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GUIDE FOR EDUCATORS

Intellectual Output 1



InMobVET

**Social Inclusion Through Mobility in Vocational Education
and Training**

2019-1-DE02-KA202-006190

<http://vet.eu-mobility.eu>



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INTRODUCTION

The **Guide for Educators** has been developed within Intellectual Output 1 of the Erasmus+ project **InMobVET** (2019-1-DE02-KA202-006190), which supports the participation of young people at risk in international mobility as a way to increase their motivation and self-esteem.

During the project, the partners will also create a training module on interculturality and a web application "Move in Europe".

You can find more information about the project and its results on <http://vet.eu-mobility.eu/>

The aim of the Guide is to enable VET educators to encourage their students to take part in international mobility, motivate them to continue their education, and make them aware of the importance of their education.

The **target group** of the guide are educators working with students with fewer opportunities in VET schools. However, this guide can also be beneficial for educators outside the VET system working with the target group. Module 1 and Module 4 have useful information for parents of VET students.

It consists of four modules and two annexes.

Module 1 “Role of educators and parents” provides useful materials to educators and parents in order to help educators better understand the role of parents in career development and help parents cooperate closer with schools and have a beneficial role regarding the students’ choices.

Module 2 “Motivational strategies and activities” describes the tools that VET educators can employ to make their students aware of the importance of education for their future and the opportunity that international mobility represents for both their personal and professional lives.

Module 3 “Intercultural learning” provides educators with methodological & teaching approaches and tools addressed to the development of intercultural competences in VET schools.

Module 4 “International mobility” describes benefits of international mobility for VET students, outlines the support they need, and gives some advice on how to face the challenges related to international mobility.

For **Annex 1 “Country Research”**, all partners have collected and analysed data from existing resources about VET education in their countries in order to provide

comprehensive information on the situation of VET education in the project partners' countries. To achieve this, the partners have analysed the profile of VET students and the legislation related to international mobility for VET students, among other issues.

Annex 2 “Collection of Good Practices” is a summary of the partners' contributions regarding motivational strategies and activities, intercultural learning, and international mobility in VET schools in various EU countries.

The Annexes have been used as a basis for the elaboration of the Guide's modules.

MODULE 1. ROLE OF EDUCATORS AND PARENTS



1.1 GET READY

The purpose of the module is to highlight the importance of the role of educators and parents in the students' career development. Both educators and parents have a significant impact on the students' choices and can help them create the foundation of a progressive career that matches with their educational and socio-economic profile. This module aims at providing useful material to both educators and parents to enable them to support the students' choices primarily by helping students discover their aptitudes and secondarily by finding the right pathways to implement students' expectations. Educators, as well as parents, are supporters of the students in their educational journey and they must do their best to give them the support they need to benefit from their choices.

Contents

- Adult learning theories
 - Andragogy
 - The Theory of social change
 - Transformational Learning
- Characteristics of adult learners
- Communication skills for students who experience difficulties
- The role of educators
- Parents' engagement
- Guidelines for engaging parents and families who experience difficulties
 - Strategies and methods to access hard to reach parents

Objectives

- To help educators understand their role in the formation of the students' educational and professional profile.
- To provide tools and methods that can help educators have a positive impact on the students' educational and professional choices.
- To provide information and tools to help educators better understand the role of parents in career development and help parents cooperate more closely with schools and have a beneficial role regarding the students' choices.

- To provide information and tools in order to help educators understand why parents, especially those who come from vulnerable social groups, distance themselves from school and to provide solutions to help parents work more closely with school and make them more interested in school issues.



1.2 DIVE IN

- What is the role of educators regarding students of low socio-economic status?
- Which are the specific issues that educators should take into consideration in order to make education more appealing/challenging to people facing challenges?
- Which are the methods and strategies that school should apply to motivate parents?
- How is it possible to evaluate the effectiveness of the strategies that school will apply in order to motivate parents?

Definitions of Main Terms

PARENT - This term is used to refer to any caring adult or influential community member in a young person's life. In this context the term “parents” is not limited to biological parents and it refers to any adult who plays a positive role in helping a young person build his/her own future.

PARENTAL ENGAGEMENT- It occurs when parents and school work together to improve the learning process and the general development of young people. The level of family engagement has a direct effect on students' achievements and their personal and professional development.

Source: <https://www.education.vic.gov.au>

EDUCATOR - A VET Educator is a person who works in education and training, and who aims to equip people with the knowledge, know-how, skills and/or competencies required in particular occupations or more broadly in the labour market.

Source: <https://www.eqavet.eu>

ADULT LEARNERS - This term allows a range of interpretations and varies according to the social and cultural context in which the term is examined.

According to Rogers (1999), in many cases, thinking of adults in terms of the age of the individuals provides a very limited scope. In addition, “the age” criterion varies from society to society and is something that changes over time. UNESCO, realizing the ambiguity in the term “adult” has adopted the phrase “youth and adult education” when referring to the learning and training activity of individuals after school age focusing on the 15+ age group (Athanasίου et al., 2014).

Adult learners is a special category as they are aged 15+ according to UNESCO's point of view. In general, we can assume that adult learners are engaged at a given time in multiple roles, which affects both their time and energy spent on learning ability. (Polson 1993).

According to Kokkos (2005), adult learners:

- Have established clear goals before their entry in the educational process.
- Have more life experiences.
- Have developed their preferred learning style.
- Have a tendency for active participation and expect to be actively involved in the learning process.
- Face barriers to learning.
- Develop defence and withdrawal mechanisms.

Rogers (1999) gave his own approach to Adult Learner Characteristics:

- Participants are adults by definition.
- Adult learners are in a constant process of growth, not at the beginning of the process.
- Adult learners carry with them a set of experiences and values.
- Adult learners come to education with intentions and needs.
- Participants have expectations about the learning process.
- They have competing interests.
- They have developed their own patterns of learning.

Six additional **Adult Learner Characteristics** as described by Knowles (1970):

- Adults have the need and the ability for self-directness and self-determination. Educators have the responsibility to encourage and nurture this tendency.
- The experience and knowledge adult learners bring to the educational process is an abundant source of learning for themselves and for the others. Adult educators respond better to the learning process that is carried out through their active rather than passive participation. The use of experiential techniques is therefore more appropriate.

- It is important for adult learners to understand the educational programme goals on their own.
- People are ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems (Knowles, 1970, 44). Adults need to understand why they are learning a particular topic.
- Emphasis must be given to skills that learners can apply to real-life situations and not to abstract concepts (Kokkos, 2005). Adults are more problem-centered than content-centered.
- Learners' 'persistence' to learn is encouraged when their incentives for learning are intrinsic rather than extrinsic

Vulnerable social groups – Social exclusion

In general, we can identify these groups as those who experience social exclusion in the society in which they live.

Social exclusion according to Tsiakalos (1998) is defined as the prevention of access to social and public goods e.g. education, health care system etc. that finally leads to economic deprivation and marginalization. The term “social exclusion” describes a situation as well as a process.

Theoretical Inputs

Adult Learning Theories

Many theories have been developed to describe the learning procedure, which is defined as the change in behaviour based on an individual's interaction experience with their environment. Regarding adults, we must take into account that adult education differs from typical education concerning adult learners' characteristics and differentiation in learners' developmental cognitive stages.



The main models of Adult Education that have been developed are the following:

- **Andragogy**

Andragogy has been introduced by Malcolm Knowels in the 1970s as a theory and a model of Adult learning. He defined Andragogy as “the art and science of helping adults learn”. In the Andragogy context, the main assumptions that have been made are the following:

Adults need to know why they need to learn something

- Adults need to learn experientially
- Adults approach learning as problem solving
- Adults learn better when the topic is of immediate value

In Andragogy, the process is focused more on the process rather than on the teaching subject. The educator plays the role of facilitating the learning process or providing the resources rather than lecturing. (Kolb 1994).

The Andragogy model includes six principles:

- Adults are internally motivated and self-directed. Adults learners resist learning when they feel others are imposing information, ideas or actions on them. (Fidishun, 2000)
- Adults bring life experiences and knowledge to learning experiences. Adults like to be given the opportunity to use their existing knowledge and life experience and apply it to their new learning process. (Serebrenikov)
- Adults are goal-oriented. Adult learners are willing to learn something when “they are challenged to learn in order to cope more satisfyingly with real- life tasks or problems” (Knowles, 1980, 44).
- Adults are relevancy oriented. Adult learners want to know the relevance of what they are learning to what they want to achieve.
- Adults are practical. Through practical fieldwork experiences and their real life situations, learners move from classroom and textbook mode to hands on - problem solving where they can recognise first-hand, how their knowledge can be applied to real life and to the work context.(Athanasίου et al. 2014)
- Adult learners like to be respected.

The role of the educator is to motivate students to learn through a self-directed and responsible learning procedure.

- **The theory of social change**

Paolo Freire developed the Theory of Education for Social Change. Proposing the concept (see-judge-act), the method leads to critical consciousness, which means that the learners are always being asked to act towards equality and democracy. According to Freire, education is never neutral. Instead, pedagogy is always a call for action.

The method has three main stages:

1. The investigation
2. The thematization
3. The problematization

According to Freire, education is cultural action for freedom. Teachers and learners exchange roles and together, they are always trying to learn more than they already know.

- **Transformational learning**

As it is cited on Athanasiou et al. 2014, the Transformational Learning Theory that has been developed by Mezirov focuses on how learners construe, validate and reformulate the meaning of their experience. To achieve this, they have to be engaged in critical reflection of their own experiences. In Mezirov theory, there are three main issues:

- The centrality of experience
- The critical reflection
- The rational discourse in the process of meaning structure transformation.

According to Mezirov (1991), the learners' experience is the starting point and the subject matter for transformative learning. Experience as it has been constructed socially has to be deconstructed and acted upon.

Successful mobility projects should take into consideration the **particular needs and attitudes of adult learners** and work at building a working environment that will be based on mutual trust and respect. All the aspects of adult learning focus on the specific way the adult learners have to be considered to design an effective learning activity that will have a significant impact on their lives. They are a special and difficult group and they are usually reluctant to adopt modern ways of learning. In most cases, they are not willing to follow a path that they don't feel familiar with. Whatever will be the model we use, it is important to convince adults to follow an alternative educational and training path. It is valuable to provide all the appropriate information and understandable and well-documented proofs regarding the impact of the proposed activities on adults learners' personal development as well as their social profile.

Mobilities are by definition an innovative activity that intends to strengthen the personality of the beneficiaries through the enrichment of personal and professional experiences leading to the formation of individuals that meet the social and professional standards of modern society. The adults who experience difficulties in most cases don't accept the challenge or they think of it in the view of their specific social position. It is important for the educators and the staff who are responsible for the mobilities to provide adequate proofs to make clear that one of the goals of the mobility is to help adult learners to adapt better to modern society, giving them opportunities to change their socio-economic status.

The Role of Educator



The role of the educator is to motivate students to learn through a self-directed and responsible learning procedure. The role of the educator is quite complex when teaching adults or in general, persons who have already built their personality. Except for the typical role of the teacher, as we traditionally perceive it, the educator must be a counselor as well as a facilitator of the learning process. According to Correy (1990), the educator should:

- be emotionally involved with the group
- be empathetic
- be able to identify their own mistakes
- accept criticism from the learners
- exhibit genuine interest towards the learners and their learning experience
- be guided by their own values and not by other people's expectations
- have faith in the group-process as an important vehicle of knowledge
- be creative in utilising learners' experiences

Rogers (1999) describes the role for a teacher in a learning group:

- as the leader of the group
- as the teacher – agent of change
- as a member of the group (a model of learning and a learner)
- as a member of an audience, outside the group - as the evaluator of the new knowledge the learners have acquired.

Kokkos (2005) introduced an additional bundle of characteristics for the adult educator:

- genuinely care for and accept the learners
- communicate with them effectively
- coordinate and organise the learning group
- properly identify the teaching modules and materials
- be flexible in the teaching methods they use
- link the educational content to the local or broader labour market, and with the conditions of the local community
- have self-awareness
- evolve and engage in self-evaluation.

Parental Engagement

As it is cited in the Victoria State Government - Education and Training Report (2020), parents are the greatest influencers on their children's education and career decisions. High parental engagement has a major impact on the young person's' learning so every opportunity should be explored to nurture family–school partnerships.

The organizations should develop their own parental engagement strategy. A whole approach should be adopted to engage parents in the learning of the young students and be incorporated in appropriate governance processes such as strategic plans, school organization reviews and annual implementation plans.

- **Guidelines for Engaging Parents and Families who Experience Difficulties**

In the above mentioned report, we read about the factors that form the profile of people of low socioeconomic status. Poverty, unemployment and lack of opportunities set the framework of low socio-economic status. Students from low SES families should be considered as people with possibilities that may be invisible due to lack of resources. It is important to make the students' potential visible to teachers, families, communities and the teachers themselves.

The engagement has two sides. Two parts at least have to be engaged. Students, families and the communities on the one side and teachers and the world of education on the other side. Disengagement may happen due to parents and students or teachers and the school system. It is important to discover the reasons that prevent the two sides from engaging. In case of failing engagement, teachers and the school must take up action to find a way to engage with parents and families.

The educators need to cultivate a collaborative relationship that is supported by mutual understanding and respect. They must know parents, their hopes and their fears. They must spare time to be informed about parents' educational and professional development and parents' point of view about the expectations of their children. It is better to invest resources to understand every student and parent rather than just label them.

The diversity in parents' engagement, according to the research, may be the result of various reasons such as:

- Culture and socio-economic status of the family
- Poverty, health issues that prevent the family from work, lack of opportunities and resources
- Past experiences
- Understanding of the system

Usually parents of low socio-economic status or with various problems in their life cannot understand how the educational system works and they are very reluctant to approach it.

- Language
Usage of education technical terms in the communication with parents should be avoided because in most cases the parents won't understand. The problem seems to be magnified when parents are not native speakers of the language, as is the case for immigrants or refugees.
- Time and resources
Find appropriate time and keep low expectations as well as working alternative that will match the family profile.
- Level of personal confidence
Increase parents' confidence to provide effective contribution to the students' personal and professional choices.

- **Parents that are Difficult to Engage**

It is not always easy to engage parents and it depends on various reasons connected with their socio-economic profile or other reason that prevent them from engaging.

According to Victoria State Government – Education and Training 2020 updated report about engaging parents in career conversations, the most difficult parents to engage are those who:

- Experience difficult family circumstances
- Belong to ethnic or other minorities
- Live in isolated or remote areas
- Have limited linguistic competences (refugees, immigrants etc.)
- Have no access to computers and they cannot be informed about school activities through typical communication channels.
- Have low socio-economic status and rarely come to school events
- Had bad school educational experiences as students themselves.

- **Strategies and Methods to Access Hard to Reach Parents**

- Make parents feel welcomed and valued, i.e. encourage a friendly and responsive manner with parents at all times.
- Communicate with parents on a regular basis, e.g. newsletters, personal contact, e-mails, telephone.
- Ensure newsletters are “parent friendly”, i.e. relevant and easy to understand; choose vocabulary that shows consideration of the social and cultural backgrounds of parents.
- Avoid using educational jargon, i.e. use everyday language.

- Find out the best time parents are available to participate in activities.
- Capture feedback, thoughts and opinions from parents when possible, e.g. after events, surveys, newsletters etc.
- Invite parents to be guest speakers about their career.
- Encourage parents to offer job shadowing or work experience in their own place of employment.
- Consider setting up a parents' noticeboard where you can display relevant careers information.
- Consider the different cultural backgrounds of parents and organise for parents of similar backgrounds to attend workshops.
- Display a young person's work, e.g. art display, which may encourage parents to attend the school and organisation.

Schools and organisations should take positive steps to engage with staff and families to identify strategies that best suit their community. (Victoria State Government, 2020; CICA Research report 2012)

- **Indicators of a successful parents' engagement strategy** (CICA Research report 2012):
 - growing database of potential work experience placements; parent and teacher agreement on pastoral care and career exploration;
 - parents who attend are grateful and able to assist their child in making decisions;
 - parents are fully informed and can assist their child in making informed decisions. These decisions are also taken collaboratively to ensure that the expertise of all parties involved is utilised. This models the decision making process for our students as it encourages them to consider multiple factors when deciding on career choices;
 - increased parent participation in work experience program; industry visitors or other job consulting activities;
 - students have a clearer pathway with parental support;
 - successful completion rates and clarified career pathways and frequently part time work or apprenticeships for those students;
 - reduction in subject changes;
 - tailored transitions;
 - students achieving their proposed pathway with parental support; parents attending events and sharing their stories;
 - happy parents, positive feedback from Principal regarding satisfaction of parents and students;
 - positive feedback from parents;

- large numbers of attendees at career expos, parent info nights; ongoing contact with Careers Advisor;
- positive emails from parents and staff; personal conversations.

According to CICA Research report (2012), the objective is “a strength based model which will seek to fully harness the talents, knowledge and experience of parents, whereby they have the opportunity to contribute not only to the career development of their own child, but to an entire cohort of similarly placed young people”. It is important to understand that exchanging experience among all parts (educators, parents, etc.) who can support the career development of young people enables all of the useful knowledge and competences to become a common issue for everyone involved. It is very encouraging for young people to share experiences informing them about issues that may ignore and ask them to take initiative to build a promising career.

The parents should not be considered as useful only for the preparation of the mobility either short or long term. They should be active in a multi-level action plan that will focus on the social and professional profiles of the students. The parents as well as the educators who are responsible for designing the working activities must cooperate to provide all the supporting activities that will help the students to take advantage of the scheduled activities. The parents should offer supporting action by providing opportunities to help students acquire social and working experiences at local, national or international level. This means that the emphasis should be put on offering working placements for mobility preparation as well as cooperating to organize the mobilities that best match the learners’ profile. The goal of all this should be to design activities that will improve the learners’ professional profile. The provision of working experience in family-owned companies focusing on the improvement of specific technical competencies and soft skills will have a great impact on the learners and will prepare them adequately for successful mobility abroad. The parents should have an active role as they can contribute with their experience in technical issues and provide second opinion regarding the scheduled activities, thus helping the educators to organize them in a way that best matches the participants' profile.

It is more convenient for the learners if they feel that the parents actively support their choices and have a significant role in forming the learners’ professional pathway. In many cases, the learners doubt their choices and they feel that the educators or the parents don’t estimate their needs properly. The combined support by educators and parents contributes to the formation of a safe environment for the students where they feel they can develop effectively. The active role of the parents makes the learners feel comfortable to share their experiences and gradually strengthen the network they have established. The systemic approach to the personal and professional needs of the learners will lead to pinpoint activities with a high and direct impact on them reducing unnecessary and ineffective activities that confuse and disorientate them.



1.3 CHECK IT OUT



TODO FP.es: Internship Experiences

OBJECTIVES

The platform is created with the aim of promoting the VET education and internships in Europe. To do so, the Ministry of Education and Professional Training of Spain has developed an online resource that contains information about different types and areas of VET education and training available for the VET students in Spain. Moreover, the platform hosts a collection of experiences of Spanish students who have participated in the internship abroad and of those foreign students who have done their internships at the companies in Spain to encourage VET students and educators to take part in international mobility.

DESCRIPTION

The videos are filmed and presented by the students themselves. During the presentation, the students explain:

- what they are they studying
- which company/organisation they do internship at
- what their tasks are.

They also show the place of living during the internship, describe living conditions, and explain what they do in their free time.

Moreover, they share their experience on positive and negative things of a mobility abroad and give their recommendations.

<http://www.todofp.es>



70 Learning Tools and Training Techniques to Use in your Courses and Workshops

OBJECTIVES

This blog gives some ideas on how to introduce intercultural learning in class through different activities. The activities imply the active participation of the students, being the centre of attention themselves. Among the activities there can be distinguished those which are more suitable for an on-site environment, those which are more suitable for a blended environment and those which are suitable for an online environment. Some activities can suit all types of class. Another peculiarity is that some of the activities are suitable for little groups (for example a debate, whose conclusions can be shared with the class), some for larger groups (for example a workshop) and some for individuals (for example, a presentation)

DESCRIPTION

Each activity is described in detail, how to do it, and how to present it to the class. Before the presentation of each activity, there is also a list of criteria that the educator should bear in mind to decide which activity is the most appropriate for the class. The criteria are divided in four fundamental points: purpose (what is the activity for), participation (do the students participate much or not?), setting (the formation is going to be online, blended or on-site?), preparation of the resources (some of the activities might need a bigger preparation, with speakers or extra material) and resources for the implementation (some of the activities might imply extra cost, such as rental of audio-visual equipment or fees and expenses of the speakers).

<https://learninglegendario.com/herramientas-aprendizaje-tecnicas-formacion/>



EuroApprentices - Go. Learn. Share.

OBJECTIVES

- Distribution of VET relevant experiences abroad
- Encouragement of VET students to leave their comfort zone and venture abroad
- Presentation of chances and value of stays abroad for VET students
- Informing about the Erasmus+ program
- (international) networking

DESCRIPTION

Trainees with Erasmus+ experience abroad share their experiences abroad with other trainees and explain how the organisation of the stay abroad worked for them. These experienced trainees/ex-trainees can be requested as speakers for information events, workshops, fairs, in class, etc. Teachers or parents can also call the respective organization and request that the Erasmus+ Apprentice speak at the events. Apprentices work on a voluntary basis for accommodation, meals, and travel expenses. The Erasmus+ Apprentice also receives training, and can participate in international network meetings, trainings, etc.

<https://www.na-bibb.de/erasmus-berufsbildung/mobilitaet/euroapprentices/bewerbung-euroapprentices/>



1.4 SOURCES

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1.5 FURTHER READING

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Locating Common Ground: An Exploration of Adult Educator Practices That Support Parent Involvement for School-Age Children. Catherine Dunn Shiffman. School Community Journal, 2013, Vol. 23, No. 2.

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MODULE 2. MOTIVATIONAL STRATEGIES AND ACTIVITIES



2.1 GET READY

The purpose of this module is to provide VET educators with the tools they need to make their students aware of the importance of education for their future and the opportunity that international mobility represents for both their personal and professional lives.

Contents

- From self-determination theory to intrinsic motivation
- From theory to practice:
 - Animating students to stay in vet education through mobility: how international mobility can be used to foster self-determination and intrinsic motivation as established in the theory chapter
 - How to trigger motivation to learn on different levels through mobility
 - Learning how to learn: how can the mobility support this; learning capacities the students need for a successful mobility

Objectives

- To support educators with strategies to motivate VET students to stay in education and to do so, consider international mobility as one of the motivational triggers.
- To help educators to prepare VET students for international mobility.
- To provide VET educators with methods and tools for improvement of VET students' competences to increase their self-confidence, international and cross-cultural tolerance and understanding.
- To build students' independence, encouraging them to take part actively in his/her own learning becoming an active learner.
- Adapt teaching style to the preferred way of acquiring knowledge by students.



2.2 DIVE IN

- What are, in your opinion, the main reasons why young people leave VET education before completion? Does it have to do with internal or external factors?
- Who do you think should motivate young people to continue their studies: the young people themselves, their parents or other family members, their teachers, the institutions, or government policies?
- What do you think are the consequences of early school leaving?

Definitions of Main Terms

ELET – Early Leaving Education and Training

School disengagement - Engagement is like a *glue* linking important contexts (home, school, peers, and community) to students and outcomes such as behaviour participation, school belonging, motivation and aspirations (Reschly & Christenson, 2012).

Theoretical Inputs

FROM SELF-DETERMINATION THEORY TO INTRINSIC MOTIVATION

Being motivated means having enthusiasm for doing something. Motivation is not a unitary phenomenon; people can have different types of motivation. The Self-Determination Theory (SDT; Deci & Ryan, 1985) distinguishes between different types of motivation based on the different reasons or goals that lead to action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is intrinsically interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to an outcome.

Intrinsic motivation is very interesting for educators because it is a natural source of learning, which can be encouraged or weakened by parents and educators (Ryan & Stiller, 1991). Since intrinsic motivation leads to high-quality learning and creativity, it is especially important to detail the factors and forces that generate it versus those that weaken it.

The Theory of Cognitive Assessment presented by Deci and Ryan (1985) specifies the social factors that influence intrinsic motivation. The theory argues that interpersonal events that lead to feelings of competence and autonomy can increase the intrinsic motivation for such action because they allow the basic psychological need for competence to be met.

In short, the environment can facilitate or prevent intrinsic motivation by supporting the needs for autonomy and competence. It is essential to remember that intrinsic motivation will only occur in those activities in which an individual has an intrinsic interest, for example, because of the novelty, aesthetic value, or challenge involved.

From Theory to Practice

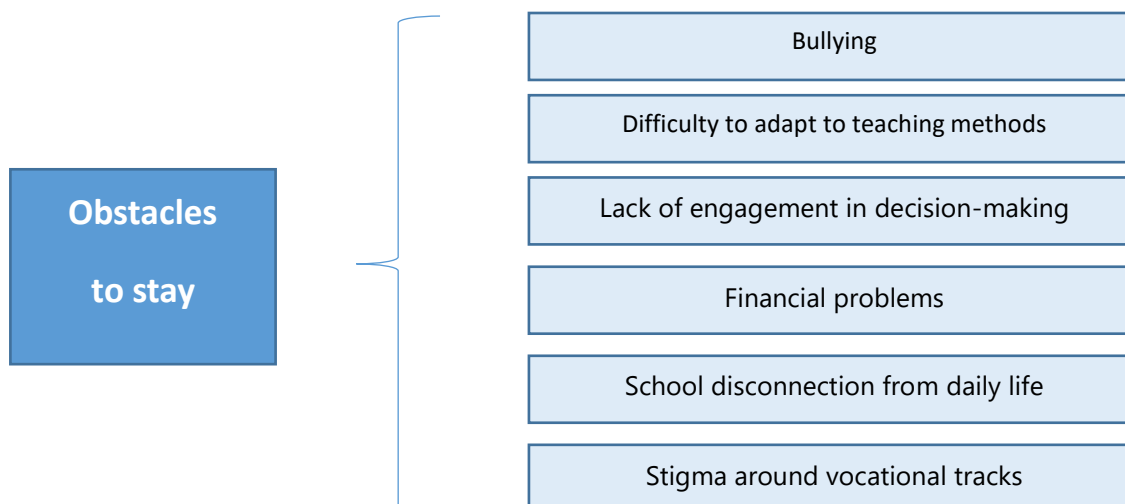
Animating students to stay in VET education through mobility

In most cases, Early Leaving from Education and Training (ELET) is the result of a long-term **process** developing from negative social and educational experiences that generate boredom, lack of interest in learning, and truancy that gradually increase until the event of leaving education.

The decision to leave school early depends on the interaction of a set of different drivers and causes that generate a feeling of social exclusion and school disengagement.

These factors occur in the interplay of three levels:

- 1. Individual level factors:** as all those factors inherent to young adults.
 - Socio-economic background/status
 - Opportunity cost of education
 - Family structure and needs/circumstances
 - Geographical location
 - Peers and friends
 - Gender
 - Nationality, migrant and minority background
 - Educational Expectations
- 2. Institutional level factors:** these relate to the school or VET institution environment.
 - Grade retention
 - School size and location
 - Educational practices
 - The quality of teachers' initial training
 - Relationships within the school community
- 3. National/macro level factors:** contextual factors, such as the economic situation of a country, its labour market, education and training policy, and the socio-cultural perceptions regarding education.
 - Labour market factors
 - Political sphere and policies
 - Social expectations of education
 - Social views towards minorities, gender and ethnic inequalities
 - Unequal social class relationships



In many countries, vocational training (VET) is less recognised than university training. According to data collected by Educa2020 and Axa, in collaboration with Sigmados, 77% of families, students and teachers believe that VET has a bad image. Among the given reasons are less social consideration, the stigma related to the fact that VET is understood as a place for those who cannot continue studying, lower-paid jobs and lack of opportunities to continue growing professionally.

This contrasts with the demand from companies, which have problems in filling specific vacancies. It is a paradox that VET is undervalued, when some of its qualifications are a guarantee of finding a well-paid job immediately.

Understanding the importance of education for young people

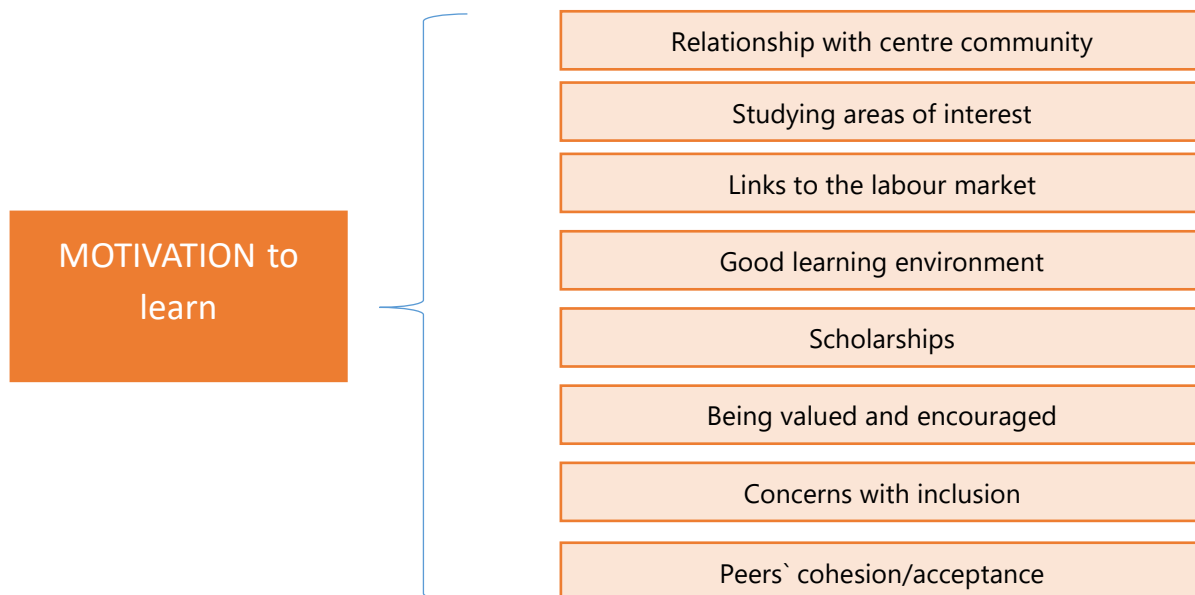
Young people need a solid education that will help them with an uncertain job future, where half of the world's jobs are at risk of disappearing due to automation of the working processes in the coming decades, according to Tomas Frey from DaVinci Institute.

They have to acquire the skills they will need for future jobs, such as collaboration, communication, creativity, critical thinking, social and interpersonal skills, technology and computer skills.

Considering all of the above, vocational training is a model much more focused on employment with much more regular updating than university training, so it could be the best option for acquiring the necessary knowledge to face the jobs of the future.

International Mobility as a Motivational Trigger to Learn

As it is shown below, various factors contribute to the motivation to stay in VET education:



International mobility fosters students' self-confidence, autonomy, intercultural and interpersonal skills and it can be used as an instrument to increase students' motivation to learn.

The role of an educator for the personal life and professional future of the students can go in two directions:

Learning how to learn to become an autonomous learner and get the most out of the stay abroad. It focuses on three types of learning:

1. **Active Learning** when students take active part in their own learning. To use a second language in real life and interact with people from other countries and cultures motivate students to learn more and put in practice what they have learned.



https://www.youtube.com/watch?v=UsDI6hDx5ul&feature=emb_logo

2. **Learning by doing** refers to a theory of education developed by American philosopher John Dewey. It is a hands-on approach to learning, meaning students must interact with their environment in order to adapt and learn. Some of its features are:

- Focus on the learning process on individual students' skills and predispositions;

- Introduction of activities stimulating thinking, acting and movement;
- Exploring each learning and working element and use the knowledge learned beyond the classroom walls;
- Involvement and striving to solve problems lead students to success.



<https://www.youtube.com/watch?v=5d71xEbjDg>

3. **Project based learning (PBL)** is a style of active learning and inquiry-based learning that involves a dynamic classroom approach in which students acquire a more in-depth knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period to investigate and respond to a complex question, challenge, or problem.



<https://www.youtube.com/watch?v=EuzgJlqzjFw>

Developing Social Competences

It is essential to foster the competencies that will help young people in the future and social skills are key in this process. The acquired social competences will help them in building both personal relationships and a professional career.

Social skills are important because they help build, maintain and grow relationships with colleagues, clients and new contacts alike. They are also important to maintain and improve regardless of the position, industry area, or experience level.

Social competences can be divided into three categories:

- **Interpersonal skills – interacting with others:** teamwork, leadership competences, problem solving, empathy, intercultural competences
- **Emotional skills - emotional intelligence:** accepting constructive criticism, self-regulation and self-awareness, motivation, adaptability
- **Communication skills:** body language, the ability to communicate the facts, using questioning techniques, advising others, instructing, motivating or persuading others

International mobility can help young people to improve their social skills, especially problem solving, intercultural competences, adaptability, empathy, and the ability to communicate with other people.

How can we, as educators, help young people to feel confident facing international mobility?

The students should be supported from an early stage. It can be difficult to motivate them to accept a placement in a foreign company in Europe if they do not have any linguistic and cultural preparation. For this reason, before students start their preparation, it is essential to stimulate first their motivation, which can be done through learning the language of a host country and discovering a foreign culture.

To motivate young people before placement, inform them and their families about this opportunity and bring them together at the beginning of the school year to provide them with pictures and/or evidences the advantages of training abroad.

- **Information**

Before students enrol in a school, they should be informed about this mobility opportunity, for example, on a school website and/or a flyer during the registration. At the beginning of the school year, bring families together and to explain to them the advantages of mobility and the skills it develops.

- **Preparation**

The preparation goes through different stages:

- **Linguistic preparation:** provide students with a short linguistic preparation for them to be more confident to communicate in a foreign language. The main objectives of this stage are to prepare students to understand oral messages and to manage to be understood in two linguistic situations:

(a) Everyday situation, such as to introduce oneself, to ask how to go somewhere, to make an order in a cafe, to do shopping, to ask the price, to find their way in a town, etc. The games are best suited for this type of learning. Simplify the grammar rules so that the students concentrate on playing and learning. Focus on improving their practical skills of a foreign language, not on its mastering.

(b) Work environment. To organise effectively this preparation, a language teacher should work together with a vocational teacher. Do this course during the vocational training as an appropriate place for it is a workshop rather than a classroom. For example, both teachers can show students the tools and name them. Everybody repeats in turn and learns the name of each tool. The teachers can photograph the tools or, for example, electric elements, and write the name of a tool or an element under each picture. In this way,

students have a written record of the vocabulary that is illustrated and therefore visualised. Both teachers can organise practical sessions together where they can explain to students in a foreign language what they are doing and ask students to repeat the sentences.

A good example of materials for such preparation can be found on the website of DFJW (Deutsch-Französischen Jugendwerks) <https://www.dfjw.org/>, where this organisation has posted for a few years bilingual (German/French) job cards: sheets for each job, technical terms in both languages, expressions in a vocational context and a help board to make sentences. Also, check Mobidico, an interactive mobile app designed to help young people who take part in exchange programmes to learn French or German.

- **Intercultural preparation:** to promote the interest of the students and to give meaning to a placement in a foreign company, students must be in contact with a foreign culture before they leave for abroad.

(a) Visits

Ask various cultural entities to organise activities at their places or your school, for example, the Twinning committees or the House of Europe and Europeans. The association of the young Europeans can meet with your students to talk about Europe with them. Many cultural centers have networks abroad such as the Goethe Institut for Germany, the French Institute for France, the Italian cultural center for Italy, the Instituto de Cervantes for Spain, etc. Students are always welcome at such cultural organisations. Go with your students to those centres rather than stay at the school to take them out of their familiar environment.

Many companies have branches abroad. Contact the companies that have branches in a host country of the placement and ask if they could accept a visit of a group of students with their teachers. It is a good opportunity for students to see how a company is structured and what it produces. These visits are already immersions in a foreign country and give students an overview of how businesses work there. Chambers of Commerce and Industry have a directory of foreign companies and can help with such contacts.

(b) Contact with a foreign school

Launch the e-contact (virtual contact) with a foreign school via eTwinning. It provides an opportunity to make hybrid mobility.

- **Interdisciplinary preparation**

A mobility project calls upon several disciplines (history, geography, culture, the world of work, citizenship, everyday life, Europe...), that is why it should be prepared with the entire educational team. The preparation and the results are not limited to language and specialty teachers as the expected skills are not only professional and linguistic. Youth mobility promotes autonomy, self-confidence, social relationship, that is why the whole educational team has a role to play in the preparation and exploitation of results. Additionally, participation in cultural events, for example, foreign film or intercultural festivals, related to the host country is beneficial.

• **Preparation and communication**

Throughout the school year, there are many opportunities to increase the students' motivation for mobility abroad and to involve their families in this project. During the preparation of the mobility, all students, not only those going abroad, can research a country to stay and assess it. They can create a blog updating it as they search; they can also mount an exhibition at the school with the information found and invite families to visit it; or they can organise a language/culture day or a European day. Many schools organise an open door event with an Erasmus booth where students and their families can get information about international mobility. Inviting community members, such as the Consul, directors of foreign cultural centres, partner associations, and local business leaders to these events taking place as part of future mobility values young people and contributes to their motivation.



2.3 CHECK IT OUT

Activities to develop young people's self-confidence to make the most of international mobility and the experience abroad.



Emotional Competences

OBJECTIVES

This activity is meant to get information about how others see you and to learn how to manage constructive feedback.

DESCRIPTION

The educator writes the name of each student on a piece of paper and distributes it randomly, without anyone receiving the envelope with his/her own name. The students write something positive and something negative about the person whose name is written on the paper and introduce the information in an envelope.

Sitting in a circle, each person is given his/her envelope. In turns, each person opens it and reads aloud the notes they have received. They will share with the rest of their classmates how they have felt.

It is important for the facilitator to encourage interaction between the partners. They should have the opportunity to express themselves and tell their peers why they made that comment on the post-it.

It is recommended that negative comments be accompanied by how they could improve that aspect so that it is not understood as criticism.



Interpersonal Competences

OBJECTIVES

The aim of this activity is to improve the ability of young people to achieve greater empathy and understanding of others, raise concerns about their own potential biases and gain a broader and more inclusive perception of social groups;

DESCRIPTION

Students work individually and write 5 awkward situations in a card; they can be invented or situations they have experimented themselves or their family or friends. Once they are ready, they put all the cards together and mix them. Each student takes one card and reads the situation aloud, all the students say how they would react in this situation, and the group decides which the most appropriate answer is.



Communicative Competences

OBJECTIVES

The aim of this activity is to learn how to present ideas and concepts in a concise manner, express and share feelings, emotions and ideas.

DESCRIPTION

The educator chooses some photos (paper or online), gives the same photo to several students (if it is a large group, several photos can be used) and asks them to write a footnote expressing what the photo conveys to them. This activity does not look for the news or the headline, but for feelings and emotions, the soul of an image.

The students work individually for 10/15 minutes. After this time, students who have the same photos read the text they have written and explain why. In each group, the students choose the text they find the most interesting and present the photograph and footnote to the rest of the participants.

The group comments on the different emotions that the same photograph can arouse in different persons.





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MODULE 3. INTERCULTURAL LEARNING: IMPORTANCE, METHODS, TOOLS, ACTIVITIES



3.1 GET READY

The purpose of this module is to introduce the concept of intercultural learning and intercultural competence, and provide educators with methodological & teaching approaches, materials, and tools addressed to the development of intercultural competences in vocational education and training, as well as in general pedagogy.

Contents

- Intercultural Learning: Theoretical Basis
 - Understanding Culture
 - Intercultural Teaching Competence
- Facilitating Intercultural Training
 - Barriers to Intercultural Learning
 - Motivating Learners
 - Planning, Designing, Implementing

Objectives

- To help educators understand the meaning of cultural and intercultural education
- To support educators with methodological tools, tips, and strategies in building intercultural competences and increasing intercultural awareness among learners
- To provide VET educators with tools for teaching intercultural skills, so as to help increase the notions of acceptance, respect, and dignity among learners from different cultural backgrounds.



3.2 DIVE IN

- What is intercultural learning, what does it take to become an “interculturally-competent” individual?
- What do we mean by “culture” and what are its dimensions?
- What competences are needed by educators in order to achieve intercultural learning?
- What are the possible barriers or obstacles to intercultural learning?

Definitions of Main Terms

Culture - “The system of shared beliefs, values, customs, behaviors, and artefacts that members of society use to cope with their world and with one another.” (Plog and Bates 1980, in Lafraya 2011, p. 18)

Intercultural Competence – “The ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.” (Deardorff, 2006)

Intercultural Learning – “The acquisition of knowledge and skills that support the ability of learners to both understand culture and interact with people from cultures different from their own.” (Chad Lane, 2012 in Seel (ed), p. 1618)

Intercultural Teaching Competence (ITC) – First, “the ability of instructors to support the learning of students who are linguistically, culturally, socially or in other ways different from the instructor or from each other across a very wide definition of perceived difference and group identity; and second, the ability to engage students effectively in global learning”. (Dimitrov and Haque, 2016, p. 3)

Intercultural Learning: Theoretical Basis

Today, educational settings comprise of students coming from different nations, cultures, and ethnic groups, thus indicating diverse ways of thinking, acting, and learning. While this process can provide exceptional opportunities for learning through the exchange of knowledge and experiences, it can also create serious social tensions and conflicts.

The Council conclusions on European teachers and trainers for the future (2020/C 193/04) state that:

“In the context of constant social, demographic, cultural, economic, scientific, environmental and technological changes, the world of education and training is changing, and so is the occupation of teachers and trainers, with increasing demands, responsibilities and expectations put before them.”

Within these changing contexts, trainers and educators need to be constantly engaged with the vast responds and challenges. They must act as guides to learners’ self-development and awareness raising. They must not only be experts in their respective subjects, but also acquire deep qualifications in the subject of pedagogy.



Jen Holladay: Multiculturalism in the Modern World (TEDxDenverTeachers)

https://www.youtube.com/watch?time_continue=178&v=U5rKgDOs33U&feature=emb_title

Different studies (e.g. Hastjarjo and Nuryana, 2018) conclude that intercultural learning must make significant advances in the ability of educators to work creatively towards changing the focus on established education practices, by placing emphasis upon “learner-centered” teaching. Eventually, to truly achieve intercultural learning within educational settings, educators must foster the “desire pack”: recognise the desire to acquire knowledge, recognize themselves and others, and compact cultural barriers.

Intercultural educational desire (Lafraya, 2011, p.29)	
The desire to know	The desire to learn
The curiosity to know other cultures with similar or different ways of doing things, but without falling into the trap of exoticism, thus confining oneself to a superficial view of cultures.	Understood as a favourable disposition towards learning in order to benefit from intercultural communication and receive symbolic or material gratifications.
The desire to break down cultural barriers	The desire to recognise ourselves
The challenge of developing an unprejudiced view, understanding other models for interpreting reality and being positively disposed to change and to working with alternative viewpoints.	To know ourselves again, rebuild our identity. If we form our personal identity thanks to others, it is thanks to other cultures that we have a cultural identity. Our personal identity is plural, as is the identity of others.

Understanding Culture

A famous theory to help understand the different dimensions of culture is the **“Iceberg Theory”** (Neuner, 2012). The theory indicates that culture can be depicted in the form of an iceberg: a very small portion can be seen above the water line, representing the “visible” elements of culture, like language and ethnicity; yet much larger part of the iceberg is underneath the water line, and is therefore “invisible”, and harder to discover. The same applies to culture: while some components are easily to track and observe, its more powerful components are way deeper and requires much more effort to observe and comprehend. These invisible elements reflect ways of thinking and acting, and affect people’s relationships with themselves and others: social norms, assumptions of gender roles, occupation, conception of leadership, religious beliefs, etc.

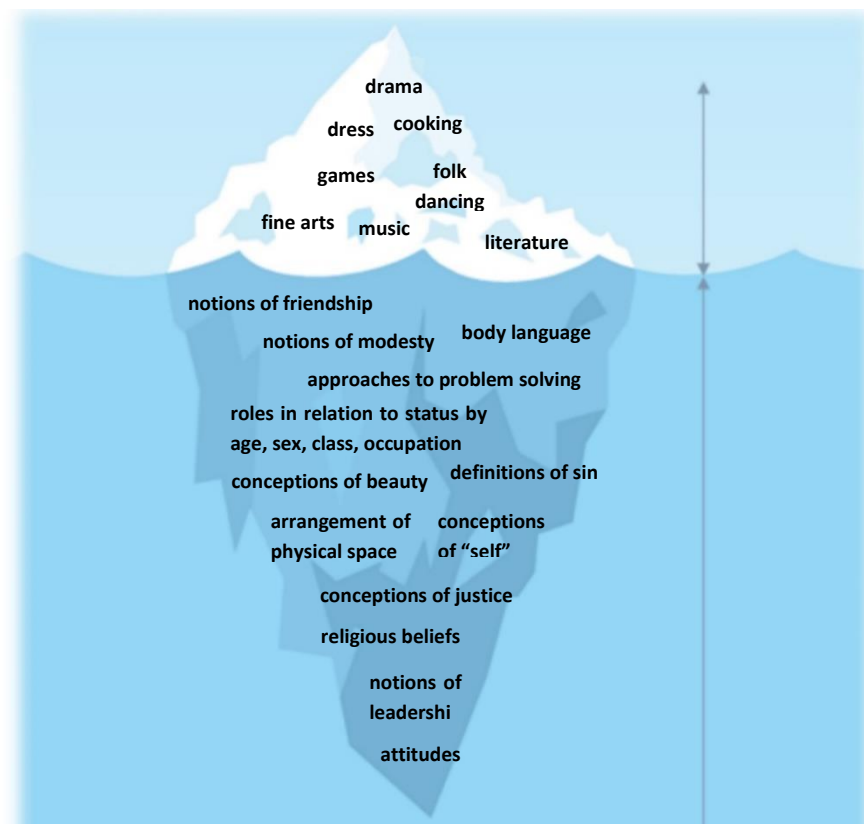


Image Source: [PRESENTATIONGO](#)

Intercultural Teaching Competence

One student-centered approach to effectively facilitate the acquisition of the above values, in relation to intercultural teaching, is the Intercultural Teaching Competence (ITC) model. The model equips educators with necessary competences, knowledge, and skills for the development of learners’ own behaviour and motivation to comprehend other cultures. In specific, it:

- enables instructions to establish meaningful relationships among students, so they can work together to achieve common learning goals
- includes the ability to facilitate dialogue about difference in the classroom
- engage students in learning activities that promote global or intercultural learning goals

The ITC model consists of 20 instruction competences, grouped in three interrelated categories:

1. **Foundational Competencies:** instructor's knowledge of their own positionality and ability to respond to difference
2. **Facilitation Skills:** instructor's ability to create a safe, inclusive learning environment and promote dialogue in the classroom
3. **Curriculum Design:** ability to enrich the curriculum with diverse perspectives through selection of content, learning activities, and assessments.

Components of Intercultural Teaching Competence (Lafraya 2011)
Foundational Competencies
<ol style="list-style-type: none"> 1. Develop an awareness of one's own cultural and disciplinary identities and positionality in the classroom 2. Anticipate, value, and accept differences among learners and ways of learning: create cultural safety and trust 3. Model and encourage perspective taking in the classroom 4. Model and encourage non-judgmental approaches to exploring differences 5. Model tolerance for ambiguity
Facilitation Competencies
<ol style="list-style-type: none"> 6. Facilitate discussion among students with a variety of communication styles 7. Provide feedback across cultures in a variety of ways 8. Tailor messages to audiences with different levels of linguistic ability 9. Recognize the barriers students may face in participating in class 10. Identify risk factors for learners that might surface during classroom activities 11. Create opportunities for peer learning and interaction among diverse learners 12. Build and navigate relationships with students who have different perceptions of power distance 13. Articulate and mediate differences in the roles of teachers and learners across cultures 14. Mentor students during their transition to new cultures and disciplines

15. Articulate the meaning of academic integrity in one's own discipline

Curriculum Design Competencies

16. Include concrete learning outcomes related to intercultural or global learning at the course and curriculum levels

17. Incorporate content and learning resources that represent diverse perspectives, paradigms, or disciplinary approaches

18. Create learning activities that allow students to explore difference and practice perspective-taking

19. Design assessments that recognize and validate cultural differences in writing and communication styles

20. Provide opportunities for students to reflect on and gain a better understanding of their own multiple cultural, personal, and disciplinary identities.

Facilitating Intercultural Training

Intercultural training can help learners become aware of how their own and other cultures, affects their individual perspectives, and assists them to cope with stress experienced in cross-cultural encounters (Hoff and Paige, 2015). Where teaching is concerned, educators must possess various competences to foster an attitude of openness, sympathy and empathy towards others, including: (Neuner, 2012, in Huber (ed), p. 44)

- **FEELING:** raising trainees' sensitivity to intercultural matters and engaging them to deploy empathy
- **UNDERSTANDING:** raising trainees' consciousness of intercultural matters and developing understanding and knowledge of the issue
- **ACTING:** raising trainees' effectiveness, efficiency and fairness when acting in an intercultural setting
- **COOPORATING:** helping trainees to be more proactive and constructive and to move from individual practice to action that shapes societal practice

An intercultural approach to teaching should include a thoughtful design of curriculum tasks and activities, with the aim to provide learners the opportunity to critically reflect on cultural attributes, question established generalizations and stereotypes and move towards gaining intercultural understanding. In the end, intercultural competent learners should:

- Have a good understanding and awareness of their own culture

- Be aware of how their culture is seen through the lens of other individuals and countries
- Understand what other people perceive their own culture
- Be able to truly comprehend the culture they wish to get to know

Barriers to Intercultural Learning

If intercultural learning is to become a reality, both learners and educators must overcome the various barriers or obstacles that might hamper the development of intercultural skills and competences. Such barriers might include (Ippolito, 2007):

- **Emotional Barriers:** learners might be in different emotional or psychological state.
- **Language Barriers:** speaking different languages can make communication slower and lead to misunderstandings and inequality of contribution among learners.
- **Intellectual Barriers:** learners and educators might have different ways of thinking, and therefore, acting. This can lead to the development of stereotypes and prejudices.
- **Motivational Barriers:** learners might have different levels of motivation, goals, and purposes towards education.
- **Indifference:** students might not know which countries their group-mates come from or have trouble remembering names, thus causing confusion and even conflict.

Motivating Learners

The goal of an educational facilitator is to develop an inclusive environment, where the learners are allowed time and space to understand the many elements of cultural competences through sharing the perspectives, experiences and challenges they face. An integral part of intercultural competence building is the creation of **MOTIVATION** towards learners, so that they become interested in the process of gaining intercultural knowledge. As Bennett (2012, p. 15) suggests, to achieve motivation:

- **At the beginning of a training program...**

The educator must establish inclusion by building a communicative and welcoming atmosphere in which learners feel respected. It is necessary to develop positive attitudes among learners and diffuse any negative preconceptions.

- **At the middle of a training program...**

At this point, the educator can go through strategies that provide meaningful engagement and challenge, including reflecting on learners' own values and perspectives during the learning process.

- **At the end of a training program...**

At the end of the learning process, learners should be able to apply the learning outcomes in their own personal life, so the educator must emphasize on strategies that focus on mastery and validations of their accomplishments.

Selecting the appropriate learning activities:

To select the activities that correspond to the aims of the learning process, educators may ask the following questions:

- How appropriate is this activity for the concept being explored?
- Does this activity balance the challenge of the content?
- Does this activity a) build on learners' existing experience, b) offer reflection and connection, c) examines a concept or framework, d) practically apply a concept?
- Does this activity fit well with the student groups' cognitive, learning or communication preferences?
- Can this activity adapt to the different cultures that comprise the group (think about nationality, race, gender, age, class)?
- Will this activity potentially cause stress or frustration to specific cultural groups?

Planning, Designing, Implementing

The following instructions can be used as a step-by-step guidance for educators to facilitate intercultural learning (Bednarz, 2016).

STEP 1. PREPARING A LEARNING SESSION

- **Get to know the learners**

As a first step, educators should get to know their learners, so as to choose the most effective teaching methods and content. This includes familiarizing themselves with learners' cultural and societal background and influences, learning styles, educational preferences and performance.

To achieve familiarization:

- Learners must feel welcomed and taken into consideration, to foster their participation and create an inclusive environment.
- Educators must create the right conditions and make learning as personalized as possible to fit learners' needs, by refining class discussions based on learners' backgrounds, knowledge, and interests.

- **Design a didactical plan.**

Once they get to know their learners, educators must design an effective didactical plan. There are several approaches to do this:

- Focus on methods & tools to facilitate the active learning process: use exercises that propose a challenging situation, and ask learners to analyse it and develop new insights, therefore promoting new intercultural awareness and attitudes.
- Focus on daily situations and challenges to be discussed, so that learners find these challenges more familiar and close to their personal life.
- Encourage learners to share their life experiences and daily issues, by applying narrative and biographical approaches to foster curiosity of each other's culture and tackle prejudices and stereotypes.
- Take into account learners' characteristics: identify their skills and constraints that could prevent the activation of cooperative learning process.

STEP 2. IMPLEMENTING: BREAKING THE ICE

A first step towards delivering intercultural learning is to foster socialization among learners, through the exchange of experiences and get-to-know activities. "Breaking the Ice" sessions can include activities to promote team building, self-presentation, and introduction of each other's cultural and social background.

Such exercises should respect principles of active learning:

- engage learners by making them protagonists
- facilitate the development of group dynamics
- create mutual trust and a safe environment

STEP 3. CREATING SELF-AWARENESS

Developing self-awareness means reflecting our cultural background while managing misunderstandings and conflicts, so that we can create synergies in intercultural contexts. To achieve this, educators can apply activities that reveal learners' inner mechanisms of perceptions and help them self-explore those perceptions, so that, eventually, learners' can transfer that knowledge towards others.

Examples of such activities might include, for instance, a "self exploration" test to drive learners to explore their attitudes towards other cultural and locate potential fears and constraints influencing their behaviour.

STEP 4. CONSOLIDATING LEARNING

After achieving familiarization and resolve potential barriers to intercultural learning, learners should be encouraged to develop self-directed learning processes, and be enforced with new information and attitudes in dealing with cultural issues arisingt in their daily lives.

To consolidate learning, learners must go beyond the information they receive in class. Didactical strategies should stimulate creative and original thinking by introducing unexpected situations forcing them to rethink what they normally take for granted from a new perspective. Creative scenarios, case studies and simulations can be used to facilitate learners' active learning and increase their skills.



3.3 CHECK IT OUT



GOOD PRACTICE – Intercultural Learning and Cultural Diversity in education

OBJECTIVES

This Erasmus+ training course aims to help teachers develop their cultural awareness while equipping them with tools and new approaches to cater to a multicultural group of students.

Through taking the course, the learners will be able to:

- understand the mechanisms that cause culture-related stereotypes and personal prejudices.
- improve their cultural awareness and intercultural competences
- explore and value different viewpoints through storytelling and simulation exercises
- learn new educational approaches to be applied in culturally-diverse classrooms.

DESCRIPTION

The training programme is personalized according to participants' needs and professional profiles. A standard program comprises of a 7-day course, and includes welcoming and networking activities, and more specific cultural activities and exercises.

The pedagogical methods used in the course are based on experiential training, group/peer activities, learning-by-doing, and exchange of best practices.

The course is addressed to teachers, trainers, educational counsellors, and other administrative and professional staff working in primary, secondary, and higher education, VET institutions, training centres, NGOs.

Link: <https://www.erasmustrainingcourses.com/diversity-and-intercultural-learning-in-the-classroom.html>



GOOD PRACTICE – Intercultural Learning Toolbox

OBJECTIVES

This Toolbox aims to support teachers (school staff) in incorporating intercultural learning in activities run in the school.

The objective of the Toolbox:

- Encourage school staff to give an intercultural dimension to the educating practices
- Provide practical tools that will enable school staff to give their lessons an intercultural dimension.
- Promote the existing educational resources related to intercultural learning.

DESCRIPTION

The tool promotes the methods to include an intercultural dimension to existing educational practices and provides examples of activities for implementation. Educators can attend a training to develop their intercultural competencies and skills for the facilitation of intercultural learning.

The training sessions include:

- pre-training tasks: introduction and self-reflection activities
- guidelines on intercultural learning and intercultural competence
- evidence to the assessment of intercultural learning competences
- implementation steps for intercultural learning at school
- closing sessions: reflection on what participants have learned

The Toolbox is available in English, French, German, Italian, and Greek.

Link: <http://intercultural-learning.eu/toolbox/>



EXERCISE: The culture onion

OBJECTIVES

The aims of this exercise are to:

- Enable learners to reflect on their own understanding of culture.
- Introduce a model of culture and cultural influences.
- Raise awareness of both visible and non-visible components of culture.

DESCRIPTION

This exercise aims to explore “Why is culture important?” and clarifies its visible and less visible elements.

1. Provide learners with the below five alternative definitions of culture:
 - a. *Objective visible artefacts such as rituals, superstitions, heroes, myths, symbols and taboos.*
 - b. *Basic truths about identity and relationships, time and space, ways of thinking and learning, ways of working and organizing, and ways of communicating.*
 - c. *Ideals shared by group members to which strong emotions are attached.*
 - d. *The ‘right’ and ‘wrong’ ways of doing things. The rules people live by in practice.*
 - e. *Subjective behavioural orientations to do things in one way, rather than another. They are most noticeable in relationship styles, thinking and learning styles, organization and work styles and communication styles.*
2. Ask them to reflect on which definition(s) they prefer. They can choose as many as they wish.
3. Ask them to indicate their preferred choice(s), giving reasons for the decision

Suggestions for discussion

Some learners may opt for one or more definitions, rather than seeing each one as being part of a larger concept of culture. Educators can use the “Iceberg theory” diagram to explore how each of the definitions fit together and make up a broad framework of culture as comprised of values, attitudes, and behaviours.

Source: [Intercultural Training Exercise Pack](#)



EXERCISE: Facts, Attitudes and Behaviours

OBJECTIVES

This exercise aims to provide an opportunity for learners to reflect on key cultural characteristics of another country or culture.

DESCRIPTION

1. Provide learners with a copy of the “Facts, Attitudes, Behaviours handout”
2. Ask them to create a model connecting Facts, Attitudes and Behaviours in another culture or country
3. Discuss this model and how it compares with your own understanding of your culture.

Suggestions for Discussion:

The objective of this activity is not to stereotype others or attach inflexible labels to individuals from the culture in question. Rather, the purpose is for learners to reflect on the fact that shared cultural values, attitudes and behaviours do not develop in a vacuum, but instead are closely related to the environment in which cultures exist.

Facts, Attitudes, Behaviours handout

Think carefully about another country or culture. Identify some of the key background and environmental factors that influence this culture. Then speculate on the culture's core attitudes and values, and how these are reflected in observable behaviours.

Background facts:
Core attitudes:
Observable behaviours:

Source: [*Intercultural Training Exercise Pack*](#)



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MODULE 4. INTERNATIONAL MOBILITY: BENEFITS, SUPPORT NEEDED, HOW TO OVERCOME BARRIERS



4.1 GET READY



Established in 1987 as a program for students to study abroad, Erasmus has become one of the greatest success stories of the European Union. Since then, over 10 million people have directly participated in Erasmus and its successor programmes like the current programme Erasmus+. Participants have gained valuable experience in other European countries, enriching their lives and supporting their personal and professional development.

EU mobility projects, which are one of the key actions of the Erasmus+ programme, are a great opportunity for learners, educators, schools, and businesses. Participants can spend

time in another country and gain valuable life skills and international experience. Especially for learners from disadvantaged backgrounds, this means a real added value for their future life. But it also means a great challenge: Travelling to another country, not as a tourist, but to live and work there, to leave familiar surroundings, to experience new daily procedures and routines, get to know new colleagues, other ways of working and habits, and all this in a foreign language, requires courage, good preparation and support.

In this module, we look at the benefits and challenges of EU mobility. We show ways and give tips on how to prepare, implement, and follow-up projects in order to help you to organise the best possible mobility for your learners.



4.2 DIVE IN

- Why take part in EU Mobility?
- What can be hindering?

Why Take Part in EU Mobility?

To answer this question, we have to look at the different actors involved: Learners, staff in vocational education and training, schools and companies, both in the dual system and as potential future employers.

For direct participants, whether students or teachers, the added value is most obvious: Learners gain insight and practical experience in their future profession in another country. For many, placements abroad are the first real working experience. They learn to think outside the box and apply what they have learned in their training in a different context. This promotes the ability to act autonomously in the workplace, as well as flexibility and adaptability to different situations. Additionally, they improve their foreign language skills and different personal and social competences like team work or intercultural skills when working in a new international team. Having mastered the challenges of a mobility project increases self-confidence and motivation for their future career. Employability is fostered and European citizenship becomes really tangible.

Staff in vocational education get to know first-hand other European educational systems, learn and can share ideas and best practices with European colleagues. These different impressions and ideas flow into their own work, also into the lessons and enrich the vocational training offers. Similar to learners, educators also improve their language skills and increase their transferable skills. These skills and competences, like communication skills, problem solving, teamwork, flexibility, adaptability, etc., are relevant across different areas of life: at school, in working life but also in social life.

Schools benefit from motivated learners and teaching staff with new ideas and increased competences that they bring in into their daily practice. This strengthens the innovativeness and quality of the educational offers. In addition, an increased internationalisation will enhance the reputation of a VET school and its international standing.

This will ultimately benefit local and regional employers and therefore society as a whole.



This video, compiled in the Erasmus+ KA3 project ENNE – European Networks for the Enhancement of VET (Vocational education and training), gives you a good overview about the benefits of mobility projects: <https://youtu.be/t8YwDYRAGH4>

What Can Be Hindering?

The advantages of taking part in mobility projects are obvious, but there are still some obstacles and uncertainties.

While participation in Erasmus+ is very common in higher education, it is still far less common in vocational training. The obstacles relate to the learners themselves, but also to possible sending institutions:

Many young people do not know about this opportunity or have concerns in relation to

- Funding: Will there be (sufficient) financial support or are there high costs?
- Recognition: Will there be recognised certificates for what I have learnt abroad?
- Support: What happens in case of problems abroad, will there be someone who helps me?

There are uncertainties that cause fear: Where will I do the internship? Where will I stay, what is my accommodation like? Do I have a supervisor and a tutor? Am I up to the requirements? Will my colleagues accept me well? Will I understand everything that is necessary?

One of the biggest challenges are language barriers. In its *Special Report No. 22*, the European Court of Auditors states: “[P]articularly in the VET sector, lack of language skills can hold back participants and prevent the mobility placement leading directly to employment” (par. 43).

Schools and companies might

- doubt the benefits: Is there a real added value for the learners and for my organisation?

- fear the administrative and organisational workload connected with engaging in EU Mobility: Who takes care of the project management but also of the preparation of the beneficiaries? Who can accompany the learners when going abroad and what happens in this time to the duties at home?
- have no sustainable internationalisation strategies and partners abroad, yet: Where can we send the beneficiaries and how can we find a reliable partner?
- have concerns in relation to costs: Is the funding sufficient, what (or how much) do we need to contribute?

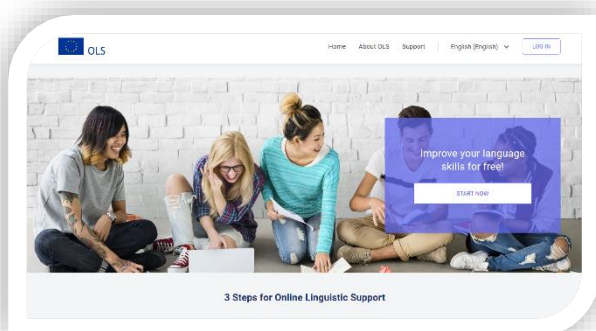
However, internationalisation is progressing in all professional fields and the demands on future employees are increasing, finds the European Commission: “Students with vocational qualifications are nowadays expected to have at least some international competences when entering the labour market. For this reason, more and more qualifications also emphasise language and social skills, knowledge of other cultures and of working conditions in other countries. These demands add to the existing vocational skill sets. Furthermore, most employers today also highly value competences such as curiosity, productivity and resilience. As shown by recent studies, these competences can also have a strong link to international experiences.” (Handbook 7).

In view of growing internationalisation of the labour market, rethinking thus becomes necessary in vocational education and training.

There are numerous initiatives to further facilitate participation in European mobility: There have been many simplifications in the implementation of Erasmus+ projects, there have been good approaches to make learning outcomes transparent and recognised, and there are exciting, free tools for language learning.

Important European Tools and Information Sources

Go International: A Practical Guide on Strategic Internationalisation in Vocational Education and Training supports VET providers in developing their internationalisation strategies and getting involved in European Mobility.



Online Linguistic Support (OLS) is a free online language learning platform designed for beneficiaries in Erasmus+ mobility programmes or also in European Solidarity Corps.

For VET learners it is available if they stay abroad for at least 19 days. After a first assessment, they have access to

dedicated language learning contents for currently 24 languages.

Further information: <https://erasmusplusols.eu/en/>

The European Credit System for Vocational Education and Training (ECVET) offers a framework for the transfer and recognition of individual learning outcomes, which were acquired during a mobility stay in another country. It thus contributes to the achievement of vocational qualifications.

Further information:

- <https://www.ecvet-secretariat.eu/en/what-is-ecvet>
- <https://www.ecvet-toolkit.eu/introduction/what-ecvet>
- http://eu-mobility.eu/ecvet_overview/

Information about the Erasmus+ programme: The current Erasmus+ programme generation ends in 2020. In 2021, many things change which require early project planning. There will be two ways to apply for Erasmus funding: accreditation or short-term projects.

Accreditation is comparable to a membership of the Erasmus programme and enables accredited institutions to have easier access to the programme's funding opportunities. The call for the first accreditation is open and organisations can apply in 2020 until 29 October and then on an annual basis. Each spring, funds can then be called up for the individual planned mobilities. In the resources sections you will find further information and links. Also, note that there will be further, annual application opportunities.



4.3 CHECK IT OUT

In order to organise a mobility project, especially for disadvantaged learners, the following aspects are particularly important:



1. Know the Funding Programme and its Conditions

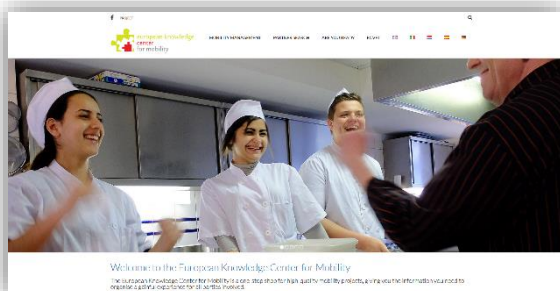
As described above, the current Erasmus+ funding period ends in 2020, but for the new programme 2021 - 2027 the way is paved. There will be an increased budget and a focus on people with fewer opportunities, migrants, people belonging to vulnerable groups, and people who come from a lower social background. In the coming months, we will get more information what the new programme will look like in detail.

More information is available on the website of the [European Commission](#) and, since Erasmus+ Mobility projects are managed decentrally in the programme countries, at the respective websites of the [National Agencies](#).

Regardless of the changes associated with the new programme generation, an important basis for participation in Erasmus+ is to know the programme and all its rules very well in order to avoid unpleasant surprises:

- What are the regulations in terms of duration, countries, possible contents, etc.?
- What is the available financial support for your plans? Is it sufficient to cover the estimated costs?
- What about accompanying persons?
- Which documents are mandatory for contracting with participants but also project partners?
- How can you manage the grant?
- Which proofs and other documents are needed for final reporting?

There are many important questions to think about for the application, but then also the project implementation. A missing contract or proof can subsequently jeopardise the funding. So make sure that you deal with the programme and its formal requirements in advance. You should have or prepare important documents in advance and make sure that the people involved know, use, and file them appropriately so that they are easy to find for project finalisation.



The [European Knowledge Center for Mobility](#) provides a lot of information on how mobility projects work. Most of the information refers to the programme generation 2014 - 2020, but a lot is still valid.

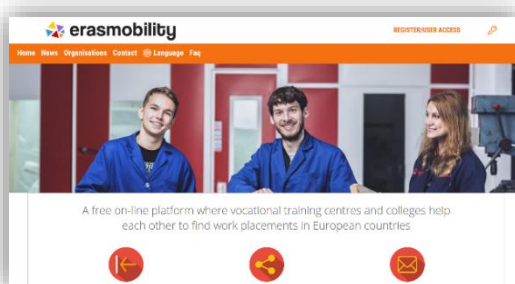
The new programme is dealt with by a MOOC and blended learning courses, which are being developed for the [European National Networks for the Enhancement of VET](#). The MOOC will be available by September 2020.



2. Find a Reliable Partner

Especially when you are just starting to get involved in European mobility, the question arises as to where you can send people. First, there is a formal criterion: there are defined programme countries. At the moment, these are all EU Member States and six non-EU countries. Here you find the valid list of programme countries: https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-a/who-can-participate/eligible-countries_en

During the accreditation process, you do not have to name a specific partner in the country of your choice, but it is a good idea to start looking early--maybe your organisation already has relations with a partner school or company you could work with.



If not, [Erasmobility](#) offers a good platform for partner search. Almost 1000 organisations interested in a mutual exchange or just in sending or receiving beneficiaries are registered there.

If you want to send learners abroad, there are two potential types of partner organisations:

- Host organisations: These can be schools, companies, or other organisations that offer a workplace training to learners at their organisation.
- Intermediary organisations: These can be all types of organisations that assist in organising workplace training to learners. They usually take care of the placement but also of tutoring, accommodation, transports, and all other aspects of a mobility programme.

Both types of organisations can be good partners. If you enter into a direct exchange with another school based on reciprocity, this is ideal in many ways. If this is not possible, intermediary organisations offer a comfortable form of project implementation, as they have experience with the programme and with mentoring and monitoring participants. They take care of everything important on the hosting side and you always have a contact person. If you work with intermediary organisations, however, there are a few things you should consider carefully:

- the experiences and possibilities in the professional field of your beneficiaries (ask for examples);
- requirements on work placements including language skills, certificates, etc.;
- offers and services for tutoring, monitoring, and other important aspects in relation to the stay;
- costs for the services.



3. Prepare the Beneficiaries

Preparation is important at various dimensions and for different actors, at organisational levels but also for the beneficiaries themselves. Especially if they are younger and less experienced in travelling, the preparation of the participants contributes significantly to the success of a mobility measure. The [Handbook On Quality In Learning Mobility by Youth Partnership](#) describes several quality principles and indicators, among them those relevant for the preparation of beneficiaries. This includes, e.g., practical arrangements but also psychological aspects connected with being away from home, as well as intercultural awareness and understanding:

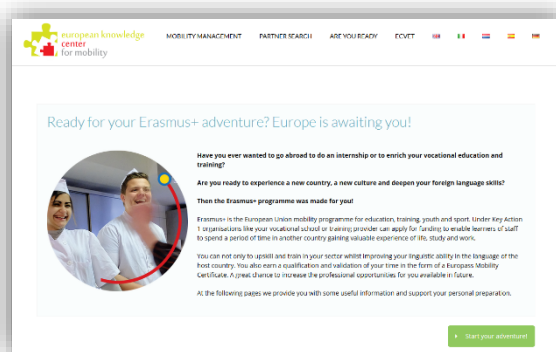
- “92. Are participants fully aware of the objectives and methods of the activity?
- 93. Is practical information about the activity (programme, logistical details) communicated in due time to participants?
- 94. Are participants aware of their responsibilities and obligations?
- 95. Are the participants trained in problem-solving and conflict management?
- 96. Are the expectations of the participants in alignment with the aims and means of the project as well as conditions in the hosting environment?
- 97. Have participants been informed in due time about any preparatory work they need to do?
- 98. Have participants received adequate linguistic and cultural preparation to facilitate their interaction with the hosting environment?
- 99. Have participants been adequately prepared on how to deal with psychological issues such as homesickness?
- 100. Are participants instructed on how to minimise the impact of the activity on the environment?” (28)



One good option for preparation is to learn from others. [EuroApprentices](#) is a European network of VET trainees who have participated in an Erasmus+ mobility. They work towards encouraging and motivating other young people and learners to join

VET institutions, undertake apprenticeships and work-based-learning and go on an Erasmus+ experience abroad. EuroApprentices are active in many countries, trained and coordinated by the corresponding National Agency. Check the websites of your National Agency or contact them to see if they exist in your country.

On their site “[Ready for your Erasmus+ adventure?](#)”, the European Knowledge Center for Mobility provides learners with information about the funding programme and the mobility process but also about intercultural topics in form of a video and an interactive quiz and about business etiquette in the different Erasmus+ programme countries.



The European Knowledge Center for Mobility also deals in-depth with ECVET, a tool for the accreditation of learning outcomes acquired abroad. Learning outcomes identify what the learner will know, understand and be able to do by the end of a training or work placement. The definition of the expected learning outcomes for the learner should definitely be a part of the preparation as well as a professional preparation. This step is done in cooperation between the learner, the sending and the hosting institutions:

1. Finding out about the expectations and wishes of the learners, checking that they are in accordance with the curriculum or the school program.
2. Collecting all information from beneficiaries and forwarding it to the host partner: This includes at least a CV, motivation letter with expectations, and also information about a possible working plan (background learner, possible tasks and activities).
3. Agreeing with the host partner on the work programme: Factors like the experiences and background of the beneficiaries, language skills, the expectations and wishes but also external aspects like seasonality will influence this. It is important to be open for compromises.

After this matching process, it is, on the one hand, important to put this in writing and sign a Learning Agreement. This Learning Agreement should include all the learning outcomes the learner is expected to acquire. On the other hand, there should be further preparation based on the agreed learning units and expected outcomes.

Additionally, intercultural and linguistic preparation plays an important role at this stage. Participants in EU Mobility projects do not visit the other country as tourist but they are supposed to live and work there: “As part of the learning process, they will be expected to become immersed in the everyday life of the hosting environment to

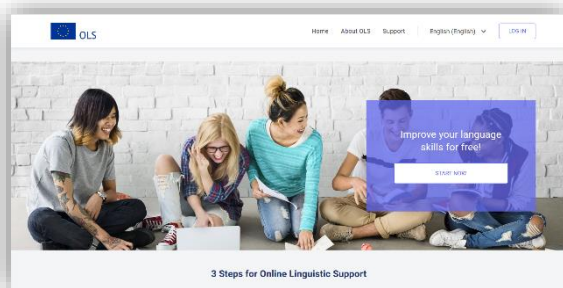
as high a degree as possible, no matter how short the mobility may be. This requires that they are able to communicate and that they have a positive and constructive attitude to the culture and norms of the host country from the start” (Youth Partnership 139).

The 1st Patras Laboratory Center creates together with the learners a digital intercultural travel guide in order:

- to gather information about the country and the city where the mobility will take place and to get acquainted with the dimension of intercultural learning;
- to increase the international and intercultural resilience of students, to understand and prepare themselves for an international mobility;
- to develop the relevant knowledge in order to interact effectively and appropriately in various situations;
- to make students aware of their own culture and to help them interpret and understand other cultures;
- to develop a methodology of intercultural learning and to acquire intercultural ability;
- to determine the role of the school in the preparation of participants and their adaptation to the host country;
- and to understand how intercultural knowledge and skills will enhance their technical profile and career prospects.

The structure und methodology of this preparatory activity is described in the good-practice examples attached. It includes a combination of presentations and group work and allows the in-depth study of the host country/region and its culture.

Being able to communicate in a *lingua franca* or the host country’s language is essential for the success of the mobility. The sending and host organisations have to agree on the language requirements.



In addition, there should be a linguistic preparation. For stays with a duration of at least 19 days (without travel days), the EU offers a free tool for language assessment and learning, the [Online Linguistic Support OLS](#). Coordinators on the sending side receive an automated

email from the OLS with a login and password to access the platform. If the stay is shorter and OLS is not available, there are other, also free, tools for linguistic preparation. One interesting approach was designed in the “[Ready Study Go Around](#)

Europe”-project, funded 2013 in the Lifelong Learning Programme. It offers linguistic preparation for 10 different countries. The free online material consists of approximately 40 hours of general language training and 80-140 hours of sector-specific language tuition and culture guidance. The part dedicated to “General and Cultural Language” includes:

- Greetings and Introductions
- Numbers and Alphabet
- Eating and drinking
- Shopping
- Emergencies
- Living in your target country –work culture & accommodation
- Leisure time / festivals
- Country & people.

In addition, there are contents for “Kitchen and Services”, “Hotel”, “Bakery”, “Vehicle”, as well as “Social and Health Care”.



4. Support during the Period Abroad

When the learners are on placement abroad, the host institution plays a major role in tutoring and also monitoring the learning progress. Nevertheless, make sure that you are in regular contact with your host partner and the learners themselves.

Especially if you send minors or learners with a disadvantaged background it is recommendable to send an accompanying person with them.

For most participants the mobility project is the first working experience abroad. Therefore, there likely will be feelings like fear and homesickness involved. However, it is also not unusual for learners to take advantage of new freedoms they find away from home. It's part of the experience that young people have fun and party—however, you should define limits together with the learners and make sure they are respected, especially in case of very young beneficiaries.



Besides tutoring, which deals with daily activities and problems, professional monitoring is also important. Have a look at [this video](#) created by the European Knowledge Center for Mobility to get a better insight.

The learning process has to be observed and recorded. Also here, ECVET is a good tool. Prepare, for example, a questionnaire based on the previously defined expected learning outcomes and ask the host company to give information. Together with observations and information by the learners you will get a comprehensive picture.



5. Follow-up

It is important that the participants reflect on what they have learned after their return and that the whole experience is evaluated.

Evaluation refers, on the one hand, to the learners themselves: Have they achieved their set goals? However, it also refers to project management and its quality. This includes the cooperation between the partners, preparation and support of learners, project documentation and administration, etc.

Discussion rounds and questionnaires can be used to evaluate the experiences of the participants, especially directly after return to see the short-term impact and the direct benefits. But to capture the real added value, an evaluation of the long-term impact after 3-6 months after return is advisable so you can assess what participants of the mobility actually use in their everyday practice. This can refer to professional but also language and transferable skills. Methods can be observation but also discussion rounds and questionnaires.

Indicators to measure the impact can be:

- For professional skills and competences:
 - better knowledge about the topics involved
 - improved practical applications
- Social and transferable skills and competences
 - ability to take initiative
 - being more proactive and motivated in lessons
 - improved problem-solving, team work, etc.
 - improved foreign language skills, especially in speaking

- European dimension: Understanding him/herself as European citizen, better insight in the European context of the subject

Examples for questionnaires can be found in the “[Evaluation](#)”-section on the site of the European Knowledge Center for Mobility.

To further motivate the learners (and to contribute to project dissemination), it is a good idea to give them the opportunity to present their experiences. Organise a photo exhibition with testimonials for your school, ask them for short videos and cut them into a cohesive film, plan a public presentation of the Europass certificates, or publish an article in the school newspaper. The participants have done a great job and this should be recognised in many ways.

Last but not least, question your own performance and draw conclusions for further projects. Be self-critical during the evaluation and ask learners for feedback and for suggestions to improve project management. This should take place in an atmosphere of trust and, if necessary, anonymously. Learners should not have to be afraid of consequences if they criticise. Only then, can you really draw conclusions and improve your own work in terms of good mobility projects.



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ANNEX 1. COUNTRY RESEARCH



ANNEX 1.1 VOCATIONAL EDUCATION

Vocational education aims at providing **professional competence in a particular profession**, so that its graduates can adapt to modern job market conditions, thereby avoiding unemployment and social exclusion.

Despite the efforts of many governments, to develop and promote vocational training, it remains undervalued by parents and students. In many countries, among them Spain, France, and Greece, parents and students consider VET as a secondary choice for low-performing students from disadvantaged backgrounds. In France, it is marked by strong social and gender inequalities, and in Spain, it is seen as an alternative to early school leaving. VET has a higher dropout rate than general education. For example, in Greece, 12-14% of VET students' dropout, compared with 2-3% of general education.

In numbers, in Greece, only 30% of the students attend VET centres, in Germany, it is 50%, and in France, 25% of the students are trained through apprenticeship. Spain has the worst rates of enrolment in mid-level VET with 12% compared to the average of 26% in the OECD countries.

The situation varies in the different countries studied. **Spain** introduced a **dual vocational training**, which has multiplied the number of the students involved in medium-level VET by more than 3.5 times, and those involved in higher-level VET by 2.5 times. On the other hand, although in **France**, vocational education plays a significant role, the number of apprentices has been decreasing since 2008, while higher education has increased.

In **Germany**, VET has a long tradition and it is well established in comparison with other European countries. **Vocational orientation** is embedded in the secondary school curriculum to ensure a smooth transition from school into the labour market. Formal training is required for about 330 occupations, and apprenticeships are offered in public and private companies as well as in liberal professions. The **certificates are standardised** so that the qualifications are comparable and transferable in the entire country.

The educational sector developed significantly in **Cyprus** after the independence of the island and with the growth of the island's economy. There is both government-regulated VET provision that leads to **defined VET qualifications** and VET programmes that do not lead to a formal qualification but to **professional development and upskilling**, available for anyone who wants to study, employees, the unemployed, other vulnerable groups in public and private sectors.

In all the countries, vocational education integrates theoretical-practical contents and is organised in **three training cycles**: initial, medium and higher. The offer of professional training is quite extensive, including specialties in the fields of health, administration

and management, computer and communications, electricity and electronics, hotel and tourism and transport and automotive technology.

In Germany, the companies provide the **practical training** for the apprentice for 3-4 days a week on average and the remaining 1-2 days a week the students go to vocational school to learn the theory. The company covers the costs of the apprentices' on-site training. It pays them a wage, which may vary depending on the business and company and is gradually increased during the apprenticeship. The training at the vocational school is free. In Cyprus, in the third year of their studies, the students in the practical pathway have the opportunity to place in enterprise for one day a week.

After vocational training, besides having excellent employment prospects, students that have obtained their diploma can **access higher education**. In Germany, a successful apprenticeship serves as an alternative university entrance qualification. In Greece, the certificate awarded by a Vocational High School is equivalent to a high school certificate, both for access to higher education and for recruitment in the public sector. In Cyprus, the certificate is equal to the secondary general education school.

ANNEX 1.2 PROFILE OF A VET STUDENT WITH FEWER OPPORTUNITIES

The social background of the VET student

Research shows that in all European countries, vocational education attracts more **lower-performing students** than general education, mainly due to their socio-economic status.

In Spain, vocational training has been linked for many years to an image of the **social disrepute** reflected in the levels of enrolment compared to university higher education. Historically, vocational training has been known as studies exclusively for the less able or second-class students.

The sociology of vocational students in France demonstrates the dominance of **socio-professional disadvantaged parents**. Likewise, the origin of immigration and the associated areas of habitat corroborate a clear segmentation of society. 25% of students on average are identified as having **social or economic difficulties**.

In Greece, about half of students declare their choice of vocational-technical training is motivated by **fear of failure in high school**. However, most of the students have other problems, such as **low socio-economic origin, family problems, learning difficulties, low self-esteem, lack of basic knowledge from school and low expectations of students, parents and the environment**. The majority of foreign students (70/80%) residing in Greece also attends vocational education. On the other hand, some positive features of VET students could facilitate learning in vocational education but are not

systematically exploited, such as inclinations, competencies and interests, oriented to aspects of vocational training.

Studies suggest that in Germany, social mobility is crucially tied to the **social status of the family**. This means that trainees who come from low-education and low-income backgrounds are more likely to receive a lower education degree and remain in a smaller income occupation. This is also because children from these families cannot rely on networks that would enable them to move up the social ladder.¹

Gender Balance

In Spain, the *distribution by sex* is balanced in the medium and higher levels of VET, but there is a significant difference in the basic grade with men constituting 71.1% of students.

An analysis based on *professional fields* show differences in percentages, and there are professional fields where **women** represent a high percentage, such as **personal image, sociocultural and community services, and healthcare**. On the contrary, **men** are the majority in more technical fields, such as **transport and maintenance of vehicles, electricity and electronics, mechanical manufacturing and IT and communications**.

In Germany, in 2019 only **36.1%** of the VET students were **women**. While male trainees tend towards the dual education system, women are more likely to enter a school-based education programme, since trainings for occupations that are traditionally women-dominated, as in health, education, and social services, are offered in this form.² The most popular occupations among **men** are **motor vehicle mechatronics technician, industrial mechanic, and electronics technician**. For **women**, the three most popular vocations are **office management assistant, medical assistant, and dental assistant**.³

Age Range

In Spain, to analyse the age of the students enrolled in Vocational Training, the three levels of Vocational Training are taken into consideration: In Initial and Medium-level vocational training, the majority of the students are 16 (51.3%). Regarding the **Higher level**, 51.9% of students who enter these studies are between 18 and 21 years old. A significant percentage of students who enter VET are over 30 years old (17.4%), while only 5.3% of students are 40 years or older. In Germany, in 2015 the median age of trainees starting their apprenticeship was 19.7 years. The median age at the end of the training was 22.4 years.⁴

¹ <https://www.zeit.de/2018/11/chancengleichheit-bildung-soziale-herkunft-familie-urgrosseltern-studie>

² https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2019.pdf

³ <https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bildung-Forschung-Kultur/Berufliche-Bildung/Tabellen/liste-azubi-rangliste.html>

⁴ <https://www.bibb.de/datenreport/de/2017/63477.php>

ANNEX 1.3 LEGISLATION AND REGULATIONS RELATED TO INTERNATIONAL MOBILITY OF VET STUDENTS

In **Germany**, according to the Chamber of Commerce, since 2005 it has been possible to conduct parts of the vocational training abroad. The legal framework for this is regulated in the Vocational Training Act in §2 Paragraph 3. The Act states that "parts of vocational training may be conducted abroad if this serves the training objective". The total duration of the placement **may not exceed one quarter of the training period** stipulated in the training regulations.

The government of **Cyprus** established the Foundation for the Management of European Programmes for Lifelong Learning, the CY NA, on January 2007 following decision 64.892/2007, to promote the participation of Cypriot citizens and organisations in the European LLP⁵. According to the [EU Mobility Scoreboard - Higher Education Background Report](#), no policy framework defines and sets guiding principles for cross-border learning mobility in Cyprus. Cross-border learning mobility in Higher Education, but also in all levels of education in Cyprus, takes place mainly through the [Erasmus+ Programme](#) and for this reason, mobilities under this framework follow the Erasmus+ Guide.

The **Greek** legislation that refers to the international mobility of VET students is described under legislation 625 / 27-02-2020 / B / FEK (Decision: No 20883/25735 / H1) "Framework for the implementation of the ERASMUS + Programme, Participation and Movement Process".

In **Spain**, VET currently allows the student to do internships abroad, FCT module (training at the workplace), to gain in-depth knowledge of the company in other countries, as well as to obtain qualifications recognised at a European level. The internship abroad is regulated by agreements between the regional administrations and the educational centres and within the framework of SEPIE, through the Erasmus+ Programme, which supports the acquisition of the professional experience abroad, new skills, and languages. Most of the students participate in the Erasmus+ Programme to complete the training at workplace module: around **400 hours spread over about three months** in the host country, although placements can range from two weeks to 12 months.

In **France**, the internships abroad, PFMP module (Périodes de formation en milieu Professionnel) is regulated at the national level. Funding is distributed through the

⁵ Erasmus+, 2014. Foundation for the Management of European Lifelong Learning Programmes: <http://www.erasmusplus.cy/en/IDEP-Dia-Biou-Mathisis>

Erasmus + programme. Students do their **4-week professional training period**: around 140 hours in the host country.

Apart from Germany, none of the other countries in this research has specific national regulations for vocational training abroad, besides the Erasmus+ Programme for international mobility.

ANNEX 1.4 EDUCATIONAL PRACTICES

How to motivate young people to stay in VET education

To **promote vocation studies**, it is necessary to **emphasise** the aspects a professional training is focused on as well as to highlight its **positive points** and advantages compared to other types of training. Among the benefits, the following stand out:

- The short duration of the studies, based on training cycles, with qualifications acquired, can encourage students' choice of VET as an alternative to university studies.
- The curriculum of VET is mainly focused on laboratory lessons rather than on general knowledge lessons so that students familiarise themselves easier with the training process, which motivates them to reveal their talents or aptitudes.
- The internship at workplaces also means direct contact and transition to the labour world, which allows to acquire practical knowledge and increase their employability.
- European mobility programmes under KA1 can be highly interesting. As it is addressed to vocational students, it can be a strong incentive for them in order not to abandon their studies because they have the chance to travel, experience, and work.
- The level of difficulty is distributed through three levels: Initial VET, Medium-Level VET, and Higher-Level VET. This allows students to go through studies gradually and choose the qualifications they want to obtain.

Motivation can help learners to build their capabilities and interest in education and training. These activities are more important, especially for people that are highly disengaged from education and at-risk students showing signs of low motivation. Some strategies to motivate trainees:

- Respectful and appreciative interaction
- Clear communication with a clear indication of expectations

- Praise and constructive feedback
- Setting realistic goals and avoiding under- or overtaxing
- Clarifying the transparency and meaning of the respective task
- Transferring responsibility to the trainee
- Variety tasks to avoid boredom
- Appealing teaching and learning formats
- Providing extracurricular activities to engage and motivate learners, such as artistic activities, sporting activities, school-related nature activities, active citizenship activities etc.
- Providing activities that are outside the formal learning environment to promote interaction with peers, teachers, or other staff outside a formal learning environment. The main objective is to ensure that the young person can enjoy an activity in a group, promoting his or her sense of belonging.
- Ensuring that activities promote personal and social development e.g. a forum for young people to discuss and express their opinions.

It is also important to motivate the trainers; they need to be taken seriously and respected. A good working atmosphere and appropriate remuneration are also very important.

How to help students interpret and understand other cultures

It is critical to provide young people with the skills necessary to interpret and understand diversity and cultures positively and respectfully. This requires positive interaction with different inclusive groups, regardless of their ethnicity, (dis)ability, religion, sexual orientation, skin colour, socio-economic background, appearance, educational level, languages used, etc.

International mobility during their vocational studies can be a good opportunity for this. Prior preparation of students will encourage the development of attitudes necessary for positive interaction. International mobility in VET offers young people the chance to get to know first-hand the reality of other cultures, integration, and practical knowledge; it can create a common understanding among young people and promotes their intercultural and social skills.

Procedures before, during, and after international mobility

BEFORE THE INTERNATIONAL MOBILITY

The sending organisation is responsible for:

- Recruiting of the participants through an open call. Participants will be the candidates selected after the interview and revision of CV and corresponding documents. Participants of mobility will have to agree with the terms, such as timeframe, responsibilities, financial participation, etc. If a participant is underage, a permission or agreement letter must be signed by the parents.
- Preparing the participants for mobility. Inform them about the mobility programme and what to expect regarding tutors, tasks, working and living conditions, free time. The preparation also includes a meeting with all parts involved—parents, coordinators, previous year mobility participants, etc.—and linguistic, cultural and other kinds of preparation: pedagogical, sociological, psychological, etc.
- Organising the logistics: travel to the host partner's country, which includes the air ticket, insurance, and the transfers to and from the airport. Participants will be informed about the travel documents required to travel abroad. The participants' stay will be organised in cooperation with the host partner who will also be responsible for providing their daily meals.

Preparation should start 3-4 months before the participants' departure: all necessary documents such as application forms, Europass, CV in the language of the host company, contract, the participant responsibilities contract, a training agreement, grant agreement/financial obligations, pre-filled certificate, insurance documents, and work programme, tasks, sector requests should be prepared in advance.

DURING THE MOBILITY

The host organisation will design a responsible person to supervise the participants. Continuous monitoring and evaluation ensures accountability, quality, task distribution, and that working and living conditions meet the agreements set before.

For the progress of placements and the smooth running of the programme, the accompanying teachers will maintain regular contact with the host organisation by surveying the participants at the workplaces. The participants' progress will be assessed by evaluating them through a set of indicators closely linked to the learning outcomes they are supposed to achieve.

AFTER THE MOBILITY

The sending organisation issues certificates of successful accomplishment and fulfils all obligations for the issuance of Europass Mobility Certificates. It will also complete the evaluation process following the ECVET system.

It is necessary to get feedback, both positive and negative, analyse and prepare evaluation with the issues to be improved for next mobilities and how to deal with things that did not work correctly.

Conclusions

Based on the evidence presented in this document, the following conclusions can be drawn:

Vocational training is a perfect way for young people to find their vocation and enter the labour market. Among its advantages are **the wide range of the training offer**, its **short duration compared to university studies**, its **adaptability to the changing needs** of the labour market, and the **excellent professional prospects** it provides.

Young people need to be motivated to study vocational training as, according to Cedefop, most jobs in the future will require professionals with an intermediate level of vocational training.

Moreover, studying vocational training does not close the door to university in the future, as a high degree of VET is comparable to general education and allows access to university.

Unfortunately, VET education is highly discredited in most of the research countries, except for Germany, with a long tradition in VET, where it is more integrated into society. In the other countries, VET education **remains an option undervalued by parents and students**.

Students who choose VET are afraid of failing in high school; furthermore, most of the students have other problems, such as low **socio-economic origin, family problems, learning difficulties, low self-esteem, lack of basic knowledge from school and low expectations of students, parents and the environment**. Many also have an immigration background.

From a policy point of view, the situation varies significantly from one country to the other. Germany has the best situation, with a long tradition in VET and 50% of VET students. In other countries, such as Spain, Cyprus, and Greece, the government is committed to vocational training and is making efforts to improve the offer and quality of teaching. Finally, in France, where vocational training was very important in the past, the number of students has decreased since 2008.



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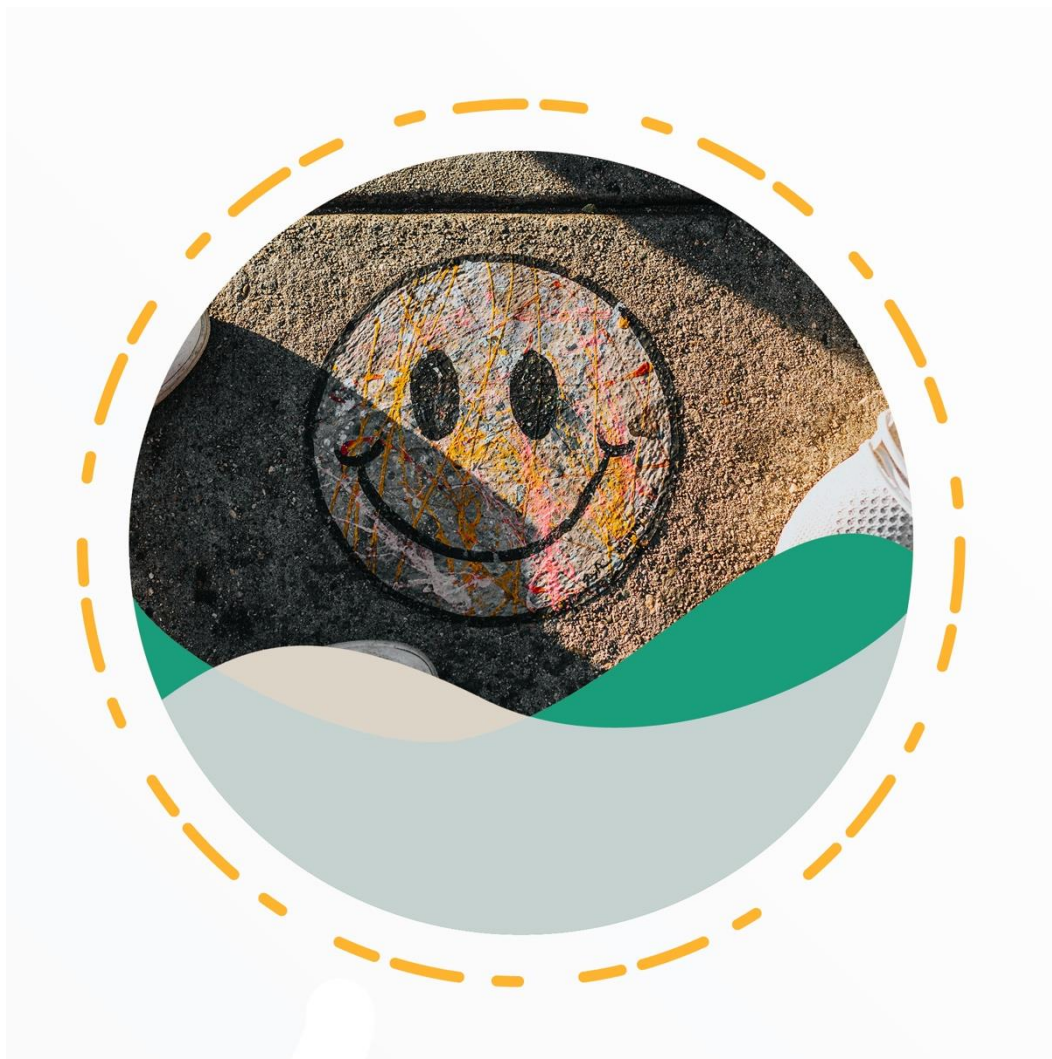
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ANNEX 2. COLLECTION OF GOOD PRACTICES



ANNEX 2.1 MOTIVATIONAL STRATEGIES AND ACTIVITIES



Good Practice 1 - France

Consider professional skills as a language in its own right

Author: Lycée Professionnel Desgranges France

Here we will try to show how vocational skills, worked on in vocational school, can be happily used fully as an international language.

Over the past 15 years and through the various mobility schemes of our students, we have become convinced that the professional skills developed during the course of teaching (in the form of theoretical courses, tutorials and practical work), but also during periods of training in a professional environment, form a good basis for a language between professionals, outside the classical field of lexical language and cultural or even intercultural traits. It can even be considered that beyond the gestures of the professionals recognizable throughout Europe, one can even rely on a certain affinity agreement, due to the proximity of the profession(s). As the first powerful professional organisations were created around professions and the corporatism of functions, these facilitating elements can be used throughout the student mobility process. With the benefit of numerous and meaningful experiences, we organise ourselves very early on around these concepts.

Before mobility:

- Value their professional skills: mobility must favour even those pupils who will not leave. Workshops around some practical work will therefore be set up by videoconference between vocational education students from both countries, without systematic translation support. The English teacher will accompany these sessions, without necessarily intervening much. The pupils, often not very gifted for foreign languages, discover that they manage to understand the pedagogical sequence, without going through the linguistic translation box.
- Reassure the teachers: professional teachers do not always have a high level of language skills either, and the professional affinity quickly breaks down the language barrier and our teachers feel capable of exchanging ideas about technical work situations. This creates an additional motivation that will make the next steps much easier.
- The associated vocational school is also a winner from the outset, through an international approach, even if there is no immediate reciprocity in mobility. The work around the choice of companies adapted to each of our students' profiles is thus worked well in advance.
- Translation of the relevant parts of our students' pedagogical references is then transmitted to the companies.

- For the choice of the students who are going on mobility, the professional competence is more valued than the linguistic competence. The student's ability to open up to others is nevertheless present.

During mobility

- The teacher of our corresponding high school is involved from the arrival of our students on their future mobility site, and accompanies them in the steps of placement: introduction in companies, signing of agreements, transfer of civil liability and health insurance, etc. He is certain of the professional skills of our students, because he trusts that we report accurately the skills validated.
- At the beginning of the job, the companies, from the manager to the agents, our student will have a warmer welcome than he will be a professional of the party. A trust between professionals will be quicker than for more generalist training, as local staff will remember very well their own language difficulties.
- In their daily work, our students quickly realize that there are few technical differences between the training courses they have done in France and those they have done abroad; they realize that the basics of the job are transversal, far beyond borders. This has been verified regardless of the professions we have worked in: electricians, computer specialists, audiovisual technicians, but also refrigeration technicians, carpenters, etc.
- Companies are also valued, finding that their professional skills are applicable internationally, something they may not have perceived before. This gives them a slightly different stance. Exchanges of execution plans and final validations of work can often be done without non-technical language, which is also why long hours of professional language work can often be avoided. Students and their tutors know what they are talking about and can often do without translation.

After mobility

- Our students prepare two reports that they will support: one for the pure professional part, and one for the optional mobility test. A return time with their classmates, their teachers, whether or not they have participated in the mobility, is thus set up.
- Depending on the year, we will have time to complete an exchange with the teachers of our corresponding high schools and their classes, otherwise we do a sequence at the beginning of the school year, but then the students have changed.
- The teachers also try to plan common activities at a distance, and these experiences have undoubtedly facilitated their pedagogical approach during recent events related to COVID.

Good Practice 2 – Cyprus

STAR: StoryTell A Right- Youth Exchange

Author	YEU Cyprus (NGO)
Place and Date	2 nd - 11 th of September 2019, in Dymes village in Cyprus
Target group of learners	Young people (diverse group)
Institutions involved	<ul style="list-style-type: none"> • Sdruzenie Aktivno Balgarsko Obshtestvo (Bulgaria) • MTÜ Risti-Rästi (Estonia) • United Societies Of Balkans Astiki Etaireia (Greece) • Armenian Progressive Youth • Cross Culture Youth Group (Egypt) • Youth Initiative of Cities (Ukraine)
Goals and objectives <p>The overall aim of the project was to improve the level of awareness of young people, including marginalised youth and to explore the concepts of human rights (discrimination, social inclusion) through the art of storytelling and by making video.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1) To increase awareness about the human rights education and its importance in participants' countries 2) To develop participants' skills to be able to search and learn about social issues and inclusion 3) To promote intercultural values and diversity through inter-religious dialogue and intercultural skills 4) To provide participants with a deepened self-knowledge and develop their communication in English 	



Description

The fact that the project was to bring together countries and cultures from different religious and cultural background, and in order to reach and accomplish the aims of the project, the trainers used non-formal educational activities. Ice-breaking activities using games and tools to make their stay even more interactive and funny.

The participants had the opportunity to gain and equipped with digital competences and skills, including storytelling techniques and video editing.

The activities of the training were mainly experiential and formed by workshops on human rights awareness, contact with locals in the village and in Limassol, workshops based on creativity, photography, filming as well as techniques on creating stories.

In addition, the participants had the opportunity to have leisure time activities related to European traditions, as culture nights have been organised.

Motivational strategies and methods

- Teamwork
- Networking
- Financial incentive: the costs of the mobility for the participants were covered (travel and accommodation costs).

Evaluation and feedback

The participants had the opportunity on the last day of the project to discuss what they have learnt during their stay in the village and during the project and to evaluate themselves by writing down their thoughts.

Furthermore, the SCALE method has been used by the organisers, where participants evaluated as a group from 1 to 10 how satisfied they were from the project. An individual evaluation also took place, and each participant had to fill up a questionnaire mentioning what they like, some improvements and what they have learnt during the training.

Certified by

YouthPass

Link to the source

<https://cyc.org.cy/en/star-storytell-a-right-youth-exchange/>
<https://yeucyprus.wixsite.com/star>

Good Practice 3 – Cyprus

Summers Schools for Empowering and Mobilizing Students

Author	Organisation for youth
Duration	July 2019 (but it was the third time/ summer that this summer school took place).
Target group of learners	Students of the 3 rd Gymnasium and the A' & B' Lyceum and Technical Schools (ages of 14-17)
Institutions involved	Youth Information Centers (Nicosia, Larnaca, Limassol, Ammochostos, Paphos).
Objectives <p>The Students' Empowerment and Motivation Summer Schools aimed at developing the young participants' skills to contributing to their personal, social and professional development to become more efficient as students and as a result more active citizens in the society.</p>	
Description <p>The summer schools were held in Youth Information Centres buildings and lasted two weeks. The summer schools were attended by numerous participants and students (approx. 80 students) who participated in various events, workshops, fieldtrips and developed skills that help them be more effective at schools and more active citizens.</p> <p>There were held different activities, and experiential workshops. Through discussions and debates, the students had the opportunity to exchange ideas regarding various issues that concern the youth today (racism, environment etc.) for stress management, bullying, photograph, upcycling and career guidance advice.</p> <p>In addition, within the program of the school, the youth workers organised field trips- educational trips within Cyprus.</p> <p>The students/ participants had the opportunity through different series of themes (offered through interactive workshops, games, discussions, experimentation etc.)</p>	



to develop their social skills, to become more creative, deal with several problems such as stress and violence, mature their business ideas etc.

Motivational strategies and methods

- Networking
- Teamwork
- Financial Incentive: The costs of participation is very low (10-20 euros, and free for those who are coming from lowest economic classes)

Evaluation

There was no formal or written evaluation.
Learners were asked to discuss

Certified by

Youth Board of Cyprus

Link to the source

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Good Practice 4 – Spain

TODO FP.es: Internship experiences

Author	Ministry of Education and Professional Training of Spain
Place	EU-wide platform
Target group	VET Centres, VET educators, VET students
Institutions involved	<i>Instituto Nacional de las Cualificaciones, Aprende a lo Largo de la Vida, European Social Funds, SpainSkills, Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado</i>
Goals and objectives <p>The platform is created with the aim of promoting the VET education and internships in Europe. To do so, the Ministry has developed an online resource that contains information about different types and areas of VET education and training available for the VET students in Spain. Moreover, the platform hosts a collection of experiences of Spanish students who have participated in the internship abroad and of those foreign students who have done their internships at the companies in Spain to encourage VET students and educators to take part in international mobilities.</p>	
Description <p>The videos are filmed and presented by the students themselves. During the presentation, the students explain:</p> <ul style="list-style-type: none"> - what they are they studying, - which company/organisation they do internship at, - what their tasks are. <p>They also show the place of living during the internship, describe living conditions, and explain what they do in their free time.</p> <p>Moreover, they share their experience on positive and negative things of a mobility abroad and give their recommendations.</p>	



Motivational strategies and methods

Personal experiences of the students taken part in the internships abroad. Students can learn about the experiences of VET learners the benefits and challenges of Erasmus+ international mobility, get to know more about various European cities, people, and experiences, which allows those who watch the videos to identify themselves with the participants of international mobilities.

Feedback

Personal feedback of the participants of international mobilities can be found here:
<http://www.todofp.es/sobre-fp/formacion-en-centros-de-trabajo/fct-en-europa/experiencias-de-movilidad/experiencias-de-estudiantes-en-practicas.html>

Certified by

Internships done abroad is mainly organised through Erasmus+ projects and certified by YouthPass/EuroPass certificates

Link to the source

<http://www.todofp.es>

Good Practice 5 – Germany

Flipped Classroom

Author	Mareike Oesterwind, Nina Toller
Place and Date	Deutsches Lehrerforum 2016 (German Teachers' Forum 2016)
Target group of learners	VET Students
Goals and objectives <ul style="list-style-type: none"> - Encouraging interaction among students. - Shifting the theory to self-study at home. - More space for interactive collaboration and exercises. - Depending on the interest of the students: development of their own further explorations. 	
Description <p>Through a so-called "inverted" teaching, the teacher acts in the background and the students work on the contents independently. The teacher is only the moderator. The advantage is that the students can set their own learning pace. This concept is based on 4 pillars:</p> <p>F – Flexible Environment</p> <p>L – Learning Culture</p> <p>I – Intentional Content</p> <p>P – Professional Educator</p> <p>In this concept, the learning content is provided in edited form by the teacher. This is usually in the form of a video in which the teacher appears. The students then have to deal with the theory of the subject at their own pace, outside the classroom. In the classroom, the students should only deepen, practice, and discuss the content, as this is often more important and is not given enough attention.</p>	



Motivational strategies and methods

- Increasing students' interest through motivating, well-explained videos.
- Self-study of theory at home. Advantages:
 - ➔ Possibility of watching the videos several times
 - ➔ Familiar environment
 - ➔ WhatsApp or online chat for immediate clarifications of misunderstandings or questions among students
 - ➔ No fear of the teacher
 - ➔ No fear to embarrass oneself in front of the class
 - ➔ Use of individual optimal learning time (e.g. noon rather than 8 a.m.)

In-depth examination of the learning content thorough exercises in class sessions.

Advantage: By shifting the theory home, more games can be played in class, e.g. *Kahoot*

Feedback

It is important that the students have the confidence to learn the theory without the help of the teacher.

The students must also be able to judge for themselves whether or not they have understood the subject matter. Without this self-assessment this teaching method cannot work. In case of misunderstandings, the students must first try to help themselves by doing their own research (e.g. googling content, asking classmates/family/ acquaintances, looking up information in textbooks etc.).

The provided videos must be comprehensible and if they were not shot by the teacher, the sources should be given. This means a high preparation effort for the teachers.

There is no guarantee that every student has watched the video/properly engaged with the content. There are also different levels of previous knowledge and skills in the classroom after the individual theory acquisition.

At the end of each theory unit, an overview should be made e.g. learning map, MindMap etc.



Students should also check their knowledge again with the help of a list of can-do's (here you should also make references to book pages where this topic can be read/looked up with suitable exercises).

Link to the source

https://www.deutsches-lehrkraefteforum.de/fileadmin/user_upload/Redakteure%20DLF/Ergebnisse/good_practice_2016-11_flipped_classroom.pdf

PDF file

https://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handout_FNL_Web.pdf

ANNEX 2.2 INTERCULTURAL LEARNING



Good Practice 6 – Germany

Interactive learning parcours for acquiring intercultural competence (Anleitung zum Fremdgehen – ein interaktiver Parcours zum Erwerb interkultureller Kompetenz)

Author	Ursula Reutner/ Institute for intercultural communication at the University of Passau
Target group of learners	VET Students
Objectives <ul style="list-style-type: none"> - Triggering interest for foreign cultures - Sensitization towards dealing with foreign cultures - Reevaluation of prejudices 	
Description <p>The students embark on a voyage of discovery of the foreign and new. In order to introduce the students to the foreign cultures, so-called trainers (possibly teachers or outsiders) are needed. The trainers are not to be seen as teachers, but rather as companions. The trainers must have experience in dealing with young people and should also have gained experience with foreign cultures through several months of stays abroad in order to be able to convey this to the students in an authentic/credible way.</p> <p>The parcours consists of different stations designed to teach important basics of intercultural competence. In the course of this interactive learning course, the students can improve their communication skills on the one hand, and on the other hand learn strategies to make it easier for them to deal with the new and different. The trainers will encourage the students to develop solution strategies at the individual stations of the course. The stations consist of interactive exercises that provide hands-on everyday life experiences for the students and that stimulate potential for discussions in the classroom. The necessary solutions are always developed in the respective interaction with each other.</p>	



The 5 stations:

Station 1: Warm Up with prejudices

In small groups the students try to guess each other's favourite film, favourite colour etc. The person assessed must not give any information about the correctness of the statements. It should be made clear to the students that it feels strange if one cannot justify/resist the statements made by others. In a subsequent discussion, it should be recognized that many prejudices are based on outward appearances, that being judged can feel odd, and that we might have a false image of other people based on their outward appearances.

Station 2: The eye-catcher

This station is intended to show that it is possible to learn a language within 15 minutes by simply looking: with the help of the body language many things become recognizable.

The trainers simulate an everyday situation in a fantasy language. The students should be able to recognize what it is all about through body language, facial expressions, gestures, pitch, and speaking rate. Afterwards the students get the task of thinking up a fantasy language and to present an everyday situation themselves. At this station, the students learn about the different ways of expressing communication. They should understand that communication is not only possible through language and that there is always a way to communicate.

Station 3: Pigeonhole thinking

At this station, prejudices such as "All Muslims are terrorists" should be overcome: Two different image sections are shown. Although these images evoke different associations as individual details, they are usually combined to form a coherent overall picture. It should be shown to the students that even a little background information (e.g. image details) can lead to a false overall picture. Therefore, more background information should always be obtained and a picture should be viewed as a whole.

Station 4: The comfort zone

A comfort zone for the students is usually the couch with a blanket, where you can make yourself comfortable. At this station, such an atmosphere is created. The trainers bring the topic of dream journeys into the conversation and ask the students about things, places, and people with whom they would feel comfortable. After this conversation, the rope or blanket experiment will be carried out.

Rope experiment: The students are given a rope and have the task of making a knot together at an already marked point without letting go of the rope.

Blanket experiment: All students stand on a blanket and have to turn it without touching the floor with their bodies.

By working through these "foreign" situations, the students encounter things/people/places which are strange or unpleasant to them and which stand in contrast to familiar situations. The model of the comfort zone is illuminated again. Together, strategies for expanding and dealing with the comfort zone are developed. This station aims at leaving one's comfort zone and opening up to new things.

Station 5: Taste of the world

At a food station (built up like a market stall), the students are provided with well-known and more exotic fruits to try, in order to emphasize the international aspect. In addition, the parcours will be reflected at this station.

The fruits represent another "sensual" experience of the course and illustrate that much of what was originally "foreign" (none of the fruit originally comes from Germany, not even the apple) now enriches our everyday life. At this last station, everything is reflected once again and it becomes clear that the foreign is already unnoticed and part of our everyday life much more than we think and it enriches us.



Motivational strategies and methods

- Interactive design of the courses
- Increase of motivation:
 - Offers a lot of space for thought-provoking impulses
 - Thinking together in a group
- Partly playfully working on the topic
- Creating a feel-good atmosphere (comfort zone)
- Stimulating taste for something new (food station)

Comments

What this course unfortunately cannot do is to perform the miracle of immediately clearing up all reservations and fear of contact. Nor is it guaranteed that the students will increase their desire for intercultural learning. However, these different stations teach values and norms and shed some light on what is foreign.

For the organizers of this course, however, it is a great deal of preparation work.

One needs:

- a lot of space
- money for the financing of fruit, ropes, etc.
- motivated students who feel like talking and reflecting on their behavior.

Link to the source

<https://www.westermann.de/artikel/978-3-14-162172-3/Interkulturelle-Kompetenz-Anleitung-zum-Fremdgehen-Ein-Lernparcours>

PDF file

https://inkup.uni-passau.de/fg_begleitinformation_fuer_lehrer.pdf

Good Practice 7 – Cyprus

Captain Culture- Creativity in Intercultural Learning

Author	SALTO
Duration	29 November- 6 December 2010
Target group of learners	Youth Workers and Youth Leaders active in local and international youth field
Institutions involved	Politistiko Ergastiri (The Cultural Workshop) with the support of Youth in action programme Action 4.3
Aims and objectives <p>The aims and objectives of this training activity/ workshops was:</p> <p>It was an experimental course (8 days) which wanted to deal with cultural diversity and to learn how to use cultural diversity as a tool to discover identity, to work with concrete aspects of cultural diversity and integration into youth work.</p> <p>Objectives of the training:</p> <ul style="list-style-type: none"> - Develop awareness of the importance that influence of culture has on person's behavior and identity. - Recognition and sensitiveness for differences that other cultures bring. - Pointing out the importance of cultural issues in Youth in Action Programme. - Developing tools, activities, strategies for improvement of youth work on local level focused on cultural diversity. - Promoting multiplying effect of youth workers in local participation. 	
Description <p>This training course, organised in Cyprus, was a part of SALTO's TOT- Training of Trainers and it first took place in Slovenia, then in Sicily and the final event of the training in Cyprus. They have implemented 27 youth workers and Youth leaders active in the local and international youth field and who are interested in using</p>	

different and alternative approaches in intercultural learning. The participants were coming from Hungary, Romania, Portugal, Slovenia and Cyprus.

The activity followed mainly a non-formal educational methodology and strategy based on experiential learning (participative and learner-centred approach). It was a training based on the method of learning by doing. It has consisted of two parallel courses in one training course and each participant had the opportunity to benefit from one of it (regarding their learning styles and choice):

- Exploring Daily Activities (e.g. food, clothes, time, music, dances, customs, ways of communicating with each other etc.)
- Activities using the Local Outdoor environment (learn how to use outdoor activities (e.g. hiking, picnic, star gazing etc.) for learning about interculturality- focusing on communication, different aspects of culture.

Motivational strategies and methods

- Informal network with people with other countries
- Deal with cultural diversity
- Future cooperation

Evaluation

The evaluation of the training was an ongoing process and in the everyday agenda (used methodologies such as written evaluation, verbal or/and verbal). The evaluation methodology aimed to self-learning and assessment. The groups had the opportunity to discuss and evaluate the training and their implementation on the last day. A questionnaire was given to the participants and evaluation forms.

Certified by

Erasmus+ programme

Link to the source

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/YOURLINK-CY-43-4-2010-R3>

<https://www.salto-youth.net/tools/toy/reference/captain-culture-lefkosia-cyprus.2163/>

Good Practice 8 – Spain

70 learning tools and training techniques to use in your courses and workshops

Author	<i>Learning legendario</i>
Target group	Educators
<p>Goals and objectives</p> <p>This blog gives some ideas on how to introduce intercultural learning in class through different activities. The activities imply the active participation of the students, being the centre of attention themselves. Among the activities there can be distinguished those which are more suitable for an on-site environment, those which are more suitable for a blended environment and those who are suitable for an online environment. Some of them can suit all types of class. Another peculiarity is that some of them are suitable for little groups (for example a debate, whose conclusions can be shared with the class), some for larger groups (for example a workshop) and some for individuals (for example, a presentation)</p>	
<p>Description</p> <p>Each activity is described in detail, how to do it and how to present it to the class. Before the presentation of each activity there is also a list of criteria that the educator should bear in mind to decide which activity is the most appropriate for the class. The criteria are divided in four fundamental points: purpose (what is the activity for), participation (do the students participate much or not?), setting (the formation is going to be online, blended or on-site?), preparation of the resources (some of the activities might need a bigger preparation, with speakers or extra material) and resources for the implementation (some of the activities might imply extra cost, such as rental of audio-visual equipment or fees and expenses of the speakers).</p>	
<p>Motivational strategies and methods</p> <p>As each group requires a specific way of working, the educator can decide between the different activities which one is the most helpful for the class. The activity will encourage the students to become more interested in what is being told and</p>	



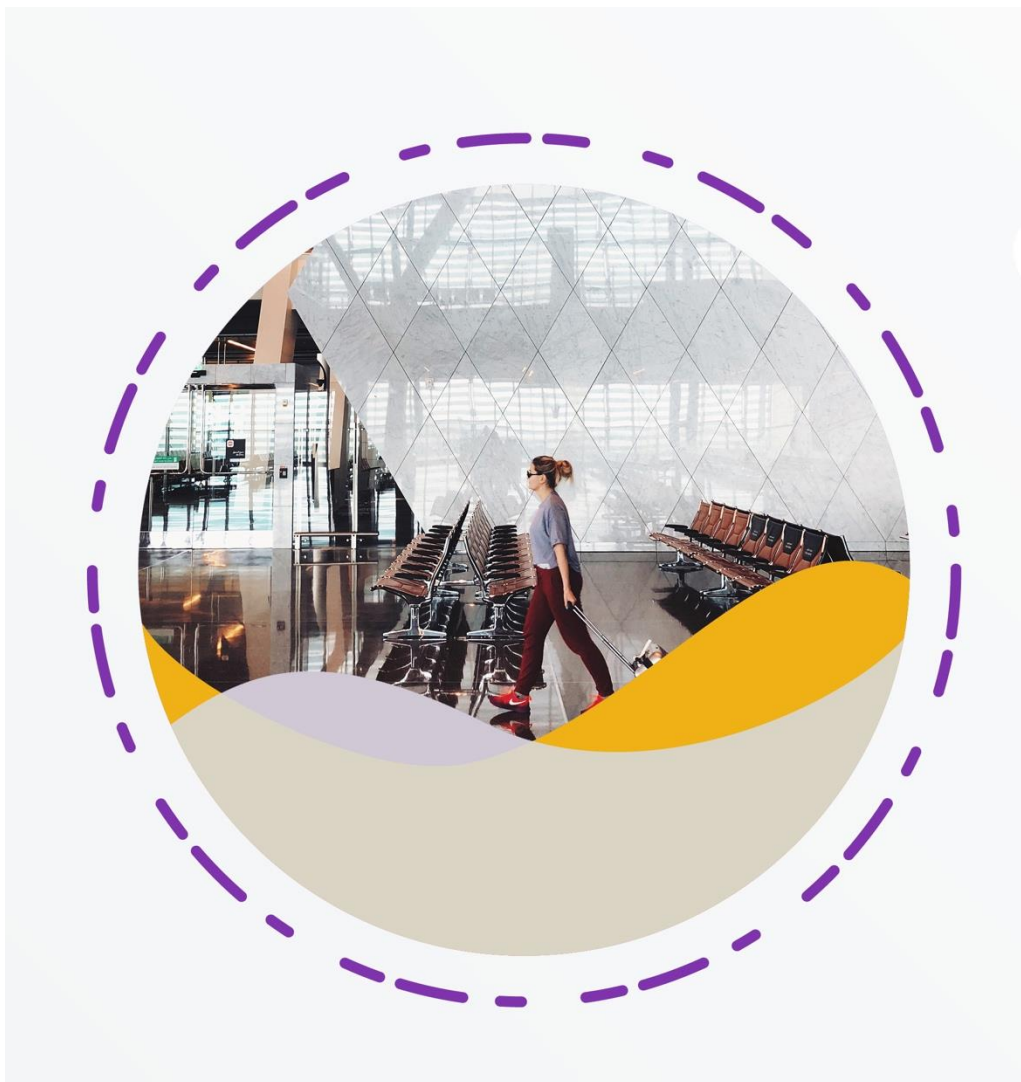
explained. The fact that they are activities that come out of the « typical » class, are a change for the students, who can participate more, exchange ideas and be heard and considered. Those who do not want to participate as much talking out loud can also be benefited by hearing other ideas and forming their own opinions about the topic that is being treated.

Link to the source

<https://learninglegendario.com/herramientas-aprendizaje-tecnicas-formacion/>



ANNEX 2.3 INTERNATIONAL MOBILITY



Good Practice 9 – Germany

EuroApprentices - Go. Learn. Share.

Author	Erasmus+ National Agencies in Germany, Denmark, Czech Republic, Italy, Austria, and Finland.
Duration	2017 (ongoing)
Target group of learners	VET Students, VET Parents, VET Teachers
Institutions involved	Erasmus+ National agencies
Goals and objectives <ul style="list-style-type: none"> • Distribution of VET relevant experiences abroad • Encouragement of VET students to leave their comfort zone and venture abroad • Presentation of chances and value of stays abroad for VET students • Informing about the Erasmus+ program • (international) networking 	
Description <p>Trainees with Erasmus+ experience abroad share their experiences abroad with other trainees and explain how the organisation of the stay abroad worked for them. These experienced trainees/ex-trainees can be requested as speakers for information events, workshops, fairs, in class, etc. It is possible that teachers or parents call the respective organisation and engage the Erasmus+ Apprentice for this purpose who work on a voluntary basis for accommodation, meals, and travel expenses. The Erasmus+ Apprentice also receive training, can participate in international network meetings, trainings, etc.</p>	
Motivational strategies and methods <ul style="list-style-type: none"> - Experiences from within the peer group (same age, same education) - Workshops with networking opportunity 	



Feedback

It would be best to conduct the workshops in consultation with other parents/students/teachers in such a way that several trainees participate at the same time in order to save any costs that may arise.

High costs could arise.

Trainees who have already had experience abroad should be motivated by teachers and parents to share their experiences and join such an organisation.

- Compensation outside school
- Promotes communication skills

It should also be noted that if the trainees are interested in a stay abroad, they will receive sufficient support and content that they miss in their familiar environment will instead be taught abroad.

Link to the source

<https://www.na-bibb.de/erasmus-berufsbildung/mobilitaet/euroapprentices/bewerbung-euroapprentices/>

PDF file

https://www.na-bibb.de/fileadmin/user_upload/na-bibb.de/Dokumente/06_Metanavigation/02_Service/Publikationen_Warenkorb/Flyer/Flyer_EuroAppr_Web_181218.pdf

Good Practice 10 – Cyprus

High Technology in Mechanical Engineering

Author	A' Technical School of Limassol
Place and Date/Duration	31.10-15.11.2016 in Germany, Berlin organized by Bildungsgesellschaft mbH
Target group of learners	19 students of the mechanical science department
Institutions involved	<ul style="list-style-type: none"> • Technical School of Limassol • Technologiko Ekedeftiko Idryma Thessalias • Bildungsgesellschaft mbH Pritzwalk • West College Scotland
<p>Goals and objectives</p> <p>This activity came under the necessity for the students to get familiar with the High Technology mechanical engineering systems and has given the opportunity to all the students and participants to get familiar with topics such as:</p> <ol style="list-style-type: none"> 1. New technologies in such systems 2. Promote the students' learning on HT to strengthen their position in the market 3. Get familiar and see firsthand this type of technology and find out the advantages of using it 4. To be able to correlate practice and theory <p>This project also gave the opportunity to involve professions, instructors and students from the specialization of engineering as well as shadowing in modern industry plants in obtaining the necessary knowledge and skills on the use of HT Mechanical engineering systems.</p>	
<p>Description</p> <p>The participants had the opportunity, within their 14 days stay, to visit various companies in different areas and cities of Germany (e.g. BMW Plant Leipzig, Opel Werke Eisenach etc.) and to learn about the latest technologies in Germany.</p>	



They had also the chance to have meetings with representatives and have further insights into German education and training. The students had the opportunity to see in first-hand the production stages, to visit thematic parks (such as the “Autostadt”) and monuments and museums regarding the history of car and engineering. Furthermore, they had various field- educational- trips, in Berlin and in neighbour areas.

Motivational strategies and methods

- International Mobility for young people (students), to visit another country and see in firsthand different activities regarding their future professional career.
- Financial incentive: the costs of the mobility for the participants were covered (travel and accommodation costs).
- Expand of personal and professional skills.
- Practice of English language.

Evaluation

There is no specific evaluation methodology for this project, but the participants, especially the students had a great experience from this training. They acquired important and useful information for their future professional life and career.

They had also the opportunity to learn the culture of another country and the different aspects of German life and culture through these 14 days.

Certified by	Erasmus+ programme
<i>Link to the source</i>	http://tech-scholi1-lem.schools.ac.cy/data/uploads/evropaika-programmata-2017-.pdf - Greek https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-CY01-KA116-017255

Good Practice 11 – Spain

ErasMobility

Author	Partnership of the Erasmus+KA202 ErasMobility project
Level	EU-wide
Target group	VET centres, VET educators, VET students
Institutions involved	VET Centres from all over Europe
Goals <p>The main goal of the ErasMobility platform is to facilitate the search for work placements for students and staff in the European Union as well as in other countries associated with the Erasmus+ programme.</p>	
Description <p>A free on-line platform where VET centres help each other to find work placements in European countries.</p> <p>The database contains information about different enterprises that centres/students can apply to.</p> <p>To look for an offer, a visitor should:</p> <ol style="list-style-type: none"> 1. Sign up 2. Define an exchange offer 3. Search for work placement exchanges in 29 EU countries <p>Placement offers can be searched by country or area of specialization.</p> <p>Those who need further information can send an email to the platform team or get in touch with Contact points/Ambassadors, centres involved in the ErasmusMobility KA202 project.</p> <p>The platform has been developed within the ErasMobility project co-funded by the Erasmus+ Programme of the European Union.</p>	



Motivational strategies and methods

1. Usability and accessibility

The database is accessible to everybody; any VET centre can look for offers for their teachers and students. Also, teachers and students themselves can find the work placement they are interested in.

2. Being able to get support of Contact points/Ambassadors to overcome roadblocks and to boost efforts.

3. Development of a community of VET centres, teachers, and learners who take part in international mobility.

Certification	Not certified
Link to the source	http://www.erasmobility.com/

Good Practice 12 – Greece

Creation of Intercultural Mobility Guide

Author	1 Patras Laboratory Center
Target group	VET Students in Difficulty
<p>Goals and objectives</p> <p>Encourage students to take part in creating a digital intercultural travel guide that they will use in an international Erasmus + mobility project. In this way they will be able to achieve the following goals:</p> <ul style="list-style-type: none"> - To gather information about the country and the city where the mobility will take place and to get acquainted with the dimension of intercultural learning. - To increase the international and intercultural resilience of students, to understand and prepare themselves for an international mobility. - To develop the relevant knowledge in order to interact effectively and appropriately in various situations. - To make students aware of their own culture and to help them interpret and understand other cultures. - To develop a methodology of intercultural learning and to acquire intercultural ability. - To determine the role of the school in the preparation of participants and their adaptation to the host country. - To understand how intercultural knowledge and skills will enhance their technical profile and career prospects. 	
<p>Description</p> <p>The School/Sending Organization will organize the creation of a digital intercultural guide.</p> <p>A) Two-hour presentation of the program to students</p> <p>The teachers will invite the students to a two-hour meeting where they will be informed about the approved project, the destination country of the international mobility program and the possibility to participate in an internship in this country.</p>	



They will present information material of the project and will emphasize the promotion of intercultural information, images and videos of the host country. They will then announce the idea of creating a digital intercultural guide that will address the culture of the host country. They will talk about how to create the guide and analyze the steps and methodology that students will follow in collaboration with their teachers. In addition, they will explain the usefulness of the guide and how to apply it during the mobility. Thus, all students, especially those with low educational and social profile, low self-esteem, who come from the weakest sections of the society and face difficulties in many aspects of their daily lives, will be able to help with creating the guide and keeping an active role in its final configuration.

B) Creation of working teams

The organization will provide the electronic equipment, the other resources and all the materials needed to compile and format the digital intercultural guide. Thus, even students in difficulty who do not have the necessary equipment in their home or the financial means to be able to work equally with all members of the group. Teachers in collaboration with students will create working teams which will contribute to the creation of the digital intercultural guide. These teams will be responsible for collecting material and information from the web and other sources about the culture of the country in which they will move, live and do their internship. The information they seek will be important to ensure the convenient stay in the hosting country.

C) Composing the digital intercultural guide

i. Giving a title. Teachers will guide students to create the guide. To make it more attractive, teachers in collaboration with students may consider giving a title, such as "I spread my skills elsewhere" or "I highlight my intercultural skills" or whatever else they think.

ii. Brainstorming. Teachers applying brainstorming challenge students to talk about the concept of intercultural learning and record their answers. They group the answers into thematic categories and all together discuss and comment.

iii. Questions. Teachers ask students questions to understand what are their concerns for the country they will move to, what difficulties they think they will encounter, what can be exciting about where they will stay, if they believe they will succeed in their internship, whether such a trip will be a good experience, whether they have

general or special knowledge about the host country, whether they know the culture, the customs, the history of the place or some sights. These and other questions can be posed to the students in the form of a questionnaire, which will be completed by the students and will be kept by the teachers in the project file for feedback.

iv) Search fields. Teachers in collaboration with students will define the directions of information retrieval. These must cover all the areas related to the culture of the foreign country in which the students will live. They will focus on the fields:

- culture and arts - customs and traditions of the country - language and history of the country - education and the education system - technological and economic prosperity - industry and primary production of the country - work rules and manners, code of conduct at work.

Students will seek information about the country's cultural features, culture, customs and traditions, which will help them gain knowledge and feel ready and able to face any difficulty. They will gather information about the language, alternative ways of communicating and learn some basic words of the local language that they will be useful during their stay. They will briefly record the main historical events, the monuments, the sights and important people who contributed to the development of the country.

They will collect information on the country's geographical and geomorphological features, the effects by other cultures and its strategic position on the world map, the industry, the primary production, the economic and technological progress and all the rest that form the culture and ethics in order to familiarise well with the daily life and make them able to enjoy their stay abroad.

Additionally, they will keep records about the education and the VET system and will compare them to the ones in Greece. They will record the labour rules and ethics that have a significant impact on the people personal development and affect their behaviour. This way, they will have a deep knowledge of these issues which will make them more able to address all the problems which may come up during their stay abroad for the practical training. They will find their way to discover the traditional and modern arts such as music and dance. Besides, they will search for information about local and national cuisine and gastronomy.

All the collected information will help the participants to create the cultural profile of



the hosting country and will help the students especially the ones in difficulty, to experience a successful mobility and get rid of the prejudice among these people that staying abroad for a long period is extremely difficult by default.

After the collection of information the teachers and students will decide the way they will compose them to create an attractive, easily accessible and useful output.

v) Dissemination of the Output. The intercultural guide will be uploaded on the school website and a paper copy will be delivered to the students and their families, especially in cases they don't have internet access due to low socioeconomic and educational profile.

Motivational strategies and methods

Developing strategies for implementing good practices in intercultural teaching and education in schools enhances pluralism and promotes the emancipatory purpose of education. The strategies to be followed in the field of intercultural background climate development in order to smoothly integrate students into the host country should be such as to significantly enhance intercultural exchanges.

Indicative examples: differentiation of teaching, use of multimodal texts, storytelling, use of authentic texts from the culture of students' origin, use of bilingual texts, role-playing games, ideology, utilization of texts with anti-racist content, references to immigration problems process etc. The basic conditions for their implementation are the professional development of teachers, the maintenance of a positive climate and high expectations for students and the organization of teaching aimed at empowering students in matters of interculturalism.

In addition, some of the strategies and methods of mobilizing students to gain intercultural awareness are the following:

- We promote an atmosphere of trust, ownership and shared responsibility among all participating students.
- We include parents who come from national minorities in school activities and collective decision making.
- We provide collaborative learning opportunities, open group discussions and experimental activities that promote interdependence despite competition and



hierarchy

- We encourage diversity and interculturalism in institutional development.
- We provide local management in order to develop local problem solving, culturally sensitized decision making and rules that respect diversity
- Our school encourages the clarification of values, the development of team spirit, dialogue and mutual understanding
- We provide an intercultural, mixed and integrated school environment in order to reduce the social distance between students coming from individual national and cultural backgrounds.
- We form a variety of groups, which include representatives from student, staff and parent groups to address management and group management issues.
- We allow students to identify and eliminate any institutional discrimination as well as hidden forms of prejudice and marginalization.
- We take into account the hidden curriculum, the ethos of the school and its organizational culture and school life as indicators of quality
- We give students an opportunity to develop their multilingual skills.
- At the level of curriculum development, we select topics that take into account the multilingual framework of education.
- We promote new learning and teaching methods that are student-oriented (for example, exploratory learning, work-oriented learning, role-playing games, learning to negotiate attitudes and opinions).
- We develop methods for managing otherness and difference.
- We promote non-ethnocentric study programs based on the principles of non-discrimination, pluralism and cultural relativism.
- We teach social skills and the necessary skills to learn democracy (such as the ability to participate in a public debate or conflict resolution).
- We develop tools to encourage students to use independent critical skills including critical thinking about their reactions and attitudes toward other cultures.



- Encourage students to show empathy for others.
- We improve student effectiveness and impartiality in the management of intercultural conflicts.
- We organize educational meetings that focus on diversity, social sensitivity, cultural sensitivity as part of the plans for the development of students' profiles.

Evaluation

As mentioned above, a questionnaire is given before the students leave for the host country and a questionnaire after their return will be used as an indicator of evaluation and feedback. These 2 questionnaires can take the form of:

QUESTIONNAIRE BEFORE THE MOBILITY

- 1) What difficulties do you think you may face in the host country?
- 2) What is your biggest concern?
- 3) What do you know about the customs and traditions of this country?
- 4) What do you know about the working conditions that prevail in this place?
- 5) How do you think you will cope with language issues?
- 6) Do you know the history of the place you are going and its culture?
- 7) What is known about the issue of labour rights and in general the legislation in force in the country of residence?
- 8) Are you aware of the work rules and manners, as well as code of conduct at work in general?

FINAL EVALUATION QUESTIONNAIRE AFTER THE MOBILITY

- 1) How much did Intercultural Education help you adapt to the host country?
- 2) What work rules and work ethic apply and how prepared were you?
- 3) Did the education system have similarities with ours in matters of interculturalism?
- 4) How much intercultural education has helped you in developing work



consciousness and good behavior in the workplace?

5) How did you overcome the language barrier and how useful was the preparation that was done earlier?

6) How useful did you find the features of the place you had collected before the trip? (Sights, language idioms, human culture, etc.)

Good Practice 13 – Greece

ECVET: a tool to promote mobility

Author	1 Patras Laboratory Center
Duration	Before and after the mobility
Target group of learners	VET students in difficulty
Institutions involved	Sending Organization
Goal To present the ECVET system as a tool to accumulate and transfer one's learning however it has been acquired.	
Objectives To inform the potential participants about: <ul style="list-style-type: none"> - The main documents of ECVET - Who is responsible to design, monitor and evaluate the learning activities and the participants. - How the system outputs can help students to build a modern professional profile. - To appreciate the learning outcomes they can acquire from non-formal and informal education schemes. - How the learning outcomes they acquire from informal and non-formal education can support their expectations to find a well-paid job in their country or abroad. - How to combine education and mobility for any reason. - To discover modern or more familiar ways to strengthen their professional profile. - To appreciate an alternative that could help them to develop their professional competences charting their own pathway. - To discover a way to balance lack of knowledge due to experiencing difficulties in family or school life 	

-To enjoy a second chance to initiate their professional career.

Structure

The student will attend a short but understandable presentation of the ECVET system by experienced staff members of the organization. They will be aware of the documentation of the system as well as the way it should be implemented.

The students will be informed about how the system works before, during and after the mobility.

Before the mobility

The main documents of the system will be presented. The MoU (Memorandum of Understanding) which contains the organizations' which take part in the project profiles as well as the general terms of the agreement between all parts. Only short description of the learning activities are included.

The second important document which is being prepared for each participant before the mobility is the Learning Agreement.

It contains detail about:

- The participant
- The hosting organization
- The workplace
- The qualification
- The expected learning outcomes divided in Units and Subunits
- The credits the learner will get after the accomplishment of the practical training.
- The way the participant will be assessed.
- The persons who will be responsible to evaluate the participants.

During the mobility

The students will be informed about the way they will be monitored during the mobility in order to ensure that the scheduled activities are being implemented and who is responsible to make the proper adaptations to achieve most of the scheduled learning outcomes. Both the participants and the organizations should reach an agreement how the expected results of the mobility project will be achieved.

After the mobility

The document will be issued after the mobility is the Transcript of Records. It contains the learning outcomes as well as the credits of the qualification will be attributed to the participants. The participants will be also informed about the ways they can plan additional training activities to achieve the rest of learning outcomes to acquire a certain qualification.

Forum

A Forum where the students can submit questions about how the system works or how they can have a convenient use of the certification in the future should be established by the organization. It should be anchored on the organization website and be easily accessible. The potential participants should be encouraged to submit questions and take part in conversations to ensure that they understand how the system works, what are the objectives, how it could facilitate their professional pathway and what is the proper way to prepare its essential documents.

Blog

A blog where the organization will post articles about ECVET system will be set up by the organization. The experienced and assigned staff of the organization will post intrinsic articles that depict the role and the specific characteristics of the system as well as good practices from students who made proper use of the system and it had a significant role in their professional careers. Additionally they can add information about the perspective and changes of the major issues and the incorporation of the system in the member states education systems.

Flyers

The organization should issue information material to inform the school community about the system and the advantages from the extended adoption in EU. Information material should be also issued for the hosting organizations where the practical training is taking place.

Search for reliable partners

It is essential for the organization to search for partners who will contribute to the reliability of the scheme. It is important to find companies that are willing to support the scheme and adopt the system principles. The ECVET framework has many obligations for the companies and it is very important the companies to endorse the system and make it the milestone of the collaboration with the organization.

It is also significant to establish working collaborations with companies in EU ensuring that the participants could have a new round of practical training or a job offer after the end of practical training.

Description

The organization should promote modern approaches regarding the pathways the students can use to build their educational and professional profile. Especially for students in difficulty, such alternatives seem to be very useful as they provide a supplementary opportunity to build a modern professional profile.

Students in difficulty use to have a significant lack of knowledge but in most cases they keep updated technical competencies as they usually enter early in the job market. Although they don't enjoy the school system on the other hand they feel convenient when they have to do things with their hands in a workplace. They don't want to follow typical training in-school procedures but they love to use tools and take initiatives under the proper guidance of an experienced craftsman. They appreciate the procedure and they are more willing to attend him working and learning by watching in the beginning and by doing afterwards, instead of following typical teaching methods, the most of teachers use in their lessons.

As they experience an early entrance in the job market, the students in difficulty are very willing to take part in mobilities that they would help them to achieve a qualification that they concern it fits better to their specific social and technical skills. As the mobility is usually funded it plays a critical role make it seems very attractive. They are used to deal for money and they appreciate the fact that the work/practical training they will be offered will be paid in a fair and acceptable way. The most they are engaged in the project budget management the more they appreciate the procedure and they feel they play an important role in the whole context.

Regarding the components of ECVET system it is very important to be explained in details. The students in difficulty will highly appreciate the fact that they can have a opportunity to improve their professional competencies through a well documented project which could be tracked by them

Motivational strategies

Motivation for students in difficulty is the most important factor to organise a successful intervention in their school life. The scheduled activity should have a multilateral impact and touch them in a sensitive and unique manner that will make them think positive and creative.

The students in difficulty seem to have poor intrinsic motivation and it is very important to provide them adequate levels of introjected and external regulation.

The ultimate goal is to make them thinking out of the box and give proper support to make good choices for themselves. It is not easy and we must deploy a well organised plan to communicate effectively and convince them that the alternative approach we suggest could lead to real results and facilitate their professional career.

As the mobility projects are being scheduled for many participants, they could produce different results for each one due to many and various reasons. It is important to convince the potential participants that it is worthy joining the project whatever the result will be.

Personal

- Give presentations with enthusiasm.
- Be flexible and use humour when appropriate.
- Make reasonable questions and give short understandable answers.
- Motivate students to make questions.
- Give explanations taking into consideration the intellectual ability of the audience.
- Make the students feel important.
- Motivate the students to present themselves and talk about their expectations from the project.
- Establish a good communication line between the students and you in order to make them feel free to discuss about all issues of the project.

Project

- Design, structure, develop the project making clear the rationale and the benefits for all parts, including students, teachers and organizations.
- Give students the choice to have an active role in determining the project content, rules and assignments.
- Make the students feel responsible for the proper implementation of the project.

- Assign monitoring roles to the students and engage them deeply.
- Motivate them to suggest content that will ensure the achievement of the scheduled learning outcomes

Preparation

- Give proper explanations for the chosen learning activities, assignments and assessments.
- Connect the project content to the students' professional needs and their further development.
- Use realistic case studies.
- Inform about who will be responsible for the control of the project and how they contact him and discuss about it.
- Give the students incentives to improve the technical and social competencies that they will help them to adopt well in the workplace, e.g. organise workshops to present techniques that will be useful in the workplace.
- Use a variety of teaching methods to bring them in an acceptable level of technical competences and strengthen their ability to communicate well during the mobility.
- Divide the learning outcomes in blocks and try to visualize them like a game.

Implementation and feedback

- Motivate students to express the level of satisfaction from the assignments and if they feel the project will have a positive impact on their further development.
- Present cases the participants used the transcript of records to continue their training or to find a job.
- Present the feedback you will receive from the companies that host the participants.
- Give the students opportunities to speak about the weak points of the project.
- Reward the students for their progress and express your admiration for the achievement of certain learning outcomes.
- Give alternatives to overcome barriers that prevent them from performing well.
- Encourage group communication and communication with sending and hosting

organizations during the project. E.g. Schedule weekly online meetings

- Encourage them to speak about common issues and keep close track of their daily life.
- Don't hesitate to ask for taking initiatives that will facilitate the achievement of planned goals.
- Be ready to accept participants' suggestions, which will make them feel comfortable in the new environment and perform well.
- Make references to the students' achievements and speak about the importance in real labour market.
- Find ways to connect the project activities to real life situations.
- Encourage each student to establish and follow a personal learning pathway. Remind that each person has its own way to learn and everybody is unique and special.
- Schedule and implement many cultural activities during the mobility to give students a sense of fun and cultural development. Setting up a convenient atmosphere will help students to have a group feeling and they will be more willing to help each other and overcome difficulties.
- Ask for the students' opinion if problems came up and if they provided the proper solution or alternative. Ask them if they had the same opinion the moment they faced the problem or the inconvenience.
- Encourage students to teach each other.
- Discuss about training activities and exchange ideas about what they learn at workplaces
- Organise meetings to discuss about technical issues they faced at the workplaces that were difficult for them to deal with.

Further notes

A mobility has four parties: the participants, the sending and hosting organization and the intermediary if there is one. It is true that all parts may have different points of views about the mobility.

The students will be requested to answer the questionnaire twice. The first time before the mobility and the second after the end of it. It is important to measure if the ECVET system integration in a training experience improved the students knowledge about it. Additionally we can measure if they have been rendered able to take advantage of alternative ways of training that could have a significant impact on their professional profile.

2) Do you know the ECVET system basic documents and what each one includes and refers to?

- It will put obstacles \square

15) If your employer will assign you the same duty although he could assign you more to enrich your practical experience do you know who you should contact to discuss about this issue? YES ☐ NO ☐

1 2 3 4 5 6 7 8 9 10

1= They know nothing 10=They have deep knowledge



3) Were the acquired learning outcomes the ones had been listed and you are supposed to have achieved after the accomplishment of the practical training?

4) Do you know who carried out the assessment of your performance? YES ☐ NO ☐

5) Do you know how and when the assessment was carried out? YES ☐ NO ☐

6) If you disagree with the assessment result. do you know how to deal with this issue? YES ☐ NO ☐

7) Do you think that integration of ECVET system principles in the project will give value to your training? YES ☐ NO ☐

1 2 3 4 5 6 7 8 9 10
1= They know nothing 10=They have deep knowledge

8) Are you aware of the way you can

use the certificates you will receive to acquire the qualification? YES ☐ NO ☐

9) Did the school ECVET team give directions how to do it? YES ☐ NO ☐

Do you need extra information? YES ☐ NO ☐

If YES, choose the topic.

- How the training activities have been chosen ☐
- How the hosting partners have been chosen ☐
- How the intermediary partners have been chosen ☐
- What is the role of the hosting partner ☐
- What is the role of the intermediary partner ☐
- What are the obligations if the participants ☐
- Assessment: how and when it will be carried out. ☐
- How you can take advantage of the ECVET documents for further professional development. ☐
- Validity and further use of ECVET documents in national and EU level ☐

Other.....

10) Do you think that ECVET system integration facilitated the practical training or it put obstacles rendering it less manageable?

It facilitated ☐

It put obstacles ☐

Neither facilitated nor put obstacles ☐



11) Do you think that intermediary and hosting partners have deep knowledge of the ECVET system and carried out their duties properly?

12) Do you know who was responsible for monitoring the application of ECVET principle in the practical training?

For your school/organization YES ☐ NO ☐

For the hosting partner YES ☐ NO ☐

For the intermediary partner (if applicable) YES ☐ NO ☐

13) Was you aware of who you must had contacted in case of the training activities at the workplace didn't match with the scheduled learning outcomes had been listed in the basic documents in the ECVET system context? YES ☐ NO ☐

14) In case the work placement did not fulfil all the scheduled learning outcomes would you had been willing to had moved to another company for an undefined
1 2 3 4 5 6 7 8 9 10 period? YES ☐
1= They know nothing 10=They have deep knowledge NO ☐

15) In case you had been assigned limited duties did you know who you should had contacted to discuss about this issue? YES ☐ NO ☐

Good Practice 14 – Greece

Present successful mobility cases organized in the past

Author	1st Patras Laboratory Center
Duration	Before the mobility/Daily Event
Target group of learners	VET Students in Difficulty
<p>Goals and objectives:</p> <p>Motivate students to take part in an activity that could have the same positive impact on them as it had on other students in the past.</p> <ul style="list-style-type: none"> - To get an overview of the whole procedure through the description of students who took part in the past. - To discuss issues that seem important and be aware how they had been settled for other students. - To be informed how the other students experienced the practical period. What specific problems came up before, during and after the practical period? - What are the benefits for the participants from their participation in the project? - They could discuss with past participants whether the practical period changed their mind considering the VET and its impact on their personal and professional development. - What could be the role of the school in the preparation of the participants and their adaptation in the host country. <p>How the technical knowledge and competences they will get reinforced their technical profile and their professional prospect.</p>	

Structure and content

The institution will organize activities to disseminate the results and the impact on the participants and the organization.

Blog

The participants will collect their experiences and will post them in a blog. They will write an overview of their experience and they will focus on the impact of the practical training period on their personal and professional development.

Interview former participants

The organization could produce short video recordings where previous participants describe their experience. The shootings will focus on specific aspects of the practical training and indicate the specific characteristics of each case. It will be useful to personalize the role of the practical training in order to reveal the differential effect on the participants due to potential differences among them.

Organise an event for the dissemination of the project results.

The participants present to the other students their experience. Host organization could present via web live connection or short recordings their experience as host institutions and discuss with potential participants about the most important issues of practical training abroad and the impact it has from their point of view. It is significant to invite organizations we keep a longstanding collaboration and it will be very useful to present successful cases where the students for example continued with the hosting institution to work or practice after the end of the project.

Release flyers and any kind of information material.

It is important to produce material where the organization depict the milestones of the whole procedure and the benefits for the participants and the organizations. The organization has to take up action to deliver them properly to the school community and that they contain the information that will motivate the students to join a mobility project.

Description

The organization has to plan actions that will lead to motivate students to have a deeper view on the mobility and to discover the benefits on their own. In general, students due to their limited ability to understand the broad range of the benefits

they could enjoy through their participation in an alternative though educational activity, they should be treated in a manner that will gradually help them to understand the most significant parameters of the activity.

Usually they trust the teachers in case both parts have contributed to the establishment of a mutual trust relationship. But what will happen if there is not such a relationship that will be used as the base to develop an activity out of the box where the students will have – we desperately want them to have – an active role?

How and which way we can ensure that the students will be convinced to participate in an activity that will give them a chance to reform their attitudes towards very important issues of their social and professional life?

What are the incentives that reveal the value of the activity that they are invited to join in? Is it better to organize a joyful although training activity and keep low expectations regarding the real impact on the participants or alternatively it is worthy presenting its real profile and the measurable outcomes? Are the students, particularly the ones who experience fewer opportunities ready to listen about all these issues? Are the teachers on the other hand the ones who can speak about them?

All these questions need answers that will help the organization to deal with a crucial situation. For most of people, an invitation to join a mobility project is an opportunity to enjoy an alternative training module that at least will offer nice memories even though it will not address the minimum of their training needs. It is not the same with students with low educational and social profile, low self- esteem and other difficulties who come from weak parts of the society ad experience difficulties in more aspects of the their activity. They often move on the edge of the social marginalization and sometimes they seem to enjoy the situation as it offers them an opportunity to find their position in the social space.

Students with difficulties need special treatment because they have built their particular social profile that is not easy to be understood by other people. They have been socially transformed and alternative ways should be undergone to make them accessible.

The engagement of past participants who experienced a mobility project is a fine way to present to this special group of potential participants, the aspects of a mobility project. The reference to the most important issues that constitute a mobility project

and the impact it had on their social and professional development is the best ways to familiarize students in difficulty with the project design, implementation and follow-up. They are the most suitable to speak about the effects and how the activity contributed to change their point of view about important issues that play an important role in their overall development.

Former participants represent a part of their own community, which seems to be close to them and they are supposed to reveal in a true and sincere way the benefit they acquired. As they seem to have followed more or less alike steps in their school and social routes, they are more able to access and have a positive effect on the students. The students feel free to establish a direct communication and they are more willing to accept whatever is referred.

Motivational Strategies

Personal

- Deliver presentations with enthusiasm and energy
- Explain the reasons to take part in the mobility and address the students' specific needs.
- Keep deep knowledge of the students' learning and practicing potential.
- Keep an open communication channel with the students.
- Make them feel free to ask questions.
- Use humour to make them feel comfortable.
- Give honest answers and make students feel that they are being informed about the real conditions they will be introduced to.

Project

- Design, structure, and develop the project, making clear the rationale and the benefits for all parts, including students, teachers and organizations.
- Give students the choice to have an active role in determining the project content, rules, and assignments.
- Give students an overview of the impact of the project on their personal and professional development.

Preparation

- Give students explanations about the chosen activities, assignments, assessments.
- Provide students adequate support and make clear that their own

competences and skills will help them to address the project objectives.

- Connect in meaningful and understandable way the project content to their specific needs and future personal and professional development.
- Use realistic case studies.

Implementation and impact

- Motivate students to speak about the assignments and weather they had a positive impact on their development.
- Analyze the roles of the assessments and the accreditation system that will be applied on the practical period abroad.
- Present real cases where the provided certificates and awards played a critical role on the professional development.
- Ask employers to present their thoughts about their expectations from an EU project participant in their company/institution and how it will contribute to the creation of his/her modern professional profile.
- Keep reasonable expectations that are in accordance with the students' learning and practicing potential. Keep low profile and lower the stake.
- Make students feel free to express a different point of view.
- Present the real benefits without exaggerating them.
- Indicate the reliability of the procedure and its openness to any gender, race and culture.
- Give prominence to cases of beneficiaries who keep lower socioeconomic profile such as immigrants or experience personal difficulties.

Evaluation / Feedback

Designing an event to reveal the structure and the results of a learning activity to a specific target group such as "students in difficulty" is a rather complicated issue. The way we organise it will affect the quality of the results. In most cases students in difficulty is a quite particular target group that should be accessed taking into consideration its specific social characteristics.

Although we struggle to design quality activities for them, we usually experience the risk to knock on closed doors because we ignore the specific social characteristic of the target group. Many times we feel very depressed as they seem to reject any offer to experience anything alternative because they have low self-esteem and they feel safer to keep low profile. Whatever we design for this group is always a risk as we rarely receive a positive response. People in difficulty tend to close the

communication channels and it is very difficult to motivate them.

It is very important to design an evaluation process for the designed activities. It will be very useful to know the impact of the activity on them and if it will work in the way we have planned. Recognising the specific needs, behaviours and attitudes of people in difficulty, we will collect data regarding:

- The level of motivation we caused
- The expectations of potential participants
- The issues important in a mobility project for the participants and their families.

A useful tool to get this information is to deliver a questionnaire to the potential participants. The answers will give useful information about the main issues that the participants and their families will take into consideration to make their decision if the participation in a mobility project will be beneficial for the students. We can use the conclusions to assess the effectiveness of the activity and further modify the content, the structure, and the objectives.

Questionnaire

The questionnaire is addressed young students who attended the event for the Erasmus+ mobility projects results' dissemination.

1) Did the presentations' content of the past participants help you to get an overview of the milestones of a mobility project?

- Participants choice procedure Yes ☐ No ☐
- Preparation activities Yes ☐ No ☐
- Design of training activities Yes ☐ No ☐
- Implementation - technical part Yes ☐ No ☐
- Implementation - subsistence Yes ☐ No ☐
- Participants assessment Yes ☐ No ☐
- Dissemination of the results Yes ☐ No ☐
- Impact on the participants further personal and professional development
Yes ☐ No ☐

2) Did the contact with the past participants help you to understand how the sending and hosting organizations can find solutions to problems that may come up anytime regarding



The technical part of the project

1 2 3 4 5 6 7 8 9 10
1= a little 10=very much

The subsistence of the participants

1 2 3 4 5 6 7 8 9 10
1= a little 10=very much

3) During the event, could you ask questions or exchange ideas for any important project issue? Yes ☐ No ☐

If Yes

4) Do you think the answers were honest or the presenters tried to present a situation far from the reality? Yes ☐ No ☐

5) Do you think that the past participants should have an active role in the organization and preparation of a Mobility project? Yes ☐ No ☐

If Yes

6) Tick the part of the project they should have an active role

Technical part

Help the students to:

- Focus on the technical competencies that they would help them to be well adapted in the workplace. Yes ☐ No ☐
- To develop linguistic competencies as a tool to communicate and cooperate effectively in the workplace Yes ☐ No ☐
- To be adequately informed about the labour culture in the host country. They could indicate behaviors and attitudes that would help them avoiding actions that are supposed to be not acceptable. Yes ☐ No ☐
- To be prepared how to deal with mistakes, misunderstandings and crisis in the workplace. Yes ☐ No ☐
- To deal with lack of technical knowledge and competencies in the workplace Yes ☐ No ☐
- Other

Subsistence

Help the students to:

- Be better prepared to live with a group of schoolmates for an extended



period. Yes ☐ No ☐

- To deal with the management of the grant they receive from the sending organization. Yes ☐ No ☐
- To use the tools that will be useful to communicate with family and friends during the project. Yes ☐ No ☐
- To communicate with host organization and other people in an easy and affordable way during the project. Yes ☐ No ☐
- To deal with problems and crisis regarding issues such as transport, food and communication. Yes ☐ No ☐
- Other

7) Do you think that past participants could help in planning the dissemination activities that will lead to an extended impact on the organisation and the local community?

Yes ☐ No ☐

If Yes, which way?

-Organise an event for the dissemination of the project results Yes ☐ No ☐

-Produce information material (poster - flyers - articles - reports) Yes ☐ No ☐

-Use socials to support the dissemination Yes ☐ No ☐

-Produce audio visual material Yes ☐ No ☐

-Other

8) Do you think that the presentation by the former participants increased your expectations from your participation in a mobility project? Yes ☐ No ☐

9) Did the past participants referred to the management of the grant and to what extent the economic support they received by the organization, ensured an acceptable subsistence? Yes ☐ No ☐

If Yes

10) Did the reference about the economic support give answers to your questions?

Yes ☐ No ☐

11) Do you think that the contact between the past participants and the parents could help the parents to give their consent for the students' participation easier?



Yes ☐ No ☐

If Yes

12) What are the issues that this contact could facilitate?

- Health and accident insurance for the participants. Yes ☐ No ☐
- Labor accident insurance for the participants. Yes ☐ No ☐
- Economic support management. Yes ☐ No ☐
- Subsistence with a group of schoolmates (Who is taking care of the students and is responsible to find solutions for problems that may come up unexpectedly). Yes ☐ No ☐
- The contribution to the further professional development. Yes ☐ No ☐
- International and internal transport issues. Yes ☐ No ☐
- Contact with home country. Yes ☐ No ☐
- Deal with emergency issues. How the organizations and the assigned persons reacted? Yes ☐ No ☐
- Other

Good Practice 15 – Greece

Digital intercultural travel guide

Author	1 Patras Laboratory Center
Duration	Before the Mobility
Target group of learners	VET Students in Difficulty
<p>Goals and objectives</p> <p>Encourage students to take part in creating a digital intercultural travel guide that they will use in an international Erasmus + mobility project. In this way they will be able to achieve the following goals:</p> <ul style="list-style-type: none"> - To gather information about the country and the city where the mobility will take place and to get acquainted with the dimension of intercultural learning. - To increase the international and intercultural resilience of students, to understand and prepare themselves for an international mobility. - To develop the relevant knowledge in order to interact effectively and appropriately in various situations. -To make students aware of their own culture and to help them interpret and understand other cultures. - To develop a methodology of intercultural learning and to acquire intercultural ability. - To determine the role of the school in the preparation of participants and their adaptation to the host country. - To understand how intercultural knowledge and skills will enhance their technical profile and career prospects. 	
<p>Structure /Contents / Description</p> <p>The School/Sending Organization creates a digital intercultural guide.</p>	

A) Two-hour presentation of the programme to students

The teachers invite the students to a two-hour meeting where they are informed about the approved project, the destination country of the international mobility program and the possibility to participate in an internship in this country. They present information material of the project and will emphasize the promotion of intercultural information, images and videos of the host country. After that, they announce the idea of creating a digital intercultural guide that will address the culture of the host country. They talk about how to create the guide and analyze the steps and methodology that students will follow in collaboration with their teachers. In addition, they explain the usefulness of the guide and how to use it during the mobility. Thus, all students, especially those with low educational and social profile, low self-esteem, who come from the weakest sections of the society and face difficulties in many aspects of their daily lives, are able to help with creating the guide and keeping an active role in its final configuration.

B) Creation of working teams

The organization provides the electronic equipment, the other resources and all the materials needed to compile and format the digital intercultural guide. Thus, even students in difficulty who do not have the necessary equipment in their home or the financial means to be able to work equally with all members of the group. Teachers in collaboration with students create working teams that contribute to the creation of the guide. These teams collect material and information from the web and other sources about the culture of the country where they do their internship. The information they seek is important to ensure a convenient stay in the hosting country.

C) Composing the digital intercultural guide**i. Giving a title**

Teachers guide students in creating the guide. To make it more attractive, teachers in collaboration with students may consider giving a title, such as "I spread my skills elsewhere" or "I highlight my intercultural skills" or whatever else they think.

ii. Brainstorming

Teachers applying brainstorming challenge students to talk about the concept of

intercultural learning and record their answers. They group the answers into thematic categories and all together discuss and comment.

iii. Questions – Questionnaire

Teachers ask students questions to understand what are their concerns for the country they will move to, what difficulties they think they will encounter, what can be exciting about where they will stay, if they believe they will succeed in their internship, whether such a trip will be a good experience, whether they have general or special knowledge about the host country, whether they know the culture, the customs, the history of the place or some sights. These and other questions can be posed to the students in the form of a questionnaire, completed by the students and kept by the teachers in the project file for feedback.

iv) Search fields

Teachers in collaboration with students define the directions of information retrieval. These must cover all the areas related to the culture of the foreign country in which the students will live, focusing on:

- culture and arts
- customs and traditions of the country
- language and history of the country
- education and the education system
- technological and economic prosperity
- industry and primary production of the country
- work rules and manners, code of conduct at work.

Students seek information about the country's cultural features, culture, customs and traditions, which will help them gain knowledge and feel ready and able to face any difficulty.

They gather information about the language, alternative ways of communicating and learn some basic words of the local language that they will be useful during their stay. They briefly record the main historical events, the monuments, the sights and

important people who contributed to the development of the country.

They collect information on the country's geographical and geomorphological features, its strategic position on the world map, the industry, the primary production, the economic and technological progress and all the rest that form the culture and ethics in order to familiarise well with the daily life and being able to enjoy their stay abroad.

Additionally, they keep records about the education and the VET system and will compare them to the ones in their native country, for example, the labour rules and ethics that have a significant impact on the personal development. This way, the students have a deep knowledge of these issues, which will enable them to address the problems that may come up during their stay abroad for the practical training. They find their way to discover the traditional and modern arts such as music and dance. Besides, they search for information about local and national cuisine and gastronomy.

All the collected information help the participants to create the cultural profile of the hosting country and will help the students especially the ones in difficulty, to experience a successful mobility and get rid of the prejudice among these people that staying abroad for a long period is extremely difficult by default.

After the collection of the information, the teachers and students decide the way they compose them to create an attractive, easily accessible and useful output.

v) Dissemination of the Output

The intercultural guide can be uploaded on the school website and a paper copy can be delivered to the students and their families, especially if they don't have internet access due to low socioeconomic and educational profile.

Motivational Strategies

Developing strategies for implementing good practices in intercultural teaching and education in schools enhances pluralism and promotes the emancipatory purpose of education. The strategies to be followed in the field of intercultural background climate development in order to smoothly integrate students into the host country

should be such as to significantly enhance intercultural exchanges.

Indicative examples: differentiation of teaching, use of multimodal texts, storytelling, use of authentic texts from the culture of students' origin, use of bilingual texts, role-playing games, ideology, utilization of texts with anti-racist content, references to immigration problems process etc. The basic conditions for their implementation are the professional development of teachers, the maintenance of a positive climate and high expectations for students and the organization of teaching aimed at empowering students in matters of interculturalism.

In addition, some of the strategies and methods of mobilizing students to gain intercultural awareness are the following:

- We promote an atmosphere of trust, ownership and shared responsibility among all participating students.
- We include parents who come from national minorities in school activities and collective decision making
- We provide collaborative learning opportunities, open group discussions and experimental activities that promote interdependence despite competition and hierarchy
- We encourage diversity and interculturalism in institutional development
- We provide local management in order to develop local problem solving, culturally sensitized decision making and rules that respect diversity
- Our school encourages the clarification of values, the development of team spirit, dialogue and mutual understanding
- We provide an intercultural, mixed and integrated school environment in order to reduce the social distance between students coming from individual national and cultural backgrounds.
- We form a variety of groups, which include representatives from student, staff and parent groups to address management and group management issues.
- We allow students to identify and eliminate any institutional discrimination as well

as hidden forms of prejudice and marginalization.

- We take into account the hidden curriculum, the ethos of the school and its organizational culture and school life as indicators of quality.
- We give students an opportunity to develop their multilingual skills.
- At the level of curriculum development, we select topics that take into account the multilingual framework of education.
- We promote new learning and teaching methods that are student-oriented (for example, exploratory learning, work-oriented learning, role-playing games, learning to negotiate attitudes and opinions).
- We develop methods for managing otherness and difference
- We promote non-ethnocentric study programs based on the principles of non-discrimination, pluralism and cultural relativism
- We teach social skills and the necessary skills to learn democracy (such as the ability to participate in a public debate or conflict resolution)
- We develop tools to encourage students to use independent critical skills including critical thinking about their reactions and attitudes toward other cultures.
- Encourage students to show empathy for others
- We improve student effectiveness and impartiality in the management of intercultural conflicts
- We organize educational meetings that focus on diversity, social sensitivity, cultural sensitivity as part of the plans for the development of students' profiles.

Evaluation

Questionnaire before the Mobility

- 1) What difficulties do you think you may face in the host country?
- 2) What is your biggest concern?

- 3) What do you know about the customs and traditions of this country?
- 4) What do you know about the working conditions that prevail in this place?
- 5) How do you think you will cope with language issues?
- 6) Do you know the history of the place you are going and its culture?
- 7) What is known about the issue of labor rights and in general the legislation in force in the country of residence?
- 8) Are you aware of the work rules and manners, as well as code of conduct at work in general?

FINAL EVALUATION QUESTIONNAIRE AFTER THE MOBILITY

- 1) How much did Intercultural Education help you adapt to the host country?
- 2) What work rules and work ethic apply and how prepared were you?
- 3) Did the education system have similarities with ours in matters of interculturalism?
- 4) How much intercultural education has helped you in developing work consciousness and good behavior in the workplace?
- 5) How did you overcome the language barrier and how useful was the preparation that was done earlier?
- 6) How useful did you find the features of the place you had collected before the trip? (Sights, language idioms, human culture, etc.)