

MODULES FOR AN INTERCULTURAL TRAINING IN VOCATIONAL EDUCATION

Noah's Ark

A module for integrating migrants into the labor market





Intercultural Competences in Vocational
Training. Transnational Strategic Partnership
2015-1-DE02-KA202-002520



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

Participating countries



Germany: WEQUA GmbH (Co-ordinator), Verein der Freunde und Förderer des Oberstufenzentrums Lausitz e.V., IHK-Projektgesellschaft Frankfurt/Oder



Greece: General Lyceum Lavrio



Portugal: Escola Profissional, Aveiro



Romania: Colegiul Teknik Energetic, Cluj Napoca



Italy: Formaorienta, Marsico Nuovo/Potenza



Turkey: Iskilip Mesleki ve Teknik Anadolu Lisesi (IMTAL), Iskilip/Çorum



Austria: BFI Oberösterreich, Linz



Czech Republic Soukromá podřipská střední odborná škola a střední odborné učiliště o.p.s. (SPSOS), Roudnice

Published by: ICVET <http://icvet.epa.edu.pt/>



Open license: This document is for free use under the Creative Commons: Attribution-Non-Commercial 4.0 International License. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc/4.0/>. Logos are excluded from free licensing.



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

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



Intercultural Competences in Vocational
Training. Transnational Strategic Partnership
2015-1-DE02-KA202-002520



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

CONTENTS

| | |
|----------------------------|---|
| Introduction | 4 |
| Noah's Ark | 5 |
| Intended Learning Outcomes | 5 |
| Module description | 6 |
| Annex | 9 |



INTRODUCTION

Intercultural Competence is a complex topic fraught with controversial issues. Therefore, it is not easy to measure and assess its effectiveness. It is necessary for students to be taught the key process skills throughout the classes. This means that Intercultural Competences must be integrated into the curriculum. In addition, students must be provided with opportunities for intercultural interactions, like learning or study-abroad opportunities, international interactions, cultural experiences within their communities.

This way, they are expected to develop personal and social skills in order to live and work in an international environment. On the one hand, they learn to listen, observe, analyze, evaluate and interpret so that they gain cultural self-awareness and deep understanding and knowledge of others' world views as well as flexibility, adaptability, empathy and the ability to withhold judgment. On the other hand, they become aware of the relation between language and meaning in societal context, while they gain general openness to intercultural learning and people from other cultures, they behave and communicate effectively in a multicultural environment and they show respect and tolerance when valuing other cultures.

All in all, the expected improvements are a gain of experiences to teach intercultural competences in different national and institutional environments of vocational training and a gain of expertise for teachers in vocational training to teach intercultural competences, based on multinational tested materials.



NOAH'S ARK

By Anca Petriuc & Mircea Apahidean-COLEGIUL TEHNIK ENERGETIC, Romania

Materials

- Flipchart papers.
- Markers.
- Descriptions of problematic situations.
- Whiteboard/ blackboard with the drawing of an ark (whiteboard markers or chalk).
- Laptop and videoprojector (if necessary for the students' presentations).

Number of participants: Variable

The number of participants may vary but it is advisable to have teams of 3 participants in order to encourage team building, and 6 groups (one group for each situation).

Duration

Approximately 1.5-2 hours.

INTENDED LEARNING OUTCOMES

A. PERSONAL SKILLS

After completing the learning module, the students are expected to be able to enhance communication, particularly among those that would not normally work together. In addition, they will reflect on tolerance, learn to keep an open mind, respect different points of view and see things from multiple perspectives. As a result, they will realize the need to respect each other's ideas and mentality and appreciate diversity. This module also helps students develop the ability to express their opinion in front of an audience and to contribute to the completion of a presentation made by the team (as an outcome of their



discussion). Moreover, students will become more familiar with the work environment/ labour market since the problematic situations they need to solve are all work-related.

B. SOCIAL SKILLS

As far as social skills are concerned, the participants acknowledge each others' differences of opinion but still collaborate together to be successful as a team, while managing time effectively to meet deadlines. They also need to be creative - use their imagination to come up with practical solutions to the problematic issues presented and to make a catchy presentation of their conclusions. The students need to overcome prejudice and value diversity in order to be able to work efficiently with others as a member of a group and meet obligations to others. They will take responsibility for their own learning and develop self-motivation to improve the language competence/ foreign language competence.

MODULE DESCRIPTION

The module "Noah's Ark" is meant to develop the students' understanding of other cultures, tolerance and skills regarding the integration on the labour market as well as the ability to work in a team. Faced with various problematic situations at the workplace, the students have to fight prejudice and stereotypes, keep an open mind and come up with practical solutions to achieve integration from three different perspectives (manager, colleague, the person involved/you). This module also aims to develop team work and social skills. It helps the students to become more aware of the work environment and its issues and to develop self-awareness, making them acknowledge their own strengths and weaknesses, both as individuals and as a team.

STEP 1: The participants are divided into teams of 3 and are given the context: "You all work at Noah's Ark, a multinational company, whose activity covers more fields: technical, services, etc. There are more than 1000 employees and sometimes problematic situations appear."



STEP 2: Each group is given a problematic situation and the task. But they need to keep in mind that they have to solve the issue from three different perspectives.

AIM: How would you better integrate this person in the team/ company?

3 PERSPECTIVES: manager, colleague, the person involved/you

SITUATION 1

You are a very relaxed person, always leaving what you have to do for the last minute. Your boss is never certain that the work will be done on time and this causes a lot of stress and frustration for the entire team, whose work is negatively influenced.

SITUATION 2

You are an immigrant, having a different religion and different customs from the other members in your work team. Although you are a pleasant person, you have initiative and qualifications suitable for the position you occupy in the company, your colleagues refuse to talk and cooperate with you.

SITUATION 3

You are a very talkative person and have a hard time focusing on the tasks you are given. You keep behaving like a boss, telling other people what to do without being asked to, which causes irritation and disapproval in the team.

SITUATION 4

You are new in the company, you don't speak the local language, but you can communicate very well in English. You are self-confident and resourceful. However, your team mates refuse to speak English and work with you.

SITUATION 5

You are a very good professional but you are also extremely shy, an introvert, having a hard time expressing opinions and ideas in front of others. This is a disadvantage for the team because you sometimes have solutions for the tasks given but are unable to present your ideas.

SITUATION 6

You are a very good specialist, newly-employed in the company. You are visually impaired (blind) and because of this the others are unsure how to treat you. They prefer to avoid you



and not include you in the team activities, making you feel useless in spite of your qualifications.

STEP 3: The students work in groups and find possible solutions to the situation given. Also, they need to use their creativity and come up with a 5-10-minute presentation of their conclusions (oral presentation, powerpoint, role play, interview, cartoons, etc). At the end of each presentation, the others can ask questions or give personal input.

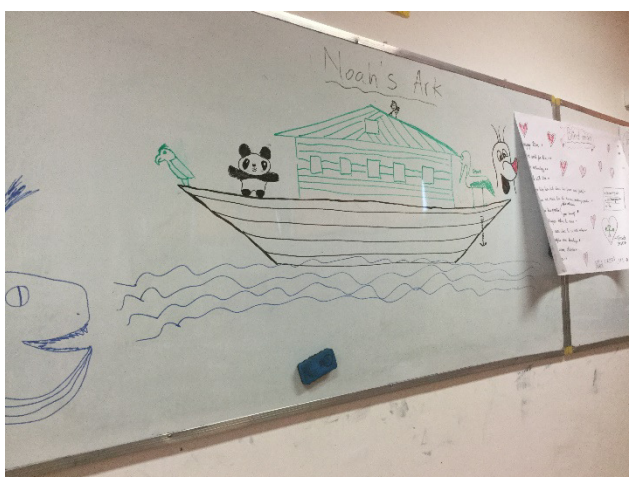
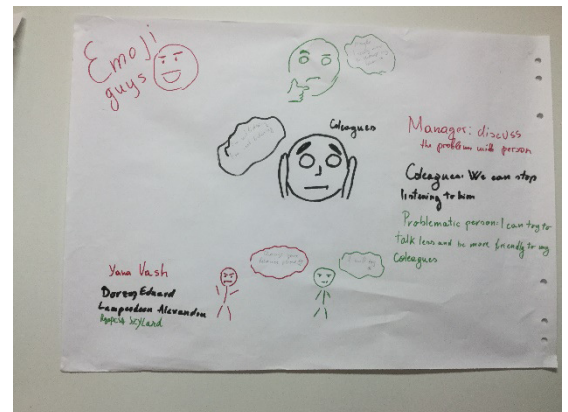
STEP 4: When all the presentations are completed, the groups are asked to think for a few minutes about an animal (or more, if they can) that has similar characteristics to the situation they had to deal with and give arguments for their choice. In the meantime, the teacher draws an ark on the whiteboard/blackboard. After the discussion about the animals chosen, the groups are invited to place them (=draw) on Noah's Ark.

Noah's Ark activities

TRANSNATIONAL WEEK IN ROMANIA (19th -24th November 2017)



How to integrate a shy co-worker in a professional environment.





Intercultural Competences in Vocational
Training. Transnational Strategic Partnership
2015-1-DE02-KA202-002520



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

Participating Schools/Organizations



BFI Oberösterreich: <http://www.bfi-ooe.at/bfiweb/>



Podřipská škola

SPSOS, Roudnice: <http://www.podripskaskola.cz/>



WEQUA GmbH: <http://www.wequa.de/>



Verein der Freunde und Förderer des Oberstufenzentrums Lausitz e.V.:

<http://www.oszlausitz.de/>



IHK-Projektgesellschaft mbH
OSTRYA YDCK BUKJE

IHK- Projektgesellschaft: <https://www.ihk-projekt.de/>



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Υπουργείο Παιδείας και Θρησκευμάτων, Πολιτισμού και Αθλητισμού

General Lyceum of Lavrio: <http://blogs.sch.gr/lyklavri/author/lyklavri/>



Formaorienta: <http://www.formaorienta.org/>



Escola Profissional Aveiro: <http://www.epa.edu.pt/>



Colegiul Teknik Energetic: <http://www.energetic-cluj.ro/>



Iskilip Vocational High School: <http://iskilipeml.meb.k12.tr/>