



INTERNATIONAL ENTREPRENEURSHIP

A comparative analysis of **existing innovative and relevant training resources** in initial, continuous training and further/higher education.

November 2008



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Education and Culture DG

Lifelong Learning Programme

Colophon

INTERNATIONAL ENTREPRENEURSHIP

A comparative analysis of existing innovative and relevant training resources in initial, continuous training and further/higher education.

The comparative analysis is carried out by:

AGEFA PME, Association de Gestion de Formations en Alternance pour les Petites et Moyennes Entreprises, France

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Foreword

In many existing VET-programmes in the different partner countries, even the ones for international trade, the relative proportion of international experience is extremely little. To gain international trade experience, it is often considered to be sufficient to work in an 'international' enterprise, that is an international trade company, based in the trainee's own country and/or an international company of which the head office is based in another country.

Of course, this type of experience will be sufficient for the jobs in such companies, but it is questioned by this project if it is sufficient to develop the competences of international flexibility, creativity and mobility, which the economic globalization and European integration call for.

INTENT intends to formalize the acquisition of these competences, by defining the needs of international companies, resulting in a certifiable unit covering them, plus an accompanying training programme and assessment and certification procedures and criteria.

This report describes the results of a survey on Intercultural Intelligence and entrepreneurial competences in International Business which was a part of the second work package of the LEONARDO DA VINCI project INTENT. The goal of the research was to gather data to obtain more insight about different aspects related to the Intercultural Intelligence situation and entrepreneurial competences as well as what trainings exist in the partner countries in this area yet.

P. Mare

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Project manager INTENT



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Executive summary

This survey was focused on the detection of existing trainings in the education systems of the partner countries to perform international business tasks better and gain a first approach about the learning outcomes, the teaching approach, the training of the trainers, the assessment methods which are used in the areas of Intercultural Intelligence and entrepreneurial competences. It was also important to know the assessment of the expert who presented the training program about the strengths and the weaknesses of this program.

The study was carried out by means of a framework and methodology guidelines. Participants were recruited by using contacts from partners in the INTENT project. All of the partners gave the framework and the methodology guidelines to qualified authorities, schools directors, trainers, experts in order to receive an overview of existing trainings in the area of Intercultural Intelligence and entrepreneurial competences. We found trainings in the higher Education, in the adult training and in the initial training. Some partners had some other examples about Intercultural Intelligence and entrepreneurial competences out of the typical education system. We received 82 productions.

With this survey, we wanted:

- to have a state of art about the training (IVET and CVET) in the field “Intercultural Intelligence” and “international entrepreneurship”,
- to have enough information about the Knowledge, the Skills and the Competence necessary for the profile, Work Package 3,
- to have a good preparation to create pedagogical resources/tools for the Work Package 4.

A lot of responses were related to continuous training and only a few were related to initial training. This argues for a need for the promotion of international entrepreneurship with the focus on intercultural intelligence in initial training.

As other main results, we can write that we received relevant data for creating a unit (the essential aim of INTENT Project). Particularly we have enough information about the Knowledge, Skills and Competence. Annex C corresponds to a classification in KSC which we did with the productions of each partners. In order to create a unit and before a profile, it's necessary to see all of the results of the Work Package 2: the theoretical research, the survey about the needs of the company and this report.

Relevant data for building a training program: we have a large range of contents about Intercultural Intelligence and International Entrepreneurship, a possible pedagogical approach (with methods, tools, resources, duration, E-learning, etc.) and an idea about the profile of the trainers (their background, their training, etc.)

Introduction

Context

The research is part of the Leonardo da Vinci project INTENT, Work package 2. Project partners from the eight partner countries (Netherlands, France, Belgium, Portugal, Germany, Italy, Romania and Slovenia) have done the analysis in order to create a sound basis of original data for developing

- a set of shared 'international entrepreneurial competences' and learning outcomes for EU-citizens, focused on Intercultural Intelligence in international trade, to be implemented in national qualification structure;
- an internationally transparent, competence based unit profile for an 'international entrepreneur';
- a competence based training package based on the unit profile, directed at the allusion of the 'international entrepreneurial competences' with the focus on Intercultural Intelligence;
- a set of guidelines for international and national sector validation and certification.

The focus of the analysis was to get an overview of existing training resources in partner countries in entrepreneurship and Intercultural Intelligence (intercultural communication/cross cultural interaction skills/cultural awareness programs), particularly, any training that exists to develop soft skills (i.e. attitude, mindset, behavior which impacts performance and results).

Target groups

Our target groups are Initial training in training centres or companies. But we needed also Information about innovative and interesting methods that exist in continuous training and further/higher Education. This information could be used as a relevant input for the definition of the unit profile and the training programme of an international entrepreneur.

Partner guidelines

In order to guarantee quality control and homogeneous results for the targets chosen, a set of guidelines was developed to accompany this part of the work.

We used a framework to have information on:

- the training courses (structure, time, etc.);
- the curriculum outline;
- the teaching/facilitation methods used;
- tools/resources/teaching materials;
- assessment methods.

The guideline and the format for analysing these information in included in Annex A.

The criteria to choose pertinent training programs were the following:

- The training programs had to be explicit (i.e. formalized training not vague mentioning of intercultural or entrepreneurial competence);
- The priority has to be given to trainings which aim to develop “soft skills” or behavior change (i.e. self awareness, own culture awareness, increased autonomy/personal responsibility, risk taking, etc.);
- Focus on “innovative” programs. This criterion is generally difficult to determine because what appears to be innovative in one country is not necessarily in another.

1 Objectives and research structure

The objective of this survey is to have an overview of existing training in partner countries in international entrepreneurship and in Intercultural Intelligence (Intercultural communication/cross cultural interaction skills/cultural awareness programs), particularly any training that exists to develop soft skills (i.e. attitude, mindset, behavior which impacts performance and results).

The framework which we used was done with the aim to have large information about existing trainings in our 8 countries in the fields “Cultural Intelligence” and “International Entrepreneurship”

The asked information was:

- a general description of the presented training;
- the learning outcomes;
- the pedagogical approach;
- the evaluation/assessment;
- the training of the trainers;
- additional Information;
- strengths and weaknesses.

The Annex A of this report is the information sheet which all of the partners received in order to give this information and the methodology guidelines in order to fill in this framework.

With this survey, we wanted:

- to have a state of art about the training (IVET and CVET) in the field “Intercultural Intelligence” and “international entrepreneurship”;
- to have enough information about the Knowledge, the Skills and the Competence necessary for the profile, Work Package 3;
- to have a good preparation to create pedagogical resources/tools for the Work Package 4.

2 The partner country studies

We received productions from each partner: 82 presentations of training programs with the principal topic is Intercultural Intelligence or International entrepreneurship.

We decided to have some criteria for choosing pertinent training programs:

- The training programs had to be explicit (i.e. formalized training not vague mentioning of intercultural or entrepreneurial competence);
- We gave the priority to trainings which aim to develop “soft skills” or behavior change (i.e. self awareness, own culture awareness, increased autonomy/personal responsibility, risk taking, etc.);
- And perhaps the most important criterion: we wanted to have information about “innovative” programs. This criterion is generally difficult to determine because what appears to be innovative in one country is not necessarily in another.

Thereby we decided to do a classification between:

- the training programs from IVET;
- the training programs from CVET;
- the training programs from the higher education;
- other examples of training in the intercultural and entrepreneurial domains.

The last category was useful because some partners had some other examples about Intercultural Intelligence and entrepreneurial competences out of the typical education system.

The answers of the partners:

	DE	BE	FR	IT	NL	RO	SL	PT
I-VET			3		1	1	3	3
C-VET	30*	3	3	15	1		1	6
Higher education	1	1					1	1
Other examples		1	3	2	1			1

In this part of the report we have all of the productions of each partner. The productions are classified in 4 categories:

- the training programs from IVET (Annex B.1)
- the training programs from CVET (Annex B.2)
- the training programs from the higher education (Annex B.3)
- other examples of training in the intercultural and entrepreneurial domains (Annex B.4)

* In Annex B.2 you will find a summary of these 30 resources.

3 Conclusions

We wanted to have a state of art about the training (IVET and CVET) in the field “Intercultural Intelligence” and “international entrepreneurship”.

This state of art is:

- we received a lot of answers in CVET,
- but only a few answers in IVET. *These answers in IVET were often not very explicit. These training programs were drowning in all embracing units or uncollected in different units. We observe that we have a lack about assessment methods. But as positive aspect we have to notice that the teaching approach and the methodology are interesting for the next steps of the project. This methodology doesn't have to stay marginal.*
- As conclusion: it's a justification of the INTENT project. *Indeed this state of art confirms the assumption that there is a need to develop Intercultural Intelligence and International Entrepreneurship based on the detailed objectives of the INTENT project and can provide the basis for designing adequate tools in the process of the further implementation of the project.*

As main results, we can write that we received relevant data for creating a unit (the essential aim of INTENT Project). Particularly we have enough information about the Knowledge, Skills and Competence. Here you can see some examples of KSC we found out by the analysis (Annex C):

KNOWLEDGE	SKILLS	COMPETENCES
A basic intercultural and theoretical knowledge,	to draw up an effective business plan,	improve self-awareness,
Knowledge of intercultural communication, negotiation and presentation,	to analyze the written communication situations	improve the empathy,
Knowledge about the target culture,	to draw up and set out documents according to specification,	promote effective communication between people of different cultures thereby minimizing conflict in a multicultural environment,
Knowledge of technological innovations,	Develop skills to act in situations of conflict or cooperation in a group with people with different cultural backgrounds,	accepting ongoing change,
		to be loyal,

Another conclusion is that there are relevant data for building a training program: we have a large range of contents about Intercultural Intelligence and International Entrepreneurship, a possible pedagogical approach (with methods, tools, resources, duration, E-learning, etc.) and an idea about the profile of the trainers (their background, their training, etc.)

4 Perspectives for further development

Generally we have a justification to continue the project because we need Intercultural Intelligence and International entrepreneurship in the IVET system by each partner country. And after the Work Package 2, we have enough relevant data to continue the project thanks to the theoretical research, the survey about the needs of the companies and this survey, particularly for the Work Package 3, the building of the profile and the Work Package 4, the creation of pedagogical resources and tools.

After this analysis some questions stay opened:

- Which dissemination?
- Which form will be taking the unit?
- Which assessment?



Annexes

Annex A: Methodological guideline for the partners



PART 1: CONTEXT

The Objective:

An overview of existing training in partner countries in entrepreneurship and cultural intelligence (intercultural communication/cross cultural interaction skills / cultural awareness programmes), particularly, any training that exists to develop soft skills (i.e. attitude, mindset, behaviour which impacts performance and results).

The framework:

We need information on:

- The training courses (structure, time, etc.),
- The curriculum outline,
- The teaching/facilitation methods used,
- Tools/resources/teaching materials,
- Assessment methods.

Our target groups are:

Initial training in training centres or companies, but innovative/interesting methods may also exist in continuous training and further/higher education. This information could be used for transfer.

Some criteria for choosing pertinent training programmes:

- Explicit (i.e. formalized training not vague mentioning of intercultural or entrepreneurial competence),
- Priority to training which aims to develop “soft skills” or behaviour change (ex self awareness, own culture awareness, increased autonomy/personal responsibility, risk taking, etc.),
- At the head of the field/latest “innovative” programmes.

NB: what appears to be innovative in one country is not necessarily in another.

GUIDELINES FOR EXISTING INITIAL EDUCATION AND TRAINING

(Use the same guidelines for examples in further/higher education and training or from company training)

<i>General information</i>	
<i>Country</i>	
<i>Partner organisation</i>	
<i>Name of expert</i>	
<i>Profession</i>	
<i>Specific information existing initial education and training</i>	
Introduction	Brief description of training course: <ul style="list-style-type: none"> - Type of training/name of course; - What EQF levels are they classed as? - How many courses of this type exist? - How many learners are involved? - Competence of knowledge based course?
Learning outcomes	<ul style="list-style-type: none"> - Formalized learning outcomes? - If training exists as part of a qualification what is its weight within overall qualification?
Teaching approach	<ul style="list-style-type: none"> - How is the course taught? - Where does training take place? Training centre? Companies? - Type of approach/methods/pedagogy: <ul style="list-style-type: none"> o Formal lessons, o Workshops, o Experiential learning/simulation, o Sensitization training, o Other? - What resources are used/have been developed?
Teachers/ trainers	<ul style="list-style-type: none"> - Profile of teachers who teach/train the programme. - What teacher/trainer training have they had?
Assessment methods	<ul style="list-style-type: none"> - Final exams, - Continuous assessment, assessment during training, - Internal or external assessment, official bodies?
<i>If no training exists in initial education (or no examples for transfer from further, higher education or companies)</i>	
Identified needs	<ul style="list-style-type: none"> - Why do you think training of this type is needed? What added value will it bring? - What skills do you want to develop? - What would you want this training to look like? (Skills/teaching approach) - Link to ECVET? Objectives for mobility of learners? - What EQF level? - How many courses would you envisage? How many students would it concern?

Annex B: Results of the country studies

Table B.1: Existing training resources in initial training

FRANCE	BTS CI
General description of the course	« intercultural management and communication » is running within the framework of the BTS International Commerce course (level 5 of the EQF) : The reference is the COMINTER profile. This course corresponds to units UC 2 (sale for export) and UC 5 (managing relations in a multicultural context).
Expected learning outcomes	As far as concerns business skills, students are expected to be able to: collate, analyse and select information on decision-making processes and negotiation methods in different countries, Collate information on social and cultural practices to enable them to communicate effectively with foreign contacts, Form, apply and enrich the multicultural network of foreign contacts, Coordinate, promote and manage the sales and contact network. As far as concerns professional attitudes, students are expected to be able to: <ul style="list-style-type: none"> ▪ Benefit from the experience, implement good practices, take into consideration the cultural differences existing in the Business World, ▪ Be loyal and take business interests into account, ▪ Work as part of a team. ▪ As far as concerns knowledge, students are expected to know: <ul style="list-style-type: none"> ▪ The intercultural communication models, ▪ The intercultural management models, ▪ The functioning of the management of intercultural teams: this requires having an understanding of interpersonal communication, knowing to conduct themselves at a business meeting and being capable of getting an idea across in front of a group of business persons, ▪ Cultural practices: for example, having an interest in culturally different countries. Written communication: external communication tools, ▪ Good mastery of foreign languages
Teaching methodology	To achieve the change the student must make, the teacher has recourse to: Activities (role plays, videos, exchange of personal experiences, conferences), the compulsory overseas placement, the partnership with a foreign school, theoretical references and research works of contemporary authors on the subject.
Evaluation	Some evaluation tools: Change curve, common assessment framework (profile of the student, behaviour in relation to the group and learning process), knowledge tests, writing down of thought processes, presentations, checks during the course and final evaluation.
Training of teachers	Training in intercultural management is offered regularly to teachers of this subject as part of the implementation of the COMINTER common training framework
Strengths and weaknesses	<i>Strengths:</i> Many innovative tools in the field of intercultural management enabling the course to be dynamic. The course allows participants to plan for their overseas placement and international insertion without stress. <i>Weaknesses:</i> The newness of the discipline may destabilise some participants, potentially leading to a lack of concentration of their part. Not all students will react in the same way. People acquire an intercultural awareness at different rates.

FRANCE	THE EUROPEAN SECTIONS
General description of the course	<p>These target everyone in secondary education, in any of the 3 channels: general, technological and vocational.</p> <p><i>Characteristics of the course:</i></p> <ul style="list-style-type: none"> ▪ extra timetabling in languages through to year 3 year, then introduction to a non-language discipline from year 2 onwards. ▪ Setting up of exchanges with the partner country of various levels: by correspondence, school trips, exchanges of teachers and pupils.
Expected learning outcomes	<p>better, more natural fluency,</p> <ul style="list-style-type: none"> ▪ the non-language discipline is considered as a priority space for building intercultural awareness by the use, for example, of the text books for the discipline of the partner country, ▪ in the vocational stream, exchange with the partner country will allow pupils to be initiated in different techniques.
Teaching methodology	No answer
Evaluation	a simple European pass in the baccalaureate, but no specific test for the non-language discipline
Training of teachers	no specific training for linguists. Placements overseas for teachers of the non-language discipline + necessary, specific authorisation.
Strengths and weaknesses	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> ▪ great success with quantitative and qualitative progress ▪ for students with an aptitude for languages, the sections represent a stimulating challenge. ▪ for students from the vocational education stream, the non-language discipline provides a concrete basis, a solid reason for working on languages, which is motivating. <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> ▪ Only 10% de of the total of secondary school students enters these European sections.

FRANCE	THE INTERNATIONAL SECTIONS
General description of the course	<p>Formalised in 1981, initially in response to the presence of international civil servants in the post-war period then subsequently because of the growing mobility of business executives. This course is designed to permit the mobility of all generations of the family.</p> <p><i>Characteristics of the course:</i></p> <ul style="list-style-type: none"> - increased timetabling in languages, the teaching of history/geography by two teachers (French + overseas), the teaching of the literature of the partner country, - Exchange with the partner country on several levels: correspondence, school visits, and teacher and pupil exchanges, numerous extracurricular activities (i.e.: the theatre).
Expected learning outcomes	The objective is bilingualism and biculturalism. By the end of the course, the student must be able to pass from one system to the other. It is also possible for students, after obtaining the OIB (international baccalaureate option) to enrol directly in certain universities.
Teaching methodology	No answer
Evaluation	OIB: the international option of the baccalaureate. Specific tests: history and geography, language and literature. The curricula are devised and the evaluations conducted by the general inspectorates of the two countries
Training of teachers	Teachers are recruited on the basis of their qualifications. No specific training but the course is conducive (already one contact overseas, diversity of positions held,

	extracurricular experience welcomed)
Strengths and weaknesses	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - pioneering teaching methods: intercultural on a daily basis (a cosmopolitan class). - a course of excellence: nearly 100% de success rate in the baccalaureate. <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> - These sections are open to only one type of student. They are not open to everybody

NETHERLANDS	INTERCULTURAL SKILLS
General description of the course	<p>The only intercultural communication course existing within the initial vocational training system in the Netherlands.</p> <ul style="list-style-type: none"> - Level 4 course in advanced vocational training. - Course based on the CU53 training module, intercultural management and communication, of the common qualification in International Trade (COMINTER) <p>The objective of this course is to equip students with the ability to:</p> <ul style="list-style-type: none"> - Identify and evaluate the principal differences between cultural systems and their impact at international level, - Understand and adapt to cultural differences in the business world, - Deal with conflicts and misunderstandings impacting on the manner in which information is given and received. - Learn to manage the cultural challenges of an international business environment - Acquire a deeper understanding of the idea of culture and build effective relations with foreign partners / clients.
Expected learning outcomes	<p>Intercultural knowledge: in other words being aware of the fact of the existence of many cultures and the impact this has at all levels of human interaction, in both the private and professional sphere.</p> <p>Cultural knowledge: enabling an understanding of the differences existing between all types of culture.</p> <p>Cultural skills: requiring the ability to act and react in a varied cultural context and use this interaction to good effect.</p>
Teaching methodology	<p>In the form of 7 modules:</p> <ul style="list-style-type: none"> - Modules 1 to 5: correspond to the general curriculum of unit CU53, intercultural management communication of the COMINTER profile, - Module 6: corresponds to a placement in a foreign company, - Module 7: corresponds to a piece of work reflecting on the subject of the overseas placement.
Evaluation	<p>Several tasks are possible in the evaluation of the student,:</p> <ul style="list-style-type: none"> - presentations - case studies - international work placements - personal reflection
Training of teachers	Teachers have intercultural experience and knowledge
Strengths and weaknesses	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - the positive reaction of the companies within which the students have carried out their overseas placement. They really participate in the improvement of the intercultural skills of the students. - the whole course is highly-structured. <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> - the curriculum is dependent on a single teacher, - the training is in construction and is not therefore transferable.

ROMANIA	TRAINING FIRM- Interactive learning methods
General description of the course	<p>This programme is part of the ECO NET (European Network of Training Firms) project. <i>Part of compulsory education</i>, it covers operational planning, marketing, human resources, negotiation, financial studies, environmental studies, competition. There is no overt link to a multicultural approach.</p> <p><i>The programme of extra-curricular activities</i> provides potential for the development of the multicultural and entrepreneurial skills of students thanks to documents on national and international business practices, the identification of the characteristics of economic activity in Romania, the promotion of cooperation between the students and teachers both internally and internationally for the development of a virtual economic environment that reflects reality as far as possible.</p>
Expected learning outcomes	<p><i>Skills the course aims to impart.</i></p> <ul style="list-style-type: none"> - the spirit of entrepreneurship for students from the technical and vocational streams - facilitate the transition on graduation from the school environment to the work environment - the student's knowledge of the specific activities of a real business - the simulation of financial operations and processes proper to a real business environment - improve business jargon - the development of the skills a dynamic businessperson needs: critical thought, decision-making, responsibility, team work, personal organisation and the evaluation of their individual resources. - make the students dynamic businesspeople capable of developing a new production process or a new distribution method.
Teaching methodology	<p>The activities on this course encourage teamwork thanks to the creation of virtual departments simulating the activities of a real company in the following areas: commerce, tourism, production, local banks and other services.</p>
Evaluation	<p>The purpose of the evaluation is to assess the following:</p> <ul style="list-style-type: none"> - capacities and knowledge - attitude (practical, social and scientific) - the capacity to overcome value judgements. <p>The evaluation methods used are:</p> <ul style="list-style-type: none"> - systematic surveys about the students behaviour and activities: <ul style="list-style-type: none"> o research, the project, the portfolio and self-evaluation
Training of teachers	<p>The teachers are specialised in the following economic areas: commerce, marketing, management, finance, accounts and informatics.</p> <p>During their training, teachers develop the following skills:</p> <ul style="list-style-type: none"> - to organise and direct the students' activities within a company - support the education of the students in the economic fields within the departments
Strengths and weaknesses	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - this course has been very successful - at the start of the 2006/2007: enrolment of 19,530 students on this course - course exists at European level via the ECO NET project, with partner countries, in addition to Romania, Slovakia Hungary, the Czech Republic and Austria. - Successful participation of the students in international forums, leading to multi-cultural meetings for students.

SLOVENIA	ENTREPRENEURSHIP as a part of vocational training
General description of the course	17 secondary and high schools in the vocational stream are running a special course on the subject of entrepreneurship as part of the curriculum. This concerns 400 students aged 16-19. 11 schools in the vocational stream have introduced training in entrepreneurship as a teaching and learning process covering a variety of vocational subjects (economics, technology, etc.) and running project weeks. More than 250 students are involved in this process.
Expected learning outcomes	<p>The primary objective of education in entrepreneurship as part of the vocational education curriculum is to develop the entrepreneurial culture in young people and help them acquire two elements:</p> <p>The development of entrepreneurial attitudes and skills, by promoting the development of certain qualities necessary on a daily basis both in the business and private environment such as: creativity, problem-solving, negotiation, initiative and a proactive approach. More specific training to explain how a business starts and is maintained: to do this, there must be discussion of the entrepreneurial process, the planning of this process and the organisation of the resources it requires.</p> <p>3 learning outcomes are envisaged:</p> <ul style="list-style-type: none"> - understanding and knowledge of business and entrepreneurship (knowledge of economics + about the national situation); - develop skills (for example in communication, the skills association with decision-making or negotiation, etc.) and the attitudes of young people (i.e. motivation, self-confidence, determination, the spirit of initiative, etc.); - promotion of the process involved in setting up a new company (starting and running their own company in the future).
Teaching methodology	<p>The methods used are: discussion, role play, team work, scene setting, presentation, interviews with guest entrepreneurs. The students are at the centre of the process, the teachers guide and advise them and give them support.</p> <p>Development of material resources for teachers and by the teachers themselves in their fields of business expertise, the steps necessary to set up.</p>
Evaluation	The methods used are traditional. No final examination or external evaluation
Training of teachers	<p><i>The profile of a teacher of entrepreneurship:</i></p> <p>With a background in economics, creative, innovative, enjoys trying out new ideas and approaches, capable of working in a team, motivated, confident, enthusiastic, able to deal with uncertainty, unafraid of challenges, seeking a solution.</p> <p><i>Continuous training of teachers:</i></p> <p>Use of short-term courses, workshops and meetings with other teachers.</p> <ul style="list-style-type: none"> - the development of an overall body of know-how in project management, pedagogy, not forgetting personal experience. - the benefits of training: the opportunity to make contacts, increase confidence and motivation as well as acquiring new knowledge and ideas.
Strengths and weaknesses	<ul style="list-style-type: none"> - the courses are part of a professional training path, - focus on entrepreneurship in and management of SME, - optional courses are offered at sites other than the university, - the existence since 1996 of the GEO college and its courses in entrepreneurship, - existence of centres providing training in entrepreneurship - consideration of the perceptions and interests of other stakeholders (parents), - school directors, entrepreneurs, etc. - lack of support from heads of schools and the local community., - too much focussed on theoretical knowledge and not enough on entrepreneurial know-how

SLOVENIA	TRAINING FIRMS
General description of the course	These exist within all business schools within the vocational training system in Slovenia. There 235 of them with 3760 students. They allow an internal view of the structure of a company. This training enables contact with all the departments of a company: human resources, admin, marketing, accounts, logistics, etc.
Expected learning outcomes	<ul style="list-style-type: none"> - understanding how these companies work. - developing entrepreneurial knowledge and attitudes, and the capacity for teamwork, decision-making, assuming responsibility in the workplace, etc.
Teaching methodology	The training is practical, interdisciplinary, and orientated towards problem-solving.
Evaluation	No information has been provided
Training of teachers	No information has been provided
Strengths and weaknesses	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - This course is part of the EUROPEN network (network of European companies for work placements. Students therefore have an opportunity to establish international partnerships with companies which offer training. - Great success of this initiative: 3760 students participate in this programme and the course runs in all business schools in the vocational stream in the country. <p><i>Weaknesses:</i></p> <p>None mentioned.</p>

SLOVENIA	JUNIOR DIPLOMA BUSINESS COURSE
General description of the course	<p>setting up of a mini co-operation by students aged 14 to 18 under the supervision of voluntary business consultants.</p> <ul style="list-style-type: none"> - Companies sell stocks, product products and services. Meetings of shareholders are held. - This experience is voluntary and takes place after school hours. - 36 schools participate in the programme with more than 1100 participants
Expected learning outcomes	<ul style="list-style-type: none"> - acquire knowledge of entrepreneurship, - understand the role and responsibilities of the entrepreneur - get involved in a business process
Teaching methodology	Confront reality
Evaluation	No information has been provided
Training of teachers	The trainers are voluntary business consultants
Strengths and weaknesses	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> - the participants have the opportunity to experience the reality of a business. - access to volunteer base enables the motivation of participants and the success of the project. <p><i>Weakness:</i></p> <p>none mentioned</p>

PORTUGAL	CULTURAL DIMENSIONS
General description of the course	<p>Culture's dimension in the context of a module on socio-cultural coordination.</p> <p>This course is part of the vocational training integrated in the education system, under the responsibility of the Education Ministry.</p> <p>The sub-topic called « cultural dimensions » covers the following subjects:</p> <ul style="list-style-type: none"> - culture, cultural activities, cultural identity, interculturalism and multiculturalism, - the notion of cultural necessity: the diversity of cultural needs, - the notion of cultural policies: the diversity of cultural policies and the articulation of needs, policies and responses.
Expected learning outcomes	<ul style="list-style-type: none"> - behave in an institutionally appropriate manner and according to principles of loyalty to the community, - integration into the business community through feelings of belonging and loyalty, - recognise the diversity of public policy on multicultural insertion and integration, - accept interdependence and solidarity as elements that generate a shared cultural heritage
Teaching methodology	Structured face to face training
Evaluation	No evaluation
Training of teachers	All trainers must possess the Vocational Aptitude Certificate
Strengths and weaknesses	No information has been provided

PORTUGAL	Culture- cultural diversity, cultural norms and cultural ethnocentrism
General description of the course	<p>The sub-topic called « culture, etc. » covers the following subjects:</p> <ul style="list-style-type: none"> - culture, - elements of culture: spiritual and material, - values, - cultural diversity - cultural norms - cultural ethnocentrism
Expected learning outcomes	<ul style="list-style-type: none"> - define the sociological concept of culture, - give examples of cultural elements, - identify values, - the notion of relativity, - the notion of cultural diversity, - explain the phenomenon of cultural ethnocentrism, - explain the socialisation process as a process of cultural exchange, - analyse the human being as a product and agent of culture.
Teaching methodology	Structured face to face training and encourage debate and discussion.
Evaluation	No evaluation
Training of teachers	All trainers must possess the Vocational Aptitude Certificate
Strengths and weaknesses	No information has been provided

PORTUGAL	CULTURAL ISSUES
General description of the course	<p>...in the context of the « technician in the cultural event organisation » course.</p> <p>The following topics are covered:</p> <ul style="list-style-type: none"> - the importance of identifying the many cultural opportunities of international events (importance of the welcome, offering flowers, dietary habits of different countries, clothing, religion, languages, etc.) - the impact of cultural and language issues in the organisation of cultural events.
Expected learning outcomes	Identify the pertinent cultural issues relating to business activities.
Teaching methodology	Active methods for the involvement of students, process of personal reflection on the learning process: dynamic activities, direct and indirect events, research activities, solving specific problems and teamwork.
Evaluation	No information has been provided
Training of teachers	All trainers must possess the Vocational Aptitude Certificate
Strengths and weaknesses	No information has been provided

Table B.2: Existing training resources in adult training

GERMANY	
General description of the course	<ul style="list-style-type: none"> - training courses provided by small companies in 1-3 target countries; - training courses provided by larger companies targeting up to 70 nationalities; - some companies operate only in Germany; - others operate on a worldwide basis
Expected learning outcomes	<p>Several major topics:</p> <ul style="list-style-type: none"> - improve self-awareness and sensitivity in the area of cultural differences; - promote effective communication between people of different cultures thereby minimising conflict in a multicultural environment; - prepare people for their placement overseas; - improve knowledge of intercultural communication, negotiation and presentation; - in general: basic intercultural knowledge - virtual intercultural teamwork
Teaching methodology	Interactive approach, workshops, theoretical contributions, case studies, role playing, use of video material, training with theatre, drama and dance, intercultural interaction games, partner coaching, critical incident analysis
Evaluation	<p>Very frequent, presentation of 4 stages:</p> <ul style="list-style-type: none"> - pre-evaluation; - assessment over the training course; - final evaluation; - post-evaluation, 6 after the course finishes.
Training of teachers	<p>Teacher profile:</p> <ul style="list-style-type: none"> - solid intercultural experience overseas - university graduate or equivalent - certified in intercultural training - often speaking several languages - didactical knowledge
Strengths and weaknesses	<ul style="list-style-type: none"> - many courses are given directly in the company; - good coverage of the needs of clients; - existence of links between these institutions and the universities; - small training groups; <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> - Strong emphasis on the intercultural aspect, vis-à-vis Asia and in particular China, perhaps neglecting other cultures, - Little information on the assessment process

BELGIUM	Flanders Tradelink – Interactive workshop
General description of the course	Fluent communication on an international active commercial inside service <ul style="list-style-type: none"> - this training course covers cultural differences and intercultural communication in order to learn to separate oneself from one's cultural « background » - it targets persons working in an international commercial department.
Expected learning outcomes	<ul style="list-style-type: none"> - learn the tasks required of an international commercial operator, - discover more about your rational and emotional self as an international commercial operator. - develop knowledge in the area of sales, production, planning, etc. - broaden knowledge of communication skills
Teaching methodology	Duration of the course: one day from 9am to 4.30pm. Location: conference centre. Methods used: workshops, role-plays and practical application of newly acquired knowledge. Some topics covered: the tasks of the operator, the improvement of empathy, communication with other departments of the same company, receiving clients, accepting ongoing change, learning to say no, etc.
Evaluation	Final evaluation by the trainer after a presentation of the work done.
Training of teachers	The trainer, with 18 years experience, gives courses, in companies on topics in the area of communication. He is specialised in human resources, staff coaching and communication techniques.
Strengths and weaknesses	Strengths: <ul style="list-style-type: none"> - the long experience of the trainer, - the option of training in your own company. Supplementary info: <ul style="list-style-type: none"> - Price of the course: 600 €
BELGIUM	UNIZO: Do business in China
General description of the course	Unizo: do business in China This course was created to allow Belgian entrepreneurs to become aware of their opportunities in this market
Expected learning outcomes	<ul style="list-style-type: none"> - gain knowledge of the commercial trends of the Chinese market - understanding the cultural differences - the international legal aspects of intellectual property, - understand the importance of container transport in your logistics, - get up-to-date information on import/export in China, - broaden your network of entrepreneurs with relations with the Chinese business world
Teaching methodology	2 evening session in the form of workshops, interventions by experienced guest speakers.
Evaluation	No evaluation
Training of teachers	People from a business environment with long experience in the Chinese market
Strengths and weaknesses	Strengths: <ul style="list-style-type: none"> - very good focus on the practical aspects of the world of finance in China, - good opportunity to note the opportunities of this market Weaknesses: <ul style="list-style-type: none"> - no evaluation

BELGIUM	KU Leuven / SBM SyntraWest – India through Belgian glasses
General description of the course	This course, like the one on China, was created to show Belgian entrepreneurs the opportunities of this market
Expected learning outcomes	<p>The opportunities existing in India,</p> <ul style="list-style-type: none"> - possible difficulties doing business in India, - understanding the intercultural communication of this country. - completion of any analysis of India's strengths and weaknesses.
Teaching methodology	An evening session in the form of workshops coordinated by speakers with significant practical experience.
Evaluation	No evaluation
Training of teachers	<p>A person from the Indo-Belgian Chamber of Commerce and Industry</p> <p>The other speakers are managers working in India</p>
Strengths and weaknesses	For strengths and weaknesses, see above the comments for the training about China.
FRANCE	GRETA GEFORME 94
General description of the course	<p>Intercultural training provided by the GRETA (groups of schools providing adults education):</p> <ul style="list-style-type: none"> - The training modules on interculturalism are incorporated into courses for certificates or diplomas, or alternatively set up at the request of companies. - among the different approaches identified, there are methodologies for people from different cultural backgrounds and those who have worked in France, often in the service industry: examples of an innovative approach: GRETA GEFORME 94 with the course called « using cultural skills to combat discrimination in local business» and the « intercultural communication » module. - GRETA GEFORME 94, which will be described in further detail in this document, is a supplement to training. It is added on specifically to « home help » courses and the CPC « early childhood». - the «intercultural communication» module which will be described in this document: <p>Experimental module developed within the framework of the LEONARDO programme with, for example, the DAA of Marburg (Germany) in the field of tourism services</p>
Expected learning outcomes	<p>2 principle objectives:</p> <ul style="list-style-type: none"> - be able to take account of the intercultural dimension in relation to the service and to react to situations caused by cultural misunderstandings or discrimination, - be able to recognise culturally acquired skills, maximise them to the service of the professional field.
Teaching methodology	<ul style="list-style-type: none"> - work on the issue of discrimination from the legal and theoretical angles, sharing experiences and analysing the situation so as to be able to recognise a cultural misunderstanding, understanding one's own potential for discrimination and managing misunderstandings. - value the skills and know-how acquired by through the personal experience of participants transferable in the provision of services. - tools used: knowledge tree software, exchange, life stories, analysis of situations of discrimination using videos.
Evaluation	Internal evaluation in the form of a questionnaire handed to participants at the end of the course + a second questionnaire remitted 3 months after completion of the training course.
Training of teachers	
Strengths and weaknesses	

FRANCE	« Intercultural Communication » module:
General description of the course	
Expected learning outcomes	Gain awareness and the self and others in a cultural context. <ul style="list-style-type: none"> - be capable of perceiving and reflecting on one's own stereotypes and those of others, - be capable of dealing with foreign countries and people with an open mind, - be capable of making a connection between one's culture and the others, - possess knowledge of the target culture, - acquire skills enabling students to act in an international context
Teaching methodology	propose situations as a starting point: associations with an object, a sound, a piece of music, the taste of a food, a smell. Games (role play, situations, pantomime), Activities centred on the student (workshops, job sharing, as a project, in a circle, throwing a ball, etc.)
Evaluation	Guided evaluations (folder analyses, surveys, discussion and debate, log books, summary table, etc.).
Training of teachers	
Strengths and weaknesses	

FRANCE	Language teaching in the GRETA
General description of the course	The courses cover: <ul style="list-style-type: none"> - European languages: English, German, Spanish, Italian, Portuguese, Russian, Dutch, etc. - French as a foreign language, - but also Arabic, Chinese, Japanese, depending on the needs expressed by clients (employees, jobseekers, any adult wishing to further their education independently).
Expected learning outcomes	Promotion of the language of communication or the business language used in a sector. <ul style="list-style-type: none"> - Cultural aspects within the sectors: for example, for the hotel and catering sector. - Preparation for language competence diplomas.
Teaching methodology	<ul style="list-style-type: none"> - Express of the professional reality by setting it in familiar situations: business scenarios, case studies, etc. - Offer of made-to-measure courses, intensive and semi-intensive courses, individualised solutions at the institution or remotely, potential for immersion courses overseas, evening classes, conversation groups, use of CIT, etc.
Evaluation	<ul style="list-style-type: none"> - Preparation for various certificates (TOEIC, TOFFEL, BULATS, etc.) - Preparation for the language competence diploma awarded by the National Education Ministry in 4 languages (English, German, Spanish, Italian). - This diploma permits adults the recognition of their spoken and written language skills, in business situations. It comprises 5 levels, articulated by the Common European Reference Framework.
Training of teachers	<ul style="list-style-type: none"> - Teachers who speak a language or have another mother tongue have the option of continuous training in adult education, the didactics of languages, evaluation and certification
Strengths and weaknesses	Strengths: <ul style="list-style-type: none"> - reference to the European language framework, - systematic consideration of the end purpose of the language by the student, - preference given to interaction with the surroundings - Preference given to the acting out of private or business situations.

ITALY	« Management diversity and intercultural communication »
General description of the course	This course is linked in with the concept of lifelong learning. It aims to develop intercultural awareness to enable the management of: cultural differences so they are not only accepted by overcome to contribute to effective organisational change and to encourage the broadening of minds promoting a flexible and positive attitude within teams.
Expected learning outcomes	<ul style="list-style-type: none"> - To set the theory learned on the course into practice: the working method of the participant will undergo a positive change.
Teaching methodology	<p>Participants are given a programme at the start of the course.</p> <ul style="list-style-type: none"> - Every detail of the course enables a demonstration of the intersection between the needs of companies and the business expertise imparted by the teacher, - Existence of tutors to guarantee the technical and organisational development of the courses, - The course can be given in a traditional classroom or directly in the companies on request. - Use of traditional tools, workshops, role playing
Evaluation	A final exam and sometimes the possibility of taking a test before the start of the course to identify the starting level of the participant. Both are given by the teacher. However this evaluation does not always seem useful because even without the exam participants knows their skills and transversal knowledge are improving.
Training of teachers	<p>The selection criteria for teachers are:</p> <ul style="list-style-type: none"> - CV, - experience, - their work experience in the area of the topics covered, - their results obtained in the evaluation questionnaires, - teachers are all graduates or consultants.
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - this course is given by a professional of a very high calibre and makes use of CIT, - this course promotes lifelong learning and truly builds intercultural awareness, - option of taking this course within the company. <p>Weaknesses:</p> <ul style="list-style-type: none"> - A lack of international experience in particular as regards partnerships overseas, which prevents the broadening of the concept of « diversity ».

ITALY	Communication through cultures
General description of the course	<p>The course introduces the theme of multicultural communication and gives participants general guidelines for identifying values and bases of their own behaviour and that of others.</p> <p>Plus:</p> <ul style="list-style-type: none"> - a comparative analysis of the use of body language and non-verbal communication in the understanding of other cultures and the possible causes of misunderstandings, - the key elements of effective communication, - business etiquette, - The importance of positive thinking in combating prejudices.
Expected learning outcomes	<p>By the end of the course, participants will have acquired management skills and the ability to create the conditions necessary for cooperation and responsibility taking in their teams and know how to adapt their style to that of their interlocutors.</p> <p>Some other objectives: expand comprehension of the elements of cultural diversity, develop the tools and techniques of useful communication for the management of</p>

	multicultural teams and understand the legal aspects.
Teaching methodology	Interactive lessons in the classroom, viewing videos and films, case studies, group discussions, exercises based on problem solving and role playing.
Evaluation	Tests with a theory content to assess learning, questionnaires about the course.
Training of teachers	Two high-calibres, university level teachers with extensive intercultural experience due to their educational activities and translations for various organisations internationally
Strengths and weaknesses	Strengths: <ul style="list-style-type: none"> - The groups are small, no more than 20 people. The teachers have a great deal of experience in various domains.

ITALY	Rhetoric in the English language for managers
General description of the course	Italian managers feel the need to improve their language skills and their knowledge of the different socio-cultural rules. This course is divided into 3 parts: rhetoric, intercultural communication and the English language. The following topics are covered: the bases for successful work, the importance of Non verbal communication, aspects of intercultural communication in the workplace, etc
Expected learning outcomes	Recognise and overcome the difficulties and misunderstandings that can arise in intercultural communication, plus, speaking confidently and effectively in business interactions.
Teaching methodology	The course is given in the form of sequences providing essential information and practical exercises in small groups.
Evaluation	Please refer to the course mentioned above.
Training of teachers	Please refer to the course mentioned above.
Strengths and weaknesses	Strengths: <ul style="list-style-type: none"> - The groups are small, no more than 20 people. The teachers have a great deal of experience in various domain.

ITALY	Speaking in public in English
General description of the course	This course covers the following topics: The skills involved in speaking in public (body language, eye contact, speaking in English, stress management etc.) and language skills (communication styles, common errors made by Italians in English, pronunciation, grammar, broadening of vocabulary, idioms, expressions commonly used in the business world, listening and note-taking).
Expected learning outcomes	Please refer to the course mentioned above
Teaching methodology	The course focuses on practical and pragmatic communication in the English language. Participants have the opportunity to practice the language in exercises, case simulations and various communication situations. Use or video and role-playing.
Evaluation	Please refer to the course mentioned above.
Training of teachers	Please refer to the course mentioned above
Strengths and weaknesses	Please refer to the course mentioned above

ITALY	Multicultural management in companies
General description of the course	These courses take place over 1-2 days of 8 hours. Participants are employees or executives from all sectors. However the demand is very often from the hospital sector where multiculturalism is an increasingly important factor. The course is designed for middle management, for the management of staff from the lowest levels from a multicultural environment. Topics: confronting different cultures, culture shock, effective behaviour towards other

	cultures, elements that characterise diversity, the potential benefits of a multicultural environment, forming a plan for the improvement of multicultural efficiency.
Expected learning outcomes	Given the initial basic level of knowledge of participants, a significant improvement in their approach to diversity is expected. They apply the knowledge acquired during the course to their various work environments, particularly the cooperation and socialisation techniques. The course requires the ongoing support of company policy in the process of change after the course has finished.
Teaching methodology	Highly interactive teaching techniques based on the method of learning through action + the use of « ad hoc » methods to maximise learning capacities and facilitate the acquisition of the necessary skills and know-how: Role-play, techniques based on experience and theatre, discussion about success stories.
Evaluation	The evaluation is based on two criteria: <ul style="list-style-type: none"> - Quantitative: final exam with MCQ type questions, in the form of true/false or open. - Qualitative: evaluation by the teacher and tutor during each session. These considerations are used for a final report on the result at the end of the project, including feedback from students. The evaluation and the high quality of the course emanate from a document designed specially to find out the degree of satisfaction of clients and the results are passed on to the client so that they can make their own considerations
Training of teachers	The teacher, the tutor, the « guest participants » invited to relate their own experiences are all experts of a very high level in their various areas of professional specialisation. They also have excellent teaching skills and professional experience in international and multinational working environments in Italy and overseas.
Strengths and weaknesses	Strengths: <ul style="list-style-type: none"> - Good consideration of the multicultural aspect of Italian society. - The evaluation also takes account of the student's opinion. Weaknesses: <ul style="list-style-type: none"> - The course is unfortunately fairly short and requires the subsequent support of the company.

ITALY	Retraining and promotion of the professional and personal relationships within retirement homes relations
General description of the course	<ul style="list-style-type: none"> - The course is given in two-hour sessions, twice a week, for a total of 8 sessions. - The participants are the staff members responsible for looking after the elderly. - This course was set up principally in response to the cultural and language « gaps » as well as the communication and behavioural barriers they cause. - These employees are characterised by extreme cultural diversity, a low level of motivation in the work, a minimal educational level and low self-esteem. This has led to the occurrence of aggressive behaviour.
Expected learning outcomes	Promote self-confidence, pride at belonging to a culture/tradition and having values. Principal objective: a substantial change and an improvement in working method. The course also helps to improve the social life of the members of the group.
Teaching methodology	Interactive techniques with numerous games and group dynamics alternated with more traditional methods. Role-play and theatre techniques are also used.
Evaluation	Please refer to the course mentioned above + support with language « gaps ».
Training of teachers	The teacher, with the support of a tutor, is an expert in behavioural and motivational techniques, a specialist in psychological dynamics + has significant experience in projects for the internationalisation of companies.

Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - The initial, common, feeling initial of suspicion, once overcome, gives way to a willingness to learn to change, to achieve the highest possible level. - The commitment to improving themselves and the way they relate to others. - Good improvement of the quality of work and social life. <p>Weaknesses:</p> <ul style="list-style-type: none"> - Divergence between the viewpoints of the client and the students.
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ITALY	Multicultural and multiethnic topics
General description of the course	<ul style="list-style-type: none"> - This course is given in the form of four-hour sessions, once per week, for a total of 4 sessions. - The client is a medium-sized food company, sending their executives and managers. This company wants to improve the efficiency of its management. Its human resources have undergone immense cultural change. - Topics covered: managerial responsibility, technological innovation, globalisation, meeting the challenge of the new demands of international markets, more recent evolutions in the social and economic spheres, etc. - The aspects of multicultural integration are explored, along with the way in which they can best be exploited.
Expected learning outcomes	Acquire the knowledge necessary to overcome multicultural problems both inside and outside the company.
Teaching methodology	Please refer to the course called Multicultural management in companies.
Evaluation	Please refer to the course called Multicultural management in companies.
Training of teachers	Please refer to the course called Multicultural management in companies.
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - Good example of a specific case.

ITALY	Managing Diversity
General description of the course	<ul style="list-style-type: none"> - The course is given in twice-weekly, eight-hour sessions for a total of 5 sessions. - The participants are entrepreneurs and general directors. - The course was developed to equip them with more effective skills for the internationalisation of their company. - Topics covered: the bases of entrepreneurship, innovation, internationalisation, negotiation, change in management, the topic of multiculturalism at social, economic and relationship level. Significant time has been allocated to the experiences in integration of people of different nationalities / cultures / ethnic origins by following the various stages of the integration process and analysing them on the basis of the observed impact on behaviour, personal skill, increased awareness of others, assimilation of personal responsibility and the student's own way of communicating with others.
Expected learning outcomes	As a result of the topics covered during this course, the businessmen learn to build the best strategy for success in the management of their company during its internationalisation process.
Teaching methodology	Please refer to the course called Multicultural management in companies. + Intervention of guests from business, political and institutional environments.
Evaluation	Please refer to the course called Multicultural management in companies
Training of teachers	Please refer to the course called Multicultural management in companies
Strengths and weaknesses	<p>Strengths:</p> <p>This course enables participants to acquire a good overview of the international business world from people who deal with it on a daily basis.</p>

ITALY	The « Integra » programme
General description of the course	<p>Content:</p> <ul style="list-style-type: none"> - Phase 1: the tourism sector, work safety, legislation, communication and local techniques. - Phase 2: cleaning the rooms and common areas, laying the table and service, serving breakfast and aperitifs at the bar. - Phase 3: internship in companies. - Course target: employees in the hotel and catering industry. Many participants are immigrants. <p>The training lasts 4 months + 3-month internship.</p>
Expected learning outcomes	No information has been provided
Teaching methodology	Traditional exercises, team work, case studies, research, role-, internship in a company.
Evaluation	No information has been provided
Training of teachers	Degree level or equivalent
Strengths and weaknesses	<p>Weaknesses:</p> <ul style="list-style-type: none"> - The intercultural and entrepreneurial aspect is not clearly identifiable

ITALY	All round the world: welcoming foreign tourists
General description of the course	<p>Course content:</p> <ul style="list-style-type: none"> - Analysis of the flows of tourists throughout Italy, arrival in Rom, the segments of the target market, profiles of tourist types, specific demands of hotel and catering in respect of food requirements, requirements not expressed, short handbooks in foreign languages. - Target audience: employees in the tourism sector. The course lasts 12 hours.
Expected learning outcomes	No information has been provided
Teaching methodology	No information has been provided
Evaluation	No information has been provided
Training of teachers	No information has been provided
Strengths and weaknesses	No information has been provided

ITALY	Communication in cross-cultural management
General description of the course	The course is designed for managers with important international contacts and a good level of English. Over the course they learn to understand and manage the differences existing between people, to understand their own style in their relations with others, to know how they are perceived by others, to communicate more effectively, to respect and appreciate the different styles used.
Expected learning outcomes	<ul style="list-style-type: none"> - Use of the MBTI questionnaire to identify their own style. Presentation of each of the 4 - MBTI dimensions, how your preferences can impact on your relations with others, how information is received and transmitted, planning organisation and time management, leading a team, achieving change in perceptions and behaviours, conflict resolution, using the MBTI method for the management of the intercultural aspect.
Teaching methodology	No information has been provided
Evaluation	No information has been provided
Training of teachers	No information has been provided
Strengths and weaknesses	No information has been provided

ITALY	Working in an international team
General description of the course	<ul style="list-style-type: none"> - The course is designed for managers with important international contacts and a good level of English. - How to work more effectively as members or leaders of an international team
Expected learning outcomes	<ul style="list-style-type: none"> - How culture affects attitudes to hierarchy and leadership? - How can expectations change the decision-making process? - Choosing a decision-making style: consultation, consensus, autocracy. - Working in a group or independently. - How can you adapt the rules and habits of the company policy to the local context? - How does culture affect attitudes towards planning and objectives? - The accepted approach in conflicts. - The perception by others of the cultural norms of Italy in the context of teamwork
Teaching methodology	The teacher presents an analysis of the roles within a team and of contrasting attitudes in a team in the different cultures using real case studies of international teams
Evaluation	Via a questionnaire
Training of teachers	No information has been provided
Strengths and weaknesses	Strengths: <ul style="list-style-type: none"> - Interesting issues are raised.

ITALY	China: a market to be discovered
General description of the course	<ul style="list-style-type: none"> - Target audience: managers from the tourism sector. - Communicate to participants the opportunities existing in the Chinese market
Expected learning outcomes	The economic overview of China, the emergence of China, the Chinese tourism market, marketing activities for attracting Chinese tourists, organising the welcome of Chinese tourists, a short guide for understanding how Chinese tourists think.
Teaching methodology	One half-day workshop.
Evaluation	In the form of a questionnaire
Training of teachers	No information has been provided
Strengths and weaknesses	No information has been provided

THE NETHERLANDS	« In-company » Training Courses
General description of the course	<ul style="list-style-type: none"> - training in intercultural communication for foreign students, - training on cultural differences for managers and consultants: this targets people who are working as project managers or consultants.
Expected learning outcomes	Develop intercultural communication skills, <ul style="list-style-type: none"> - build awareness of changes in values between different countries, - understand conflicts between people and groups, - develop skills to act in situations of conflict or cooperation in a group with people with different cultural backgrounds, - build awareness of the impact of different cultures, - build awareness of the impact of non-verbal communication, - build awareness of the impact of culture shock and avoid it.
Teaching methodology	<ul style="list-style-type: none"> - Course duration: 4 days. - Location: a hotel with training facilities. - Exercises: workshops, simulation, personal feedback
Evaluation	<ul style="list-style-type: none"> - No specific method of evaluation. The personal feedback from the trainer serves as continuous assessment.
Training of teachers	<ul style="list-style-type: none"> - Trainers have experience in the intercultural domain.
Strengths and weaknesses	Strengths:

	<ul style="list-style-type: none"> - students gain confidence, <p>Weaknesses:</p> <ul style="list-style-type: none"> - new resources are made available to the students but they are not always capable of using them optimally
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SLOVENIA	
General description of the course	Short courses for entrepreneurs This course focuses on the knowledge and know-how necessary for entrepreneurs to be able to start up a company and be able to keep it running. For example, for to draw up an effective business plan for the company and how to present their idea convincingly to stakeholders (banks and investors), understanding financial management, building networks.
Expected learning outcomes	Give entrepreneurs the knowledge and know-how they need in their business.
Teaching methodology	No information has been provided
Evaluation	No information has been provided
Training of teachers	No information has been provided
Strengths and weaknesses	No information has been provided

PORTUGAL	
General description of the course	Travel agencies and Transportation technician The course module covers the following topics: <ul style="list-style-type: none"> - the reasons for the existence of principles in relationship with others, - the role of ethics in the construction of a operational structure, - public policy on integration, - a new European identity under construction: the role of multiculturalism and diversity.
Expected learning outcomes	Assume behaviour appropriate to institutions and in line with the principle of community loyalty, <ul style="list-style-type: none"> - integrate into the business community on the basis of feelings of belonging and loyalty, - recognise the diversity of public policy on multicultural insertion and integration, - accept interdependence and solidarity as elements generating a shared cultural heritage.
Teaching methodology	No information has been provided
Evaluation	No information has been provided
Training of teachers	No information has been provided
Strengths and weaknesses	No information has been provided

PORTUGAL	
General description of the course	ENTREPRENEURSHIP <ul style="list-style-type: none"> - This course was set up specifically for the unemployed within the context of continuous vocational training. - The topics covered are: the profile of the person and their potential, the spirit of innovation, the creation of a plan of action, human resources, negotiations, logistics, the management of technologies, the legal framework, funding, etc
Expected learning outcomes	Improve entrepreneurship skills, <ul style="list-style-type: none"> - recognise the pertinent and fundamental concepts associated with setting up a company. - increase knowledge of technological innovations and funding in start-up phase of a company. - define the spirit of entrepreneurship. - equipping them with the tools needed to set up a company.
Teaching methodology	Structured face to face training

Evaluation	No evaluation
Training of teachers	All trainers must possess the Vocational Aptitude Certificate
Strengths and weaknesses	Psychological skills and expertise only feature in the first unit of the course.

PORTUGAL	Culture, languages and the principles of communication
General description of the course	<p>Within the framework of the «marketing executive » course</p> <p>The topics covered are:</p> <ul style="list-style-type: none"> - the relationship between life contexts and personal lifestyle choices, - the importance informal learning in the context of cultural and artistic events (and vice-versa), - diagnostic and research methodologies in cultural activities, - cultural research, - private and public art, - the influence of cultural, political and physical factors in the processes of social change, - acceleration factors in cultural and social change, - impact of globalisation on finance policies and the effects on cultural promotion.
Expected learning outcomes	<p>know how to take appropriate action using cultural, language and communication resources,</p> <ul style="list-style-type: none"> - demonstrate the appropriate skills in culture, language and communication, - develop personal opinions applying the skills in the 3 areas mentioned above, - identify the principle factors that influence social change and recognise the role of culture, languages and communication.
Teaching methodology	Structured face to face training
Evaluation	No evaluation mentioned.
Training of teachers	All trainers must possess the Vocational Aptitude Certificate.
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - the importance give to 3 areas of great intercultural importance: culture, languages and communication. - the importance also given to the informal dimension of learning. <p>Weaknesses:</p> <ul style="list-style-type: none"> - No information on evaluation.

PORTUGAL	Tolerance and mediation
General description of the course	<p>This course is given within the framework of a marketing course for adults. The following topics are covered:</p> <ul style="list-style-type: none"> - tolerance and open-mindedness in the professional environment. - Portugal as a multi-ethnic and multi-cultural country, - respecting cultural diversity: every citizen's right and duty?
Expected learning outcomes	<p>Adapt to diversity and difference with tolerance as a value of democratic conscience;</p> <ul style="list-style-type: none"> - Apply the negotiation principles in business situations ; - Recognise the community policy as representative of a multi-intervention project intervention - Participate actively in intercultural mediation as a factor for the management of tolerance and open-mindedness
Teaching methodology	Structured face to face training
Evaluation	No evaluation
Training of teachers	All trainers must possess the Vocational Aptitude Certificate
Strengths and weaknesses	No information has been provided

PORTUGAL	School for entrepreneurs
General description of the course	The course aims to train decision-makers and entrepreneurs by promoting techniques and behavioural expertise, stimulating the individual spirit of initiative and risk-taking capacity as well as creativity and responsibility.
Expected learning outcomes	<p>promote entrepreneurial skills and develop new ideas - develop negotiation skills,</p> <ul style="list-style-type: none"> - acquire strategic expertise, knowledge of marketing finance, cooperation, business communication. - develop a business plan - develop entrepreneurial creativity,
Teaching methodology	The course is designed to be residential (7 days) to encourage young entrepreneurs to exchange their experiences and promote the cooperation and team spirit among the participants. The course methodology is traditional, in the form of training sessions in the classroom, but sessions are also held outside the classroom.
Evaluation	<p>Phases in the evaluation: - evaluation of a « business proposition »</p> <ul style="list-style-type: none"> - an individual interview - the application of group dynamic techniques. - the evaluation is performed by a panel of consultants.
Training of teachers	No information
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - Many people have been trained at this school and several companies have been set up by people who have taken this course. <p>Weaknesses:</p> <ul style="list-style-type: none"> - Not all the aspects of the evaluation are always quite clear.
PORTUGAL	GENE New entrepreneur Generation
General description of the course	The course aims at diagnosing personal skills, evaluating entrepreneurial profile and personal motivation, creating team spirit and dynamic environment, analysing the maturity and ideas for business under the framework of continuous market change, identifying good investments and learning how to use a set of techniques to optimise the business in terms of behaviour factors.
Expected learning outcomes	The course presents a set of contents which are focused on the creation of an entrepreneurial culture among new entrepreneurs as: entrepreneurship, strategic management, innovation and quality, creativity and emotional management, leadership, stress and time management, brand and publicity, clients orientation, ethics and social responsibility, legal and fiscal framework, financial management, financial resources and new incentives, new business structuring.
Teaching methodology	The course was delivering in a mix of traditional training and residential training. During the week, the participants were involved in traditional classroom sessions. During the weekend the participants participated in residential sessions. The technical contents were worked in the classroom and the behaviour skills were worked during 5 residential sessions (one session was organized outdoor). In terms of methodologies, the course involved active methods, the discussion of practical cases, case studies, other.
Evaluation	The trainees evaluate the trainers as well as the training course at the end of the training. The trainers also evaluate the trainees.
Training of teachers	No information has been provided
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - The main strength of the ANJE is the long experience in the delivering of entrepreneurial courses and other empowerment initiatives, for example, the

	<p>promotion of networks.</p> <p>Weaknesses:</p> <ul style="list-style-type: none">- the absence of information concerning the teaching approach and the assessment methods.
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Table B.3: Existing training resources in higher education

GERMANY	
Course of studies "Intercultural Trainer and Coach" at the University of Jena:	
General description of the course	Training for coaches and intercultural educators
Expected learning outcomes	No information has been provided.
Teaching methodology	Workshops + E-learning
Evaluation	Interim evaluation of case study + final examination
Training of teachers	No information has been provided.
Strengths and weaknesses	Relatively expensive but very well structured course
BELGIUM	
Louvain University: the international business world	
General description of the course	This course targets students pursuing a career in international business. The course equips students with the knowledge and expertise necessary to resolve the issues involved in working overseas.
Expected learning outcomes	Skills the course aims to impart: <ul style="list-style-type: none"> - the different international management strategies, - global policies and legal aspects, - know how to evaluate regional differences, - learn to transform their knowledge into effective strategies. - understand the legal aspects of working in a cross-border business.
Teaching methodology	No information has been provided.
Evaluation	Traditional examinations and evaluations
Training of teachers	The course is taught by Louvain University lecturers
Strengths and weaknesses	Strengths: <ul style="list-style-type: none"> - The very broad content of the course. Weaknesses: <ul style="list-style-type: none"> - The course is reserved exclusively for students of Louvain University
SLOVENIA	
General description of the course	At university level, many institutions offer business studies courses, i.e. GEA college, the economics faculties of Ljubljana and Maribor universities and the management faculty of Primorska Reagon university in compliance with the guidelines of the Bologna process. Key activities of the business studies course at the universities include: <ul style="list-style-type: none"> - research in the area of entrepreneurship, - education and training in entrepreneurship, - training of teachers and the training of consultants in entrepreneurship, - increase awareness of the importance of entrepreneurship.
Expected learning outcomes	The principal objective of the university is the support of future entrepreneurs so as to develop their business ideas. Skills to be acquired: <ul style="list-style-type: none"> - an understanding of business and entrepreneurship - promote the idea of entrepreneurship so it is perceived as a career opportunity - train teachers and consultants to encourage entrepreneurship in higher education - promote the process of the creation of new companies (having the right know-how)
Teaching methodology	The methods used are: <ul style="list-style-type: none"> - Discussion, role play, teamwork, scene-setting, presentations, interviews with guest businesspeople. The students are at the centre of the process, the teachers

	<p>guide, advice and support them.</p> <ul style="list-style-type: none"> - Development of material resources for teachers and by the teachers themselves in their fields of business expertise, the steps necessary to set up your own company and experimentation in the entrepreneurial lifestyle.
Evaluation	<p>The future strategy for entrepreneurial training at university level has scheduled 5 credits for this course:</p> <ul style="list-style-type: none"> - A compulsory course on entrepreneurship, - Optional courses such: business projects/field of research, management in family SME, finances, international entrepreneurship, and entrepreneurship for women. - No final examination or external evaluation
Training of teachers	<p>The profile of a teacher of entrepreneurship:</p> <ul style="list-style-type: none"> - With a background in economics, creative, innovative, enjoys trying out new ideas and approaches, capable of working in a team, motivated, confident, enthusiastic, able to deal with uncertainty, unafraid of challenges, seeking a solution. <p>Continuous training of teachers:</p> <ul style="list-style-type: none"> - Use of the following methods: short- term courses, workshops and meetings with other teachers. - the development of an overall body of know-how in project management, pedagogy, not forgetting personal experience. - The benefits of training: the opportunity to make contacts, increase confidence and motivation as well as acquiring new knowledge and ideas.
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - the courses are part of a professional training path, - focus on entrepreneurship in and management of SME, - optional courses are offered at sites other than the university, - the existence since 1996 of the GEO college and its courses in entrepreneurship - existence of centres providing training in entrepreneurship, - consideration of the perceptions and interests of other stakeholders such as parents, - School directors, entrepreneurs, etc. <p>Weaknesses:</p> <ul style="list-style-type: none"> - little involvement of science and technology departments, - a lack of links with SME and their projects, - a lack of infrastructures for entrepreneurs, - the academic climate is not always pleasant: the importance of entrepreneurship is not always well understood, - A lack of manuals and other resources.

PORTUGAL	Lusofona International Economic MBA
General description of the course	<p>The Master Degree (Level 7 EQF) aims at providing to the participants management and international economic knowledge in a global market. The specific objectives are to foster the economic, political, social and cultural training with emphasis on countries as Angola, Mozambique, South Africa, Capo Verde and China (Shanghai, Hong Kong and Macau).</p>
Expected learning outcomes	<p>The MBA is organised in 4 phases:</p> <ul style="list-style-type: none"> - 1st: a theoretical part and a practical part about management and international economy, - 2nd: a theoretical part and a practical part about international management in the global market. In this phase, the training provides knowledge about the analysis of behaviours and cultural languages used in cross cultural relations, the study of cultural and emotional intelligence diagnosis, the analysis of different negotiation

	<p>models, the analysis of influence and leadership skills and the decision making rules in international scenarios.</p> <ul style="list-style-type: none"> - 3rd: an exchange period in Africa and Asia. The topics of the seminars are: "Entrepreneurship and local culture", "Management of communication", "negotiation techniques" and "Public Relations" - 4th: presentation of the project which the students do in Africa and in Asia.
Teaching methodology	The teaching approach is based on the transmission of expositive knowledge, the participation on study, direct visits to enterprises, the team working on specifics projects and the acquisition of technical and cultural competences during the exchange period
Evaluation	The MBA evaluation is focused on the knowledge acquired during the course at the end of the 1st phase and at the end of the 2nd phase. During the 3rd phase the participants will visit companies abroad and participate in seminars. During 4th phase the participants return to Portugal in order to present and discuss their projects, which were developed on the 3rd phase
Training of teachers	The MBA is composed by a qualified and specialised body of teachers, entrepreneurs, managers, public representatives, local representatives and trade unions representatives from different business areas and countries.
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - the exchange of experiences between the following countries: Portugal, China, South Africa, Mozambique, Angola, Capo Verde. At the end of the course, the end-users can contact and learn how to manage in international frameworks coming from 3 continents and seven countries. - an international campus with a very rich environment, either in scientific as in social and cultural terms. The large amount of foreign students adds a lot to the already very lively university ambient. <p>Weaknesses:</p> <ul style="list-style-type: none"> - the evaluation system and the assessment tools - it's missing a plan to follow up students' progression individually.

Table B.4: Other existing training resources

BELGIUM	Flanders Trade link – Business Clubs
General description of the course	<ul style="list-style-type: none"> - Exchange of international business experience within business clubs. - Organisation of these clubs by professionals. - Existence of 7 different Business Clubs focusing on different parts of the world: China, France, new Member States of the EU, Russia and neighbouring countries, Romania and Bulgaria, Middle East, Asia.
Expected learning outcomes	<ul style="list-style-type: none"> - know the habits of other nationalities and religious differences; - know the legal context overseas; - know the terms for payment and delivery overseas; - be open-minded about internationalisation; - learn to build a good network; - a practical training for international management
Teaching methodology	Each club is made up of around 20 businesses from different sectors. Experts are invited to each meeting to present a chosen region. This leads into a debate allowing for the exchange of ideas and experiences.
Evaluation	No evaluation
Training of teachers	No information has been provided
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - possible creation of a network of businesses and the transfer of their experiences and knowledge. <p>Weaknesses:</p> <ul style="list-style-type: none"> - entry to the clubs appears strictly reserved to professionals
FRANCE	Exchange of teachers from training schools between UK and France:
General description of the course	4-weeks placement in the partner country (8 weeks of collaboration)
Expected learning outcomes	<p>The results of these exchanges:</p> <ul style="list-style-type: none"> - enrichment of language skills and business experience, - exchanges of professional culture
Teaching methodology	No information has been provided.
Evaluation	<p>Evaluation of these exchanges:</p> <ul style="list-style-type: none"> - Self-evaluation and evaluation by the tutors of the internship
Training of teachers	Trainers for this exchange: the tutors of the internships.
Strengths and weaknesses	<p>Strengths of this exchange:</p> <ul style="list-style-type: none"> - approach heavily orientated towards interculturalism, - great success surrounding this programme. <p>Weaknesses of this exchange: None really visible.</p>
FRANCE	Language teaching
General description of the course	Consideration of the intercultural aspect of the education system leads to questions about the way in which this system teaches from primary through to university. The concept of culture to be conveyed has changed a lot since the post-war period: we have gone from a culture of books and literature to a culture of « civilisation » and currently and almost exclusively face social issues common to many developed countries.
Expected learning outcomes	<ul style="list-style-type: none"> - mastering a language of communication and better spoken skills
Teaching methodology	No information has been provided

Evaluation	The cultural content stated in the curriculum is not evaluated in the examinations.
Training of teachers	The competitive process for the recruitment of teachers places much emphasis on the civilization, arts and literature aspect. It is less clear if the cultural differences in the sociological sense are often evoked.
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - the new courses, particularly those in the vocational stream, clearly show the diverse representations of the world driven by cultures. - Year 3 STS contains a significant intercultural element, for example with the creation of co-teaching workshops, and not to forget the BTS CI. <p>Weaknesses:</p> <ul style="list-style-type: none"> - the notion of interculturalism is newly emerging and so difficult to take into account, including by people aware of cultural differences.

FRANCE	Teaching of French as Foreign Language
General description of the course	<p>These courses exist for both adults and children, independently of their level of study.</p> <ul style="list-style-type: none"> - The courses are given in a wide variety of locations (universities, universities and grandes écoles in France and overseas, chambers of commerce, associations, French cultural associations and institutes, Embassy cultural centres, foreign schools, private institutions: language and business schools), - Potential for teaching French as Foreign Language in the specialisation language, specifically in the economic and legal spheres for business, for example.
Expected learning outcomes	<p>Principal objective: students acquire fluency in the French language while at the same time assimilating knowledge of French culture so they have no problems in a French-speaking environment.</p> <p>Objectives in companies:</p> <ul style="list-style-type: none"> - Acquire an understanding of the cultural peculiarities of life in a company in France in French-speaking country, the right tone to use in business correspondence, and the life skills vital for the proper functioning of commercial relations. - Comprehension of general French but also operational French, in the business environment. - In the achievement of these various objectives, the transfer of intercultural knowledge is clearly obligatory.
Teaching methodology	<p>Learning still necessary in traditional domains: syntax, grammar, vocabulary, (incorrect syntax can make be the course of comprehension difficulties by the French): modernisation de this course thanks to new methods integrating exercises in cultural, economic, social or historical indications.</p> <p>The use of a variety of teaching resources: paper documents (exercises, cartoons, newspaper articles, extracts from books, videos, current affairs, films, documentaries, etc.) and also CIT (CD Rom and Internet)</p>
Evaluation	<p>Ongoing: evaluation varies depending on the transfer, the course topic, the language level, the number of participants, the location or the course and the country where the course is being given.</p> <p>At international level, some examples recognised worldwide, where interculturalism plays a major role in particular for the spoken part:</p> <ul style="list-style-type: none"> - DELF (Diploma in French language studies)/DALF (Diploma in Advanced French language studies). - The objective of these diplomas is to attest the French skills of the candidate for professional purposes. These diplomas are standardised according to the 6 levels of the Common European Framework of Reference for Languages. Official

	<p>certification is divided into 6 individual diplomas corresponding to the 6 levels of the above mentioned framework. For greater detail please visit the CIEP website.</p> <ul style="list-style-type: none"> - The TCF (French competency test): 80 Items ranging from level A1 and C1 of the common framework. - The items systematically evaluate capacity to identify and select the correct formulations. Issues always relate to communication situations and French or francophone environments. - The Paris Chamber of Commerce and Industry exams: Professional French Certificate, the Business French Diploma, etc. <p>Whatever the level according to the European language framework candidates must be examined on their adaptation to French culture.</p>
Training of teachers	<ul style="list-style-type: none"> - University training in FFL or for the French specialisation in the areas taught. - No competitive recruitment as for other teachers of languages teaching in educational institutions. - Much learning « on the job » thanks to the « resourcefulness ». - An important part of continuous training, for example through international examinations.
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - Meetings with persons from different cultures and environments, leading to a natural openness towards others that the teacher seeks to transmit to the students. - good knowledge of French language and culture: the teacher is an excellent vector of the specificities of francophone culture. - a great number of high-quality methods, with significant consideration of interculturalism, is available to the student. - the excellent motivation of students often drives a personal and Francophile approach. <p>Weaknesses:</p> <ul style="list-style-type: none"> - a huge investment of energy and time is required: much travel is necessary and significant research into new learning tools. - this profession is not at all common in France: it is not well known by the general public. - the status accorded is not that of a certified language teacher.
ITALY	Intervention of Emilia Romagna on the exploitation of regional products
General description of the course	<ul style="list-style-type: none"> - This project focuses on regional food production in order to promote tourism and the wine sector and highlight the opportunities these two activities can access if they work together. - This project constitutes a specific opportunity for strengthening the networks in place with the countries that have recently joined the EU. - Emilia Romagna aims to promote awareness of regional products through different education systems (Russia, Czech Republic, and Hungary). These countries will in the future be important export and tourism markets. <p>The activities of this project are:</p> <ul style="list-style-type: none"> - two conferences in Italy to launch the information about this project, - 6 workshops in Prague, Budapest and Bratislava to present the typical products with the aid of culinary demonstrations
Expected learning outcomes	Observation and understanding of the specificities of local products and learning the principles that underpin the business culture of the catering service industry.
Teaching methodology	Practical demonstrations, interactive relations, presentation of works of art and teaching

Evaluation	No evaluation
Training of teachers	Trainers participating in this project come from different backgrounds: sommeliers, experts in regional products, or specialists in international trade.
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - an original way of viewing interculturalism. - possible creation of international networks of people working in the same activity area, <p>Weaknesses:</p> <ul style="list-style-type: none"> - teaching method difficult to identify

ITALY	Course on administration in the food sector
General description of the course	<ul style="list-style-type: none"> - This course teaches how to manage a company operating in the sale of food products and the distribution of food and drink products. - This training course covers a variety of aspects potentially affecting this type of company
Expected learning outcomes	No information has been provided
Teaching methodology	<ul style="list-style-type: none"> - Lessons in the classroom with the use of, for example, video for documentary support or other. - Numerous practical examples that involve the participants thanks to open questions and the research of feedback
Evaluation	In the form of questionnaires at the end of the course
Training of teachers	Teachers are experts in the food sector. They are employees of the school or freelance
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - the expertise of the trainers and their capacity to infect participants with their enthusiasm and love of the business. <p>Weaknesses:</p> <ul style="list-style-type: none"> - the too high number of participants and too much heterogeneity in terms of age brackets, experience in the industry, level of education, etc.

THE NETHERLANDS	Creation of 4 intercultural guides
General description of the course	<p>Through an existing European programme grouping 4 countries: Netherlands, France, Poland and Hungary.</p> <p>Participation in this project of the Deltion. College</p>
Expected learning outcomes	No information has been provided
Teaching methodology	No information has been provided
Evaluation	No information has been provided
Training of teachers	No information has been provided
Strengths and weaknesses	No information has been provided

PORTUGAL	PECAE Project – Promoting entrepreneurial culture in adult education
General description of the course	<p>This project, co-founded by the European Commission's Grundtvig course, involves 5 partners in different European countries.</p> <p>The course was developed for teachers, trainers and educators, of adults to support their teaching of entrepreneurship courses.</p> <p>Two pilot courses have already been given within the framework of this project: one in Poland in October 2007 and a second one in the Czech Republic in November 2007.</p> <p>Two others will go ahead in 2008, one in Portugal and the other in Austria.</p>
Expected learning outcomes	<ul style="list-style-type: none"> - the support of teachers in adult education, equipping them with the pedagogical techniques, methods, games and other tools necessary for their entrepreneurship courses.

	<ul style="list-style-type: none"> - facilitate the promotion of the culture of entrepreneurship. - broken down into modules: <p>Module 1: all of the concepts of entrepreneurship and the definition of this notion to be adopted during future courses.</p> <p>Module 2: introduce competence frameworks in the area of entrepreneurship and the promotion of entrepreneurial behaviour.</p> <p>Other modules: cover several skills and attitudes identified as being important for entrepreneurship culture (communication, creative thought, innovation, decision-making, personal skills)</p>
Teaching methodology	In addition to the presentation of the theory, participants will have the chance to test numerous games, pedagogical methods and interactive techniques.
Evaluation	At the end of the course, participants receive a certificate containing a description of the content of the course and the hours invested
Training of teachers	Given the fact that the participants are adult educators, the teachers of these courses are also from the same field.
Strengths and weaknesses	<p>Strengths:</p> <ul style="list-style-type: none"> - creation of a network of contacts during the course itself, - this network of contacts is maintained through the creation of a discussion forum for former participants. In this way, the process of the exchange of know-how and experience may continue. - PECAE project - was commended by the European Conference on the PECAE project in Cyprus.

Annex C: KSC: Knowledge, Skills and Competences

GERMANY	KNOWLEDGE	SKILLS	COMPETENCES
CVET	<ul style="list-style-type: none"> - Basic intercultural knowledge - Virtual intercultural teamwork 	<ul style="list-style-type: none"> - Intercultural communication, negotiation and presentation skills - Promote effective communication between people of different cultures thereby minimizing conflict in a multicultural environment 	<ul style="list-style-type: none"> - Improve self-awareness and sensitivity in the area of cultural differences
BELGIUM	KNOWLEDGE	SKILLS	COMPETENCES
CVET: Fluent communication on an international active commercial inside service	<ul style="list-style-type: none"> - Knowledge in the area of sales, production, planning - Knowledge of communication skills 		<ul style="list-style-type: none"> - Learn to transform our knowledge into effective strategies - The improvement of empathy, - Learning to say no - To be able to accept ongoing change,
Business in China (CVET)	<ul style="list-style-type: none"> - Knowledge of the commercial trends of a market (here with the example of China) - The international legal aspects of intellectual property (here China) 	<ul style="list-style-type: none"> - Get up-to-date information on import/export in a country (here China) 	<ul style="list-style-type: none"> - An understanding of the cultural differences
Business in India (CVET)	<ul style="list-style-type: none"> - The possible difficulties doing business in a country (here with the example of India) 	<ul style="list-style-type: none"> - To do an analysis of the strengths and of the weaknesses of a country (Here, India) 	
Louvain University: the international Business World (higher education)	<ul style="list-style-type: none"> - The different international management strategies, - Global policies and legal aspects 		
Business clubs (other)	<ul style="list-style-type: none"> - The habits of the other nationalities and religious differences - The legal context overseas - The terms for payment and delivery overseas 		<ul style="list-style-type: none"> - To be able to broaden your network of entrepreneurs - To be open minded about internationalisation

FRANCE	KNOWLEDGE	SKILLS	COMPETENCES
GRETA GEFORME 94 (CVET)			<ul style="list-style-type: none"> - To be able to take account of the intercultural dimension in relation to the service and to react to situations caused by cultural misunderstandings or discrimination - To be able to recognise culturally acquired knowledge, maximise them of the professional field
GRETA intercultural communication (CVET)	<ul style="list-style-type: none"> - Knowledge about the target country - Cultural aspects within in the sector where you work 	<ul style="list-style-type: none"> - Skills to act in an international context, - To speak adequately foreign languages 	<ul style="list-style-type: none"> - To be capable of perceiving and reflecting on one's own stereotypes and those of others, - To be capable of dealing with foreign countries and people with an open mind, - To be capable of making a connection between one's culture and the culture of the others
BTS CI (IVET)	<ul style="list-style-type: none"> - The intercultural communication models - The intercultural management models - The functioning of the management of intercultural teams - negotiation methods in different countries - To collate information on social an cultural practices to enable them to communicate effectively with foreign contacts 	<ul style="list-style-type: none"> - To collate, analyse and select information on decision making processes - To form, apply and enrich the multicultural network of foreign contacts - To coordinate, promote and manage the sales and contact network - To identify and implement good practices - To conduct yourself at a business meeting - To analyse written communication situations - To draw up and set out documents according the specification 	<ul style="list-style-type: none"> - To take into consideration the cultural differences existing in the business world - To be loyal and take business interests into account - To work as part of a team - To have an understanding of interpersonal communication
Language Teaching (all levels of the system or quasi)		<ul style="list-style-type: none"> - To be able to have the right tone to use in business correspondence - To be capable of getting an idea across in front of a group of business persons 	

ITALY	KNOWLEDGE	SKILLS	COMPETENCES
Management diversity and intercultural communication (CVET)			<ul style="list-style-type: none"> - To set the theory learned on the course into the practice. - To have a flexible and positive attitude within teams.
Communication through cultures (CVET)	<ul style="list-style-type: none"> - Introduction of the theme of multicultural communication - General guidelines for identifying values and bases of their own behaviour and of others - The key elements of effective communication - Business etiquette 	<ul style="list-style-type: none"> - To do a comparative analysis of the use of body language and non-verbal communication in the understanding of the other cultures and the possible causes of misunderstandings 	<ul style="list-style-type: none"> - To have a positive thinking in combating prejudices
Rhetoric in the English language for managers (CVET)	<ul style="list-style-type: none"> - Knowledge of the different socio-cultural rules - Intercultural communication on the workplace - The importance of non verbal communication 	<ul style="list-style-type: none"> - To speak confidently and effectively in business interactions 	
Speaking in public in English	<ul style="list-style-type: none"> - Vocabulary, idioms, expressions commonly used in the business world 	<ul style="list-style-type: none"> - Listening and note taking in English 	
Multicultural management in companies (CVET)	<ul style="list-style-type: none"> - The definition of culture shock - Elements that characterise diversity - The potential benefits of a multicultural environment 	<ul style="list-style-type: none"> - To form a plan for the improvement of multicultural efficiency 	<ul style="list-style-type: none"> - To have an effective behaviour towards other cultures
4 MBTI dimensions: Multicultural and multiethnic topics (CVET)	<ul style="list-style-type: none"> - the knowledge necessary to overcome multicultural problems both inside and outside the company - the new challenges associated with the globalization, the technological innovations, the most recent evolutions in the social and economic sphere. 		
Retraining within retirement homes relations			<ul style="list-style-type: none"> - To have pride at belonging to a culture/tradition and having values
Managing diversity (CVET)	<ul style="list-style-type: none"> - the bases of entrepreneurship 	<ul style="list-style-type: none"> - To build the best strategy for success in the management of our company during its 	<ul style="list-style-type: none"> - To use the MBTI methods of the intercultural aspects

		internationalisation process - 4 MBTI dimensions: how your preferences can impact on your relations with others, how information is received and transmitted, planning organisation and time management, leading a team (conflict resolution) - to know how you are perceived by others	- To respect and appreciate the different styles used
Working in an international team (CVET)	- to know how culture affects the attitudes towards planning and objectives - to know the accepted approach in conflicts - to know the perception by others of the cultural norms of your country in the context of teamwork		- To choose the right decision making style: consultation, consensus, autocracy - To be able to adapt the rules and the habits of the company policy in the local context
THE NETHERLANDS	KNOWLEDGE	SKILLS	COMPETENCES
"In –company" Training courses (CVET)		- To develop intercultural communications skills, - To build awareness of changes in values between different countries - The skills to act in situations of conflict or cooperation in a group with people with different cultural backgrounds - To build awareness of the impact of different cultures and culture shock - To build awareness of the impact of non-verbal communication	- To understand conflicts between people and groups - To avoid a culture shock
IVET: COMINTER	- To know the fact of the existence of many cultures and the impact this has at all levels of human interaction, in both the private and professional sphere - The differences existing between all types of the culture	- Understand and adapt to cultural differences in the business world - To deal with conflicts and misunderstandings impacting on the manner in which information is given and received	

ROMANIA	KNOWLEDGE	SKILLS	COMPETENCES
IVET: COMINTER		<ul style="list-style-type: none"> - To require the ability to act and react in a varied context and use this interaction to good effect - a deeper understanding of the idea of culture - to build effective relations with foreign partners/clients 	
Training Firm – Interactive learning methods (IVET)	<ul style="list-style-type: none"> - The business jargon - The characteristics of economic activity in Romania and abroad 	<ul style="list-style-type: none"> - the spirit of entrepreneurship 	<ul style="list-style-type: none"> - To be a dynamic businessperson: critical thought, decision making, responsibility, teamwork, personal organisation and the evaluation of your individual resources
PORTUGAL	KNOWLEDGE	SKILLS	COMPETENCES
Travel agencies (CVET)	<ul style="list-style-type: none"> - existence of principles in relationship with others - To know the role of the ethic in the construction of a operational structure - To know the public policy on integration - To know the new European new identity and the role, in this construction, of the multiculturalism and diversity 		<ul style="list-style-type: none"> - to be loyal - to accept interdependence and solidarity as elements generating a shared cultural heritage
Entrepreneurship (CVET)	<ul style="list-style-type: none"> - Knowledge about human resources, negotiations models, logistics, new technologies, the legal framework, etc. 	<ul style="list-style-type: none"> - To create an action plan 	<ul style="list-style-type: none"> - to be able to know the own potential and the own profile
Culture languages and the principles of communication (CVET)	<ul style="list-style-type: none"> - To know the influence of cultural, political and physical factors in the processes of social changes - To know the impact of the globalization on finance - policies and the effects of 	<ul style="list-style-type: none"> - The appropriate skills in culture, language and communication, - To identify the principal factors that influence social changes and 	<ul style="list-style-type: none"> - develop personal opinions applying the skills in culture, language and communication - to be able to observe the importance of informal learning

	<ul style="list-style-type: none"> - cultural promotion - The research methodologies in cultural activities 		
Tolerance and mediation (CVET)		<ul style="list-style-type: none"> - To apply the negotiation principles in business situations 	<ul style="list-style-type: none"> - to be tolerant - to have an open-mindedness in the professional environment - to respect the cultural diversity - to be able to adapt to diversity and difference with tolerance as a value of democratic conscience - to participate actively in intercultural mediation
School for entrepreneurs (CVET)	<ul style="list-style-type: none"> - Knowledge about marketing, finance, business communication, etc. 	<ul style="list-style-type: none"> - To develop a business plan 	<ul style="list-style-type: none"> - to be able to develop new ideas - to be able to develop entrepreneurial creativity
GENE (CVET)	<ul style="list-style-type: none"> - Knowledge about strategic management, legal and fiscal framework, financial management 		<ul style="list-style-type: none"> - to be able to manage stress and time - to be creative - to be able to manage your emotions
Culture's dimension (IVET)	<ul style="list-style-type: none"> - Awareness of culture, interculturalism, multiculturalism, cultural diversity - To know the cultural policies 		<ul style="list-style-type: none"> - to be loyal - to recognise the diversity of public policy on multicultural insertion and integration - to accept interdependence and solidarity as elements that generated a shared cultural heritage (see above)
Culture – cultural norms and cultural ethnocentrism (IVET)	<ul style="list-style-type: none"> - Knowledge about culture (sociological definition), elements of culture (spiritual and material), values, cultural diversity, norms, ethnocentrism - The notion of relativity 		<ul style="list-style-type: none"> - to analyse the human being as a product and agent of culture
“cultural issues” (IVET)			<ul style="list-style-type: none"> - to be conscious of the importance of the importance of identifying the many cultural opportunities of international events. - To identify the pertinent cultural issues relating to business activities

Lusofona University (Higher Education)	<ul style="list-style-type: none"> - Knowledge about international management in a global market. - The study of cultural and emotional intelligence diagnosis - Knowledge about the decision making rules in international scenarios 	<ul style="list-style-type: none"> - To do an analysis of behaviours and cultural languages used in cross cultural relations - To do an analysis of different negotiation models - To do an analysis of leadership/influence 	
PECAE Project (Training for trainers) (other examples)	<ul style="list-style-type: none"> - The concept of entrepreneurship 		<ul style="list-style-type: none"> - To be able to teach how the trainees can have a creative thinking, an innovation spirit, decision making skills, etc