

Guidelines for customising the INTERMOVE+ Training Pathway

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Introduction to “Guidelines for customising the INTERMOVE+ Training Pathways”

The INTERMOVE+ project aims to **prepare mobility beneficiaries by promoting the development of key competences as a tool to favour successful international internships** through the use of synchronous and asynchronous online training modules implemented transnationally, by different mobility groups and several institutions active in learning mobility. These blended training pathways will help learners to improve their intercultural skills and plurilingual communication competences.

Given the flexible nature of the INTERMOVE+ training pathway, facilitators could require guidance on how to select the most adequate modules/units.

The “**Guidelines for customising the INTERMOVE+ Training Pathway**” offers valuable guidance and support to mobility practitioners, VET teachers, trainers, mentors, and tutors involved in mobility projects.

The focus is on **customisation of the training pathway to meet the unique needs and goals of mobility beneficiaries** while ensuring comprehensive support throughout their mobility journey.

Methodology

It is important to define guidelines to help facilitators support students in developing the necessary skills to best prepare them for their experience.

Different training pathways can be structured according to the needs of the mobility beneficiaries and the facilitator can choose which units to use to achieve their objective according to the competences they want to develop, as such the training modules have been designed to be flexible.

It is also important to understand the relationship among modules/units and the number of minimum units that mobility beneficiaries should complete to achieve the full benefits of the training.

Four transversal competences were identified by the consortium, based on the most important competences to be developed for the beneficiaries of the mobility.

Based on these **four transversal competences** (*Communication, Step out of the comfort zone, Creativity and critical thinking, Self-empowerment*), modules and related units were then matched to help learners develop the competence in a comprehensive manner, and four training pathways, which are suggested to be used by facilitators, were created.

Structure

The consortium has identified the competences developed in each of their modules and matched them to the single units, indicating possible assessment methods.

Module	Competences	Unit	Assessment criteria
1. Digital and Media Literacy	Detecting harmful digital contents	Module 1, Unit 1	Activities on each unit and a short Quiz at the end of the module
	Critical Thinking	Module 1, Unit 2	
	Analytical skills	Module 1, Unit 3	
	Lateral Reading	Module 1, Unit 4	
	Positive use of new technologies	Module 1, Unit 5	
2. Entrepreneurship	Creative Decision making	Module 2, Unit 1	Activities on each unit and a short Quiz at the end of the module
	Proactive Skills identification	Module 2, Unit 2	
	Flexibility and Adaptability	Module 2, Unit 3	
	Working together to develop new and open-minded solutions	Module 2, Unit 4	
3. Emotional Intelligence	Using emotional intelligence in day-to-day situations	Module 3, Unit 1	Activities on each unit and a short Quiz at the end of the module
	Adaptability to new situations	Module 3, Unit 2	

	Being able to step out of the comfort zone	Module 3, Unit 2	
	Facing in a positive way the fear of the unknown.	Module 3 Unit 3	
4. Think and Act Green	Critical Thinking	Module 4, Unit 2	Activities on each unit and a short Quiz at the end of the module
	Creative Decision making	Module 4, Unit 2	
	Proactive Skills identification	Module 4, Unit 2	
	Take responsibility	Module 4, Unit 3	
5. Interculturality and Plurilingual Communication	Communicating effectively with people from different backgrounds	Module 5, Unit 1	Activities on each unit
	Facing in a positive way the fear of the unknown	Module 5, Unit 2	
	Developing empathy as a mean to solve intercultural conflicts	Module 5, Unit 3	
	Being able to step out of the comfort zone	Module 5, Unit 5	
	Being able to step out of the comfort zone	Module 5, Unit 7	
	Developing flexibility and adaptability to new contexts	Module 5, Unit 11	
	Flexibility and Adaptability: reflecting on personal and cultural stereotypes in order to accept otherness	Module 5, Unit 24	

The facilitator can combine the units based on the competences of their choice and create a new training pathway or follow one of the training paths identified by the consortium.

The four training pathways are based on four transversal competences.

Identification of transversal competences

Based on previous experiences of the consortium partners, these four transversal competences have been identified as crucial for the mobility beneficiaries:

- Communication;
- Step out of the comfort zone;
- Creativity and critical thinking;
- Self-empowerment.

Customised Training Pathways

Based on the **four transversal competences** (*Communication, Step out of the comfort zone, Creativity and critical thinking, Self-empowerment*), the consortium matched modules and units to help learners develop the competence in a comprehensive manner and the four training pathways were created.

Each training pathway consists of both mandatory units, required to obtain the competences, and complementary units, which are optional. The duration of these units is divided into asynchronous and synchronous hours.

Additionally, the consortium provides explanations for each unit, outlining its relevance to the training pathway. This information serves as a guide for trainers, helping them introduce the units to students and understand why they were chosen for that specific training pathway.

To optimize the learning experience, the consortium recommends following the prescribed order of modules and units within the training pathways.

Training Pathways and Duration	Mandatory Units (necessary for microcredential)	Why this unit is relevant to the Training Pathway	Complementary Units
Communication 05:10 h (2h synchronous; 3:10h asynchronous)	Module 5, Unit 3 (1:40h as)	Understanding the meaning of empathy and communicating. Reflecting about the importance of empathy, especially when going abroad.	Module 3, Unit 2 (1h s, 2h as) Module 4, Unit 3 (2:30h s, 2:30h as)
	Module 1, Unit 5 (2h s)	Digital and social media is one of the main communication channels used by young people nowadays. Learning how to use it correctly and thinking before sharing is an essential communication skill.	
	Module 5, Unit 11 (1:30h as)	Understanding adverts in several languages and recognising the perceptions and values behind communicating will increase communication in different cultural settings.	
Step out of the comfort zone 06:25 h (1:30h synchronous; 4:55h asynchronous)	Module 3, Unit 3 (1:30h s, 2:30h as)	How the Erasmus+ experience helps to get out of the comfort zone and to identify and manage negative emotions, as well as how to face change.	Module 2, Unit 3 (1:20h as)
	Module 5, Unit 2 (1:05h as)	Discovering the extraordinary competence of tolerance of ambiguity and value and improving the acceptance of uncertainty.	Module 3, Unit 2 (1h s, 2h as)
	Module 2, Unit 2 (1:20h as)	The identification of resources and personal strength can help to step out of the comfort zone.	Module 5, Unit 1 (1:05h as) Module 5, Unit 5 (1h as)
Creativity and critical thinking 05:50 h (1h synchronous; 4:50h asynchronous)	Module 2, Unit 1 (1:20h as)	Explanation of the meaning of creativity and how to assess the value of ideas. Creativity becomes the means to face and solve problems.	Module 1, Unit 4 (2h s) Module 1, Unit 5 (2h s)
	Module 1, Unit 2 (2:00h as)	It helps students develop critical thinking on digital media, which improves their skills on building their own opinion on facts, and detecting reliable information.	
	Module 4, Unit 2 (1:30h as, 1:00h s)	Becoming aware of your carbon emissions and your ecological footprint and enhancing your motivation about green traveling and sustainable living by getting inspired and finding your own solutions.	

Self-empowerment 06:20 h <i>(2:30h synchronous; 3:50h asynchronous)</i>	Module 2, Unit 3 <i>(1:20h as)</i>	Being able to deal with uncertainties, by thinking in terms of goals, help in developing greater self-awareness and self-empowerment.	Module 1, Unit 5 <i>(2h s)</i> Module 2, Unit 2 <i>(1:20h as)</i>
	Module 4, Unit 3 <i>(2:30h s, 2:30h as)</i>	What about a sustainable world and what about thinking about it during your Erasmus Mobility. Discover inspiring people, organizations, actions and work together to create your own Green Charter. Commitment and in this way self-empowerment are central skills triggered in this unit.	

Training Pathways and Duration	Complementary Units	Why this unit is relevant to the Training Pathway
Communication 05:10 h <i>(2h synchronous; 3:10h asynchronous)</i>	Module 3, Unit 2 <i>(1h s, 2h as)</i>	Use of emotional intelligence for aspects of daily life such as active listening, negotiation skills, ability to produce creative responses and organizational effectiveness.
	Module 4, Unit 3 <i>(2:30h s, 2:30h as)</i>	What about a sustainable world and what about thinking about it during your Erasmus Mobility. Discover inspiring people, organizations, actions and work together to create your own Green Charter. Communication skills are a central competence trained in this unit.
Step out of the comfort zone 06:25 h <i>(1:30h synchronous; 4:55h asynchronous)</i>	Module 2, Unit 3 <i>(1:20h as)</i>	Learning to be flexible and not to give up in the face of difficulties that may occur during the mobility period abroad makes it easier to step out of the comfort zone.
	Module 3, Unit 2 <i>(1h s, 2h as)</i>	How to use and manage the negative emotions involved in stepping out of the comfort zone.
	Module 5, Unit 1 <i>(1:05h as)</i>	Discovering interculturality and identify several steps and related emotions when traveling abroad.
	Module 5, Unit 5 <i>(1h as)</i>	Being able to pragmatically use information in unknown (or less known) languages may help to dare and step out from the comfort zone.
Creativity and critical thinking 05:50 h <i>(1h synchronous; 4:50h asynchronous)</i>	Module 1, Unit 4 <i>(2h s)</i>	Lateral reading is a concrete tool that helps students think out of the box, not believing the first thing that is shown to them, but looking for more information, developing their own criteria.
	Module 1, Unit 5 <i>(2h s)</i>	Digital and social media is one of the main communication channels used by young people nowadays. Learning how to use it correctly and thinking before sharing can help improve critical thinking skills.

Self-empowerment 06:20 h <i>(2:30h synchronous; 3:50h asynchronous)</i>	Module 1, Unit 5 <i>(2h s)</i>	Digital and social media is one of the main communication channels used by young people nowadays. Learning how to use it correctly and thinking before sharing will provide them self-empowerment.
	Module 2, Unit 2 <i>(1:20h as)</i>	Knowing how to identify and know personal strengths and weaknesses before leaving abroad can help in dealing with difficulties abroad.

How to implement Learning Pathways with your students

If you want to implement these Learning pathways in your lessons, the first thing to consider is which competence you want your students to focus on.

As explained beforehand, each learning pathway helps students to develop and focus on a specific competence: *Communication, Step out of the comfort zone, Creativity and critical thinking, Self-empowerment.*

Once you have identified the competence and the related learning pathway, your students can start to take the courses suggested on the platform.

Remember that each learning pathway has some units developed in an asynchronous mode (directly on the platform) and other units that will be developed in a synchronous mode (in person, online, blended...).

You can find the instruction and the materials for the synchronous classes in the trainer version of the platform.

Each Learning pathway has some units that are mandatory and others that are optional. The mandatory units are the most important ones and they are necessary to obtain the competence certificate.

Ex. For the Communication learning pathway students should complete three different units: Module 5 unit 3 (asynchronous), Module 1 Unit 5 (synchronous) and Module 5 unit 11 (asynchronous).

The complementary units are optional and could help your students to better develop the competences. If they complete it they will not receive any additional competence certificates.

The consortium has identified an order for units in the learning pathways to better develop the competences, we suggest to follow it with your students.

In the charts above it is possible to find the competences developed in the different units and the explanation on why that specific unit it's relevant for that learning pathway.

It is also possible to focus on competences in general and decide to not follow a specific learning pathway. Trainers are free to choose which modules and units they want their students to take and create their own learning pathway. In the chart above you can find the competences developed in different units.

Competence certificates will not be achieved with single units or modules, only with the Learning Pathways created by the consortium.