

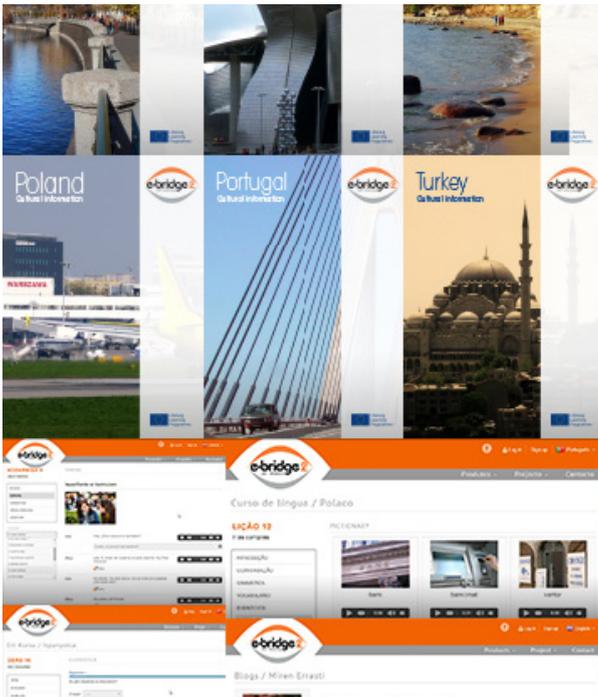
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Supporting the Mobility of  
VET Students in Europe

## E-bridge2 Products ready to use



E-Bridge 2 partnership prepared during last ten months the main didactical products expected in the project. Now, they are ready to use. Basically, they are:

- e-Learning Portuguese, Polish and Latvian, Spanish language courses especially adapted to needs of VET students in mobility and additional linguistic supports;
- Mobile Apps offering “just-in-time” language support in daily life situations;
- On line didactical and informative resources about cultural issues related with everyday life, culture and the work environment in Spain, Portugal, Poland, Latvia, Czech Republic, and Turkey.
- A e-Community oriented to the intercultural exchange and social learning, allowing the end users being active part in the learning by providing, updating and completing e-learning contents and informative resources.

The on line languages courses and cultural contents are available on line in <http://www.ebridge2.eu>. Mobiles Apps can be downloaded for free from Play Store and Apple Store. e-Community can be reached on the website of the project and on <https://www.facebook.com/ebridge2.eu>.

The learning materials on languages and culture proposed by E-bridge 2 VET Mobility aim to provide a comprehensive on-line assistance for EU VET students and apprentices dealing

with mobility, that just is considered a solution to overcome language barriers as well as to develop self-confidence, adaptability, a sense of responsibility, employability and intercultural competence.

They face to solve problem of the lack of competences in foreign languages and of intercultural skills of VET students that is a common problem in all Europe.

E-bridge2 products are developed just to provide training and informative resources on foreign languages and cultural diversity to help VET mobility programs. They could be used by VET schools and Mobility Agencies to offer a better preparation of their students before departure and as support during their stage abroad.

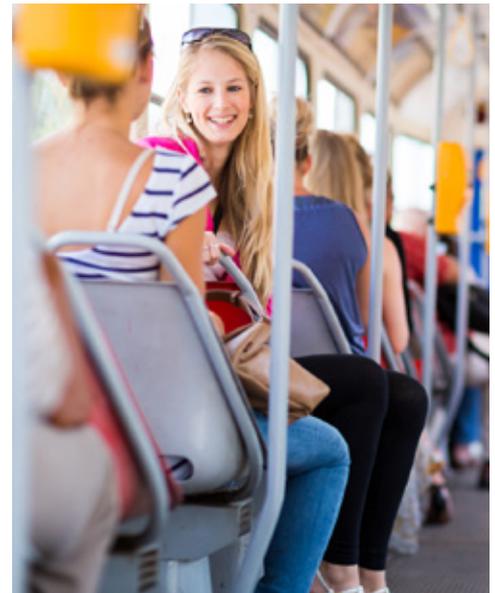
It is expected too they will contribute to diversify the actual tendencies of European Mobility, actually very centered between countries with similarities in their languages – that is the case of Spain and Portugal– or with preference for United Kingdom due English is the most extended language. In this sense, E-bridge 2 VET Mobility is trying to stimulate and facilitate mobility contacts between Iberian countries and new EU Member and Turkey, enlarging the European dimension of the Mobility.

# Global International Competencies with EB2 Products

All E-Bridge 2 products have been developed with the aim to increase the linguistic, cultural and international competences of VET Students.

Spending a period of time abroad encourages foreign language learning and boosts personal development and self-confidence, especially as the placement is sometimes the participant's first stay in a foreign country. But the constant globalization of the economy makes imperative to be global ready. In terms of competencies that means, according job seekers interviewed in the Michigan State University "Recruiting Trends" report, to have geographic awareness and global understanding" as the primary "new competencies critical to future success".

The benefits to provide to VET students these competences go hand-in-hand with the development of an enhanced sense of European identity and citizenship, which results in an individual being better equipped to make the most of the potential of the wider European labour market.



## Competencies Description

According Sandra L. Russo and Leigh Ann Osborne (The Globally Competent Student, Michigan ST. 2010), the main competencies could be considered in global competent students are:

Competence	Description
<b>A diverse and knowledgeable worldview: strategic international thinking</b>	The student no longer views the world through a single cultural lens and is able to identify and appreciate various viewpoints. While the globally competent student recognizes and values cultural differences, the student is also aware of the growing interconnectivity of the world and of the necessity of his/her ability to function within it.
<b>Comprehension of international dimensions of his/her major field of study</b>	While some disciplines may appear to be immune to the need for internationalization because they are deemed international by nature (e.g., Anthropology) or produce the same results regardless of culture or location (e.g., Physics), the globally competent student recognizes the need for the individual within the discipline to be internationally aware.
<b>Effective communication effectively another language and/or cross-culturally</b>	English is often considered the world's dominant language, it may not always, nor should always be the case. The case can be made for three types of language and communications competencies: at the specialist level, at the general proficiency level, and at the cross-cultural communication level.  The globally competent student recognizes that knowledge of a foreign language opens the door to a more in-depth understanding of the cultures and peoples associated with that language. As a result of foreign language competency, even if fluency is not fully achieved, the student gains basic cross-cultural communication skills by learning about other countries and cultures.  Due to the lack of emphasis on foreign language acquisition at the elementary and secondary levels, achieving cross-cultural communication competency may be one of the most challenging competencies for a student to gain.
<b>Exhibition of cross-cultural sensitivity, knowledge and adaptability</b>	The globally competent student exhibits both cross-cultural sensitivity and adaptability because s/he takes advantage of opportunities to interact with diverse individuals. The abroad experience that not only uproots the student but also immerses him/her within the host country's culture is critical to the development of global competence. While immersed in another culture, the student has perhaps the greatest opportunity to assess his/her own assumptions about the world and his/her own culture. Upon return, the student can no longer view the world only through one lens and builds his/her conceptual framework.
<b>Ability to carry global competencies throughout life</b>	The globally competent student builds upon this established framework throughout life.

## Language Courses: Spanish, Portuguese, Polish and Latvian for VET Students



The core of the project is just to enable on language skills to facilitate the mobility. But, the approach is innovative in the sense that is considering to promote among VET students and apprentices to learn other languages different that English, languages that are less extended and spoken in the whole Europe. It will be to a sample of how to use languages learning to promote, especially among Spanish and Portuguese students and apprentices, other mobility destinations in new or future EU countries, less known and demanded in mobility exchanges.

At the same time, Spanish and Portuguese will be proposed too as a key languages for students and apprentices of new EU countries participating in the project – Poland, Latvia and Czech Republic - and Turkey, to increase their interest to have work learning practices stages in Iberian countries, an like this, contribute too to diversify their mobility and exchanges between these destinations.

It is for that the main product of E-bridge 2 VET Mobility is a set of basic level language courses: Spanish, Portuguese, Polish and Latvian. However, a language course is not enough. For VET students and young apprentices moving abroad, everyday situations, understanding cultural specifics or becoming familiar with job environment aspects are important.

The courses focus on the recognition, interpretation and analysis of daily life and work situations in Spanish, Portuguese, Polish and Latvian, according to the purpose of a text, figures of speech and specific vocabulary. Students are introduced on the basic of this languages and the effective use of vocabulary and sentence structures.

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Daily life and working environment are the key issue of the Language Courses developed by E-Bridge2 VET Mobility. Each language course is divided into several areas of knowledge: starting with a brief presentation of the Country in the first module and finishing with some concepts about its working, cultural and social life. Two modules focus on the country itself and on the person (background introduction). In the others modules, students will learn how to identify and interpret styles and strategies in 16 different and main areas like: Transportation, Self-presentation, Accommodation, Food, Shopping, Worklife, Healthcare and social security, Emergencies, Cultural and social life. These fields of knowledge are used daily in routine communicative exchanges.

In each lesson of the course four types of learning can be clearly distinguished, depending on the learner's ability to:

- know (pure theoretical knowledge) – Grammar and Vocabulary.
- know-how (specific circumstances in which it is used) – Dialogue.
- show-how (ability to use knowledge and skills) – Exercises.
- do (integration course objectives in everyday work) – Pictionary.

Particular lessons cover the following topics:

1. Country introduction and self-presentation
2. Travelling
3. Arriving, Travelling and Transport use in each destination country.
4. Short and long accommodation: staying in a hotel, living in a flat.
5. Food shopping and eating habits.
6. Shopping
7. Telephone and Internet Services
8. Work Learning Practices Environment
9. Social life and relationships
10. Health and emergencies

The courses contain multimedia didactic materials, as well as exercises and simplified grammar contents (level A1). According to the objectives of the project, in order to diversify the VET practices destination, the didactic contents of Spanish and Portuguese Language courses are available in four languages: Latvian, Polish, Czech and Turkish. The didactic contents of Polish and Latvian Courses are available too in Portuguese and Spanish.

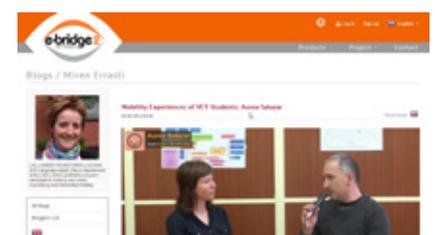
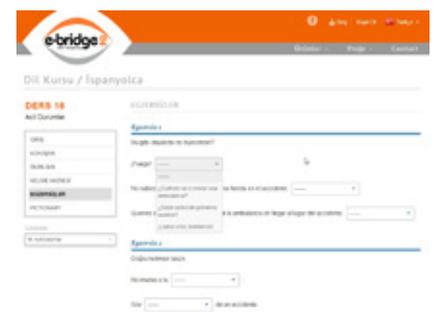
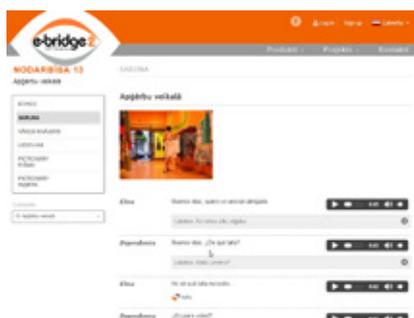
The pedagogical, based on CLIL (Content and Language Integrated Learning) methodology and IML (Integrated Micro Learning) has been implemented in the development of these courses, connecting language with cultural didactical contents to understand the work environment and daily life situations. All the contents have been adapted to concrete needs of mobility every day experiences of Initial and Middle Degree VET students and apprentices participating in working stages abroad to complete their education with short period of practices in companies.

CLIL supposes “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” and has become firmly established as an innovative form of language-enhanced education. The Content and Language Integrated Learning means that the students can use a foreign language in the natural environment, because they speak/use a foreign language in order to handle the tasks during they are learning about another subject.

Micro-learning methodology deals with relatively small learning units and short-term learning activities and is used in supplementary learning resources providing application opportunities in multimedia exercises, or giving just-in-time support (in the case of E-Bridge2 Mobile Apps).

By combining both approaches, we expect to:

1. Engage learners in the process of learning.
2. Encourage to look for informal and non-formal learning methods.
3. Develop knowledge and skills of learners.
4. Motivate to continuous learning



## Survival Guides in Mobile Apps



20 Mobile Applications, 5 related to each language course, have been developed to support VET students in the daily life situations during their work learning practices abroad. Their aim is to provide just-in-time help in VET students' stay abroad, while sightseeing, in a restaurant, visiting doctor, at workplace or making friendships.

Each app contains a concentrated language lesson in that could be used as conversation guide in most common situations:

- Mobile App Travel is a support to get by in the airport and the metro and to buy train tickets.
- Mobile App Accommodation is aimed to communicate and solve usual situations when are needed accommodation services.
- Mobile App Work is a guide on how to communicate at work basically: introduce yourself, ask questions or ask for help.
- Mobile App Health will help to explain to the doctor, to get medication in a pharmacy or know how to notify emergency services.
- Mobile App Restaurant will be very useful to communicate with typical questions and answer that could be made during a restaurant service.

Each five Mobile Apps has been developed in Spanish, Portuguese, Polish and Latvian with interfaces translated in Turkish and Czech too. They offer conversation guides, useful vocabulary and interactive exercises.

Apps are available for all more popular mobile devices, both for iOS and Android, and could be downloaded for free from Google Play and Apple Store. It is possible find too the link to them in [www.ebridge2.eu](http://www.ebridge2.eu).



## Cultural Info: key to understand other EU countries

Have experience about how to live and work in other EU countries

Cultural guides are an important product of E-Bridge 2 VET Mobility project. They have been conceived as useful and practical info for VET students learning, living and working abroad. It is expected they can ensure knowledge about cultural diversity of European countries participating in the project and stimulate VET students to select these destinations for their working training practices and apprenticeship.

Contents of these guides are dealing with the culture, the daily life and working environment in Spain, Portugal, Latvia, Poland, Czech Republic and Turkey. They include practical information about the country, places to visit, transportation, shopping, health, accommodation, food, social uses, work culture or job search in these destinations. It is useful information to help in VET students in their mobility experiences.

All the guides are translated in the languages related to the objectives of E-Bridge 2 VET project, trying to stimulate the flow of VET students of each country to less known countries participating in the project:

- Cultural info of Spain is available in Latvian, Polish, Czech and Turkish.
- Cultural info of Portugal is available in Latvian, Polish, Czech and Turkish.
- Cultural info of Latvia is available in Spanish and Portuguese.
- Cultural info of Poland is available in Latvian, Polish, Czech and Turkish.
- Cultural info of Czech Republic is available in Portuguese and Turkish.
- Cultural info of Turkey is available in Portuguese.

But all are available too in English, in order they can be useful for other targets in Europe.

All the guides can be downloaded in pdf format from <http://www.ebridge2.eu>, by selecting previously the wished consultation language in the interface of the website and drop down the main menu. They can be downloaded to mobile devices too by following links included in the Mobile Apps.

The courses focus on the recognition, interpretation and analysis of daily life and work situations in Spanish, Portuguese, Polish and Latvian, according to the purpose of a text, figures of speech and specific vocabulary. Students are introduced on the basis of these languages and the effective use of vocabulary and sentence structures.



### Cultural info about Spain, Portugal, Latvia, Poland, Czech Republic and Turkey

- Country introduction
- Transportation and travelling
- Shopping
- Workplace
- Work regulations
- How to behave at work
- Eating outside
- Sightseeing
- Social behaviour
- Work culture
- Emergencies

## Warsaw and Prague received E-Bridge 2 partners



The 3rd and 4th transnational meetings of E-Bridge 2 VET Project were held in Warsaw and Prague in October 2013 and March 2014, respectively.

The 3rd meeting was focused to present, revise and discuss the results of works done during the previous months. On line Language Courses of Spanish, Portuguese, Latvian and Polish, were presented by each partner and jointly revised and discussed. Several changes and improvements, as to add a Pictionary, were adopted, as well as a new timeline to prepare both missing and new contents.

Cultural Information contents were revised too and a work program was agreed to finish them and their respective translation and edition. Definitive contents and structure of Mobile Apps were defined. Main functionalities of e-Community were decided too.

Finally in this moment of the project, co-ordination between contents production and technical development were a crucial issue, due that it was necessary to prepare during the meeting a very specific work plan to continue project's work.

The 4th meeting was focused to present the beta version of developed e-Bridge 2 products, which were analyzed in a joint discussion by all the partners. Several updates and improvement were agreed, mainly concerning functionalities of the new EB2 website containing all the results and products.

Exploitation and validation activities were another of the main topics of the meeting. The main orientations for a Internet SEO campaign were detailed and adopted, as well as the guidelines to carry out validation activities with VET students, VET teachers and stakeholders. A common methodology will be developed and used by all the partners and the results of validation activities will be include in a Validations Report, available in September 2014.



## eBridge2 VET Mobility Partners



ITURBROK S.L.  
(Spain)



LHL / Lanbide Heziketaren Lagunak  
(Spain)



MESCOMP S.A  
(Poland)



Spāņu Kultūras Centrs Sēneca  
(Latvia)



ALETHEIA s.r.o.  
(Czech Republic)



Centro Europeu de Linguas  
(Portugal)



Projinal Education Consultancy  
(Turkey)



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