanding and supporting participants in intercultural VET programme
ACTIVITY CODE	2.3.1 Understanding the needs and aspirations of participants in intercultural VET programme participants (slides 4 – 8)
ACTIVITY TYPE	Card sorting and ranking priorities. Evaluating case studies
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To explore skills that can assist young people to be successful in intercultural programmes To apply these skills to real life case studies and evaluate their relevance, usefulness etc.
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Participants are shown six images of young people engaged in vocational/educational training activities. They discuss which image they identify with/are most familiar with and the reasons why. (10 minutes)</p> <p>Participants are given 22 cards naming twenty-first century skills. They work in pairs to identify their top 10. They should then rank the 10 cards into a pyramid shape. (20 minutes)</p> <p>Give each pair of participants the Ollie Clarke case study plus one other. After reading the case studies, participants should jointly answer the short questions at the end of each one. They should then discuss which of the skills they believe were applied in each case study and how they contributed to the success of the intercultural element before sharing as a group. (30 minutes)</p>
ATTACHMENTS, MATERIALS	2_3_1_21 century skills card sort.docx 2_3_1_Case Study Bolton.docx 2_3_1_Case Study -Ev is possible.docx 2_3_1_Case Study Fred Brant 2_3_1_Case Study Ollie Clarke 2_3_1_Evaluating Case Studies
TIME REQUIRED	60 minutes

UNIT CODE AND TITLE	Unit 2.3 Understanding and supporting intercultural VET programme participants
ACTIVITY CODE	2.3.2 Preparing for an intercultural mobility (slides 9 – 15)
ACTIVITY TYPE	Group reading and discussion
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To explore personal agency in planning for an intercultural mobility To identify where participants can go to seek assistance with these aspects of additional planning.
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Work through slides, checking that participants agree with the list on slide 11. Explain that these items are usually the responsibility of the training or VET provider, workplace, college, receiving institution etc.</p> <p>Discuss the aspects of additional planning (slide 12) that might be necessary for individual participants to successfully complete an intercultural mobility. Explain that these are actions that the individual must take.</p> <p>(10 minutes)</p> <p>Trainer gives out a list of 20 criteria and checks that participants understand the contents. Participants select any four criteria from the list and in groups of four, discuss who, where and how they can seek help with them. Participants may need to consult with vocational course handbooks or other information available from VET providers to complete this task. Participants record their suggestions on the capture grid.</p> <p>(20 minutes)</p>
ATTACHMENTS, MATERIALS	<p>2_3_2_ Additional planning criteria.docx</p> <p>2_3_2_Additonal criteria grid.pdf</p>
OTHER COMMENTS TO THE TRAINER	<p>Participants may need access to information from VET providers in the form of handbooks, prospectuses for learners, information on websites etc.</p> <p>Trainer should prepare for this in advance.</p>
TIME REQUIRED	30 minutes

UNIT CODE AND TITLE	Unit 2.3 Understanding and supporting intercultural VET programme participants
ACTIVITY CODE	2.3.3 When problems arise (slides 16 – 25)
ACTIVITY TYPE	Group reading with discussion followed by “speed dating”
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To understand the notion of “culture shock” and dispel any unnecessary concerns. To provide participants with a tool to assist them in dealing with difficult situations or ‘critical incidents’ and tracking their learning and development.
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Participants work in pairs to discuss their understanding of “culture shock” and if they, or anyone they know, has experienced it (slide 17).</p> <p>Work through slides 18 – 21 together, discussion the content and any questions that are raised. In particular, give time for participants to comment on slide 20.</p> <p>Now ask participants stand in rows facing each other and talk for 5 minutes about any experience they have had of being new somewhere. Warn them that they will be timed.</p> <p>Follow the animation in slide 23 which details how participants should change partners. They then discuss for five minutes what could have been done to improve any feelings of discomfort they experienced when new somewhere. Be strict with the timings.</p> <p>Follow the animation in slide 24 so that participants change partners one last time and discuss for five minutes how they overcame any difficulties and what they learned from their experience, before re-taking their seats.</p> <p>(20 minutes)</p> <p>Participants retrieve the photographs of their pyramids of twenty-first century skills taken earlier in the session. In pairs, they explore how many of the skills they prioritised, would be useful in helping them overcome a difficult situation or “culture shock” during an intercultural mobility.</p> <p>(15 minutes)</p>
TIME REQUIRED	45 minutes

UNIT CODE AND TITLE	Unit 2.3 Understanding and supporting intercultural VET programme participants
ACTIVITY CODE	2.3.4 Intercultural Casino (Slides 26 – 31)
ACTIVITY TYPE	Turn-taking game using dice.
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To represent how misunderstandings can occur between cultural groups, even when seemingly engaged in the same activity To reinforce the message that to individuals must understand and reconcile their differences if they are to function effectively as a cross cultural group.
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Participants sit in small groups. There can be up to four players per group. Each group is given two dice, a scorecard and a set of rules. The trainers should ensure that each group has a different set of rules (4 sets are provided).</p> <p>Participants will need some time to read and understand the rules. They must not discuss them with each other. Once they start playing, they will play 5 rounds, writing their scores as they play. When each group has finished their game, the trainer will ask one person from each group to move to another group.</p> <p>Trainer then gives out a new scorecard to each group and they start to play again. Remind players that they must not talk about the rules of the game.</p> <p>After 5 rounds, the trainer again asks a different person from each group to move to another group. This continues until all players have been made to move groups.</p> <p>As the game progresses, the feeling builds that others are not playing correctly, or are not capable of understanding or respecting the rules, which leads to a range of feelings: frustration, annoyance, surprise, confusion etc; which may be reflected in the way the players behave. It is hoped that players will devise strategies to be enable the game to continue, even as people move groups. They are learning to understand and reconcile their 'cross-cultural differences.</p> <p>The situation is made all the more realistic by the fact that the</p>

	<p>players are not allowed to speak to each other (representing the language barrier).</p> <p>The trainer should take feedback at the end of the game. Key questions are on slide 28.</p> <p>Finally, trainer will give out the 3R Tool, developed by the University of Warwick, and introduce it using slides 29 – 31. Participants should read through the tool and check their understanding of it. If they have the knowledge, they should also begin to think about who might act as their ‘Culture Learning Colleague’ during their intercultural placement.</p> <p>(15 minutes)</p>
ATTACHMENTS, MATERIALS	<p>2_3_4_Casino game rules.docx</p> <p>2_3_4_Casinoscorecard.docx</p> <p>2 dice per group</p> <p>2_3_4_3R warwick uni.pdf</p>
TIME REQUIRED	45 minutes

UNIT CODE AND TITLE	Unit 2.3 Understanding and supporting intercultural VET programme participants
ACTIVITY CODE	2.3.5 Self-Evaluation and reflection
ACTIVITY TYPE	Reflecting on the learning from this session
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Further reading and self-evaluation
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>After pointing out the additional reading, the trainer should ask participants to complete the form.</p> <p>Use 2_3_5_Self evaluation and reflection form.docx</p>
TIME REQUIRED	10 minutes

Module 3: Utilise appropriate strategies and tools to recognise and validate learning gained through intercultural VET mobility experiences.

Description of Module 3

Module 3 aims to familiarise VET providers and practitioners with a range of appropriate tools and methodologies to assist them in recognising, assessing and validating the experiences, learning and achievements of young people taking part in intercultural VET mobilities.

UNIT 3.1 To identify key skills and learning outcomes of participants

Learning objectives for Unit 3.1

- To enable VET organisations and practitioners to identify key outcomes that that young people in intercultural VET experiences will have opportunities to develop.
- To explore and understand how non-formal and informal learning outcomes can be integrated into intercultural VET project planning and management.
- To review tools that can assist VET organisations and practitioners to organise a young person's learning record into a format that can be evaluated.

Additional Resources for Unit 3.1

ADDITIONAL RESOURCES FOR UNIT 3.1	
Books, Journal Articles, Reports	1. TITLE
	2.
eLearning Resources	1. Tips on writing a journal: https://www.youtube.com/watch?time_continue=28&v=EyxT91mJnVk
	2. Tips on keeping an e-portfolio https://www.youtube.com/watch?time_continue=54&v=YZsfvBqBrcY
	3. Questions based on Bloom's Taxonomy (Cognitive domain) https://notjustanybrickinthewall.files.wordpress.com/2012/09/askin-thinking-qs.png

Overview of Activities for Unit 3.1

OVERVIEW OF ACTIVITIES FOR UNIT 3.1		
3.1.1	Introduction to Module 3 and overview. Introduction to content of unit 3.1	10 minutes
3.1.2	Why take part in an intercultural mobility?	10 minutes
3.1.3	Understanding formal, informal and non-formal learning	15 minutes
3.1.4	Assessing informal learning	40 minutes
3.1.5	How can VET organisations prepare learners for an evaluation of learning gained on an intercultural mobility?	45 minutes
3.1.6	Reviewing the purpose of informal assessment: common misconceptions	20 minutes
3.1.7	Further reading, self-assessment and evaluation	10 minutes

UNIT CODE AND TITLE	Unit 3.1: Key competencies and outcomes for participants and learners in intercultural VET experiences
ACTIVITY CODE	3.1.1 Introduction and overview of Module 3 and introduction to unit 3.1
ACTIVITY TYPE	Whole group reading
TIME REQUIRED	10 minutes

UNIT CODE AND TITLE	Unit 3.1: Key competencies and outcomes for participants and learners in intercultural VET experiences
ACTIVITY CODE	3.1.2 Why take part in an intercultural mobility? (slides 7 – 11)
ACTIVITY TYPE	Small group discussion to generate a list (of reasons)
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Revise the potential benefits of participating in an intercultural mobility Understanding the need for assessment (informal and non-formal) to validate learners' experiences and learning
DESCRIPTION OF THE EXERCISE/PROCEDURE	Work in small groups to generate a list of potential benefits of intercultural placements.
TIME REQUIRED	10 minutes

UNIT CODE AND TITLE	Unit 3.1: Key competencies and outcomes for participants and learners in intercultural VET experiences
ACTIVITY CODE	3.1.3 Understanding formal, informal and non-formal learning (slides 12 – 17)
ACTIVITY TYPE	Reading. Trainer-led discussion
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Understanding formal, informal and non-formal learning
DESCRIPTION OF THE EXERCISE/PROCEDURE	Participants work through the slides reading the definitions of formal, informal and non-formal learning. Trainer should check understanding as they proceed. Slide 17 has seven examples of activities that illustrate these different types of learning. Trainer should display each one in turn and ask

	participants to work out what type of learning each one is, and to explain their reasons before revealing the answer.
TIME REQUIRED	15 minutes

UNIT CODE AND TITLE	Unit 3.1: Key competencies and outcomes for participants and learners in intercultural VET experiences
ACTIVITY CODE	3.1.4 Assessing informal learning (slides 18 – 30)
ACTIVITY TYPE	Whole group reading. Examination of suggested types of informal assessment.
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Introduce the concepts of assessment for learning (informal feedback) and assessment as learning (peer and self-assessment)
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Trainer should organise participants into small groups with colleagues from the same organisation working together where possible.</p> <p>Participants work through the slides with trainer checking understanding as they proceed. The terms assessment OF learning, assessment FOR learning and assessment AS learning are introduced. However, is not essential for participants to be able to define each type of assessment; it is more important that they understand how each one works and whether they are applicable to their context. Slide 22 emphasises the importance of choosing assessments that include some learner-led assessment (usually of the documentary type) as well as tutor-led elements. These are central to validating informal learning.</p> <p>After each Youtube clip (slides 25 and 28) the trainer should ask participants to summarise their thoughts about the assessment tool that has been described. Participants will need to find suitable Youtube clips from their home countries to replace the ones given in the presentation as this will be a useful way of explaining the assessment tools to their learners.</p>
ATTACHMENTS, MATERIALS	<p>3_1_4_InformalAssessment</p> <p>Keeping a Learning Journal: https://www.youtube.com/watch?time_continue=28&v=EyxT91mJnVk</p>

	Keeping and e-portfolio https://www.youtube.com/watch?time_continue=54&v=YZsfvBqBrCY
TIME REQUIRED	40 minutes

UNIT CODE AND TITLE	Unit 3.1: Key competencies and outcomes for participants and learners in intercultural VET experiences
ACTIVITY CODE	3.1.5 How can VET organisations prepare learners for and evaluation of learning gained on an intercultural mobility? (slides 31 – 41)
ACTIVITY TYPE	Group reading and discussion
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To consider two assessment tools and evaluate their potential benefits and challenges for assessing learning gained during an intercultural mobility. Participants begin to draft their own frameworks for implementing informal learning assessments that are compliant with their course objectives, their learners and their mobility activities.
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Trainer should organise participants into small groups with colleagues from the same organisation working together where possible. Reiterate the importance of setting a 'baseline' for assessing the progress a learner makes. Without a starting point, it is very difficult to know how far a learner has travelled.</p> <p>Work through slides 32 – 33 as a whole group and then give out the Attitude Tool. This is the first tool that will be evaluated. Ask participants to read the experiences/ situations carefully and decide if any need amending or if they wish to add new ones. Slides 34 – 38 describe how the tool might be used and asks participants to evaluate how this tool could be used in their organisations to support learners.</p> <p>Now give out the draft Motivation Tool and a set of the "additional criteria" from Unit 2.3. Participants should agree which criteria they think are best to test their learners'</p>

	<p>motivation to prepare to go on a mobility and write these in the blank spaces.</p> <p>Explain that like the Attitude Tool, the Motivation Tool is learner-led. This means it requires the learners to self-assess and score themselves before they go on their mobility. Unlike the Attitude Tool, the Motivation requires the tutor/VET practitioner to score the learner's progress after the mobility.</p> <p>Reiterate that the Attitude Tool and the Motivation Tool are examples of what VET providers can use to begin to develop a baseline profile of each learner, ahead of them participating in an intercultural mobility.</p> <p>Ensure there is enough time to consider the usefulness of the Motivation tool for each VET organisation represented.</p>
ATTACHMENTS, MATERIALS	<p>3_1_5_Motivation Tool.docx</p> <p>3_1_5_Attitude Tool.docx</p>
TIME REQUIRED	30 minutes

UNIT CODE AND TITLE	Unit 3.1: Key competencies and outcomes for participants and learners in intercultural VET experiences
ACTIVITY CODE	3.1.6 Reviewing the purposes of assessment: common misconceptions (Slides 43 – 48)
ACTIVITY TYPE	Small group/whole group discussion of common misconceptions about assessment
OBJECTIVE(S) OF THE ACTIVITY	<p>Consolidation of understanding of informal assessment and its usefulness for informal and non-formal learning.</p> <p>Prepares participants to explain their learning to other colleagues and partners involved in planning intercultural mobilities.</p>
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Three statements are presented that refer to learning in this unit. Participants should discuss each one in their groups as they try to work out what it is about each one that is a misconception.</p> <p>Trainers may wish to introduce items from the Intercultural Mobility Project's own 'Toolkit on recognition and validation</p>

	of informal learning experiences’.
OTHER COMMENTS TO THE TRAINER	Trainer should be familiar with the IO3 toolkit, but this is not necessary for the participants.
TIME REQUIRED	20 minutes

UNIT CODE AND TITLE	Unit 3.1: Key competencies and outcomes for participants and learners in intercultural VET experiences
ACTIVITY CODE	3.1.7 Further reading, self-assessment and reflection
ACTIVITY TYPE	Self-reflection
TIME REQUIRED	10 minutes

UNIT 3.2

Review, self-evaluation and assessment of the experiences, of young people participating in intercultural VET mobilities, including their learning and wider outcomes

Learning objectives for Unit 3.2

- To enable practitioners and organisations to enhance the support provided to participants in intercultural VET experiences.
- To enable VET practitioners and organisations to enhance the impacts of non-formal learning on participants through a clear assessment process and effective follow-up
- To help learners to be reflective and able to identify achievements, personal goals, changes and personal development from being in a different cultural context
- To construct and conduct a quality assurance procedure in order to facilitate evaluation and assessment.

Overview of Activities for Unit 3.2

OVERVIEW OF ACTIVITIES FOR UNIT 3.2		
3.2.1	Introduction to unit 3.2	10 minutes
3.2.2	Following up and evaluating learning gained in non-formal and informal contexts	20 minutes
3.2.3	Criterion referenced assessment	30 minutes
3.2.4	Identifying work-related skills: twenty-first century skills revisited	20 minutes
3.2.5	Exploring other assessment tools	20 minutes
3.2.6	Further reading, self-assessment and reflection	10 minutes

UNIT CODE AND TITLE	Unit 3.2 Review, self-evaluation and assessment of the experiences, of young people participating in intercultural VET mobilities, including their learning and wider outcomes
ACTIVITY CODE	3.2.1 Introduction and overview of unit 3.2 (slides 1 – 3)
ACTIVITY TYPE	Unit overview
TIME REQUIRED	5 minutes

UNIT CODE AND TITLE	Unit 3.2 Review, self-evaluation and assessment of the experiences, of young people participating in intercultural VET mobilities, including their learning and wider outcomes
ACTIVITY CODE	3.2.2 Following up and evaluating learning acquired in non-formal and informal leaning situations (slides 4 – 9)
ACTIVITY TYPE	Reading activity
OBJECTIVE(S) OF THE	<ul style="list-style-type: none"> Tools that enhance support for learners

ACTIVITY	
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Work through the slides 5 -7 which recap some of the learning from units 2.3. and 3.1.</p> <p>Give out the DISCO tool and turn to slide 8. Allow 10 minutes reading time then ask participants to discuss how this tool might both help learners develop and document their journey of development. This is different to other tools because it works to change behaviour, not simply record it. Changed behaviour is an indication of changed perceptions and therefore an indication of an individual's growth and learning.</p>
ATTACHMENTS, MATERIALS	<p>3_2_2_DISCO.pdf</p> <p>One copy between two people</p>
TIME REQUIRED	20 minutes

UNIT CODE AND TITLE	Unit 3.2 Review, self-evaluation and assessment of the experiences, of young people participating in intercultural VET mobilities, including their learning and wider outcomes
ACTIVITY CODE	3.2.2 Following up and evaluating learning acquired in non-formal and informal leaning situations (slides 10 – 15)
ACTIVITY TYPE	Barrier activity
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Develop an understanding of the importance of criterion referenced assessment
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Ask participants to work in pairs and label themselves A and B.</p> <p>Give out the criterion referenced assessment reading texts: page 1 is for person A; page 2 is for person B. Nobody should let their partner see their document, so if they are facing each other, they should erect a barrier between themselves or sit 'back to back' (see slide 12).</p> <p>Allow a few moments for participants to read through the text and the questions at the bottom of the page.</p>

	<p>Participants should take it in turns to ask each other the questions. All of the information needed to answer appears in both passages, however, it is worded differently in each. Participants should make a note of their answers. After they have done this, they should compare their reading materials.</p> <p>Finally, ask participants to represent the main ideas in the document diagrammatically (slide 14).</p>
ATTACHMENTS, MATERIALS	3_2_3_Barrier CriterionAssmt A_B.docx
TIME REQUIRED	30 minutes

UNIT CODE AND TITLE	Unit 3.2 Review, self-evaluation and assessment of the experiences, of young people participating in intercultural VET mobilities, including their learning and wider outcomes
ACTIVITY CODE	3.2.4 Identifying work-related skills: twenty-first century skills revisited (slides 16 – 20)
ACTIVITY TYPE	Whole group reading Guided reading
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Exemplify how twenty-first century skills can be used to enhance the impacts of non-formal and formal learning
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Participants are given a copy of the document 3_2_4_21 century skills.docx to remind them of the pyramid sorting activity they completed in Module 2.</p> <p>They should discuss how a format such as this can be of use to their learners in terms of assessing skills, personal development and learning they will acquire in an intercultural context. Trainers should also encourage participants to use this activity in preparing their learners for any forthcoming mobility.</p> <p>Copies of the document Autoévaluation_valley.pdf should be circulated for participants to look at as you work through</p>

	the slides. Allow anyone who wishes to ask questions.
ATTACHMENTS, MATERIALS	3_2_4_Autoévaluation valley.pdf. 3_2_4_21 century skills.docx
TIME REQUIRED	15 minutes

UNIT CODE AND TITLE	Unit 3.2 Review, self-evaluation and assessment of the experiences, of young people participating in intercultural VET mobilities, including their learning and wider outcomes
ACTIVITY CODE	3.2.5 Incorporating knowledge of informal assessment into programme planning (slides 21 – 28)
ACTIVITY TYPE	Close reading of assessment schema and small group discussion
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> • Exemplify a scheme leading to recognised national qualification • Exemplify ‘layering of difficulty’ of the assessment criteria to meet the differing needs of learners on vocational programmes
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Work through the slides 22 – 24. The idea of this activity is to consider how data collected from the assessment of informal learning can be aligned with nationally recognised standards.</p> <p>Give out handout 1 and allow a few minutes for participants to read it.</p> <p>Show slide 25. Participants should work in pairs to identify the features listed on the slide. Check they are ready to move to slide 26, where they will be asked to apply their understanding of the portfolio to their working context. Give out the capture sheet (3_2_5_ASDAN discussion grid) to help participants document their discussions.</p> <p>Now give out handout 2 and again allow reading time. Work through slide 27 comparing the features to both levels that are exemplified. Participants answer the question on slide</p>

	28, again using the capture sheet to structure and record their responses.
ATTACHMENTS, MATERIALS	3_2_5_handout1 CoPE.pdf 3_2_5_handout2.probsolv.pdf 3_2_5_AS DAN discussion grid
TIME REQUIRED	30 minutes

UNIT CODE AND TITLE	Unit 3.2 Review, self-evaluation and assessment of the experiences, of young people participating in intercultural VET mobilities, including their learning and wider outcomes
ACTIVITY CODE	3.2.6 Self-Evaluation and reflection
ACTIVITY TYPE	Reflecting on the learning from this session
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> • Further reading and self-evaluation
DESCRIPTION OF THE EXERCISE/PROCEDURE	After pointing out the additional reading, the trainer should ask participants to complete the form. Use 3_2_6_Self evaluation and reflection form.docx
TIME REQUIRED	10 minutes

UNIT 3.3

Using accreditation frameworks and methodologies to recognise and validate learning

Learning objectives for Unit 3.3

- To raise awareness of the range of accreditation frameworks and methodological approaches available to VET organisations and practitioners for recognising and validating learning
- To enable VET organisations and practitioners to identify and use validation tools that are appropriate for specific intercultural VET contexts
- To enable VET organisations and practitioners to maximise the positive outcomes for participants and learners, and add value to work experience and vocational and other qualifications
- To enable VET organisations to facilitate recognition process through an effective transferability and transparency process.

Overview of Activities for Unit 3.3

OVERVIEW OF ACTIVITIES FOR UNIT 3.3		
UNIT	ACTIVITY	TIME
3.3.1	Introduction	5 minutes
3.3.2	Principles and methodology of ECVET	10 minutes
3.3.3	Learning outcomes in the context of ECVET	45 minutes
3.3.4	Using ECVET	45 minutes
3.3.5	Further reading, self assessment and evaluation	15 minutes

UNIT CODE AND TITLE	Unit 3.3 Using accreditation frameworks and methodologies to recognise and validate learning
ACTIVITY CODE	3.3.1 Introduction and overview of unit 3.3 (slides 1 – 3)
ACTIVITY TYPE	Introduction to the unit
TIME REQUIRED	10 minutes

UNIT CODE AND TITLE	Unit 3.3 Using accreditation frameworks and methodologies to recognise and validate learning
ACTIVITY CODE	3.3.2 Principles and methodology of ECVET (slides 3 – 11)
ACTIVITY TYPE	Reading ECVET website and publications True – False question and answer
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> Familiarity with structure and use of ECVET
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Find out how many participants are already familiar with ECVET and if they are willing/able to explain it to the other participants.</p> <p>Participants should then take some time to look at the ECVET Secretariat website in their home country (see http://www.ecvet-secretariat.eu/en) where they can view and download any of the essential documents.</p> <p>Now move on to the ECVET toolkit website. In particular they should focus on:</p> <ul style="list-style-type: none"> The Homepage Introduction to ECVET and Mobility The ECVET Toolkit (and any available animations or YouTube clips on the webpage) <p>(30 minutes)</p> <p>Now work through slides 7 – 11. True – false answers will display with a short explanation of each one.</p> <p>At slide 11 pause long enough to allow participants to confer and then suggest an answer to the question before revealing it.</p> <p>(10-15 minutes)</p>
TIME REQUIRED	45 minutes

UNIT CODE AND TITLE	Unit 3.3 Using accreditation frameworks and methodologies to recognise and validate learning
ACTIVITY CODE	3.3.3 Understanding learning outcomes in the context of ECVET (slides 14 – 18)
ACTIVITY TYPE	Group activity – negotiation of solutions
OBJECTIVE(S) OF THE ACTIVITY	<ul style="list-style-type: none"> To enable VET organisations and practitioners to facilitate the recognition process for informal learning
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Work through slide 15 together.</p> <p>As participants to work in groups of four.</p> <p>Give out the extract taken from the guidance document 'Getting the credit your learners deserve' and allow a few minutes for participants to read it.</p> <p>Continue on to slide 16.</p> <p>Now read slides 17 and 18 and check participants' understanding.</p> <p>Give out the worksheet 'Learning outcomes or tasks'. Be careful to only print out <u>page 2 for the participants</u>; page 1 is the trainer's answer sheet.</p> <p>Participants should work in pairs to determine which of the statements are tasks and which are learning outcomes.</p> <p>Encourage participants to justify their choices. Once they have completed the activity, share the answers with them.</p>
ATTACHMENTS, MATERIALS	3_3_3_extract.pdf print 1 copy per 2 participants 3_3_3_learning outcomes or tasks.docx print page 2 only for participants
EXERCISE SOLUTION	3_3_3_learning outcomes or tasks.docx. Page 1 is trainer's answer sheet
TIME REQUIRED	30 minutes

UNIT CODE AND TITLE	Unit 3.3 Using accreditation frameworks and methodologies to recognise and validate learning
ACTIVITY CODE	3.3.4 Using ECVET (slides 19 – 28)
ACTIVITY TYPE	Group activity – negotiation of solutions
OBJECTIVE(S) OF THE	<ul style="list-style-type: none"> To enable VET organisations and practitioners to facilitate the recognition process for informal learning

ACTIVITY	
DESCRIPTION OF THE EXERCISE/PROCEDURE	<p>Work through slides 20 and 21 together taking any comments or questions.</p> <p>Give out one set of card which will have been prepared beforehand from the document 3_3_4_CardsortECVET.docx. Participants should endeavour to sort them under the key actions headings they first saw on slide 19.</p> <p>Allow participants a few minutes to complete the task and then share the solution with them. Ask participants to comment on any that they had placed differently to the answer sheet. Some of the categories, for example those relating the learning agreement, are ambiguous, so participants should not feel that they are 'wrong'.</p> <p>Now work through slides 23 to 27. Point out that the information on the slides supplements the information that is on the cards – there would be no point in providing an exact replica.</p> <p>Finally, slide 28 has a link to a short video on the ECVET process.</p>
ATTACHMENTS, MATERIALS	3_3_4_extract1.pdf 3_3_4_cardsort ECVET.docx https://www.youtube.com/watch?v=ingP6CUzHNA
EXERCISE SOLUTION	See 3_3_4_cardsort ECVET.docx
OTHER COMMENTS TO THE TRAINER	Print and cut up the cards from 3_3_4_CardsortECVET.docx before the session. Be sure not to cut one sheet, so that it can serve as the trainer's answer sheet.
TIME REQUIRED	45 minutes

UNIT CODE AND TITLE	Unit 3.3 Using accreditation frameworks and methodologies to recognise and validate learning
ACTIVITY CODE	3.2.5 Self-Evaluation and reflection
ACTIVITY TYPE	Reflecting on the learning from this session
OBJECTIVE(S) OF THE	<ul style="list-style-type: none"> Further reading and self-evaluation

ACTIVITY	
ATTACHMENTS, MATERIALS	3_3_5_selfevaluationand reflection form.docx one copy per participant
TIME REQUIRED	15 minutes

The INTERCULTURALITY MOBILITY training is available on the [project website](#) under the training section. Available in French, English, Greek, Italian and German.