



# IO1 Report

Project Title	INTERMOVE (2015-1-ES01-KA202-015884)
Output	IO1
Date of delivery	April 2016
Author(s)	ITT





## INDEX

<b>1.</b>	<b>INTRODUCTION TO INTERMOVE</b> .....	<b>3</b>
<b>2.</b>	<b>IO1 REPORT RATIONALE</b> .....	<b>3</b>
<b>3.</b>	<b>METHODOLOGY</b> .....	<b>5</b>
<b>4.</b>	<b>RESULTS</b> .....	<b>6</b>
<b>4.1.</b>	<b>IO1. A1- SURVEY ON LINGUISTIC AND CULTURAL PREPARATION BY MOBILITY OPERATORS</b> .....	<b>6</b>
<b>4.1.1.</b>	<b>GENERAL TRAINING</b> .....	<b>6</b>
<b>4.1.2.</b>	<b>LINGUISTIC TRAINING</b> .....	<b>8</b>
<b>4.1.3.</b>	<b>CULTURAL TRAINING</b> .....	<b>9</b>
<b>4.1.4.</b>	<b>BLENDED TRAINING</b> .....	<b>9</b>
<b>4.1.5.</b>	<b>CLUSTERING OF PARTICIPANT’S NEEDS</b> .....	<b>10</b>
<b>4.1.6.</b>	<b>SURVEY CONTRIBUTIONS TO INTERMOVE</b> .....	<b>11</b>
<b>4.2.</b>	<b>IO1. A2- IDENTIFICATION OF GOOD PRACTICES ON LINGUISTIC AND CULTURAL PREPARATION</b> ....	<b>13</b>
<b>4.2.1.</b>	<b>GOOD PRACTICES CONTRIBUTIONS TO INTERMOVE</b> .....	<b>18</b>
<b>5.</b>	<b>CONCLUSIONS</b> .....	<b>19</b>
<b>6.</b>	<b>ANNEXES</b> .....	<b>20</b>
<b>6.1.</b>	<b>QUESTIONNAIRE TEMPLATE ANNEX</b> .....	<b>20</b>
<b>6.2.</b>	<b>GOOD PRACTICE IDENTIFICATION TEMPLATE</b> .....	<b>23</b>
<b>6.3.</b>	<b>QUESTIONNAIRE RESPONSES ANNEX</b> .....	<b>24</b>
<b>6.4.</b>	<b>GOOD PRACTICES COLLECTED FORMS ANNEX</b> .....	<b>32</b>
<b>6.4.1.</b>	<b>CINCO Project</b> .....	<b>33</b>
<b>6.4.2.</b>	<b>M.A.S.T.E.R Mob Project</b> .....	<b>34</b>
<b>6.4.3.</b>	<b>Intermar Project</b> .....	<b>36</b>
<b>6.4.4.</b>	<b>InterMobil Project</b> .....	<b>38</b>
<b>6.4.5.</b>	<b>MOVinVET Project</b> .....	<b>40</b>
<b>6.4.6.</b>	<b>ONLINE LINGUISTIC SUPPORT (OLS)</b> .....	<b>42</b>
<b>6.4.7.</b>	<b>Ready-Study-Go Around Europe! Project (2013-1-FI1-LEO05-12559)</b> .....	<b>43</b>
<b>6.4.8.</b>	<b>VOCAL Project</b> .....	<b>44</b>





## 1. INTRODUCTION TO INTERMOVE

Mobility in the fields of Training and Education is one of the everlasting and more successful initiatives carried out by the European Commission. Despite the general satisfaction with the experiences, some barriers still exist to make activities more beneficial for participants and INTERMOVE (September 2015 – January 2018) will tackle two of these barriers: intercultural issues and foreign language knowledge by developing and implementing a new training pathway in Mobility. It will include the Intercomprehension of French, English, Portuguese, Italian and Spanish as a tool to follow an intercultural preparation.

The INTERMOVE model that will be developed in further steps of the project will include an open and collaborative tool for mobility tutors providing resources for b-learning, e-learning and face to face training sessions.

Thus, INTERMOVE's main goals are in line with the specific objectives and priorities for Education and Training in the ERASMUS+ programme:

- Development of basic and transversal skills;
- Development of Open Educational Resources (OER);
- Promotion of a broad linguistic diversity and intercultural awareness.

## 2. IO1 REPORT RATIONALE

As we have just stated, INTERMOVE will create a common methodology seeking to favour mentors and tutors dealing with the pre-departure and upon-arrival preparation of trainees and students.

Ever since mobility in the field of Training and Education was created, hundreds of beneficiaries daily embark on an International experience. We have recently witnessed the foundation of Erasmus+, the EU programme for boosting skills and employability through education, training, youth, and sport. Between 2014-2020 the programme foresees the opportunity for over 4 million Europeans to study, train, gain work experience and volunteer abroad. Under this new framework, the target audience for mobility actions has undergone some changes and the programme now covers different areas, making Vocational Education and Training opportunities for students, apprentices and trainees one of its major lines of intervention. In light of younger individuals moving abroad, the mediation of mobility-related organizations seems particularly important.

Nowadays, a wide range of institutions across Europe already devote their best efforts in participants' preparation. Not only mobility operators, but also VET institutions, schools, universities, Chambers of Commerce, NGOs or Youth Associations find themselves challenged to arrange the mobility programmes of individuals. Even with good will, some aspects still hamper the total success of the training: different individuals' profiles, poorly prepared trainers, little coordination in between hosting and sending institutions, etc.



The consortium of this project is well aware of the barriers highlighted above and of the generalized interest expressed by mobility operators in having a tool that can help them to better prepare participants. It is at this point that INTERMOVE takes center stage, seeking to combine an intercultural training with the use of language intercomprehension tools to prepare participants on mobility projects. It is important to point out that the concept of intercomprehension does not contemplate a traditional language teaching approach and, on the contrary, it is based on the perception that a “natural” form of communication based on mutual comprehension using one’s language is the key to the lifelong learning of several languages and to the deeper understanding of other cultures. We can then observe that intercomprehension becomes immediately linked to interculture (interaction between one or more cultures) by respecting diversity, empathy and non-oral communication skills: *understand a language, understand a culture*.

Prior to the design of the INTERMOVE learning pathway and as established in the Application Form, the Consortium considered it fundamental to give a voice to International mobility related organizations, identifying their concerns and remarks on mobility preparation and examining their methodologies, good practices and weaknesses at the heart of their institutions. Not only will this help us to create the contents to be addressed, but also to develop the course program in terms of duration, type of learning process, expected learning outcomes, approaches, resources needed or requisites for mentors and participants.

Moreover, this report includes a desk & field analysis on Intercultural preparation for Mobility projects and Intercomprehension of language trainings, examining already existing Good Practices so as to transfer the knowledge and expertise of potential initiatives into INTERMOVE.



### 3. METHODOLOGY

During the first project meeting, which was held in Tralee, Ireland, in December 2015, the Consortium agreed on the methodology to follow under IO1. Partners would undertake two simultaneous activities:

IO1. A1. Survey on Quality Training Contents: partners would poll institutions related to mobility in order to analyse their practise in the preparation of mobility projects' participants, identify potential Good Practices and cluster their remarks on beneficiaries' needs. In order to conduct a comprehensive analysis and draw valuable conclusions, partners would contact reliable operators known to believe in the importance of training participants when dealing with mobility.

In order to gather the information required, the Institute of Technology Tralee (ITT), leader of the intellectual output, designed a Questionnaire Template (please, refer to 6.1.) so that partners could send it out to the different institutions, ensuring they would get all information needed. The questionnaire was created both in a DOC format to be attached via email and in an online version so that interviewees could directly completed it on Internet.

In some cases, partners made use of Skype, telephone and face-to-face conversations in order to collect the inputs needed. In each case, the script was based on the questionnaire template provided.

IO1. A2. Identification of Good Practices through desk & field analysis: partners would map Good Practices in intercultural and linguistic preparation from EU funded existing projects considered to be valuable to mobility actions by the partnership. In order to identify whether an initiative was a Good Practice or not, indicators were previously established (specified under 4.2. Identification of Good Practices).

In order to carry out this field research, ITT designed the Good Practice Identification Template (refer to 6.2.), to be followed. On a first stage, partners autonomously completed it, delving into the potential initiative and identifying the useful information. On a second stage, partners contacted the project experts, ensuring that all relevant data was collected.

ITT, IO1 leader, produces the present document, later on submitted to INTERMOVE Advisory Board (appointed as external validators) in order to obtain their feedback and take its members' impressions into consideration in the development and design of INTERMOVE prototype.



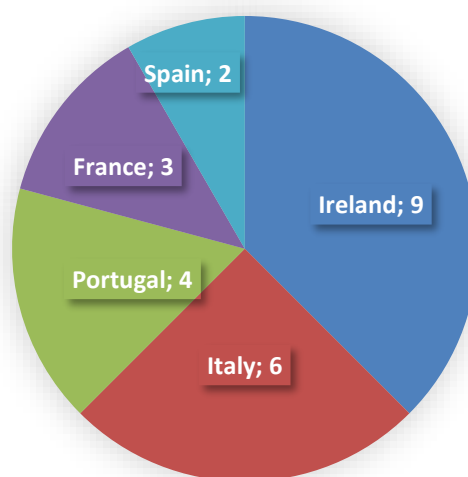
## 4. RESULTS

IO1 research activities were developed from September 2015 to the first half of March 2016 and results were analysed during the last two weeks of March 2016. The main outcomes of partners' efforts are explained below and are divided into the two activities covered by the output: IO1.A1 Survey on Linguistic and Cultural Preparation and IO1.A2 Identification of Good Practices on Linguistic and Cultural Preparation.

### 4.1. IO1. A1- SURVEY ON LINGUISTIC AND CULTURAL PREPARATION BY MOBILITY OPERATORS

24 replies to the online survey were received. Below we present a breakdown of replies by country:

Partners	Replies
Ireland	9
Italy	6
Portugal	4
France	3
Spain	2



#### 4.1.1. GENERAL TRAINING

In a first stage, the partnership sought to identify whether preparing participants embarking on mobility experiences was part of the activities of the different organizations. Most mobility providers (21) prepare their trainees before they are going abroad. The majority do both Face-to-Face training and online training (10).

Apart from the specific cultural and linguistic teaching that will be analysed in depth later in this report, the different institutions normally offer general preparation addressing useful information linked to any mobility experience.

The preparation is normally based on a pre-departure phase, although the vast majority of the mobility operators also implemented upon-arrival training and on-going follow-up.

At the pre-departure stage participants are called for face-to-face briefing sessions at the sending institutions. The meetings' length can range from 1 full day up to one week.



Among their trainings, institutions carry out different types of approaches and provide different type of information:

- Talks about the new country and the city they are to live at;
- Information regarding the hosting institution that will coordinate their mobility onsite. Some institutions even establish a face-to-face videoconference with the mobility technician that will be in charge of the group at the hosting country, so that they start putting a name on this person. This is a good way to pave the way towards the unknown, as they can see what this person looks like, creating the first bonds with local people;
- Workshop for prevention of conflicts and crisis by creating awareness about the difficulties that the trainees are going to meet;
- Informative sessions on health and security policies to be taken into account at the hosting country;
- Trainings on how to create a Europass CV or a motivation letter following the hosting country standards;
- Invitation of ex-mobility participants to the sessions, allowing them to share their experiences abroad with the group;
- Review of documentation linked to EU mobility projects (e.g. how to fill in a Europass, a Work Placement Certificate, ...).

With almost no exceptions, sending institutions intend to implement a close follow-up once participants arrive at their destination (21 affirmative answers out of 24 responses). In order to ensure the overall satisfaction of participants, institutions mentioned the following methods:

- Follow-up questionnaires in order to assess the participant satisfaction and well-being regarding the reception undertaken at the hosting institution, their internship or accommodation;
- Creation of self-study and homework materials such as an Internship Diary or reports to be completed every week by the participant, in which they are asked to reflect and write about their experience abroad;
- Group Skype meeting between the sending institution and participants in order to check the correct development of the mobility program;
- Exchange of emails and phone calls to solve doubts, concerns or disapprovals.

Once participants have returned from their time abroad, a high percentage of the institutions (17 out of 24) offer briefing sessions. They cluster the group in order to evaluate the overall execution of the project, gather all documents linked to the EU funded mobility program, and identify possible concerns, what allow mobility operators to better address these specific issues in the future.



#### 4.1.2. LINGUISTIC TRAINING

Slightly over half of the respondents prepare their trainees on a linguistic level (13 out of 24).

On a regular basis, students attend a 20-hour language course taught by a native teacher. Groups are reduced and the learning material is customized to meet the groups' needs upon arrival in the foreign country. Sometimes, this course is strengthened with another 20-hour language class at destination, guaranteeing a real immersion.

Having a limited number of hours to prepare participants, teachers explained that they have to prioritise, focusing on providing the learner with the appropriate tools that will empower them to undertake basic interactions in the target language. In this way, a wide range of activities explore the language register and structures one will eventually have to put in motion on a day to day basis (e.g. asking for directions in a new city). Therefore, speaking and listening skills form the basis of the training: interviews, role-plays, hypothetical events that occur at work or given situations in which they have to interact with local people.

Regarding the learning resources, teachers normally make use of handouts or PowerPoint presentations that help them go over grammar and linguistic aspects. In an attempt to maintain learners' interest and maximize their attention, trainers also use multimedia materials or films addressing cultural or social issues that could add some value to the class and to the students.

The polled individuals also broadly implement online linguistic training. Blogs and forums, for example, were once mentioned as perfect resources to stimulate language discovery among students and to encourage them to interact.

The BBC Learning English website was also highlighted as a potential online source of material when teaching English. It offers free audio, video and text materials to meet every learner's needs. (<http://www.bbc.co.uk/learningenglish/>).

Three of the respondents mentioned using the interactive software Rosetta Stone for language learning, which allows users to learn online whether in a classroom or in a personal learning environment. This tool helps students building fundamental reading, listening, speaking and writing skills.

Some of our respondents mentioned *Online Linguistic Support (OLS)* as a linguistic resource used at their organization (please, refer to 6.4.6.)



### 4.1.3. CULTURAL TRAINING

Most respondents (18) are preparing their trainees culturally prior to going abroad. Examples of preparation were specific briefing sessions, classes, intercultural session, MASTER mob training course, welcome pack by the host, interactive workshops, students having the opportunity to interact with their foreign partners. One respondent mentioned: Case studies, non-formal education exercises, debates, handouts with information, quiz and individual reflection.

Some organizations take just a 2-hour session to promote cultural awareness, while others devote more time for this type of training, implementing a 20- to 40-hour preparation on cultural differences.

On a regular basis, mobility operators themselves are the ones delivering these sessions, although in some cases, participants follow a course structured under a pedagogical approach that is implemented by a professional trainer.

In order to better tackle cross-cultural barriers, some of the polled individuals highlighted the importance of initially evaluating the expectations and fears of participants. In this way trainers are able to prepare tailor-made activities addressing participants' needs and help them to reflect on intercultural issues and assimilate them.

The main exercises and activities in the training work on the following aspects: team-building, cultural shock, conflict resolution, risk assessment or homesickness prevention, cultural and geographical issues, living and working conditions at the hosting country.

Most of the respondents make use of flash cards for the role-plays, Prezi and Power Point presentations or local tourism websites to address the topics highlighted above. In order to promote interaction, trainers also deliver hand-outs with specific case-scenarios, launch open questions to generate debate and reflection and foster group activities to facilitate team-building and participants getting to know each other.

The use of the **M.A.S.T.E.R Mob** training course (please, refer to 6.4.2.) was repeatedly mentioned.

### 4.1.4. BLENDED TRAINING

Apart from the learning methodologies explained above, some of the institutions undertaking the survey mentioned resources in which both language and cultural barriers are tackled simultaneously.

One of the tools that was often outlined among our interviewees was produced using the framework of the LLP project **Ready Study Go Around Europe!** This project has produced online learning material to be used before and during a work-based learning period abroad (please, refer to 6.4.8.)

The LLP **E-Talia** project was also mentioned as a blended training method implemented among participants. This project seeks to address the need for a greater understanding of specific linguistic and intercultural needs within SMEs at European level.



Finally, it is interesting to refer to **Second Chance Education**, a Europe-wide online platform for second chance education that was produced in the belief that a lack of foreign language skills and the fact of being in contact with a new culture are among the main obstacles of mobility. They have a large database of learning methods and good practices in the triangle of learning-living-working and it can therefore be implemented by teachers to work with beneficiaries, as some of our respondents already do.

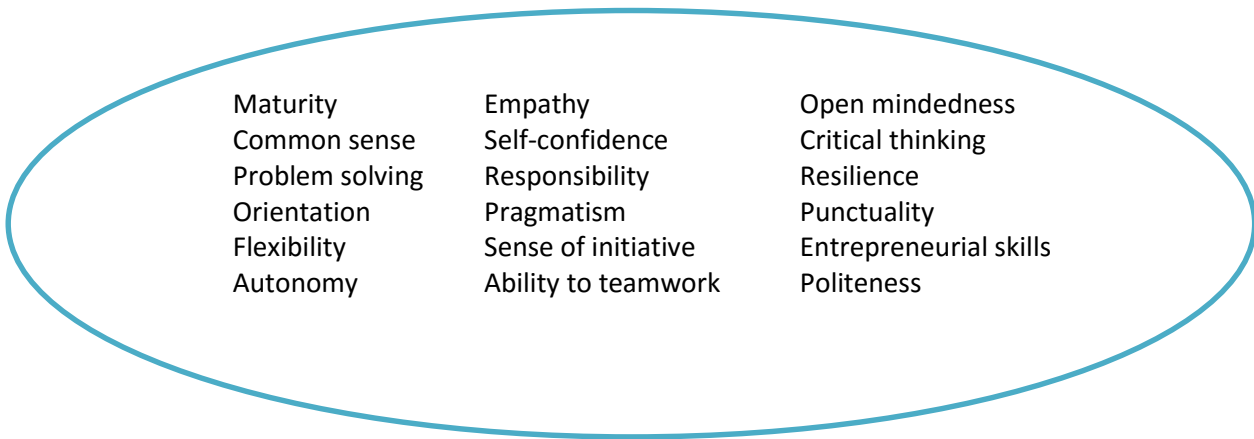
#### 4.1.5. CLUSTERING OF PARTICIPANT’S NEEDS

One of the report’s main purposes was to gather respondents’ impressions about important competences that beneficiaries are lacking when they go abroad.

In terms of linguistic needs, speaking was the competence most commonly pointed out (15 times), followed by writing (8), listening (4) and understanding (5) “Not relevant” and “depends on the learner” were also mentioned.

Regarding culture, the main needs respondents referred to were: knowledge of the differences and cultural diversity, understanding the “other”, stereotypes, critical thinking, the fact of making themselves understood by other people abroad, lack of tolerance and autonomy, frequent contact with alterity and becoming “prepared to not be prepared”.

Apart from the linguistic and (inter) cultural needs observed, a wide range of transversal competences were considered important to be owned by participants embarking on mobility projects:





#### 4.1.6. SURVEY CONTRIBUTIONS TO INTERMOVE

Through the questionnaires the INTERMOVE Consortium has been able to analyse the status quo in terms of Linguistic and Cultural Preparation at the heart of mobility related organizations.

After collecting all answers, we have realized that almost all mobility operators undertaking the survey (21 out of 24) carry out some kind of training when arranging the mobility experience of participants (either general, linguistic, cultural or blended training). This outcome reinforces the fact that preparation normally has a place in the daily work of mobility operators and hence, a tool contemplating a training to be followed by them like the one sought in INTERMOVE can bring significant added value.

On a regular basis, the preparation takes place at the pre-departure phase, and just in some cases this training is complemented upon arrival at the hosting institution. As it has been stated at the introduction of this document, one of the aims of INTERMOVE is to provide a common training pathway to be first followed at the sending institution and subsequently at the hosting institution, ensuring a comprehensive approach and a progressive homogeneous pathway.

Regardless of the type of preparation, training lengths range from 1-day sessions to a maximum of 40 hours of training over several days.

In most cases, the training foresees briefing sessions. However, in these meetings just overall aspects linked to the mobility are addressed: EU supporting documents to be completed for the program, assistance on how to create a CV under the target's country standards or awareness raising about health and security abroad. While it is true that instructing trainees about the above mentioned issues before departure remains essential, limiting the training to these superficial aspects is a flawed strategy: international mobility entails cultural and linguistic implications that cannot be disregarded if we want to assure the success of the experience.

Still, a high percentage of polled individuals stated training participants on a cultural level (18 out of 24 respondents) while just 13 implement a linguistic based training. Lastly, only a small sample of the interviewees make use of a blended approach, contemplating language and cultural aspects as a whole.



Even if the statistic of mobility operators tackling cultural and linguistic issues looks comforting, a blended approach does not seem to play a significant role in training performance. Once more, INTERMOVE offers a powerful tool. As explained at the beginning of this report, INTERMOVE is built on the idea that a form of communication in which a person uses their own language to understand the language used by the other (intercomprehension) gets immediately linked to interculture (respect to the other, raising awareness and empathy). From the INTERMOVE perspective, language and culture cannot be drawn apart and a blended training is the master key to successful mobilities.

Indeed, through the cluster of participants' needs that came up throughout the questionnaires, the Consortium could verify that most of the skills that beneficiaries are mentioned to be lacking refer to cultural and linguistic competences so the training performed to date is not effective. This statement reinforces the conception of the INTERMOVE learning pathway, since the competences believed to be missing are the ones explored under the intercomprehension and interculture approach of INTERMOVE (empathy, critical thinking, otherness, etc.).

Regarding the trainers' profiles, organizations often rely on native-speaker professionals to provide the language preparation classes, while internal mobility technicians are the ones normally leading both the general and the cultural preparation. Unfortunately, technicians that have not been specifically trained to prepare participants are unable to meet the competences lacking by the group. It is this need of building capacities which is one of the driving forces behind INTERMOVE. The project foresees a facilitator training pathway to be followed by mobility operators to qualify them on a linguistic and cultural level and to enable them to teach a homogeneous and comprehensive learning path.



## 4.2. IO1. A2- IDENTIFICATION OF GOOD PRACTICES ON LINGUISTIC AND CULTURAL PREPARATION

Simultaneously with conducting surveys partners undertook a desk & field analysis, identifying 8 Good Practices related to cultural and linguistic preparation. These were drawn from existing EU funded projects considered to be valuable to mobility actions by the partnership.

Indicators were previously established in order to help partners identifying whether the initiative or project researched could be considered a Good Practice (GP):

- ✓ Implementation of online training;
- ✓ Implementation of face to face training;
- ✓ Language training;
- ✓ Intercultural preparation;
- ✓ Establishment of an online tutor (online mentoring);
- ✓ Organisation of training before departure;
- ✓ Organisation of training upon the arrival.

All identification forms collected during GP assessment are gathered in Annex 6.4 and include detailed information of each Good Practice and its main outcomes. Nevertheless, we chose to include in the present report a short overview of the GP selected, including a summary of the GP, the institution implementing it and the type of learning addressed.

### CINCO PROJECT (2011-1-PT1-LEO05-08609)

CINCO ([www.projetocinco.eu](http://www.projetocinco.eu)) was a 24-month project starting in November 2011. Universidade Católica Portuguesa, a partner member of INTERMOVE, coordinated it, and it involved other 17 European partners, amongst which was IFOA, another member of the INTERMOVE Consortium.

It aimed at integrating Intercomprehension (IC) skills in Vocational Training, providing a permanent and unified device for learning IC among Latin languages and developing communicative skills among professionals involved in European cooperation activities.

The learning pathway was framed under a modular structure containing Icebreakers, IC reading, IC listening and interproduction activities. CINCO also foresees assessment tools and a portfolio. Contents were adapted to the different nationalities and cultural backgrounds of the learners and can be found in the five languages of the project (Portuguese, Spanish, French, Italian and Romanian). Materials were tested in face-to-face and distance training session, using the project website, email, Skype and Facebook. The project created a network of facilitators responsible for supporting such training.

CINCO was assessed by the Portuguese NA and got a final mark of 9/10.



Sapere utile



incoma



UNIVERSIDADE  
CATOLICA  
PORTUGUESA

UISEU

13



## M.A.S.T.E.R. MOB PROJECT (2012-1-FR1-LE005-34363)

This was a 24-month project starting in October 2012 ([www.mastermob.eu](http://www.mastermob.eu)). Cap Ulysse, partner member of INTERMOVE, coordinated it and it included the participation of 8 other European partners, amongst which was INCOMA, a partner coordinator in INTERMOVE.

The M.A.S.T.E.R. Mob multimedia training solution aims to raise the awareness of the mobility participants in intercultural competence before their departure.

The training path undertakes the EUtopia Serious Game and onsite training completed by online modules. The Serious Game is a playful solution that raises awareness of intercultural considerations when working abroad, enabling the player to reflect on the competences owned as well as their learning gaps. It involves 4 challenges of 10 minutes each. Once completed, they will get a Passport to participate in the onsite modules. The onsite learning modules are to be conducted by a trainer for a total of 8 hours, divided into 3 learning modules. Finally, throughout M.A.S.T.E.R. Mob online modules foresees a total of 6 modules (3 hours in total) which cover the six components of the intercultural learning competences defined under M.A.S.T.E.R. Mob framework: knowledge Discovery, respect for otherness, communicative awareness, empathy, tolerance of ambiguity, and behavioural flexibility.

## INTERMAR PROJECT

Universidade Católica Portuguesa, a partner member of INTERMOVE, coordinated Intermar ([www.intermar.ax](http://www.intermar.ax)) a Lifelong Learning Project that included the participation of other 17 EU partners.

The aim of Intermar was to facilitate the reciprocal understanding and learning of languages through intercomprehension in order to prepare students of maritime institutions to answer cultural and linguistic challenges presented on board and ashore. ). Intermar contemplates IC in Romance Languages, Germanic Languages, Baltic Languages and Russian, Intercultural Awareness and Maritime English

The main contents analysed during the training are: intercultural awareness, written and oral reception, plurilingual interaction, construction of communicative competences and construction of social competences. All the modules contain diverse learning scenarios comprising guidelines for the students and teachers.

The course is composed of 3 compulsory modules of 4 hours each and 4 optional modules from which students had to choose 2. Depending on the institution implementing Intermar, the approach can be 100% face-to-face or 50% face-to-face and 50% online. In total, the project contemplates a 60-hour training that can range from 2 weeks to 1 semester.



## INTERMOBIL PROJECT (2014-1-UK-KA1202-001630)

InterMobil is a 24-month project that is currently in execution (<http://www.intermobil-project.eu/>). It is coordinated by *Europa Training Ltd* and together with 5 other EU partners forms the project Consortium-INCOMA, partner coordinator of INTERMOVE is one of them.

The main objective of InterMobil is to develop an efficient intercultural training for mentors in companies that host international interns, in view of the challenges youth mobility faces from the practice, training, research and employer's perspective.

The learning pathway is to be taught both online and onsite. It is structured into 9 modules. Every module is comprised of 3 or 4 units of 1 hour each. InterMobil has produced a Trainer Handbook, in which mentors are given specific guidelines on how to perform and teach every session. The handbook also contains countries reports, in which one can learn some aspects of the target culture and receive tips to better cope with the specific cultural issues.

The learning contents will be collected both in a training textbook and on the InterMobil website and will be available in the six partner languages (EN, DE, IT, BG, ES, PT).

## MOVINNET PROJECT (2015-1-ES01-KA102-015061)

MOVinNET is an Erasmus + Project coordinated by INCOMA's outgoing department. It is aimed at students belonging to several Vocational Training Centres from southern Spain who are offered the opportunity to undertake a 13-week internship in one of the following countries: Germany, Italy, Ireland, Czech Republic, Poland, Lithuania and United Kingdom.

Through MOVinNET, beneficiaries are provided with both cultural and linguistic preparation.

During the linguistic preparation, Students attend a 20-hour language course depending on the destination. The course is taught by a native teacher, groups are reduced and the learning material is composed of a tailor-made content based on their needs upon arrival: orally and aurally oriented activities, interviews role-plays, typical situations that occur at work or case studies in which they have to ask for directions in a new city.

Regarding the intercultural preparation, MOVinNET foresees a briefing session in which information about the hosting country and culture is delivered. During this meeting, trainees have the opportunity to get all their questions answered. Before departure, MOVinNET organizes a workshop in which trainees are asked to log into M.A.S.T.E.R Mob platform in order to experience the EUtopia Serious Game. Firstly, the game is played in a collaborative environment with the rest of the peers. Once they have understood how it works, they are asked to play autonomously. They should all present the M.A.S.T.E.R Mob Passport as the way to verify they have actually undertaken the Serious Game.



## ONLINE LINGUISTIC SUPPORT

The Online Linguistic Support (OLS), implemented by the European Commission <http://erasmusplusols.eu/> supports language learning for Erasmus+ mobility participants and offers participants in Erasmus+ long-term mobility activities (Key Action 1) the opportunity to assess their skills in the foreign language(s) they will use abroad and to undertake an online language course.

The language assessments and language courses are currently available in the following languages: English, German, French, Spanish, Italian and Dutch.

Those selected to follow the online course are able to choose their level ranging from A1 to C2. All language skills are tested throughout the course: writing, speaking, listening and reading. The platform proposes several modules on different thematic: daily life and professional environment, pronunciation exercises and recordings, daily posts, grammatical exercises, dictation and listening exercises.

Students can follow their own pace, although they must complete it before the end of the mobility abroad.

The platform provides a collaborative approach: forums with other Erasmus+ participants (exchange of ideas and discoveries, support to each other before departure and upon arrival, tutoring sessions).

## READY-STUDY-GO AROUND EUROPE! PROJECT (2013-1-FI1-LEO05-12559)

The first *Ready Study Go Around Europe! Linguistic and Cultural Coaching in Initial Vocational Education* project ([www.rsgo.eu](http://www.rsgo.eu)) was executed in 2013 by the Joint Authority of Education in Espoo Region (Finland) and a consortium of EU partners belonging to Estonia, Hungary, Ireland, Italy, Spain, Sweden, Turkey.

It aimed at producing online learning material to be used before and during a work based learning period abroad. The original material was intended for the Hotel, Bakery, Restaurant and Service sectors. Further vehicle languages and sectors were included through the second and third editions of the Ready-Study-Go-Around Europe project.

Currently, the online material includes ten languages in six professional sectors. The resources provided contemplate different writing, listening and pronunciation exercises and take into consideration different learning styles and learners at different levels. Moreover, the website includes a Guidebook for users, providing tips for teacher, students, and workplace supervisors ([http://www.rsgo.eu/user\\_guide.pdf](http://www.rsgo.eu/user_guide.pdf)).



## VOCAL Project

The VOCAL project (Vocationally Oriented Culture and Language) is a *Leonardo da Vinci* Transfer of Innovation project funded with the support of the EU Lifelong Learning Programme 2007-2013.

It aims at generating web-based language materials as a response to the need for language and cultural preparation before and during the work placement abroad.

The web-based packages take into consideration the various learning styles and the interactive materials provide an autonomous learning environment incorporating authentic contemporary situations in an outside classroom environment.

This linguistic and cultural preparation is achieved by means of key topics: working, accommodation, emergencies, travel, socializing, banking, business, engineering and tourism. Each topic has the same structure and begins with an introduction. The VOCAL on-line materials are all provided in English plus the target language of each partner country. The topics are available in Bulgarian, Finnish, French, German, Hungarian, Italian, Irish, Lithuanian, Portuguese, Slovakian, Spanish and Swedish. Level is A1 for the General topics and B1 for the Specialist topics.



#### 4.2.1. GOOD PRACTICES CONTRIBUTIONS TO INTERMOVE

All GPs assessed complied with at least 5 out of the 7 quality indicators previously established and are therefore considered Good Practices relevant to INTERMOVE.

It is important to emphasize that all GPs analysed were raised from projects intended to provide solutions to specific needs observed in terms of Language and Cultural preparation. Thus, the fact that all of these initiatives were born no later than 2011 affords value added to INTERMOVE, since they are a reflection of current concerns and needs and provide up-to-date resources and tools to overcome identified gaps.

The indicators most often addressed were “Language Training” and “Intercultural Training”, 7 times in both cases, which clearly suggests that EU projects researchers have lately diagnosed the urgency to meet these needs and reinforce the rationale of INTERMOVE. All learning methods included in GPs will be considered. However, a significant role will be played by the intercomprehension and intercultural contents provided by CINCO and MASTER Mob since part of their learning resources will certainly be adapted and transferred to INTERMOVE course program project.

“Establishment of an online tutor” was the indicator least mentioned and the Online Linguistic Support designed by the European Commission was the sole initiative implementing it.

Regarding the type of learning approach, 5 of the GPs foresee the implementation of online training while 6 contemplate face-to-face training. However, just 4 out of the 8 GPs identified carry out the 2 above-mentioned lines of action. Due to the two different learner’s profiles of INTERMOVE (mobility operators and trainees), not only face-to-face training, but also online training gains importance in INTERMOVE pathway and the initiatives bringing both learning approaches will be closer examined (CINCO, M.A.S.T.E.R Mob, Intermar and MovinVET).

7 are the initiatives provide contents to be used before departure, 2 of which have specifically designed a learning pathway to be continued upon arrival (Online Linguistic Support and Ready-Study-Go Around Europe). As stated at the introduction of this report, one of INTERMOVE’s main objectives is providing a learning course to be put in motion first in the participant’s country and at a later stage upon arrival at the hosting country. The INTERMOVE partnership believes that coordination and cooperation among sending and hosting institutions remains crucial for the assurance of a quality program and they are confident that a 2-phase learning path could bring extraordinary synergies.

The duration contemplated under the training provided by the GPs gathered varies from 10 compulsory hours up to 60 hours and are normally divided into modules. Analysing the structure resulted from each of these initiatives as well as considering the hours range they propose, will provide the INTERMOVE Consortium with the opportunity to design a feasible layout of the course.



## 5. CONCLUSIONS

Thanks to the surveys and the identification of Good Practices, the INTERMOVE partnership is now better aware of both participants' and trainers' needs. Moreover, respondents' replies together with the Good Practices identified provided the partnership with powerful tools and EU initiatives that could be implemented with trainees. Furthermore, the wide range of considerations gathered in terms of type of learning, contents, approaches or expected outcomes are of great interest for the purpose of the project and partners will now seek to transfer and adapt all those successful contents and methodologies into INTERMOVE course programme.

This said, much still needs to be done by INTERMOVE partnership. On the one hand, even if we have been presented with some initiatives considering intercomprehension, just Intermar includes English IC and the INTERMOVE partnership will have to study how to combine the intercomprehension in French, Portuguese, Italian and Spanish together with English.

On the other hand, it is true that we now have examples of projects contemplating both interculture and intercomprehension preparation but an actual blended training like the one INTERMOVE seeks remains uncommon, which emphasizes the large scope for our project.

Additionally, the praxis examined both throughout the survey and the Good Practices normally just contemplates a pre-departure preparation phase. Therefore, another important point that will need further research is the fact of coordinating sending and hosting institutions for a common and homogeneous implementation of an INTERMOVE pathway.

Lastly, we cannot overlook that INTERMOVE will not just design contents targeting trainees, but will also propose a tailor-made learning pathway for mentors and facilitators in order to build capacities and acknowledge them as INTERMOVE mentors.

Therefore, although this report sets the perfect starting point for the design of the structure and contents of the learning pathway, INTERMOVE remains a challenging project that will seek to offer an innovative tool for mobility training.



## 6. ANNEXES

### 6.1. QUESTIONNAIRE TEMPLATE ANNEX

1. Do you prepare your trainees before they participate in Erasmus+ mobilities?

yes

no

Do you provide online training to prepare your trainees for abroad or do you use face to face training?

---

---

---

If you provide online training, which online tools and websites do you use?

---

---

---

Do you prepare your trainees linguistically before they go abroad?

no

yes

Please give more details: how do you prepare them? Which kind of tools do you usually use? Could you describe the linguistic training that you usually provide? Which kind of tools or materials have you implemented?

---

---

---

Do you prepare your trainees culturally before they go abroad?

no

yes



Please give more details: please describe the training that you provide to your trainees on cultural issues (activities, duration, assessment...):

---

---

---

2. In your opinion, what skills are trainees lacking when they are going abroad?

---

---

---

Which are the main needs of trainees in terms of linguistic preparation? Please specify: Speaking/listening/writing/understanding

---

---

---

Which are the main needs of trainees to tackle intercultural barriers?

---

---

---

3. Do you stay in touch with your trainees while they are abroad?

yes

no

Please provide details:

---

---

---

4. Do you offer a debriefing session to your trainees when they have returned from abroad?

yes

no





5. In your opinion, what competences are important for trainees going abroad?

---

---

---

6. Would you like to add any other comments?

---

---

---

7. Could you give us a brief example of “good practice” that works for you when you are preparing trainees for going abroad?

---

---

---

8. Would you like to stay in touch with the “Intermove” team and receive further news about our mobility tool? If yes, then please give us your email address. Many thanks.



## 6.2 GOOD PRACTICE IDENTIFICATION TEMPLATE

1. Institution implementing the Good Practice

*Please provide details: name, contact person, location, scope*

2. Methodology

*Please provide details: email/phone/meeting/interviews/ project research*

3. Main outcomes

*Please provide a summary of the main results (in English)*

*Links to website or other learning resources*

Maximum **2 pages** per GP



### 6.3 QUESTIONNAIRE RESPONSES ANNEX

#### 1. Do you prepare your trainees before they participate in Erasmus+ mobilities?

- Yes: 21
- No: 3

#### Do you provide online training to prepare your trainees for abroad or do you use face to face training?

- a) Online training: 1
- b) Face-to-face training: 10
- c) Both: 10
- d) None: 3

#### If you provide online training, which online tools and websites do you use?

- e-Talia, Everyplace
- rsgo.eu
- Erasmus On line Survey
- from this year, OLS
- www.secondchanceeducation.eu www.cesie.org
- skype
- Internal tools
- Social networks to get information of good practices and allow them to contact with previous experiences. Sites from National Agencies, EU Commission site. Depending on the nature of the project, references to other entities, organisations or thematic
- I use the Twinspace of the project partnership

#### Do you prepare your trainees linguistically before they go abroad?

- No: 11
- Yes: 13

#### Please give more details: how do you prepare them? Which kind of tools do you usually use? Could you describe the linguistic training that you usually provide? Which kind of tools or materials have you implemented?

- Apart from classes in foreign languages that are part of all study programmes, we offer blended learning based on the results of the eTalia project.
- The school that sends the trainees prepares the students linguistically within their curriculum for the traineeship abroad and we also use the website rsgo.eu
- Language centre on campus ..csi



- English language courses are an integrated part of the curriculum. Beside this we are offering a variety of language courses.
- Linguistic course (12 hours approx.) before leaving with language teacher, OLS during the experience abroad
- We deal with trainees having special needs and get some support from the national employment agency to organize a 75h training course on witch 15h of intercultural preparation and 45h of linguistic classes. For the classes the language teacher have also used the EUtopia serious game (part of the MASTER Mob training path)
- This depends on the participants, if he/she leaves during a vocational training course or after. We use the Rosetta Stone software and there is face to face training with teacher during training. For post training mobilities we invite students to continue working on Rosetta Stone.
- Pedagogical materials (films) and the site BBC learning
- A language course on a basis of 20h or 40h aiming at developing listening skills.
- The learners interact on their common communication language before the mobility, and collaborate on project activities through Skype, blogs and forums. In their English classes, they get prepared to make oral communications.

**Do you prepare your trainees culturally before they go abroad?**

- No: 6
- Yes: 18

**Please give more details: please describe the training that you provide to your trainees on cultural issues (activities, duration, assessment...):**

- Briefing before their going abroad.
- We prepare an in class lesson on the culture of the country they will be going to. It is a 2 hour preparation.
- 1 day (8hours) of pedagogical training with a professional trainer. Activities for icebreaking, teambuilding, conflict resolution, cultural shock
- Enrico will tell you ;)
- Intercultural sessions, Information about the mobility (duration, activities, etc..) risk assessment, team building.
- Welcome package from hosting country.
- We prepare them on the basis of the ICC (Inter Cultural Competences) framework of the MASTER mob training course
- Main cultural differences and aspects of the hosting countries (interactive lesson)
- Basic historical cultural and geographical aspects about the hosting countries (with the support of prezi or power point presentations, websites, etc.)
- Preparation for cultural shock and homesickness



- Interactive workshops on conflict management, teamwork, home sickness Duration depends on the group or individual participants, kind of project and destination.
- During training via the language teachers, after training it's still via 'home made' documents. We are working on a small online course accessible to our students who are all over France: discovering the country and its culture, day to day living conditions, information on working conditions, how to write a CV in English.....
- 4 hours minimum. Case studies, non-formal education exercises. Debates, Handouts with information. Quiz, individual reflection.
- Non formal activities
- A meeting where they get info on how to deal with eventual cultural differences and attitudes that may be adopted to avoid the cultural shock and promote interaction.
- Essentially research works with subsequent public presentation.
- Cultural preparation on a bases of 20h or 40h focusing on aspects of cultural inclusion and knowledge about the new reality.
- The students have the opportunity to interact with their foreign partners and we promote activities focusing on the specific cultures that are at stake (quizzes, exhibitions about their partners).

#### 1. In your opinion, what skills are trainees lacking when they are going abroad?

- Sometimes, they seem to forget that they are going to study in another college/university that works differently from us. Students expect to find that all will be the same as their college of origin.
- Intercultural, specialised language
- Linguistic skills and intercultural skills and personal independence, they are not used to being on their own and it takes a little bit of time for them to adjust
- Language proficiency
- That's hard to say as we do not really get this information
- Languages
- It really depends on the person. Sometimes is the lack of language knowledge, sometimes they are too afraid of leaving the family, in particular if they are 17-18 years old. Sometimes, they don't know how to adapt in a new environment or in a work environment
- Linguistic and transversal skill mostly. Enrico will tell you more in details.
- Language skills, intercultural skills, spirit of adaptability
- Entrepreneurial (please note that we are answering on the base of EYE)
- Soft skills
- Their linguistic level is generally not very high (at least for 60% of participants) They might have high expectation from the working experience abroad in terms of professional learning They might be not very flexible towards their habits change and adaptation to their living conditions abroad



- Be more open minded to differences concerning working life and conditions
- Tolerance to uncertainty; critical reflection over novelty and diversity; maturity to deal with life and work (less positive days, negotiate, solve problems without stress or conflict); communication (assertively).
- Attitude (balance of self-esteem with humbleness); curiosity to learn.
- Intercultural skills
- Autonomy to solve their problems by themselves, since they are not used to be autonomous. Also a certain degree of immaturity since they are younger now when they leave on mobility.
- Essentially linguistic skills.
- Lack of autonomy and self-initiative.
- What they lack is to develop cultural competences that may allow them to get free of their own cultural perspectives.

**Which are the main needs of trainees in terms of linguistic preparation? Please specify:  
Speaking/listening/writing/understanding**

- Speaking and writing
- Speaking
- All of the above
- Speaking
- All of the above
- That's hard to say as we do not really get this information
- All
- Definitely speaking
- It depends from the target group. With Equ 3 students, all of them. Level 4 and 5 are a better in writing for sure. About speaking and understanding I need Enrico's feedback.
- Speaking/listening/writing/understanding: to use the daily sentences, be able to communicate
- Not relevant
- It depends on each learner
- They generally good in writing and listening, they need to improve their speaking skills and to adapt themselves to understand the different accents used in Europe by the inhabitants when they speak English. They should learn how to improve the non-verbal communication and made aware of other ways of communicating.
- Speaking and understanding
- Accepting they are not perfect speakers and that they have to start speaking with mistakes. to say they don't understand and ask to repeat; engage in routines that facilitate learning (reading, note book, movies, etc.); professional and courtesy vocabulary; practical sentences (shopping, indications),
- Speaking
- Each case is a case. Mainly speaking and writing.
- Speaking and writing.





- Speaking and writing
- Speaking and writing
- Depending on the country, but mostly writing.
- The main difficulty is integration given their lack of confidence on their communication skills and lack of mobility experiences.

### Which are the main needs of trainees to tackle intercultural barriers?

- Knowledge of (sometimes small) intercultural differences
- The trainees need some extra preparation about the differences and difficulties that they may find while they are abroad
- Language
- That's hard to say as we do not really get this information
- Information about cultural diversity
- They need an adequate training before leaving, the 8 hours training that we provide, is really useful for them
- Braking stereotypes, language barrier, critical thinking
- To accept the diversity, to respect other rules, to understand the others
- Business culture is different in all EU countries.
- Be prepared to "not to be prepared"
- They might be prepared to avoid stereotypes and to see cultural difference as an added value, not as an obstacle. They should be motivated to give several chances to people in order to understand them and to make themselves understand by other people abroad.
- Make them feel confident by giving being transparent about: accommodation, training etc.; establish quickly the contact with the partner and the company, make them meet people able to talk about their mobility experience, the country, culture etc.
- see question 8
- Support in their reflexion and preparation
- Awareness of differences and avoidance of attitudes based on stereotypes
- Tolerance and acceptance of uses that are strange for them
- Autonomy
- Frequent contact with alterity because they do not often have the chances to discover the OTHER. It would help to increase the opportunities for mobility.

### 3. Do you stay in touch with your trainees while they are abroad?

Yes: 21

No: 3

#### Please provide details:

- Email
- Phone, skype



Sapere utile



incoma



UNIVERSIDADE  
CATOLICA  
PORTUGUESA

UISEU



- Social media or/and on the spot contact
- The trainees have an accompanying person with them, who has almost daily contact with the project coordinator
- Students are in contact with the person in charge for their internship.
- Following up on a daily basis with the paperwork or asking for periodic reports
- Skype interviews for evaluation
- We keep in touch by email, skype or telephone. In case of younger groups, I keep in touch also with the accompanying person. I am also in touch with the intermediary organization
- Enrico knows
- Using social media like Facebook page, whatsapp group, skype calls , e-mails, phone calls
- Periodic report, skype, email, phone call
- direct e mail contact , phone calls whenever needed, information provided by the partner in the sending country
- I normally organize regular evaluation/monitoring Skype meeting with the participants when they're abroad. Moreover, I am available for them in case of emergency or I try to mediate in case of serious conflicts in the hosting countries.
- regular phone calls, mails, skype interviews to evaluate and to do the follow up; they can reach us throughout the stay if necessary
- every 3/4 weeks there is email follow-up and when needed by phone or skype.
- skype, email, report
- To know how they are doing and how is their mobility experience going. Preferably by email or Facebook
- Without any Schedule or calendar I contact them regularly via Internet (Skype and email) to follow their experience
- We do a lot of monitoring during the mobility period. Depending on the programme and the profile of the participant, we use all available interactive means and a common blog. We also share information with their tutors or mentors
- During the mobility because I am there with them.

**4. Do you offer a debriefing session to your trainees when they have returned from abroad?**

**Yes:** 17

**No:** 7

**5. In your opinion, what competences are important for trainees going abroad?**

- Linguistic and cultural mainly.
- basic intercultural, good - linguistic
- linguistic competences above all. They also could use some competences like housekeeping/cooking/etc. seeing as the trainees we send are all high school/technical school students and live with their parents so aren't used to taking care of the home
- Language and formation
- Language
- Intercultural awareness, language skills
- maturity, open mindedness, common sense, problem solving orientation



Sapere utile



UNIVERSIDADE  
CATOLICA  
PORTUGUESA

VISEU



- Being able to adapt to new environments, language skills
- Transversal skills
- Problem solving, flexibility, adaptability, responsibility, pragmatism
- Intercultural competences, Entrepreneurial competences
- Autonomy, entrepreneurship (pro activeness), problem solving, empathy, distance (ability to relativise), flexibility, self confidence...
- Personal and soft skills: sense of initiative, ability to teamwork, flexibility and good sense of adaptation, open mindedness towards other cultures and habits, humility, punctuality and politeness. From the professional point of view I think it is important that they can explain what they can do and what are their levels of preparation. Finally, also a good language level and communication skills would be useful.
- Most important : motivation! the rest follows, keeping an open mind, being curious, thinking out of the box ... keeping the expectations low makes the experience even better, adaptability and flexibility is needed but then they leave to developp theses..
- maturity. self-awareness. direction/idea of life plan. clear and reasonable expectations. sense of adventure/discovery. commitment to change/learn.
- Linguistic and cultural competences.
- Social competences
- Critical thinking, resilience, autonomy, capacity to deal with stress. Strengthening of international relations and cultural dialogue.
- Capacity to adapt to a different cultural reality, good will, capacity to take initiatives, desire to learn and capacity to question their representations of the world.

#### 6. Would you like to add any other comments?

- mobile apps could be useful as tool to be used in mobility projects
- The training before going abroad heavily depends of what they will do, the country where they will go, the personality and age of the youth, the duration of the mobility and so on. It is difficult to generalize one practice because we are always trying to adapt it to our public
- The questionnaire doesn't allow precision in certain answers. I would have liked to have the option "Each time it is possible/necessary" in questions 1 and 4.
- The learners I'm referring to are Secondary School students.

#### 6. Could you give us a brief example of "good practice" that works for you when you are preparing trainees for going abroad?

- Blended learning with a lot of self-study, sessions with trainees and their parents and accompanying person, creating a strong group by training them
- Letting them understand that mobility is an unique experience in life
- A workshop for prevention of conflicts and crisis by creating awareness about the difficulties the trainees are going to meet
- A checklist before departure
- Written or oral testimonies and inviting partners to meet trainees beforehand when possible.



- <http://www.secondchanceeducation.eu/system/files/tabella.pdf> key words of mobility  
<http://www.secondchanceeducation.eu/mobility/key-words-mobility>
- Some specific games "to put in someone else shoes" (to reflect on empathy), "playing carts" (to reflect on others), the iceberg (to reflect on prejudices)
- I prefer to have an attentive and respectful group, in order to take advantage of the workshops and activities organized. It's quite important to evaluate the expectations/fears of the participants, in order to discuss together about them.
- Preparation works in general if participants are aware and listening, the challenge is to tune them into the preparation and be sure they listen, reflect, decide and assimilate what is happening in preparation sessions.
- A full week of training face to face (collectively with some specific individual time) where different thematic are developed such as presentation of their sending and hosting organization, works about their works while being abroad, intercultural session, works about their personal and professional project, health and security; etc.
- Open conversation with the student/trainee, according to their knowledge of the country and hosting organisation. The success of the initiative depends mostly on the maturity and openness of the candidate.
- Bring in other learners who lived a mobility experience in order to share their experiences and clarify doubts of practical issues.
- Peer-to peer dynamics where previous participants talk about their experience, so that the learners may identify themselves and feel confident.
- To involve the learners on the Project activities that may lead them to interact with their foreign peers and learn with them.

**7. Would you like to stay in touch with the “Intermove” team and receive further news about our mobility tool? If yes, then please give us your email address. Many thanks.**

14 respondents out of the 24 individuals polled expressed their will to stay in touch. In order to preserve their anonymity, emails accounts will not be shown in the report, but they will be considered as potential stakeholders for future communication and activities.



Co-funded by the  
Erasmus+ Programme  
of the European Union



## 6.4. GOOD PRACTICES COLLECTED FORMS ANNEX



Sapere utile



incoma



32  
UNIVERSIDADE  
CATOLICA  
PORTUGUESA

UISEU

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



### 6.4.1. CINCO Project

**Implementing Institution:** *Centro Regional das Beiras Universidade Católica Portuguesa* was the coordinator and a total of 18 partners from Portugal, Spain, France, Italy and Romania took part in CINCO.

**-Contact Person:** Filomena Capucho, Professor of Linguistics at UCP, [fcapucho@gmail.com](mailto:fcapucho@gmail.com)

**Methodology:** Filomena Capucho, coordinator member of CINCO partnership and member of INTERMOVE Consortium, filled in the current template

#### **Main outcomes**

The purpose of the project was to integrate Intercomprehension (IC) skills in vocational training. Therefore, the main objective of the project was to provide a permanent and unified device for learning IC among Latin languages, aimed at developing communicative skills in specific professional situations of European cooperation. This objective was fully achieved.

The project involved the use of tools already produced under different ECPs. The use of these materials was made directly (the products were used in their existing form) and indirectly (the methodology and structure of the products were mobilized as part of more suited thematic to the target audience of the project). All products are available online at the project website ([www.projetocinco.eu](http://www.projetocinco.eu)).

The project created a modular structure (4 modules: Icebreaker, IC and reading, IC and listening, Interproduction; and assessment tools including tests and a portfolio), integrating these materials that are adapted to the specific needs of a professional audience of adults in Portugal, Spain, France, Italy and Romania. All materials can be found on the five languages of the project and they are specifically adapted to the different nationalities and cultural backgrounds of the learners.

CINCO has validated these tools through their experimental application in the context of vocational training (in the context of associations aiming at solidarity or educational purposes) (80 hours) of about 49 employees of the partner associations and volunteers of these associations.

This project increased awareness of the possibilities of free use of tools for training professionals involved in European cooperation activities in partner countries. The partners presented the project at formal events or during daily activities integrating the associations. The target groups started to train their volunteers in IC or developed new projects (CINCOMONDO - Youth and Action) where IC skills were targeted. New projects for the use of CINCO materials as part of diversified training (Training in International Entrepreneurship, Training of Mobility Trainers) were organized. The project created a European network of trainers responsible for supporting such training. This network consists not only of 6 trainers involved in the project, but also 20 new trainers from the other project partners. The project was assessed by the Portuguese NA and got the final mark of 9/10.



## 6.4.2. M.A.S.T.E.R Mob Project

**Implementing Institution:** Cap Ulysse

-Contact Person: Elisabeth Silva, [silva@capulyse.fr](mailto:silva@capulyse.fr).

**Methodology:** Elisabeth Sylva, coordinator member of M.A.S.T.E.R. Mob partnership and member of INTERMOVE Consortium, filled in the current template

### **Main outcomes:**

The M.A.S.T.E.R Mob project was born out of a need to address intercultural issues during the pre-departure phase of participants embarking on mobility programmes. The training path has a modular approach and is completed by playing the so-called EUtopia Serious Game and then attending the onsite modules that are further complemented with online modules. Thanks to M.A.S.T.E.R Mob, an innovative training solution rose up and nowadays a wide range of EU mobility agencies make use of it when training participants going abroad. Its implementation has resulted into very positive outcomes and as stated by the mobility operators inquired, it has always been well-received by the final users. Accordingly, INTERMOVE will seek to identify the parts of M.A.S.T.E.R Mob best fitting the current project purposes, transferring these aspects to the INTERMOVE course programme. Thus, in this report, we consider important to briefly summarize M.A.S.T.E.R Mob, building an understanding of its purpose and structure. Cap Ulysse and INCOMA were in charge of the valorisation of the tool in France and Spain and they will bring their expertise and know-how on the matter to the development of the INTERMOVE course programme.

### THE EUTOPIA SERIOUS GAME

It is the starting point for the intercultural learning pre-departure preparation in the mobility projects. It is an educational and playful solution with an innovating approach aimed at:

- Creating awareness about the intercultural issues when working abroad;
- Stimulate a reflection on the self, on own competences and potentials as well as learning needs in relation to intercultural mobility working experiences, they will face soon.

During the serious game, "players" will experience recurrent situation in an international mobility or/and in an intercultural environment. The EUtopia Serious Game is going to be used by trainees in autonomous way, before the onsite modules.

It involves 4 challenges of about 10 minutes each, to be played consecutively. Each player will have to deal with those situations by taking decisions according to the aims given to him/ her at the beginning of each challenge.

At the end of the 4 challenges he/ she will get a passport to participate to the onsite training course, highlighting 4 intercultural components indicators and the trophies he/ she won.



### ONSITE MODULES

The onsite intercultural pre-departure preparation aims to increase mobility participants' awareness on the importance of being "intercultural mobile" during an international experience in order to fully enjoy the stay abroad and to deep their intercultural competence throughout a "learning by doing" approach.

The onsite intercultural pre-departure preparation foresees 3 learning modules conducted by a trainer in a collective way for a total of 8 hours, in which all the six components of the intercultural competence are explored:

- Knowledge Discovery;
- Respect for otherness;
- Communicative awareness;
- Empathy;
- Tolerance of ambiguity;
- Behavioral flexibility.

At the end of the 3 onsite learning modules, there is a conclusive moment in which mentors define participant's intercultural learning plan.

### ONLINE MODULES

The online training phase foresees a total of 6 online training modules, taking trainee an average of 30 minutes each, which will cover the six components of the intercultural learning competence as defined above.



### 6.4.3. Intermar Project

**Implementing Institution:** *Universidade Católica Portuguesa* was the coordinator and that counted with the participation of other 17 EU partners.

**-Contact Person:** Filomena Capucho, Professor of Linguistics at UCP, [fcapucho@gmail.com](mailto:fcapucho@gmail.com)

**Methodology:** Filomena Capucho, coordinator member of CINCO partnership and member of INTERMOVE Consortium, filled in the current template.

#### **Main outcomes:**

The aim of Intermar was to create a European community of maritime and naval institutions that share an IC approach to foreign languages, in order to prepare their students to answer positively to the diversity of cultural and linguistic challenges that seafarers have to face both on board and ashore.

We have started from the already existing materials but we built new adapted products to create an effective course tool box that are now available online ([www.intermar.ax](http://www.intermar.ax)), and that contemplate IC in Romance Languages, Germanic Languages, Baltic Languages and Russian, Intercultural Awareness and Maritime English.

The outcomes of the INTERMAR project promote open minds, the ability to listen, and a realization that European languages have enough in common to make understanding them, in particular those that are closely related, a realistic goal.

All the modules contain diverse learning scenarios comprising materials for the students and teacher's guidelines.

The learning aims of the course are the following:

- developing existing plurilingual competencies;
- transferring existing knowledge into the learning of new languages;
- comparing linguistic features in the chosen group of languages;
- developing learning strategies for language reception;
- developing interproduction skills;
- understanding any language from the chosen family in written and oral forms (level A1 – B2 depending on language proximity or the sense of foreignness);
- developing positive attitudes about language and otherness;
- constructing intercultural skills.



The main contents analyzed during the training were:

- Intercultural awareness
- Written and oral reception
- Plurilingual interaction
- Construction of communicative competences
- Construction of social competences

The learning methodology of the training contemplates:

- Constructivist approach to language learning
- Face to face session where pair and work group were used
- Distance activities for semi-autonomous learning, followed by guidance from a tutor
- Collaborative tasks within international teams

The course is composed of 3 compulsory module (4 hours each: Icebreaker, Intercultural awareness and interproduction) and 4 optional modules, from which the students had to choose 2 (OC and Maritime English; IC and Romance languages IC and Germanic Languages and IC and Baltic languages and Russian).

The training foresees a 60-h our training (distribution of face-to-face activities depending on the institutions, and ranging from 100% face to face to 50% online /50% face to face).

In the case of the INTERMAR project the distribution varied from 2 intensive weeks to 1 semester.

There is no ideal distribution of activities over time.



#### 6.4.4. InterMobil Project

**Implementing Institution:** EuroPA (UK), EC (Bulgaria), FHJ (Austria), LUISS Business School, INCOMA (Spain), A.I.A.M. (Portugal).

**Contact Person:** INCOMA EU Projects Department.

**Methodology :** INCOMA, partner of InterMobil Consortium filling the present document

#### **Main outcomes :**

This project arises under the conviction that the success of a placement abroad depends a lot on the extent to which the trainee gets in contact with the lifestyle, mind-set and habits of the hosting country. Based on this scenario, the main objective of InterMobil is to develop an efficient intercultural training for mentors in companies that host international interns, in view of the challenges youth mobility faces from the practice, training, research and employer's perspective. The project is currently testing the prototype of the training workshops and by August 2016 all learning contents will be available in the six partner languages (EN, DE, IT, BG, ES, PT).

InterMobil focuses on how to face intercultural barriers, and also considers the linguistic difficulties (see summary of Module 5), what perfectly combines with the Intercultural and Intercomprehension approach of INTERMOVE. Although the main target group of the project are companies hosting participants on mobility projects, trainees granted with a mobility project are definitely the final target audience/beneficiaries. Throughout the InterMobil modules designed for the hosting companies, employers are often asked to put themselves in the trainees' shoes. Therefore, we consider InterMobil a GP as its learning materials are really useful, comprehensive and interesting for the project.

The learning pathway is thought to be taught both online and onsite. It is structured into 9 modules. Every module is comprised of 3 or 4 units of 1 hour/ each. Find below a summary of InterMobil prototype structure:

- Module 1: Practical Trainee Needs. The aim of this module is to describe everyday problems which might be encountered by trainees outside of the immediate working environment, and how they could be supported by solving these.
- Module 2: Cultural Theories. The aim of this module is to provide the basics of the most relevant cultural theories and ways to apply them on common intercultural communication processes.
- Module 3: Host country Culture. The aim of this module is to define ways of how the host country culture (mostly the own culture of the trainer) can be analyzed and explained to the trainee.



- **Module 4: Culture Shock:** This module explains the principles of culture shock and provides ways to apply that knowledge in an everyday training context.
- **Module 5: Intercultural Communication – Language:** This module explains differences in the use of language, explains how to overcome the language barrier and teaches easy to use practical communication strategies.
- **Module 6: Intercultural Communication (Paralanguage):** his module explains differences in paralanguage, distance, body language, modulation, gestures etc.
- **Module 7: Conflict Management and De-escalation:** this module gives an introduction into the basic principles of conflict management and de-escalation with a specific focus on interculturality and practicality.
- **Module 8: Specifics of Intercultural Counseling:** this module provides concrete advice to how a trainer should adapt to an intercultural counseling situation as compared to a more or less monocultural setting.
- **Module 9: Specifics of Intercultural Organizations:** this module provides concrete recommendations for companies, who plan to involve international trainees on a regular basis. How can international trainees be supported in the organization, what are the success factors for high quality trainings.



### 6.4.5. MOVinVET Project

**Institution** : International Consulting and Mobility Agency SL (INCOMA)

- Contact Person: Ignacio Camacho, Outgoing Project Manager at INCOMA, [ncamacho@incoma.net](mailto:ncamacho@incoma.net)

- Location: Calle Madrid, 2, Edificio Buenaventura bajo, 41001, Seville (Spain)

**Methodology**: the information was gathered through a face to face interview with Ignacio Camacho, the person at INCOMA in charge of coordinating the outgoing mobility projects.

#### **Main outcomes:**

*MOVinVET* is an Erasmus + Project coordinated by INCOMA's outgoing department. It is aimed at students belonging to several Vocational Training Centres from southern Spain who are offered the opportunity to undertake a 13-week internship in one of the following countries: Germany, Italy, Ireland, Czech Republic, Poland, Lithuania and United Kingdom. Last 2014, 48 students experienced the mobility period abroad and other 53 will do it by April 2016.

*MOVinVET* can be considered as an example of GP, fulfilling all indicators listed at the GP research template: implementation of online training, implementation of face to face training, language training and number of hours, intercultural preparation, establishment of an online tutor (a person that supports them via Skype/ email for any event), organisation of briefing sessions, organisation of training upon the arrival.

At *MOVinVET*, beneficiaries are provided with both cultural and linguistic preparation.

#### Linguistic Preparation

Students attend a 20-hour Language course depending on the destination. The course is taught by a native teacher, groups are reduced and the learning material is composed of a tailor-made content based on their needs upon arrival: oral/ listening oriented activities, interviews role-plays, typical situations that occur at work or case studies in which they have to ask for directions in a new city. Sometimes, this course is strengthened with another 20-hour language class at destination, guaranteeing a real immersion.

#### Cultural Preparation

Once the trainee is selected, a one-to-one videoconference is organised in which the participant has the opportunity to talk to the person who will be in charge of handling his/ her stay at the host country. This is a good way to pave the way towards the unknown culture, as they can see how this person looks like and they start creating bonds with local people.

When it comes to intercultural preparation, *MOVinVET* seems particularly interesting to *INTERMOVE* as it makes use of *Master Mob* to culturally prepare trainees. Firstly, INCOMA organises a workshop in which participants are asked to log into *Master Mob* platform and click through the interface in order



to get acquainted with this tool. In this session, they start testing the Serious Game. They are asked to keep on playing on their own later at home until they obtain the so-called Passport.

After that, INCOMA organises a second workshop of around 3 hours in which they select one of the onsite activities from *Mastermob*. INCOMA highly regards the *Derdians* and the *Stereotypes* activities as they have been proven to cause a good impact on learners during their workshops.

Finally, INCOMA and trainees explore together *Mastermob* website, and depending on every individual needs and performance throughout the workshops, specific module(s) are selected for each participant.

Complementary, INCOMA organises two other workshops: one on EU history, policies&rationale, and one on self-employment&entrepreneurship.

INCOMA meets trainees before departure and in this meeting more specific information is delivered (housing, internship, schedules, services offered at the city and so on). Throughout their time abroad, INCOMA conducts a close follow-up, being in contact with them via email/ Skype and asking them to fulfil 3 questionnaires to rate their satisfaction. Once trainees return from abroad, a final meeting is held in which they hand out all official documents linked to the EU mobility project and the whole group, together with the outgoing responsible of INCOMA, make an evaluation of the program.

INCOMA point out the need to be clear with participants. When asked for an example of Good Practice that works for *MOVinVET*, Ignacio Camacho states that one of the most important things for a mobility program to succeed is to maintain a straightforward and honest approach towards trainees. That is why, from the very beginning, INCOMA raises awareness of every issue surrounding the mobility: host countries lifestyle, economic terms of the grant, what is the purpose of an internship or possibilities of employment upon completion of the mobility. Although these issues are not directly cultural-related, this approach helps trainees to better cope with the new culture and to minimize the risk of shock upon arrival, ensuring the experience will really live up to their expectations.



#### 6.4.6. ONLINE LINGUISTIC SUPPORT (OLS)

**Implementing Institution:** European Commission

**Methodology:** INCOMA gathered the information from Erasmus + website and conducted an interview with a mobility operator making use of it in order to get further inputs.

**Main outcomes:**

Online Linguistic Support (OLS), implemented by the European Commission <http://erasmusplusols.eu/> supports language learning for Erasmus+ mobility participants and offers participants in Erasmus+ long-term mobility activities (Key Action 1) the opportunity to assess their skills in the foreign language(s) they will use abroad.

On a first stage, the sending institution receives the login credentials and forward them to participants. It is compulsory for all of them to take the online assessment, but not every participant will have access to the course (it depends on their level). Upon completion of the online course, a Certificate assessing the level reached it is released to participants.

Those individuals selected to follow the online course, are able to choose their level, ranging from A1 to C2. The language assessments and language courses are currently available in the following languages: English, German, French, Spanish, Italian and Dutch.

The course is accessible 24 hours a day, 7 days a week and the platform is compatible with all major browsers and mobile devices.

All language skills are tested throughout the course: writing, speaking, listening and reading.

Students can follow their own pace, although they must complete it before the end of the mobility abroad.

The platform proposes several modules on different thematic: daily life and professional environment, pronunciation exercises and recordings, daily posts, grammatical exercises, dictation and listening exercises

The platform provides a collaborative approach: forums with other Erasmus+ participants (exchange of ideas and discoveries, support to each other before departure and upon arrival).

One of OLS main features of the language course is the possibility to receive live coaching through tutoring sessions. These sessions are held online and leader by a native speaker mentor. The training can be personal or in a collaborative environment with other peers (with a maximum of 6). Trainees are offered with the opportunity to practice the language and get feedbacks about their linguistic performance.



### 6.4.7. Ready-Study-Go Around Europe! Project (2013-1-FI1-LE005-12559)

**Institution** : *Omnia, the Joint Authority of Education in Espoo Region*

- Contact Person: Kristin Brogan, [kristin.Brogan@staff.ittralee.ie](mailto:kristin.Brogan@staff.ittralee.ie)

- Location: Institute of Technology Tralee, Tralee, Co. Kerry, Ireland.

**Methodology**: Kristin Brogan, partner of Ready-Study-Go Around Europe and member of INTERMOVE Consortium, filled in the current template.

**Main outcomes:**

*Ready Study Go Around Europe! Linguistic and Cultural Coaching in Initial Vocational Education* produced online learning material to be used before and during a work based learning period abroad. The original material was intended for Hotel, Bakery, Restaurant and Service sectors. The second Ready-Study-Go-Around Europe project transferred the innovation into Vehicle sector and into new languages.

The most recent Ready Study Go Around Europe! project further transferred the material into Social and Health Care sector and also added some new languages. Now the online material consists of material in ten languages in six professional sectors.

The material consists of different writing, listening and pronunciation exercises and takes into consideration different learning styles and learners at different levels.

Students going abroad for their work based learning period can learn the target language related to their profession and get to know the working culture in the target country before they travel. The students can also benefit from the material during their work based learning period abroad. In addition to preparation the material is suitable to use in vocational language teaching, guiding foreign trainees in a company as well as independent learning material.

This project is relevant to Intermove as it provides training modules in various languages for various sectors for trainees going abroad.



### 6.4.8. VOCAL Project

**Implementing Institution:** Institute of Technology Tralee

**Methodology:** Kristin Brogan, lead project partner representative and member of INTERMOVE Consortium, filled in the current template.

**Main outcomes:**

The VOCAL project (Vocationally Oriented Culture and Language) is a *Leonardo da Vinci* Transfer of Innovation project funded with the support of the EU Lifelong Learning Programme 2007-2013.

VOCAL aims at generating web-based language materials as a practical and innovative pedagogic response to the need for language and cultural preparation in advance of work placement abroad. It consists of web-based language materials designed to assist learners before and during their mobility programme in a vocational setting.

Learners preparing for mobility placement in vocational settings abroad are the main target group addressed. The preparation offered is on the level of both practical language skills and cultural awareness related to vocational training settings. This linguistic and cultural preparation is achieved by means of key topics and virtual journeys which can be undertaken by prospective mobility students accessing the materials on the user-friendly website.

The web-based packages take into consideration the various learning styles and the interactive materials provide an autonomous learning environment incorporating authentic contemporary situations in an outside classroom environment. The VOCAL on-line materials are all provided in English plus the target language of each partner country. The topics are available in Bulgarian, Finnish, French, German, Hungarian, Italian, Irish, Lithuanian, Portuguese, Slovakian, Spanish and Swedish.

Language Level is A1 for the General topics and B1 for the Specialist topics.

The VOCAL product consists of web-based language materials based on nine topics of relevance to mobility placement abroad (working, accommodation, emergencies, travel, socializing, banking, business, engineering and tourism)

Each topic has the same structure and begins with an Introduction (General Information). Useful Words and Useful Phrases are provided with both the audio and transcript in the language of the destination and also English. Virtual Tours provide a range of authentic animated conversations and scenarios and are accompanied by both audio and transcript. A short inter-active Quiz/ Self-Test after each Virtual Tour allows learners to check their learning after each Virtual Tour instant feedback on correct/incorrect answers is provided. In the Do's & Don'ts section students, trainees and language specialists provide practical tips and advice on the destination. A Final Test provides learners with an opportunity to check their learning based on the entire topic.

