

Competence Framework

Product no. 3

PROGRAMA LEONARDO DA VINCI

Proyecto: "Transfer, configuration and development of a intercultural competences model and a methodological guide for the actors (trainers/managers) involved in the Ethnic minorities/immigrants learning process"

ES/09/LLP-LdV/TOI/149030

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Intercultural Competence Framework for VET

Introduction

- The purpose of this document is to create a Competence Framework to be used in Vocational Education and Training (VET) environments in Europe. Here, the vocational education and training environment is assumed to include:
 - organisations and practitioners involved in facilitating access to and participation in VET through provision of information, advice and guidance/counselling and
 - organisations and practitioners involved in recruitment into employment.
- This competence framework is intended to be a first step in creating a “Learning Guide” of Intercultural Competences to be tested in the framework of the Leonardo Project “Transfer, configuration and development a intercultural competences model and a methodological guide for the actors (trainers/managers) involved in the Ethnic minorities/immigrants learning process” (ES/09/LLP-LdV/TOI/149030)
- The framework is based on a selection of the competencies described in CILT¹’s National Occupational Standards² for Intercultural Working, developed in the UK. The standards are intended to support people to develop their skills and knowledge to work effectively with people from different countries or diverse cultures.
- At a basic level, the NILE³ methodological guide defines intercultural competence, as ‘the ability to successfully communicate with people from a range of cultures’.
- In the VET context, this communication takes place in different situations and

¹ CILT – the National Centre for Languages, UK

² National Occupational Standards are formally recognised as the basis for VET qualifications in the UK.

³ Implementing Intercultural Learning Activities – a methodological guide – produced by the Network for Intercultural Learning in Europe (NILE) project (2008) funded under the Grundtvig strand of the EC’s Lifelong Learning Programme. See www.intercultural-learning.net



environments, between different individuals with different roles; and in different formats and forms. This is reflected in the proposed Competence Framework.

Quick Overview

- An 8 Competences Model is proposed:



The competence model proposed by the Leonardo project ICLL, consists of 8 groups of indicators for competent practice associated with vocational education and training environment practitioner roles. This model focuses on three specific roles: “advisor”, “trainer” and “recruiter”.

Three VET Roles



The **advisor** (also referred to as career guidance worker or counsellor), is somebody that gives information, advice and guidance to support career/labour market orientation. This can be provided on one to one basis or to groups of people.

The **trainer** (as well as teacher and tutor) is the person involved in facilitating vocational learning process that can take place in different learning environments, including workplace.

The “**recruiter**” is the professional that recruits or selects workers for specific jobs on behalf of employers or directly for his/her own organization. This can include staff in recruitment agencies, human resources practitioners and managers.

All these roles are associated with sets of competences, some of which are shared, that practitioners require to perform successfully in their jobs. These roles are carried out in an increasingly intercultural context, which involves working with new migrants and people from minority ethnic background. The DMLP identifies competences that are necessary for an interculturally competent VET practice.

Competences

Self-awareness

You are interculturally competent if you...

- Recognise your own values, beliefs and cultural conventions and how they affect your perceptions and expectations in work situations.
- Actively seek to understand how your values, beliefs, cultural conventions and language use appear to other people.

Challenging stereotypes

You are interculturally competent if you...

- Base your opinions of people on your own interaction with them rather than on common perception, stereotypes, their accent or their appearance.
- Challenge and adapt your own assumptions about the behaviour of people from different countries or diverse cultures.
- Challenge any stereotypes, prejudice or racism expressed by other people about yourself or others
- Base your decisions to recruit, advise, teach, employ or promote people on their potential to undertake the learning programme or do the job rather than on accent or appearance, stereotypes or prejudice, out-of-date information or commonly held but incorrect perceptions of their skills and work ethics.

Communication

You are interculturally competent if you...

- Communicate in ways that can be understood by the people from the countries or cultures you are working with.
- Recognise how your use of language, body language, gestures and tone of voice may appear to people from different countries or diverse cultures and of how theirs may affect your perceptions of them.
- Reflect on the impact of your behaviour and use of language when working with people from different countries or diverse cultures and adapt them to improve results in the future.
- Implement communication strategies that are right for the situation and that take account of the diversity of language and culture of the people involved.
- Identify any language skills needed and where support can be sourced most effectively

Flexibility

You demonstrate intercultural competence if you...

- Make enough time and effort and respond flexibly and positively so that your working practice engages and includes people from different countries or diverse cultures.
- Work in ways that balance other people's expectations of you with the need to achieve organisational objectives.
- When recruiting people use selection procedures that do not require more skills than are needed to participate in the learning programme and/or to carry out the job and that recognise education, training, skills, experience and qualifications gained in other countries.
- When delivering training, manage the learning/training group in a way that meets group objectives while showing flexibility towards individual members' cultural needs.
- When providing advice (career guidance/counselling) work with your clients in ways that recognise education, training, skills, experience and qualifications gained in other countries

Networking

You demonstrate intercultural competence if you...

- Build relationships with, and signpost to, organisations that can support people from the countries or cultures you are working with and understand the importance of recognising role of other agencies for provision of integrated support and maintaining professional/organisational boundaries
- Build relationships with people who can provide you with resources, information and support in carrying out your role in an interculturally competent way
- Get the support you need to resolve issues caused by intercultural tension or misunderstanding.

Intercultural Team Management

You demonstrate intercultural competence if you...

- Apply equality of opportunity to all workers and communicate this in ways they can all engage with
- Expect team members to respect each other's values, beliefs and cultural conventions and to value the contributions of all team members.
- Motivate the team to work as a team, explore common ground and achieve an atmosphere of mutual acceptance and purpose.
- Develop a working culture that balances the cultural needs and expectations of all team members.
- Make sure all team members are inducted into the working culture and have the skills and encouragement to continually assess their interaction with their colleagues from different countries or diverse cultures.
- Use the skills, experiences and contributions of all team members to the benefit of the team when planning and carrying out work.

Change Management

You will demonstrate intercultural competence if you...

- Identify and remove barriers that may stop people from different countries or diverse cultures working or learning effectively.
- Induct, train and support people from different countries or diverse cultures to help them adapt and maximise their learning, productivity, effectiveness and understanding.
- Manage the expectations and perceptions of existing staff and arrange for any necessary training or ongoing support that is needed to achieve the effective recruitment and inclusion of employees, learners from diverse cultural backgrounds
- Deal with things that go wrong that are caused by different cultural expectations, miscommunication, misunderstanding or racial tension and minimise their impact on ongoing service delivery, getting support when you need it.

Service orientation

You demonstrate this competence if you...

- Expect those involved in service delivery to respect and understand service users' values, beliefs and cultural conventions and to value them as learners, clients, employees, colleagues or partner organisations' representatives.
- Encourage those involved in service delivery to continually assess their interaction with service users from different countries or diverse cultures and make sure they have the skills to do so.
- Encourage those involved in service delivery to respond flexibly and positively and solve problems so that the service meets the needs of service users from different countries and diverse cultures.
- Maintain the same high standard of service for each service user.
- Check that service users are satisfied with the service and resolve differences between their needs and the service offered so that it attracts and does not discriminate against the people you are providing services for.