

**2. Content-
development**

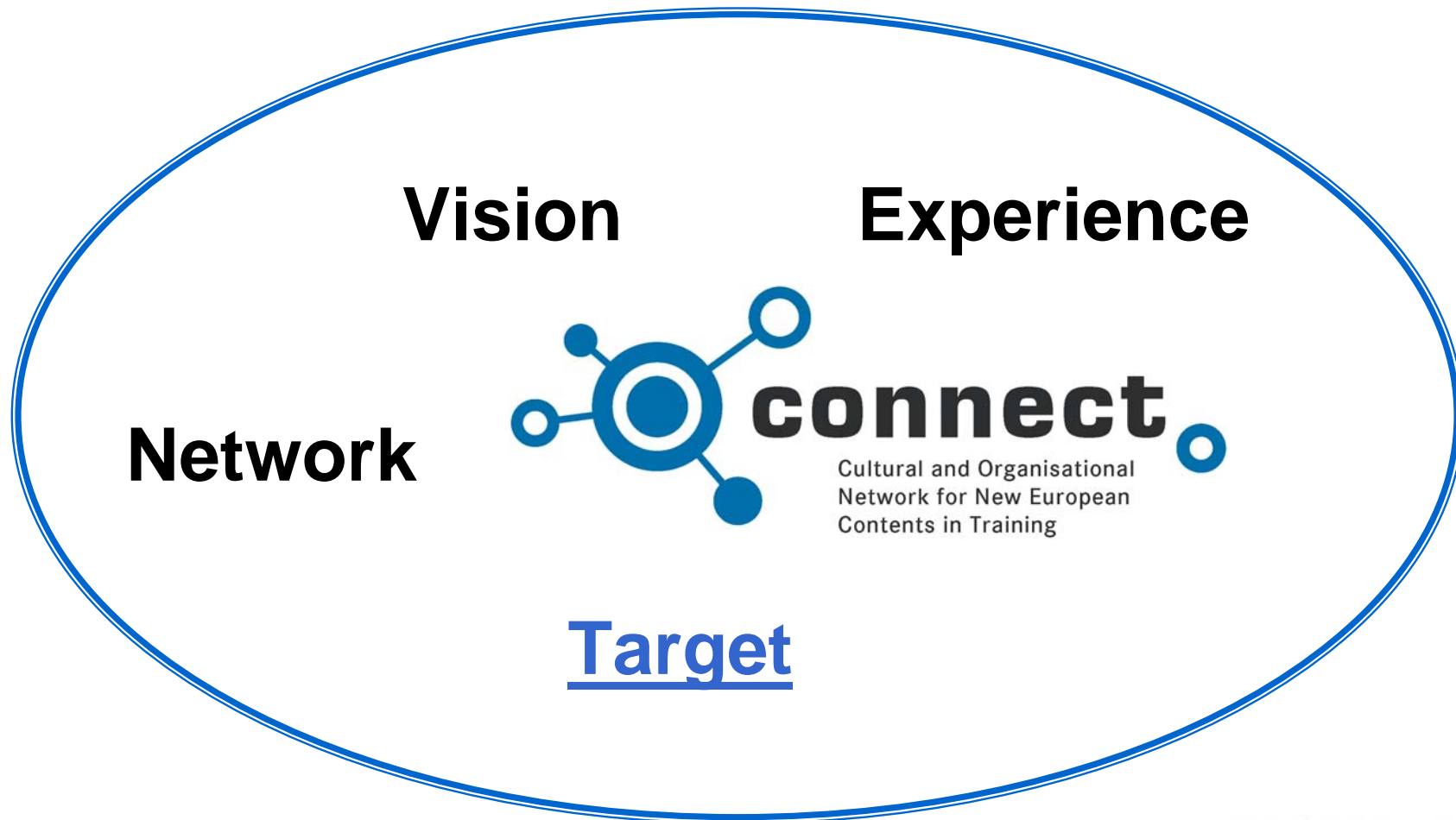
1. Project idea

3. Assessment



4. Key questions

1. PROJECT IDEA



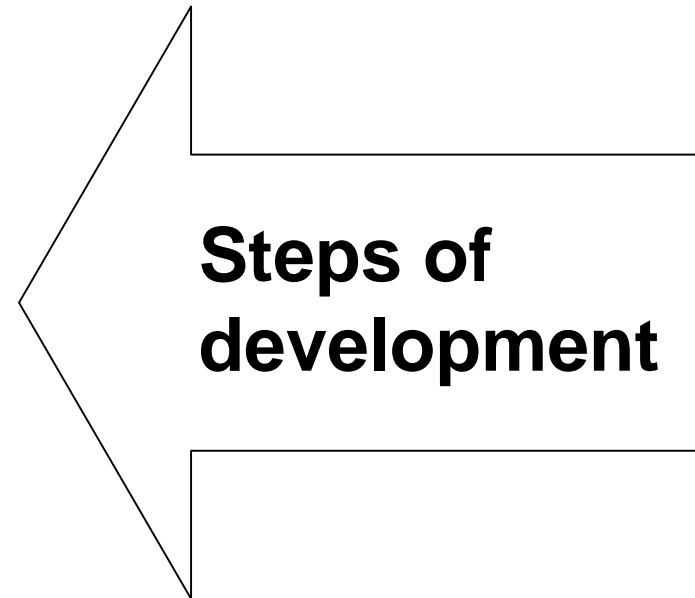
TARGET

To design a recognised course for
acquiring intercultural competence in
vocational education and training



2. CONTENT

- (1) Intercultural
Competence**
- (2) Target group**
- (3) Areas of
professional
activities**
- (4) Competence
profile**
- (5) Modules/Units**
- (6) Methods**
- (7) Formal frame**



2. CONTENT

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- **International Professional C.** (domain-specific knowledge, strategies, routines)
- **Intercultural C. (soft skills)**
motivational attitudes, self-control-system, personal value orientations, social behaviours
- **Language C.**
- **IT- C.**



2. CONTENT – Example

(1) Intercultural Competence

- (2) Target group
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A person showing inter-cultural competence ...

- is open minded, self-confident, curious, active
- understands the difference between stereotypes and values
- incorporates different cultural values in decision-making and problem-solving

2. CONTENT

(1) Intercultural
Competence

(2) Target group

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(5) Modules/Units

(6) Methods

(7) Formal frame

- Students (and their trainers) in the domaine of **wholesale trade**
- Trained in vet-schools **or** in companies
- After compulsory general education
- Age: 16+

2. CONTENT

- (1) Intercultural Competence
- (2) Target group
- (3) Areas of professional activities**
 - (4) Competence profile
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 - (7) Formal frame
- What are the professional activities in which the target group has to perform now and in future interculturally competent?
- Focus on typical, authentic, problem-centered and challenging activities/tasks concerning the wholesale trade



2. CONTENT – Example

- (1) Intercultural Competence
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- Searching for adequate suppliers / customers abroad
- Presenting products / your own company to customers and to the public abroad
- Negotiating with foreign customers / suppliers
- Preparing for a workplace / internship / short-time visit abroad

2. CONTENT

- (1) Intercultural Competence
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- Which competence does the target group need in order to fulfil the identified activities successfully?
- Range of competence:
 - Professional C.
 - Personal C.
 - Social C.



2. CONTENT – Example

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Presenting products to customers:

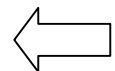
- Professional competence
marketing mix, trade fair
- Personal competence
greeting habits, table manners, small talk rules, dress code, business meetings
- Social competence
communication-rules, team-work

Competencies

Presenting products to customers

Being able ...

- to acquire travel-information politely on phone, in writing and face to face
- to apply different ways people greet and use titles
- to use different information sources finding new business partners abroad
- to decide on products presentation on a trade fair considering consumers' preferences in the target market



2. CONTENT

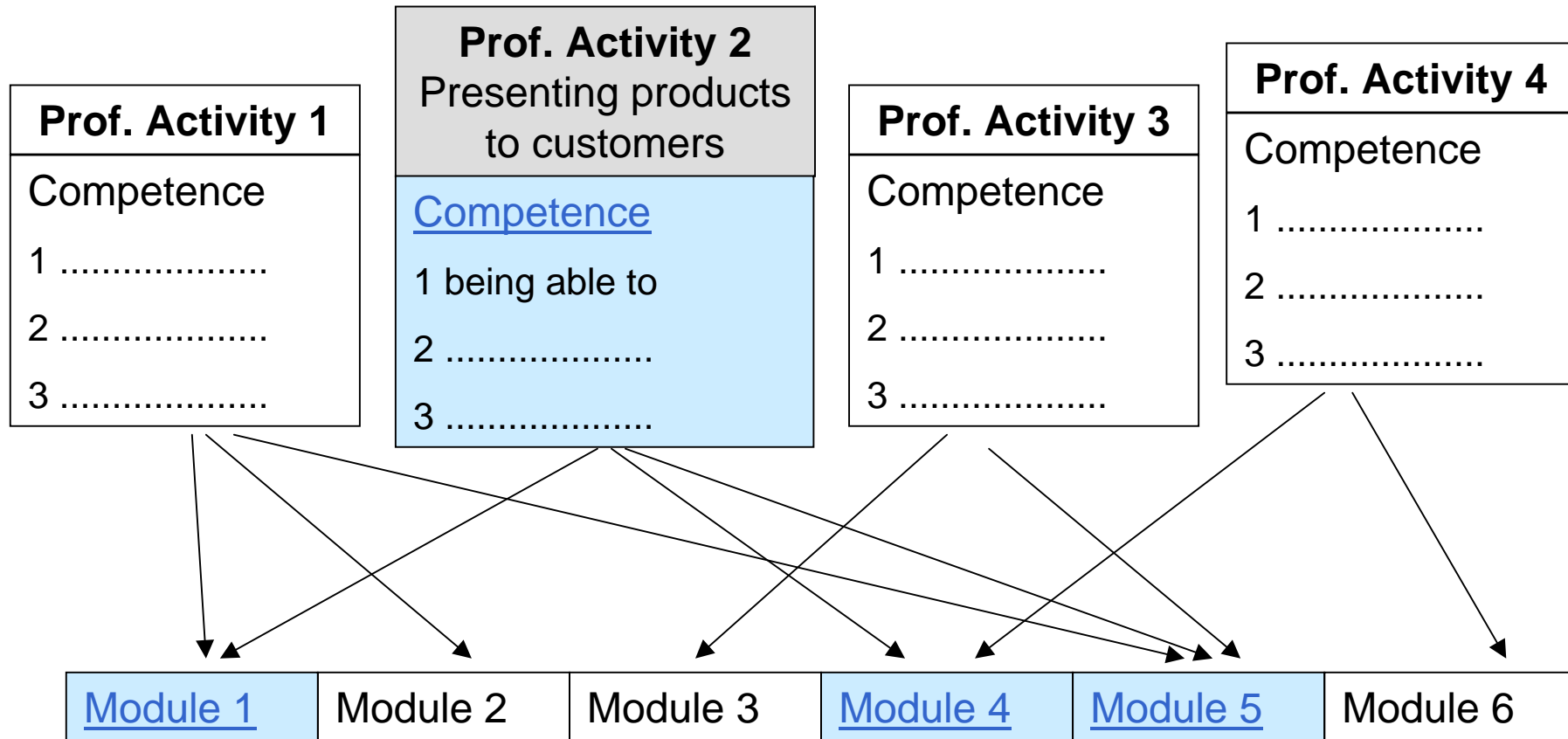
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(5) Modules/Units

- (6) Methods
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- Development of modules/units containing 2 - 6 **learning arrangements**
- Based on the identified activities and the **national curricula**

Allocation of activities and competences to modules



Criteria: existing curricula + didactical reasons

Module 1

Countries information

= managing initial contacts to business partners

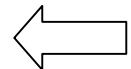
LA1: Talking about the countries

LA2: Getting around in a foreign country

LA3: Eating out

LA4: Adapting to dress codes adequately

LA5: Presenting gifts



Module 4

Business communication

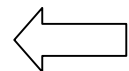
= establishing and developing business contacts in different cultural environments

LA1: Finding business partners

LA2: Developing business relationships by negotiations

LA3: Dealing with the media/press

LA4: Communication at an international trade fair



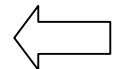
Module 5

International marketing decisions

= identifying market structures, consumer behaviour and distribution channels in European countries and considering these differences in strategic marketing decisions

LA1: Market entry strategies and retail distribution channels

LA2: Planning trade fair activities



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- **Outcome-oriented and learner-centered methods, e.g.:**
 - Students perform roleplays
 - Students produce products
 - Students do presentations
- The outcome shall be typical for and related to the **professional activity**

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- Abstracts provide an overview of the module / unit
- Learning arrangements for the specific teaching process

3. ASSESSMENT

Allocation of credits to a unit / module

(1) Present situation in partner countries

(2) Portfolio

(3) Criteria for rating/assessing the portfolio

(4) National marks

(5) Certificate

- Portfolio contains:
 - Students products/results
 - Students self-assessment
 - Trainers assessment (including tests and examinations)
- Documentation of students performance

3. ASSESSMENT

- (1) Present situation in partner countries
- (2) Portfolio
- (3) Criteria for rating/assessing the portfolio**
- (4) National marks**
- (5) Certificate

- Students perform on different levels
- The competencies are defined on two levels: **advanced and basic**
- Trainer has to assess the portfolio (and adapt it to the national grading system)

3. ASSESSMENT

CONNECT- Approach to ECVET:

- **Partnership** is established; MoU = Handbook
- A **Learning agreement** could refer to (e.g.):
 - Preparation of an exchange program or internship
 - Doing the education (partly) in a partner country
- **Award of ECVET credits:**
 1. Modules/units are focused on a target group and their task/activities
 2. One module/unit contains at least 20 hrs of teaching and aims at 20 hrs self-study
 3. The portfolio is defined: (a) number and kind of products and (b) levels of competencies

4. KEY QUESTIONS

Summary

- (1) Breakdown of a qualification / domain into units should be in strong correlation to the current and future tasks / activities of a target group
- (2) Defining the target group of a qualification / domain is essential
- (3) Assessment criteria should be described on different levels
- (4) Outcome-orientation is necessary

4. KEY QUESTIONS

Summary

(5) How to describe units / modules?

(5.1) Abstract:

- Overview of the whole unit/module

(5.2) Learning arrangement:

- Part of a unit/module
- Overview of the teaching process
- Instructions for trainers and students

FAQ

- Up to which extent the training of intercultural competence (= soft-skills) can change (partly) attitudes learned in 16 years before the course?
- Training is a laboratory – not reality. Can/will a student implement the trained competencies in a real-life-situation?
- Up to which extent, intercultural competence will be compulsory in the national curricula in future?