

## PROJECT MAIN DESCRIPTION

The Lisbon strategy pays close attention to the integration of immigrants in the labour market. The 2007 Lisbon National Reform Programmes (NRP) show that many Member-State authorities rank migration and integration issues among their key policy challenges. Migrants are identified as one of the key target groups for the ESF (European Social Fund) 2007-2013 period and nearly all Member States address immigration in their ESF programme priorities.

Taking this scenario into account, our European consortium proposes to develop INTERCULTURAL COMPETENCES for facilitators (teachers/trainers/managers) and to integrate their implementation with migrants through the teaching process.

Priority 3: Developing the skills and competences of VET teachers, trainers and tutors

Cultural competences can be understood as key competences for Lifelong Learning and are an INNOVATION in the VET sector.

The users will be on one hand the trainers/teachers and on the other managers.

How are we going to generate and classify useful cultural competences in Europe?

We will work in two ways; firstly through the training system and secondly through research in the people management environment. The partnership will create specific resources to managers, trainers, teachers and training professionals. To achieve the intended outputs and outcomes we intend to implement the following project among 6 partners from 5 European countries "Transfer, configuration and development of a cultural competences model and development of a methodological guide for the actors (trainers/teachers/managers) involved in leading learning processes with minority ethnic groups and immigrants."

The project will include 5(work programmes) during its implementation:

- 1.- Needs analysis of the target groups. Check the level of cultural competences among our users (trainers, managers and adult learners) and identify three different diversity strategies models implemented in ES, UK and DE through policy, procedures and practice in the organizations and in the vocational training systems.
- 2.- Translate these different models (and experiences) into cultural competences.
- 3.- Concrete products- durable outputs development. Development of teaching and learning resources.
- 4.- Pilot Project implementation. The partners will use the resources developed and a CD ROM will be edited.
- 5.- Disseminate and communicate the results, journals, workshops. (For example: the partnership has a strong link to ETDF (European Training & Development federation) as a network ([www.etdf.fefd.org](http://www.etdf.fefd.org)).

The learning resources will allow train./teach./manag. to introduce cultural competences and intercultural learning in learning and training centres and in the organizations with creative/innovative tools for working with minority ethnic groups and others. Although there may be a perception that there are already plenty of manuals dealing with diversity management, but our resources will be specifically tailored for development of cultural competences in Vocat. Training Centres and enterprises.

(Following the LLP Guide 2009 Part I: GProv-5C-Generic typology of project results)

Results: 1.-The teaching and learning resources (toolkit/s) as a product and 2.- Methods 3.-Exp..

The teaching and learning resources will be the result of taking into account the experiences and lessons learned from the pilots carried out by all the partners using the shared models, and the final product will be the finalised resource material translated into a methodological guide or toolkit. All the partners will contribute to implementing these resource materials in their respective training centres/organ. during the proj.

The project itself will not re-invent cult. competences but will identify innovative concrete cultural competences. Therefore, the impact of the project on the beneficiaries and the results concreted in the resource material for cultural competences will cover training needs of our users.