

INSTITUTO
SUPERIOR
DE CONTABILIDADE
E ADMINISTRAÇÃO
DO PORTO
POLITÉCNICO
DO PORTO

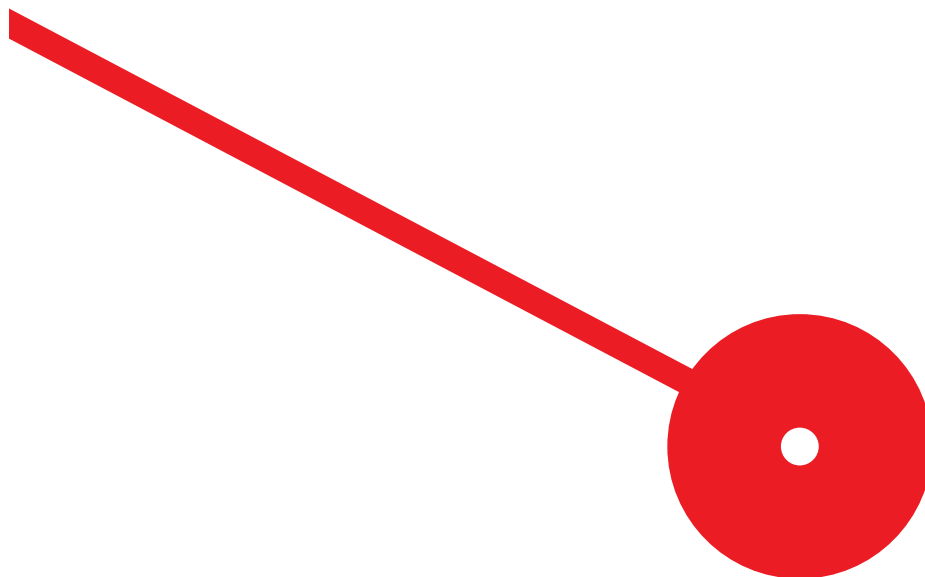
M

Master
Intercultural Studies for Business

Learning Together: Case Study of an Erasmus+ KA1 Company

Margarida Antunes da Cunha Pinheiro Vieira

2019/2020



M

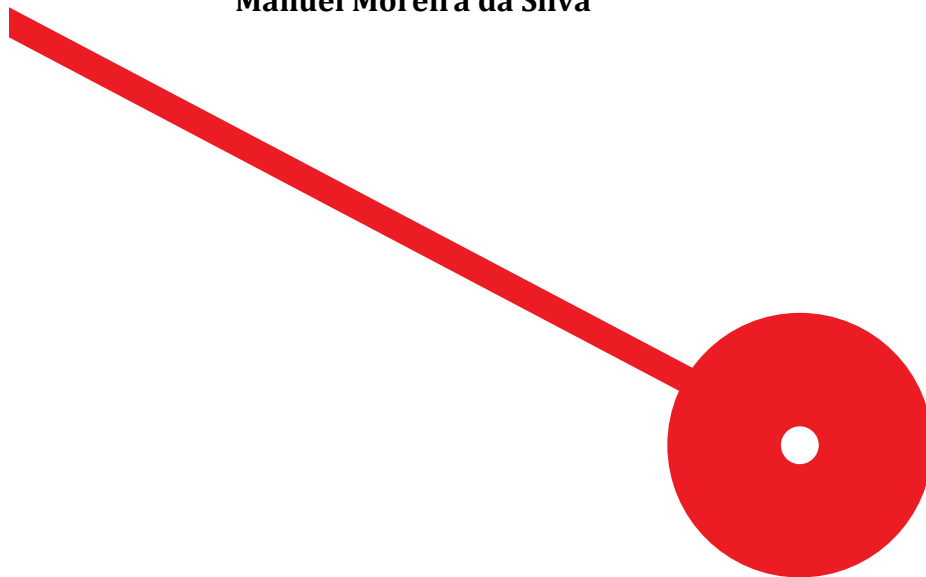
Master
Intercultural Studies for Business

Learning Together: Case Study of an Erasmus+ KA1 Company

Margarida Antunes da Cunha Pinheiro Vieira

Relatório de Estágio

**apresentado ao Instituto Superior de Contabilidade e
Administração do Porto para a obtenção do grau de Mestre
em Intercultural Studies for Business, sob orientação de Dr.
Manuel Moreira da Silva**



Acknowledgements

First of all, I want to thank my family for accompanying me during this process, particularly to my mother Isabel because without her I would not be able to finish my Master's Degree, and to my brother Eduardo.

Then, I want to thank Rui Teixeira for giving me the necessary strength alongside this milestone, especially while writing this Internship Report. A special thanks must be given to Mariana Soares for being in this truly challenging adventure at ISCAP with me.

I also want to thank Dr. Manuel Moreira da Silva for helping me writing this Internship Report and for mentoring me during the process that it is for itself a difficult one.

I really think it is necessary to thank all of my colleagues and friends that accompanied me during the Escola de Verão -Transformação Digital – Dimensões Organizacionais e Societais at CEOS.PP. Because of them, this process turned out to be a more humane, more interesting, less lonely and easier to conclude.

Last but not least, I want to thank all my friends that supported me and believed that I was capable of finishing this journey.

Abstract:

This Internship Report is intended to carry out a case study in the area of the organizational culture of a company linked to the intercultural training domain, by focusing on Erasmus+ incoming teachers and students in Portugal. This work aims at understanding how national culture, intercultural studies, business and education may interrelate.

This research focuses on the role and experiences developed during the internship at Learning Together, an Erasmus + KA1 course company, and on the digital culture-based communication strategies the company uses to reach its target audiences, namely those with content related to local/national culture. In order to understand these strategies, a relation will be established with its organizational structure and culture.

Thus, we intend to understand which creative and intercultural communication strategies are used, especially on the company's social networks and website. The results show this case study contributes to strengthen the vision of the value of intercultural exchanges, taking into account the role of the digital context in which they are disseminated.

Key words: Erasmus+; Intercultural Education; Intercultural Studies; Teacher Mobility; Organizational Culture

Resumo:

Com o presente Relatório de Estágio é pretendido realizar um estudo de caso na área da cultura organizacional de uma empresa ligada ao domínio da formação intercultural, com maior enfoque nos professores que ingressem no Programa Erasmus + em Portugal. Este trabalho visa compreender de que forma a cultura nacional, os estudos interculturais, os negócios e a educação se podem relacionar.

Esta investigação centra-se no papel e nas experiências na Learning Together, empresa de cursos Erasmus + KA1, e nas estratégias de comunicação baseadas na cultura digital que a mesma utiliza para atingir o seu públicos-alvo, nomeadamente aqueles com conteúdos relacionados com a cultura local / nacional. Para melhor compreensão dessas estratégias, será estabelecida uma relação com sua estrutura e cultura organizacional.

Assim, pretendemos compreender quais as estratégias de comunicação criativas e interculturais utilizadas, principalmente nas redes sociais e no website da empresa. Os resultados pretendem mostrar que este estudo de caso contribui para uma nova visão do valor das trocas interculturais, tendo em conta o papel do contexto digital em que se disseminam.

Palavras chave: Erasmus+; Educação Intercultural; Estudos Interculturais; Mobilidade de Professores; Cultura Organizacional

Table of Contents

Introduction.....	9
Chapter I – Culture - a multifaceted concept	12
1.1 Cultural Diversity and Cultural Heritage	15
1.2 Interculturalism and Multiculturalism.....	17
1.3 Organizational Culture	21
Chapter II – Education and Interculturality	26
2.1 Training vs Education	28
2.2 Culture and Education: a symbiotic relation	30
2.3 Intercultural Education	31
2.4 Brief Analysis to the Erasmus + Programme	35
2.4.1 Programme’s Structure	36
2.4.2 How is the Programme implemented?.....	38
2.4.3 Erasmus+ National Agency	39
Chapter III – Case Study – the company Learning Together	41
3.1 The Parent Company: Sinerconsult.....	43
3.2 Creation of Learning Together	43
3.3 Company’s goals	44
3.4 Learning Together’s Organizational Culture	45
3.5 Learning Together’s approach on Interculturality	46
Chapter IV – Inside Learning Together	49
4.1 Role and Experiences	50
4.2 Difficulties during the internship	54
4.3 Outcomes of the Internship	55
Chapter V: From theory to practice - the Internship experience	58
Conclusion	63
References	65

Appendixes	71
Appendix I – Interview	72

TABLE OF FIGURES

Figure 1- Canva made during the internship to publish on LinkedIn's page on the World Environment Day	50
Figure 2- Canva made during the internship to publish on LinkedIn's page on the International Museum Day	50
Figure 3- Canva made during the internship to publish on LinkedIn's page about Porto's local culture	51
Figure 4- Canva made during the internship about one of Learning Together's courses	51
Figure 5- Example of an Excel List of Schools that had received the Erasmus+ Grant for 2020 filled in during the internship	52

Nowadays, our world is a world with many opportunities for travelling and for cultural exchanges. In other words, it is a world in which interculturalism is valued and present in our society. Therefore, education needs more than ever to focus on preparing students to be able to easily adapt to different intercultural environments.

In order to accomplish it, it is necessary that particular tools and skills adapted to the 21st century are implemented. There are many tools and soft skills that need to be implemented such as creativity, problem solving, collaboration, technological literacy or initiative. An example of how to be better prepared to approach these needs is the Erasmus+ Programme. Through the Erasmus+ Programme it is achievable for both students and teachers to construct new points of view about interculturality, to learn how to communicate across cultures in a more effective way and, also, to exchange knowledge with people from other nationalities and with different cultural backgrounds.

This internship report aims to understand how Interculturalism, Education and the Erasmus+ Programme can relate and how these concepts can function along with each other in order to enhance and disseminate the so needed 21st century skills. Additionally, to better accomplish this aim, a case study will be carried out. The case study will be about Learning Together, a company which works with KA1 courses and where I had the opportunity to develop my internship. The organizational culture of the company will be explored in order to better perceive how the previously mentioned concepts can be explored in a training company aimed at attracting teachers from all over Europe.

By the end of the report, we explain how Learning Together contributes to the expansion of the 21st century skills, how the company creates value through intercultural exchanges, and how they implement creativity and intercultural communication strategies in order to disseminate the work done by the company.

To develop this work, Chapter I will be dedicated to the concept of Culture and terms related to this concept such as Cultural Diversity and Cultural Heritage, Interculturalism and Multiculturalism, and Organizational Culture.

Chapter II aims to understand the concept of Education and how Intercultural Education is a necessary tool to be implemented in schools. The relation between Education and Culture will be analysed from the point of view of its importance to understand how to implement cultural policies in a school. Then, it will be analysed how to implement

intercultural policies in a school curricula and what guidelines teachers and staff must know to better implement them.

Furthermore, the Erasmus+ Programme is going to be briefly described in this chapter since it can be considered one of the most important Programmes with the aim of developing Intercultural skills in the fields of youth, education and training and, therefore, a necessary tool for preparing both students, teachers and staff to learn about and deal with an intercultural classroom.

Chapter III will consider the history of the company Sinerconsult and of its branch Learning Together. Additionally, the Learning Together values, goals, organizational culture and also its point of view on interculturality are also going to be referred to during this chapter. The experiences and role during the internship done at Learning Together will be referred during the Chapter IV, alongside with all the difficulties and outcomes that characterized the experience at the company.

In the last chapter, more precisely, in the Chapter V, an analysis about the theoretical framework of this Report and practical framework related with the Internship experience at Learning Together will be produced.

CHAPTER I – CULTURE - A MULTIFACETED CONCEPT

The concept of Culture is central to this work since the concept of Culture accompanies all of those studied in the Master's degree in Intercultural Studies for Business. Before any further explanation on this concept, it is important to refer that despite the level of education and the place where someone was born, culture is something that belongs, transforms and creates identity to everyone in different ways.

Sarmiento alludes that the concept of Culture has been evolving throughout times and it can be considered as a key-concept in the study and understanding of societies (Sarmiento, 2015, p. 25). Thereby, the study of this concept is essential to comprehend how modern societies and people behave.

Being a complex concept that has a multitude of definitions, one of the most basic definitions of it can be found in any dictionary. As an example, the definition presented by the "*Longman Active Study Dictionary for Intermediate - Upper-Intermediate Learners 5th edition*" says that Culture corresponds to "*the ideas, way of life, traditions, etc of a particular society*"¹.

However, there are more complex definitions of this concept that are more appropriate for this report. One of those definitions is given by UNESCO. In fact, the concept of Culture is presented as being "at the core of individual and social identity and is a major component in the reconciliation of group identities within a framework of social cohesion" (UNESCO, 2016:12)².

Moreover, in the words of Kapur (2018:1)³, Culture is perceived as "the system of norms and standards that a society develops over the course of many generations and which profoundly affects the conduct of people living in that society."

This lack of a unanimous definition of the concept relates to the fact that Culture as a concept has been evolving throughout the centuries. For instance, according to Sarmiento (2015: 26), during the 18th century, the notion of Culture corresponded to a process, a final product allied to humanity's moral and spiritual progress. Despite being perceived

¹ Culture. (2010). In *Longman Active Study Dictionary For Intermediate - Upper-Intermediate Learners* (5th edition, p. 214). Pearson Education Limited.

² UNESCO Section of Education for Peace and Human Rights, Division for the Promotion of Quality Education, Education Sector. (2006). *Unesco guidelines on intercultural education*. UNESCO.

³ Kapur, Radhika. (2018). *Impact of Culture on Education*.

that way in the 18th century, the interpretation of Culture changed during the 19th and 20th centuries, and it is still evolving in the present day. In fact, during the 19th century, the term cultures (in the plural form) started to appear to refer to specific nations and to specific socio-economic groups included in each nation.

Thus, by the end of the 20th century the concept of Culture could be perceived in the following three different forms (Sarmiento, 2015:26):

1. As a process that could be used to intellectual and spiritual development;
2. The products resulting from the artistic and intellectual activities;
3. The way of life of a nation or group.

During its evolution, it was possible to adopt a more contemporary definition of Culture as being a process that creates meanings. Such meanings, and their respective interpretations, are attributed by the agents of each culture/group to specific objects, people or events. Accordingly, members of a group or society interpret the world in a similar way. (Clara Sarmiento, 2015, p. 26)

Despite the difficulty of finding a complete definition of culture, Richard Williams was able to provide an almost complete explanation of this concept:

The complexity of the concept of 'culture' is then remarkable. It became a noun of 'inner' process, specialized to its presumed agencies in 'intellectual life' and 'the arts'. It became also a noun of general process, specialized to its presumed configurations in 'whole ways of life'. It played a crucial role in definitions of 'the arts' and 'the humanities', from the first sense. It played an equally crucial role in definitions of the 'human sciences' and the 'social sciences', in the second sense' (Williams, 1977, p.17)

In all its extent, someone who seeks to define culture must consider not only the people but also what surrounds them: the city, the region, and the country where they live because it all affects the people's way of living and their perceptions. Furthermore, cities nowadays represent dynamic places fulfilled with social interactions among people from different cultures (Sarmiento, 2018, p. 33)⁴.

⁴ Sarmiento, C., & Ribeiro, S. (2018). *Cultura & Negócios: Fluxos criativos entre culturas, investigação & empresas* (1st ed.). Vida Económica Editorial.

As an example, the fact that Guimarães, a city from the North of Portugal, was European City of Culture in 2012, allowed the people from Guimarães and, consequently, their cultural values to be widely known. It was its long-standing and rich history and of its people who put it on the map. It was also their costumes, which have a long history and continue to have a huge influence on the people, such as some known festivities: the Gualterianas, the Nicolinas or even the Festival Folclórico Internacional de S. Torcato (International Folkloric Festival of S. Torcato⁵).

All of these have influenced the way that Guimarães' people behave and perceive their own culture. As such, even when interacting with other Portuguese people (e.g., from Lisbon, whose culture has strongly been influenced and modified by foreigners due to its role as Portugal's capital, as explored further ahead) some cultural differences within people of the same country exist. Therefore, it is of utmost importance to consider different aspects when discussing the concept of Culture because it is not always associated with an entire country. Actually, each country has several subcultures that contribute to the country's identity.

For this report, it is crucial to pair the concept of culture with other concepts, namely Diversity, Heritage and Education. Furthermore, the terms multiculturalism and interculturalism are also essential for their development.

1.1 Cultural Diversity and Cultural Heritage

Cultural Diversity and Cultural Heritage have a vital role in the development of society and also, they are two fundamental concepts for the development of Education, more precisely, for the development of Intercultural Education.

The definition of Cultural Diversity can be found in the UNESCO Guidelines for Intercultural Education as being "*the manifold ways in which the cultures of groups and societies find expression*" and as "*a manifestation of life on earth*" (UNESCO, 2006:15). It is also stated that the concept of Cultural Diversity relates to the power institutions, which have the power to influence the world's perception of cultural heritage.

⁵ Our translation

Given by the World Conference on Cultural Policies and present in the “*UNESCO Guidelines for Intercultural Education*”, the concept of Cultural Heritage is considered

“as including the works of its artists, architects, musicians, writers and scientists and also the work of anonymous artists, expressions of people’s spirituality, and the body of values which give meaning to life. It includes both tangible and intangible works through which the creativity of that people finds expression; languages, rites, beliefs, historic places and monuments, literature, works of art, archives and libraries.” (UNESCO, 2006:15)

Cultural Heritage should be considered as a current theme since it brings economic and social value to each country. This caters for a better comprehension of the concept. In order to understand this concept, it should be necessary to reflect on themes such as the preservation of monuments, immaterial heritage which can include traditions, language, the landscapes or contemporary creation. (Martins, 2020, p. 32).

Cultural Heritage can be considered to be an indispensable resource since it represents a unique and special source of some of the human traces such as creativity, renewal and development. Therefore, Cultural Heritage and its preservation must be recognized as the common memory, necessary for life of both societies and people. It is a concept that is constantly evolving since it is a concept capable of centering its value on the memory of the past and the ability of using that memory to innovate. (Martins, 2020, p. 49)

Regarding the concepts of Cultural Diversity and Cultural Heritage, it is important to realize that they are vital to ensure cultures’ survival and preservation. By being a multicultural society, the 21st-century society faces a challenge: the difficulty of survival of some minority cultures (UNESCO, 2006, p.15).

In other words, this constant “mixing” and mobility among people has led to globalised trends in all aspects (food, fashion, education, etc.), which reduces the possibilities of some cultures to endure and keep expressing themselves. Hence, some important traces of cultures are unfortunately erased step-by-step. As a solution to this problem, it is important to implement Intercultural Education policies around the world to ensure the continued vitality of all cultures. (UNESCO, 2006, p. 16)

Promoting Cultural Diversity in Business is a challenge. Thus, it is crucial the creation of programmes inside companies which consider Cultural Diversity as a top priority for their development. The creation of these programmes can, in itself, be challenging. However,

it can be accomplished if it is approached as any other organizational initiative. Cultural Diversity must be considered as a business imperative for its survival in the 21st century. A company that has a strong and diverse team can only benefit from it.

For instance, culturally diverse companies are better able to secure more recent markets, because new customers from different cultures will feel more comprehended by the staff working on the company and the staff can easily reach the customers. By being able to more effectively acquire new markets, a culturally diverse company will also notice the growth of its sales.

That means innovation can also be improved by having a culturally diverse company. Such tendency relates to the fact that people from different cultures have different perspectives and different ways of thinking how work should be carried out, thus bringing about more innovative ideas. However, for all these benefits to happen, companies can not only hire people from different cultures: businesses must have inclusion programmes and make sure that discrimination and prejudice do not have a place in a company's policy. Companies must guarantee that people's differences are recognized, understood, and respected. And allow every employee to celebrate their culture and their uniqueness and treat them fairly instead of asking the employees to assimilate the culture of the country where they are included.⁶

1.2 Interculturalism and Multiculturalism

Interculturalism is a dynamic concept that alludes to the evolving relations, dynamics, and mobility among different cultural groups. It is a process that makes possible the connection between culture and individuality. Interculturalism can also be perceived as an explanation of the inherent movements that are associated with the study and understanding of other cultures and languages.

⁶ LinkedIn Learning. (2018, March 16). *Diversity and Inclusion in a Global Enterprise* [Video]. LinkedIn Learning. <https://www.linkedin.com/learning/diversity-and-inclusion-in-a-global-enterprise>

According to UNESCO, Interculturalism is “*the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect*” (UNESCO, 2006, p.17). The concept of Interculturalism is a concept that enables people from different cultures to communicate effectively with each other. Moreover, it is through the understanding of this concept that a person may look at his/her own culture critically, to interact with individuals, not only at a national level but also on an international one.

Words usually associated with Interculturalism are the following: Respect, Freedom, Understanding and Equality. If everyone uses these four words when relating to people from different cultures, people will be better able to handle and build relationships with others and reduce the possibility of creating intercultural incidents and conflicts.

Nowadays, new identities are being reconstructed at an accelerated pace because of Interculturalism (Clara Sarmiento, 2015:50). This reconstruction of identities can be explained by the continuous rise of the use of the Internet and Social Media platforms such as *Facebook*, *LinkedIn* or even *Instagram*. This use enables people to keep in contact with people from other countries and cultures effortlessly. Likewise, with the use of the Internet, people can easily find new places, cultures, and countries to visit, go on vacation or even to start a “new” life.

If we think about cities such as Porto or Lisboa, where foreign people are constantly present – or were, before the pandemic, it can be stated that Interculturalism is intrinsic in the daily lives of the people living in the touristic cities of the 21st century. The Erasmus Programme is introduced as being one strong example of Interculturalism in the 21st century for inciting and actually making numerous students and school staff visit other countries and experience other cultures during a given time, every year. (Clara Sarmiento, 2015, p. 50)

Intercultural Studies try to reach conclusions related to the basic principles that enable communication among different people in different contexts. According to Atamaniuk, author of the essay “*The terms “multicultural”, “cross-cultural”, “intercultural”. Meaning, differences, area of using*”, Intercultural Studies’ focus is on the “*interaction of two or more cultures and answer the main question of what happens when two or more*

cultures interact (at the interpersonal level, group-level or international level)”
(Atamaniuk, 2014, p. 2).

Communication is extremely relevant and important for the understanding of other cultures and groups since it is through dialogue that people can understand each other and, by this, break with the existent prejudices and stereotypes. Therefore, Intercultural Communication must be performed based on the understanding of such principles when addressing different people, cultures, and societies around the world. Intercultural communication, as being an important component of the concept of Interculturalism, aims at the construction of integrated societies where relations among cultures exist. Those relations must have present that all cultures are different and equal at the same time – and that those differences and similarities enrich all people involved.

Multiculturalism has many times been described as a “cultural mosaic”. However, Multiculturalism is not only that and the concept has some history behind it. Actually, it is possible to understand from “Multiculturalismo, Aspectos político, económico y ético” the concept of multiculturalism has been discussed for many years, more precisely since the 18th century (Arroyo, & Escobar, 1999: 5). The authors of this book also wrote that despite existing since the 18th century, the first serious discussions and analysis of Multiculturalism emerged during the 1980s with some movements from several American universities.

Those movements were born in order to provide an answer to the lack of a social model of integration in a society that was designated as a melting pot. Discussions about educational politics were introduced at campuses, aiming at including a multicultural configuration at the curricula to make the adaptation to the existent pluralism easier. During the 60s and 70s, various projects that aimed at the integration of the minorities and to raise respect to the cultural pluralism were put in action. Those projects happened in some European countries such as the United Kingdom, Switzerland, and the Netherlands. During the 80s, other countries, such as Canada or Australia, began their path as multicultural countries by focusing on adding linguistic plurality to their school curriculums as well as the various cultures present in each country. (Arroyo, & Escobar, 1999, pp. 5-8).

Multiculturalism, can be considered as an utopy due to being a concept that considers the ideal circumstances for a multicultural society happen when different people from different countries and cultures “(...) mutually recognize the right to live in common.” (Sarmiento, 2014:606-607)

Despite all those efforts, the term still does not have a unanimous definition and there are still debates on how a society must adapt to all different cultures that can be found in each country.

On the other hand, according to UNESCO the concept can be perceived as “(...)the culturally diverse nature present in human society” (UNESCO, 2006, p.17). It is a concept that should incorporate a variety of elements such as people’s national and/or ethnic culture, and the diversity of languages and religions.

Moreover, Multiculturalism incorporates the diversity of languages, religions and socio-economic conditions. Additionally, in “Multiculturalismo, Aspectos político, económico y ético”⁷ we can find a quote of John Rex (1996:134) about the concept of Multiculturalism. The author claims that the notion of multiculturalism implies the existence of two different cultural dominions when in a democratic context. Also, the term is perceived as something that “begins when some develop the ability to understand foreigners according to these foreigners’ own standards”⁸.

Multiculturalism can be explained as a community “(...) where all people with different cultures live alongside one another and value tolerance, cuisine, festivals, dress and related things to culture. But all culture’s values are not deep learning by society.”⁹ (Atamaniuk, 2014, pp. 2-3).

One of the fields where Interculturalism and Multiculturalism are being promoted is Education. In order to avoid hate crimes in schools and colleges, teachers and educators have an important role by introducing multicultural and intercultural perspectives in their

⁷ Arroyo, J. C. V., & Escobar, F. J. B. (1999). Multiculturalismo: Aspectos político, económico y ético (Cuadernos FyS) (Spanish Edition) (1st ed.). Maliaño , Cantabria: Editorial SAL TERRAE.

⁸ Aljona Atamaniuk , 2014, The terms "multicultural", "cross-cultural", "intercultural". Meaning, differences, area of using, Munich, GRIN Verlag, <https://www.grin.com/document/280911>

⁹ Aljona Atamaniuk , 2014, The terms "multicultural", "cross-cultural", "intercultural". Meaning, differences, area of using, Munich, GRIN Verlag, <https://www.grin.com/document/280911>

classes. By doing that, teachers make it possible for their students to be more aware of cultural diversity and to be better able to listen and communicate with other students from different cultural backgrounds. Being two important concepts inside a classroom, teachers have a crucial role in developing, along with their students, a multicultural perspective in which cultural diversity and different perspectives are considered. (Atamaniuk, 2014:2).

It is thus possible to explain the concept of Multiculturalism as being an effect of Interculturalism. Simultaneously, it can be perceived as a place where different cultures coexist and, where those cultures have the same rights and opportunities, and none of them is considered as unimportant. Hence, if a person respects and tolerates the other's culture and differences, that person can be considered a multicultural person. To conclude, Interculturalism and Multiculturalism are two concepts with commonalities and at the same time with differences. The main difference that I could conclude between these two concepts is that while Interculturalism perceives that at least two cultures interact with each other, Multiculturalism only perceives the existence of different cultures in the same place.

1.3 Organizational Culture

According to Alvesson (2002:6), the studies of the concept of “organizational culture” started to be produced during the 1940s. However, it was only during the 1980s that the “corporate-culture boom” occurred. Until that time, the studies produced were sparse and dispersed. Since the 1980s, the concept continues to hold the attention of both academics and practitioners (companies) in a regular practice. However, the Organizational Culture continues to not have a specific definition, Actually, it is a too broadly concept that comprehends many other concepts inside it regarding culture, organizations and everything that those two concepts involve.

Throughout the last decade, the interest in the concept of Organizational Culture happens to be more substantial in more innovative and younger businesses rather than in older and more “*rationalization-oriented*” businesses (Alvesson, 2002:6).

Despite the fact that several studies had been carried out since the 1940s, the concept of Organizational Culture does not have a fixed definition. Indeed, there exists an “*enormous*

variation in the definitions of this term” (Alvesson, 2002:3). As referred before, this inexistence of a formally agreed definition seems to happen due to the fact that the term Culture is itself extremely broad. Another reason for the difficulty in finding a formal definition is the uniqueness of some organizations and subsequently, its structures.

The author of *“Understanding Organizational Culture”* refers to his point of view regarding the concept of Organizational Culture. For Mats Alvesson, Organizational Culture can be perceived as an *“umbrella concept for a way of thinking which takes a serious interest in cultural and symbolic phenomena”* (Alvesson, 2002:3).

In the perception of Richard Huff, Organizational Culture is considered to be *“(…) the ensemble of beliefs, assumptions, values, norms, artifacts, symbols, actions, and language patterns shared by all members of an organization.”*¹⁰. In the author’s perception, the concept can be better explained as culture being perceived as the core of an organization and which permits the organization’s members to share a sense of identity and belonging.

According to Pedro B. da Camara, Paulo Balreira Guerra, and Joaquim Vicente Rodrigues (2016), organizational Culture was referred by Thévenet as a representation of men’s state of mind inside an organization which means that during times the problems that appear in an organization are solved with the tools and ways of thinking of that time (da Camara, & Guerra, & Rodrigues, 2016:150). The authors use the term Corporate Culture instead of Organizational Culture to refer to the management of Culture in an integrated form inside an organization. For the authors, the term can be characterized as a system of shared norms and values which interact directly with the organization. It is also stated that each organization has an inherent Organizational Culture, in the same way, it has an inherent structure (da Camara, & Guerra, & Rodrigues, 2016:153).

The concept of Organizational Culture produces the perception of the stronger it is the culture of an organization, the more successful it will be (da Camara, Guerra, & Rodrigues, 2016:153-154). In addition, it is mentioned in the book *“Humanator XXI Recursos humanos e sucesso empresarial”* that a company should not be perceived or

¹⁰ Huff, R. (n.d.). *Organizational culture*. Encyclopaedia Britannica. Retrieved September 3, 2020, from <https://www.britannica.com/topic/organizational-culture>

even studied in a superficial form where only its success or its economical component is considered (da Camara, & Guerra, & Rodrigues, 2016:150).

What the authors mean is that to fully understand a company it is mandatory to understand the culture presiding the organization. It is stated that in order to avoid the disintegration of an organization, it is necessary to implement a policy that considers the concept of Organizational Culture. In other words, a strong “Organizational Culture” policy should be implemented, with the insight to unify the company and to provoke a stronger adherence by the employees to the company’s project and values. Therefore, it is possible to perceive that a strong and efficient Organizational Culture can boost the success of a company (da Camara, & Guerra, & Rodrigues, 2016:154).

All of these perceptions regarding the concept generate a confusion of ideas which makes the definition of Organizational Culture a complex task. According to Kühl (2018, pp. 12-13), the concept is being perceived almost as a “(...) *terminological vacuum cleaner* (...)” which involves “(...) *everything that has something to do with organizations.*”. The author states that the mixing of many definitions inside of the concept of Organizational Culture is an issue since it created a “(...) *conceptual arbitrariness.*”

It is also mentioned by the author that Organizational Culture should be perceived more as a concept that examines how an organization forms and expounds the cultural expectations within it. In other words, the cultural expectations should be considered as “(...) *the undecided decision premises* (...)” which consciously or unconsciously influence all the decision-making inside an organization (Kühl, 2018, p. 14).

Therefore, when trying to understand the concept is crucial to understand what factors influence the capacity of response of an organization to better adapt to external influences and challenges. Those external factors are many times linked to the organization’s performance, excellence and success. There are also the organization’s clients and stakeholders’ perception about the company and the socio-economic and the political factors which can influence the culture inside the company. To better respond to these external factors the organizations need to carefully establish certain social values, a good social structure, what is the corporative social responsibility, and the agility to produce new knowledge in order to respond to those external challenges and/or influences.

Regarding culture in educational organizations, Kültürü states that each “organization has a kind of culture more or less” (Kültürü,2017:53). In the study carried out by the author it was possible to understand how the participants perceived the concept of Organizational Culture. Indeed, the participants characterized the concept as being the set of “*procedures, beliefs, attitudes, and way of working*” of a determined organization (Kültürü,2017:54). More specifically to educational institutions, the participants related the concept of Organizational Culture to terms such as “*academic success, discipline and rules, respect, love, and tolerance*” (Kültürü,2017:54). The author concluded in his article that educational institutions are usually conscious of the concept of Organizational Culture (Kültürü,2017:54). In conclusion, Organizational Culture can be explained as the “*(...)informal side of an organization (...)*” (Kühl, 2018, p. 27).

CHAPTER II – EDUCATION AND INTERCULTURALITY

Education, just like Culture, is a broad concept. The concept of Education has been evolving since its beginning in Ancient Greece as well as its methodologies. Despite Education's long history, the focus of this chapter is on how Education is perceived now, more specifically in how it is perceived in the 21st century.

Education relates to *“an increase of skill or development of knowledge and understanding as a result of training, study or experience”* (Webster Family, 1984, p. 247). In other words, Education relates to the process of teaching and learning. According to Britannica's website¹¹ the process of Education is a discipline that occurs *“(...)in schools or school-like environments (...)”*. In other words, Education is perceived as a process which can happen at all ages and it usually happens in places such as schools, colleges, or universities.

However, it can also happen through other forms and in other places such as reading books and magazines and even by using other means of communication such as the television and through the Internet. Therefore, it can be concluded that Education is not a process that needs to occur exclusively at school. Actually, the workplace, the environment, the family and places such as museums or theatres are perfect examples of the numerous institutions where an individual can learn. However, School continues to be seen as the central educational institution and to have a huge influence on the process of teaching and learning.

Nowadays, the education that is given inside (and outside) school tries to explore the 21st century's needs. This happens by giving the ones who are learning - children, teenagers, adults- the capacity of learning to work in order to discover, investigate and reflect about it. In other words, teachers need to create the necessary conditions for their learners to learn how to be, how to do, how to know and how to live together. To do so, teachers and trainers must keep updated and keep an open spirit when it comes to change, investigation, innovation and also, to continuous and permanent education and training.

Actually, the concept of lifelong learning is a concept that has been receiving huge attention in the 21st century. It has helped people to realize that in order to improve it is

¹¹ education | Definition, History, Types, & Facts. (2020, August 31). Encyclopedia Britannica. <https://www.britannica.com/topic/education>

necessary to continue learning by attending workshops, webinars, among others and not to be “stuck” with the previous formal education. This concept is important since we live in a globalized world, where information is constantly being updated. As such, someone who does not accompany this evolution of information can easily be left behind and replaced.

Another important component of Education is the transmission of skills. In fact, the Concept of Education should be considered as a crucial tool to provide the necessary skills to human life “*as a result of economic, social and technological transformations of the 21st century*” (Himmetoglu, B , Aydug, D , Bayrak, C . , 2020:14). Additionally, the importance of Education has been gaining more strength due to being the main responsible in transmitting skills such as innovation, technological, interpersonal, labour and life skills.

2.1 Training vs Education

The process of training can differ from the concept of Education in some ways. These differences can be understood just by both concepts being defined differently in any dictionary. Actually, in the Longman Dictionary of Contemporary English Online’ website, training¹² is defined as “*the process of teaching or being taught the skills for a particular job or activity*” and Education¹³ is defined as “*the process of teaching and learning, usually at school, college, or university*”.

Another main difference among both concepts is that Education refers to the process that happens mainly in schools and that, in the end, grants an academic degree or a school level and training, does not confer any degree.

Actually, training is normally a process to acquire or deepen competencies. Those competencies can be professional or educational ones. So, when a person enrolls in some

¹²training | meaning of training in Longman Dictionary of Contemporary English | LDOCE. (n.d.). Longman Dictionary of Contemporary English Online. Retrieved September 9, 2020, from <https://www.ldoceonline.com/dictionary/training>

¹³ education | meaning of education in Longman Dictionary of Contemporary English | LDOCE. (n.d.). Longman Dictionary of Contemporary English Online. Retrieved September 9, 2020, from <https://www.ldoceonline.com/dictionary/education>

type of training is usually to learn new skills and competencies in a short-term in order to better respond to the constantly changing transformations of the professional world.

According to the handbook “*Módulo 1: Formação Pedagógica Inicial de Formadores*” (Module 1: Initial Pedagogical Training of Trainers)¹⁴ of Joviform, Training is defined as:

“A formação profissional é definida como uma experiência planeada de aprendizagem que é concebida com o objetivo de resultar numa mudança permanente dos conhecimentos, atitudes ou competências, críticos para o bom desempenho da função de um indivíduo.” (Campbell, Dunnette, Lawler & Weick, 1970; Campbell & Kuncel, 2001)¹⁵.

This means that training is considered as a planned experience that aims at permanent change of the previous knowledge, skills, and values of a person.

Despite the differences between these two concepts, there are also some similarities between Education and Training. First of all, the two concepts involve the learning process by the students or the trainees. Secondly, the two concepts relate by trying to pursue the Competencies of Learn to Do, Learn to Be and Learn to Learn.

The concept of Training is a concept that only appeared in Portugal during the 60s with the establishment of the Instituto de Formação Profissional Acelerada (Institute of Accelerated Professional Training)¹⁶. This Institute was established with the main goal of giving workers more skills and knowledge in order to enable them to advance in their professional career and/or to enable them to gain sufficient practical skills and knowledge to have a job. Nowadays, there is an increasing need for Professional Training in order to accomplish the goal of “lifelong learning”.

With the permanent technological progress, the “normal” Educational path is not enough. By normal Educational path is referred to as the mandatory high school diploma or an

¹⁴ Our translation

¹⁵ Our translation: Professional training is defined as a planned learning experience that is conceived with the aim of leading to a permanent change of the knowledge, attitudes and competencies, critical to the good performance of an individual's function.

¹⁶ Our translation

academic degree. It is with Professional Training that people strengthen their knowledge or learn new professional skills in order to empower them and to be more “employable”.

Nowadays, it is urgent that the Professional Training is adapted to the trainees and organizations’ needs. For that adaptation to happen, organizations and training centers must establish a better interaction in order to create training programmes that are adapted to the market needs. Additionally, the Professional Training programmes must be constantly adapted to the necessities of the 21st century.

In other words, training must include imperatively technological skills as the main assistant in the sharing and transmission of knowledge. Likewise, they should foresee future challenges to the trainees and organizations. This means that the Training institutions which faster adapt to these needs, will have a competitive advantage when compared with other organizations.

2.2 Culture and Education: a symbiotic relation

The relationship between culture and education is a crucial one to this report since the main focus of the Internship is the training of teachers during their Erasmus+ experience.

Firstly, the concepts of Culture and Education are two concepts that are intertwined from the very beginning. As a matter of fact, it is through education that Culture is transmitted on and it is due to Culture that Education occurs.

In other words, Education is a powerful tool to transmit knowledge and, thereby, to transmit Culture. The Culture of a society or group can be felt, preserved, transmitted, and also developed through education and that is perceived in how the educational systems throughout the world vary from each other. It is possible to say that through Education, our heritage, ideas and other cultural aspects are transmitted. Regarding the influence of Culture on Education, it is culture that forges the educational systems and the educational contents.

That happens due to the fact that it is through culture that the frames of reference, ways of thinking and acting, beliefs and feelings of each group and society are shaped. This means, that culture influences all aspects of people’s everyday life. Likewise, the way

that the knowledge and education are transmitted on is influenced by culture. It is also important to bear in mind that every person involved in the process of Education (teachers, headmasters, school employees or even students) put their cultural background into the process of teaching and learning, and many times that happens unconsciously. As long as Culture evolves and suffers changes, the educational policies and methods will also change in order to accompany the cultural evolution.

To conclude, it is possible to state that both concepts of Culture and Education are not only intertwined but also that Culture and Education are two concepts that cannot exist without the other. Furthermore, in the *UNESCO Guidelines for Intercultural Education*, it is stated that “Culture cannot exist without continual transmission and enrichment through education, and organized education often aims to achieve this very purpose.” (UNESCO, 2006, p.13)

2.3 Intercultural Education

Intercultural Education as a concept emerged essentially as a consequence of the existence and confrontation of more than two cultural groups in the same society. Therefore, the concept of *Intercultural Education* was born in order to provide quality education for all people (UNESCO, 2006, p. 22) and it appeared as a new and reformed tendency in Education (Odina, 1991:1). To endorse this belief, a quote from the Universal Declaration of Human Rights (1948) - an important legal document with a crucial role to the development of the concept of Intercultural Education – is also presented:

“Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among nations, racial and religious groups, and all shall further the activities of the United Nations for the maintenance of peace.”

Intercultural Education must be seen and perceived as an urgent need to the 21st -century society since Culture and Education are intertwined, as previously stated. It is a concept that should be considered as a theme of international interest since it embraces the diverse cultural groups present in each society into the concept of Education (Odina, 1991:1). Additionally, because Intercultural Communication is needed for people to understand not only other cultures but also, their own. Despite the importance of Intercultural

communication in Education, this concept “(...) can be both polysemic and empty in education: it either means too much or too little” (Dervin & Gross, 2016,p.2).

Moreover, nowadays with the growing migration movements, there are many migrants present in every society and most of them feel they don't belong to the country they moved into. Nowadays, due to the widespread use of the internet, there is much more information about other cultures. However, young people face a significant problem: to understand which information is true and which is not. Consequently, very often young people do not choose the correct information, or they even quit their search.

As a result, Intercultural Education will not work by being only a plus, an “add on” to schools' regular curriculum. To reach its efficiency, Intercultural Education must be perceived as a whole, by concerning all aspects of the learning environment. In other words, a school that wants to implement an Intercultural curriculum must consider an inclusive curriculum in which subjects such as foreign cultures, histories and languages (including the ones of minority groups) are taught (UNESCO, 2006, p. 19).

It is important that while teaching these subjects, any type of prejudice is not incited. Actually, respect by other cultures' languages and history should be incited, since the promotion of social cohesion and the peaceful coexistence among nations are some of the aims of Intercultural Education. According to van Driel, B. (2016, February)¹⁷ schools need to: prepare for diversity; create new approaches in order to strengthen ties with the community; mix its students according to ‘contact theory’; create curricula that include “*History education that connects, not divides and is more inclusive*”; create a “*Project based learning*” which includes the new media and to create possibilities for students to get involved in the school's projects and organization.

An inclusive curriculum that looks forward to integrating Interculturalism, is a curriculum that is reinforcing the development of more sustainable and tolerant societies by encouraging its learners to communicate with other learners from different cultures, beliefs, and religions.

¹⁷ van Driel, B. (2016, February). *continean NESET II Report Main Findings EDUCATION POLICIES AND PRACTICES TO FOSTER TOLERANCE, RESPECT FOR DIVERSITY AND CIVIC RESPONSIBILITY IN CHILDREN AND YOUNG PEOPLE IN THE EU: EXAMINING THE EVIDENCE*. Retrieved from

<https://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=24071&no=9>

In addition to teaching how to effectively apply Intercultural Communication, Intercultural Education has other aims. These have been termed as “the four pillars of education”, which are: (1) Learning to Know; (2) Learning to Do; (3) Learning to Live Together; (4) Learning to Be

Those “pillars of education” contribute to the construction of a new perception of Education that is being implemented in the 21st century. Through the “Four Pillars of Education”, it is easier to promote the acceptance and understanding of diversity. It also helps to encourage students to learn through new technologies and to develop skills such as problem-solving, critical thinking or creativity.

Other aims of a 21st-century school that has as its principles the “Four Pillars of Education” are to educate the students in order to: think globally instead of locally; learn how to live with others (including people from other cultures, religions, etc.); make the students learn with their mistakes; and teach them how to investigate, reflect and analyse instead of only memorize what is written in books (UNESCO, 2006: 19-20)¹⁸.

The declarations and recommendations have a common objective that is to foment and develop quality education that is adaptable to people of any age, any culture, race, gender or of any religion in order to foster international cooperation, international peace and solidarity. Those Declarations and Recommendations allude to the promotion of the study of other cultures and foreign languages, the promotion of skills and values in order to

¹⁸ There are many Treaties, Conventions, Covenants, Declarations and Recommendations which were and still are crucial to the expounding of Intercultural Education. As examples of Treaties, Conventions and Covenants there are *The International Covenant on Economic, Social and Cultural Rights (1966)*, *The Convention on Technical and Vocational Education (1989)*, the *Convention on the Rights of the Child (1989)*, the *UNESCO Universal Declaration on Cultural Diversity (2001)*, and the *UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)*. These have in common the defense of education for all independently of his or her heritage and of his or her cultural, social and religious backgrounds. The UNESCO Declaration on Race and Racial Prejudice (1947), the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), the UNESCO Declaration of the Principles of International Cultural Co-operation (1966), the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) , the UNESCO Recommendation on the Development of Adult Education (1976), or the UNESCO Universal Declaration on Cultural Diversity (2001) epitomise some of the Declarations and Recommendations regarding Intercultural Education (UNESCO, 2006:23-26).

teach people how to have an Intercultural dialogue effectively and to teach them how to value the understanding of other people.

An instance of a well-known Programme that complements all these Treaties, Conventions, Covenants, Declarations and Recommendations is the Erasmus+ Programme. For instance, by enrolling in the Erasmus+ Programme it's easier for teachers to learn and adapt their teaching methods and materials to a more inclusive curriculum in order to promote the understanding and respect for other cultures to his or her students, and it is easier for students who do Erasmus or have Erasmus' students in their school to learn how to develop their intercultural communication.

UNESCO Guidelines on Intercultural Education sets three Principles that can work as an international guide to the development of Intercultural Education.

- Principle I set that *“Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all”*.
- Principle II aims that *“Intercultural Education provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society”*.
- Principle III has as its goal that *“Intercultural Education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations”*.

These Principles are crucial to Intercultural Education not only because they function as an international guide for what Intercultural Education should be but also because it is also set the way these Principles can be achieved. The guidelines set which teaching and learning methods and materials should be used, what should be included on the curricula and what should be given to teachers - all in order to improve Education quality and to guarantee that teachers can successfully implement an Intercultural environment into their classes.

Regarding Intercultural Education in Portugal, Escola Superior de Educação de Deus in Lisbon was one of the first teacher training institutions to adopt a programme oriented to Intercultural Education. Actually, it was offered as being part of their regular teaching programme, a subject named “Intercultural Education”. This subject aimed to teach

students with different cultural backgrounds “(...) among other things, cross-cultural and linguistic psychology.” (European Union, 1999, p. 45). It was the aim of this teacher training institution to disseminate this approach to other similar institutions in Portugal. (European Union, 1999, p. 45)¹⁹.

To conclude, it is crucial that Intercultural Education is perceived as an advantage for all students in all educational systems and not only for those students who belong to minority ethnic and cultural groups (Odina, 1991:2). This is due to the fact that all students should learn how to understand the people from different cultural backgrounds, to consider each other as an equal human being despite the cultural differences and, therefore, as a way of decreasing the existent stereotypes and prejudices.

2.4 Brief Analysis to the Erasmus + Programme

According to the Erasmus+ Programme Guide, the Erasmus+ Programme “(...) is the EU Programme in the fields of education, training, youth and sport (...)”. It was envisioned to provide solutions to some existent European problems, such as high levels of unemployment, lack of social capital or lack of empowerment among young people. A budget of 14,7 billion euros was attributed for the 2014-2020 period, as defined by the European Commission – whose website²⁰ states the budget was established to “provide opportunities for over 4 million Europeans to study, train, and gain experience abroad”.

By the end of the Programme, the European Commission aims to conduct a final evaluation to take conclusions regarding the Programme’s success. Some of the topics evaluated should encompass the three main goals of the Erasmus+ Programme, which are displayed on the website of the Erasmus National Agency⁴, and are listed below: (1) “*To Promote a Europe of Knowledge*”: this goal embraces all levels of education and training; (2) “*To Support Intelligent Growth*”: through sustainable and inclusive growth as

¹⁹ European Union. (1999). Intercultural Education in the European Union: Local, regional and interregional activities, Examples of good practices (Committee of the Regions). European Communities.

²⁰ What is Erasmus+? (2019, October 22). Retrieved 15 May 2020, from https://ec.europa.eu/programmes/erasmus-plus/about_en

established in the 2020 Europe Strategy; (3) “*To Internationalise*”: by “*driving creativity, innovation and a spirit of entrepreneurship*”

Nevertheless, the Erasmus+ Programme proposed other objectives, as reported in the Erasmus+ Programme Guide. For example, it aims:

“to support Programme Countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields.”, to develop the capacity of young people to participate in the society more actively, and, to guarantee that “Well-performing education and training systems and youth policies provide people with the skills required by the labour market and the economy, (...)”.

Regarding the participants of the Erasmus+ Programme, the main targets are individuals related to the key areas of the Programme: education, training, and youth. According to the *Erasmus+ Programme Guide*, this means that “(...) *students, trainees, apprentices, pupils, adult learners, young people, volunteers, professors, teachers, trainers, youth workers, professionals of organisations (...)*” are the ones who can participate in the Programme. Besides belonging to the fields of education, training and youth, the participants should be established in a Programme Country. Regarding the Participating Organizations, it is the responsibility of the organizations to represent the participants by submitting and managing their projects.

2.4.1 Programme's Structure

As stated in the Erasmus+ Programme Guide and in the Erasmus+ National agency's website²¹, there are five actions and activities comprised on the Erasmus+ Programme, namely: (1) KA1 (being the short name to Key Action 1); (2) KA2 (being the short name to Key Action 2); (3) KA3 (being the short name to Key Action 3); (4) Jean Monet Activities; (4) Sport

The KA1 action represents the Learning Mobility of Individuals by supporting the mobility of students and staff, the “Erasmus Mundus Joint Master Degrees” and also the “Erasmus+ Master Loans”. The KA2 embraces the “*Co-operation for Innovation and the*

²¹ The Programme. (n.d.-b). Retrieved 15 February 2020, from <https://www.erasmusmais.pt/o-programa?lang=en>

Exchange of Good Practices”²² which means supporting Strategic Partnerships transnationally in order to expound initiatives and promote innovation in the areas of training, education and also, youth. This action also supports “*Knowledge Alliances*” among businesses and higher education institutions. “Sector Skills Alliances”, “Capacity-building projects” concerning the Partner Countries’ collaboration and IT platforms (School Education Gateway, European Youth Portal, eTwinning...) are the other components that Key-Action 2 aims to support.

Regarding the KA3 Action, it is stated in the *Erasmus+ Programme Guide* that this action relates to the “Support for Policy Reform”. That means that KA3 supports initiatives related to policy innovation, knowledge in the areas related to the Erasmus+ Programme (education, training, and youth) and, European policy tools in order to enable transparency and the recognition of skills and qualifications. It also supports the Cooperation with international organisations and also the stakeholder dialogue. Finally, this Action supports the policy and Programme promotion.

The Jean Monet Activities are associated with the support of associations that usually deal with the European Union issues and with the European Union studies, according to the Erasmus+ Programme Guide once more. The Jean Monet Activities support debates with the academic world that are usually made via Networks and/or Projects, the Academic Modules, Chairs and Centres of Excellence that aim to develop and strengthen teaching of the higher-education institutions across Europe.

Finally, some institutions can receive operating grants by the Jean Monet Activities. To be selected, those institutions must seek the goal of European interest and they should have the capability to structure Conferences and Studies in the field of policy-making that are able to produce new insights and new suggestions to the improvement of that field.

The final Activity, Sport, as it is indicated in its name, is an activity that is related to the Sports’ field. The facets this Action supports are related to collaborative partnerships that develop the integrity of sports and “Not-for-profit European sport events”, and those that boost policy making as well as dialogue with European stakeholders in the area of sports.

²² (• The Programme. (n.d.-b). Retrieved 15 February 2020, from <https://www.erasmusmais.pt/o-programa?lang=en>),

2.4.2 How is the Programme implemented?

Regarding its implementation, the Erasmus+ Programme is mainly implemented by the European Commission and by the National Agencies of each Programme country. However, there are other bodies involved in the Programme's implementation. Some of those bodies being the "Eurydice Network", the "Youth Wiki National Correspondents Network", the "eTwinning Support Services" or "The School Gateway (SEG)". Despite providing complementary help in the implementation of the Erasmus+ Programme these bodies will not be further explained in this chapter.

The European Commission is the general agent to assure the Programme's implementation. It is the responsibility of the European Commission to administer "*the budget and sets priorities, targets and criteria for the Programme on an on-going basis.*"

The European Commission also supervises other important aspects related to the Erasmus+ Programme such as the Programme's evaluation at European level, the improvement of the Erasmus+' diffusion or the management of "*financing of bodies and networks supported by the Erasmus+ Programme*".

Regarding the National Agencies, it is important to refer that each Programme country has a National Agency with responsibilities at a national level. The National Agencies also operate as a "*link between the European Commission and participating organisations at local, regional and national level.*"

Each National Agency is entrusted with "*budget implementation tasks*" by the European Commission in order "*to bring Erasmus+ as close as possible to its beneficiaries and to adapt to the diversity of national education, training and youth systems.*"

According to the *Erasmus+ Programme Guide*, it is the responsibility of each National Agency to inform appropriately about the Erasmus+ Programme, to assess how the Programme is being operated in their country, to assure the Programme's visibility, to conduct a clear and legitimate selection process of the project applications, and the promotion of the Erasmus+ Programme and its results at a national level. It is important to refer that each National Agency releases its own result list and that even though each country has its own Erasmus' agency, after all the work accomplished by the National Agencies is centralized in Brussels.

2.4.3 Erasmus+ National Agency

According to the National Agency's website²³, the Erasmus+ National Agency has seven main goals which are listed below:

1. Recognition: to boost the acknowledgment "*rate of learning results in mobility activities.*"
2. Synergies: to promote "*cooperation among education, training and sectors youth and labour market.*"
3. Programme Management
4. Strategic Partnerships: in a cross-cultural extent
5. Promotion: encourage people with special needs or less opportunities to join the Programme
6. Improvement: of the "*(...)international dimension of education, training and youth activities as well as the role of workers and youth organizations as supporting youth structures (...)*"
7. Individual Mobility: to encourage the enrollment in KA1 mobility projects

In this way, it is the duty of the Erasmus+ National and Training Agency to assure that information about the Erasmus+ Programme is appropriately provided and disseminated and to ensure its visibility, to conduct a fair and transparent selection process of applicants and projects to be implemented in Portugal, and to support the participating organizations and applicants throughout the whole process.

Regarding the National Agency's structure, it was possible to perceive from its website that the Erasmus+ National Agency works exclusively with a part of the Key Action 1 and the Key Action 2. In relation to the KA1, the National Agency regulates nationally the "*(...) mobility of School Education, Vocational Education and Training, Higher Education and Adult Education (...)*". The National Agency regulates it by encouraging the staff and learners' training. For the KA2, the National Agency has the role of dealing with Strategic Partnerships. These Strategic Partnerships can adopt a number of different arrangements, for instance:

- "*Projects of Cooperation*" or "*Projects whose aim is to develop innovative products*";
- "*Cross-Sectoral*" or "*Sectoral*";

²³ The Programme. (n.d.-b). Retrieved 15 February 2020, from <https://www.erasmusmais.pt/o-programa?lang=en>

- *“With the organization of learning, teaching and training activities”* or *“Without the organization of learning, teaching and training activities”*.

Furthermore, it is the Erasmus+ National Agency’s responsibility to release its own result list regarding the grants given to each institution and projects. As previously referred, all the results and work performed by the National Agencies are, in its final form, directed to the European Commission's headquarters in Brussels.

In Portugal, as an example, the Erasmus+ National and Training Agency is incorporated into public administration and, under the joint management of both the Ministry of Labour, Solidarity and Social Welfare and the Ministry of Science, Technology and Higher Education, has administrative and financial autonomy to distribute grants.

In conclusion, the Erasmus+ National Agency has a crucial role in the qualitative development of the Programme by promoting its performance, and by stimulating nationally, the development of policies regarding all the areas that are supported by the Programme. Simultaneously, the Agency tries to support all participants, including those belonging to the underprivileged groups, in order to create a Programme with no obstacles to its participation.

**CHAPTER III – CASE STUDY – THE COMPANY LEARNING
TOGETHER**

The aim of this chapter is to describe how the company where the internship occurred is characterized. It will refer to its history from its beginnings, in 2000, to what the company is nowadays. In other words, the history of the Parent Company (Sinerconsult) is going to be present in this chapter, how it evolved and then, how this branch- Learning Together- finally appeared in 2015.

The values, the type of work it is done inside it, the courses offered, the goals and Learning Together's organizational culture are going to be described during this chapter. Due to Covid-19, it will also be referred to how this pandemic affected the company, the internship, and how the company adapted to this new situation.

In order to being able to provide a more accurate information in this chapter about Learning Together, an interview was conducted to Dr. Pedro Bento (founder of Sinerconsult), with the following questions:

- (1) Qual a razão para a criação da Learning Together?
- (2) No início da Learning Together qual era o seu objetivo? Tem conseguido cumprir com esses objetivos? Continuam a ser os mesmos objetivos?
- (3) Quais as maiores dificuldades enfrentadas para cumprir com os objetivos da empresa?
- (4) Como é que considera ser a Cultura Organizacional da Learning Together?
- (5) Sente que estando a lidar com pessoas de todo o mundo, é importante ter capacidade de comunicação intercultural?
- (6) Quais as maiores dificuldades ao lidar com pessoas de tantas culturas diferentes?²⁴

²⁴ Our translation: (1) What is the reason to the creation of Learning Together?; (2) What was the initial goal of Learning Together? Are you being able to accomplish those goals? Are the goals still the same?; (3) What are the major difficulties that you face in order to achieve the goals of the company?; (5)By having to deal with people from all over the world, do you think it is important to have a good capacity to communicate intercultural? ; (6) What are your biggest difficulties while dealing with people from so many different cultures?

3.1 The Parent Company: Sinerconsult

With the clear goal of building an innovative platform in the fields of training and consulting, Sinerconsult was born in Maia during October of 2000. With a 20 years' existence, Sinerconsult is one of the oldest training entities in Portugal. It was in 2001 that DGERT accredited Sinerconsult, and, in the same year Sinerconsult started expounding the first professional training projects in various organizations. Those professional training projects included, by the time, 2 types of courses: a) to unemployed and b) to employed people. Both types of courses are designated for Portuguese people and also to people living in Portugal.

According to the interview conducted during the pandemic Dr. Pedro Bento (see appendix 1) the company belongs to a restricted group. In other words, Sinerconsult is integrated in the 2% of certificated training entities with 30 scientific areas of training. Regarding the success rates, Sinerconsult has 96,7% success rating of project approval and a 93,8% success rate among trainees. The dropout rate of Sinerconsult is lower than 5%.

Sinerconsult's vision is focused on the modernization of the dynamic factors of competitiveness, especially by promoting the human resources. This means that the company aims to contribute to the development of organizations, whether public or private, in a consistent and sustainable way in order to improve the companies' performance regarding efficiency and the creation of more valuable experiences for the client and for the society in general.

3.2 Creation of Learning Together

In question 1 of interview (see appendix 1) it is possible to perceive that the history of Learning Together began with the desire of expanding the previous training experience internationally and to have the capacity to present a more European training offer. Also, according to the appendix 1, there was a need to show that the Southern countries could offer more than “Sol, mulheres e vinho” (Sun, women and wine²⁵).

²⁵ Our translation

During the initial process of creation, the founders of Learning Together had the assistance of three other teachers. Those teachers already had experience in the implementation of KA1 and KA2 projects which made it possible for Learning Together to be created and specialize on those types of projects.

With this aim and assistance, Learning Together was finally created in 2017 as an operating division of Sinerconsult. This branch dedicates itself to mobility courses under the Erasmus+ Programme. By providing KA1 courses, Learning Together works with schools and their staff that have received grants in order to make it possible for some of the school teachers and staff to participate in the Erasmus+ Programme.

All in all, Learning Together has 27 Erasmus+ KA1 courses to offer in various areas. Those areas are Soft skills, Entrepreneurship, Societal challenges, Sustainability, Environment, Culture and heritage, ICT Technology, European Citizenship, Science and Languages.²⁶

3.3 Company's goals

Regarding Learning Together's initial goal it is possible to read in the answer given by Dr. Pedro Bento to the Question 2 of the interview²⁷ that it was to analyze the market potential and the implementation of a new area of intervention in the field of training. After this point, it was desired that Learning Together emerged as a national reference in the increment of up-to-date projects in the mobility training area. This last goal was set to be accomplished in the long term.

²⁶ The 27 courses provided by Learning Together are Education for Sustainable Living ; Heritage landscapes, Museums and Portuguese Culture ; Sensing the City ; Success in Schools – Focus on Teachers' well-being ; Integration- A Guidebook for the Future ; GAME-BASED LEARNING vs GAMIFICATION: A Playful approach to Learning ; Educational uses of Digital Storytelling ; There is no Planet B ; Digital Marketing Strategies for Schools ; Design Thinking for the Greater Good ; E.U and Me ; Cyber Security; Bullying and Cyberbullying ; Future Classroom- Apps for Education ; Mobile Learning of Maths with the Milage Learn+ Platform ; The Science Centers in Educational Context ; Communicative Skills for European Teachers ; Coaching: A Powerful Tool; Active Listening & Effective Questioning; Soft Skills for Teaching Techniques ; Portuguese for Everyday Life ; A Practical CLIL (content and language integrated learning) ; Enhancing Communication in the English Language Classroom ; In English, Please! ; Deaf Education ; Social Entrepreneurship.

²⁷ See appendix 1

The first goal, set to be accomplished in a medium term, was finally achieved in 2019. The biggest growth of the company was to happen during 2020 and it was also presumed for Learning Together to have a path of huge expansion in its intervention model. However, due to Covid-19, there was a huge number of withdrawals on the courses that were to happen during this year. Because of that, it was not possible for Learning Together to have the expected growth during 2020.

Despite the success in accomplishing the established goals, there were some difficulties during the process. Those difficulties were and still are essentially related to cultural differences, which can sometimes be confusing and, and how complicated it is for some of the trainees to compromise with the company. In other words, due to the fact the trainees easily withdraw, it is difficult to arrange the training groups which can lead to the suspension of the course because of lack of trainees. Another problem faced by company staff and trainers is the poor English skills of many of the foreign trainees, with the exception of the English trainees, which can create a challenge for effective communication among the company and the trainees.

3.4 Learning Together's Organizational Culture

According to the interview, the organizational culture of Learning Together characterizes itself by trying to address their training to social questions while establishing proper behavioural and management methods in order to implement more efficient resources into the training experience of their trainees. These methods also aim to train the target audience to better manage their resources in order to help the construction of a more integrated society.

Learning Together, as being a branch of Sinerconsult, adopted the same concern of its parent-company: guarantee to their trainees a memorable training experience. In order to accomplish that, Learning Together established a set of partnerships which also allows the expounding of the company's mission.

Additionally, as a component of its organizational culture, Learning Together operates with a set of values that must be ensured. Those values, given by Learning Together's founder in the interview, are the following:

1. Overcoming the clients' expectations
2. Guarantee the services' excellence
3. Transparency, legality, and honesty
4. Respect and esteem for all people
5. Social and environmental responsibility
6. Non-discrimination and integrity among people²⁸

Learning Together's courses are characterized by the use of soft skills that according to the company's website, aim to "*facilitate interdisciplinary learning and experimentation supported by contemporary technologies*"²⁹. The emphasis of the company's courses are the transferable skills which can be adopted in teaching and in learning situations. Furthermore, the courses are designed in order to adjust both to the teaching and non-teaching staff.

Regarding its methodologies, Learning Together's courses are packed with "*group activities, brainstorming, cooperative learning, simulation and best practices' exchange*". These methodologies plus the cultural visits and networking that are provided, give the trainees a new approach of seeking and sharing knowledge. Learning Together methodologies, due to dealing with Erasmus+ trainees, give an extra emphasis on Europe's social and cultural dimension.

3.5 Learning Together's approach on Interculturality

The target audience of Learning Together correspond to teachers and staff of schools belonging to the Erasmus Programme and Partner Countries. This means that the concept of Interculturalism is well-present in the company's daily life whether by contacting the schools to present them the company and their courses or by carrying out the KA1 courses.

In order to better understand Learning Together's point of view on Interculturality, we decided to make question number 5 in the interview³⁰. The founder of Learning Together considers that a good knowledge on Intercultural communication is a tremendous asset to

²⁸ Our translation

²⁹ *KA1 courses in Europe*. (n.d.). Learning-Together. Retrieved October 26, 2020, from <https://www.learning-together.eu/>

³⁰ See appendix 1

the company. To be better prepared to deal with trainees of so many different countries and cultures, the company invested in trainers with an exceptional capacity of Intercultural communication.

These trainers have experience in communicating well with people around the world whether through an Erasmus experience or through the study of the European Countries. According to the interview conducted³¹, the Learning Together's trainers belong to several Superior Institutions and they all promote the mobility experience by doing mobility programmes, by having their own mobility projects on Higher Education Institutions where they belong and also by giving training on Erasmus+ courses.

Despite having a team that is well prepared to communicate interculturally and to adapt well to different cultures, the founder referred on the interview³² that has still been noticing some adversities. Those adversities are usually related to the unpredictability and to the disorganization of the trainees or of the institutions where the trainees belong. On Appendix I it is mentioned that even being Portuguese, the ones known as “disorganized”, many times the ones complicating the process of the courses' execution are the institutions and trainees of other cultures.

It is also mentioned that a difficulty that happens constantly is the lack of a rigorous culture. In other words, it is stated by the company's founder that there exists a lack of domain of the most basic computing skills such as how to function computing tools such as the email, spreadsheets, presentation applications like PowerPoint and even a low searching capacity. The founder declares that in some cases, these lack of computing skills can be compared with the Portuguese computing skills of thirty years ago.

³¹ See appendix 1

³² See appendix 1

CHAPTER IV – INSIDE LEARNING TOGETHER

This chapter aims at describing the work done during the internship that started on 21st of January and finished during August. The internship was at Sinerconsult's branch, Learning Together at Maia.

It will focus on the experience inside the company from 21st of January to 8th of March. This in-house experience abruptly ended on this day due to the pandemic. Therefore, it is going to be explained what was possible to learn from it and what obstacles appeared along the internship and how those challenges were overcome.

Due to Covid-19, the internship needed to be adapted in its beginnings, more precisely on and after the 8th of March. Therefore, it is mandatory to have present in this chapter the characterization of the entire experience during the pandemic, which included working from home.

4.1 Role and Experiences

The internship at Learning Together started on 21st January and, with its advantages and disadvantages, allowed me to figure out, through the work done, how a company in the education and training fields works, what are its values and how it seeks to organize itself to promote business and culture.

At the initial stage of the internship, more precisely during the first week, it was possible to get acquainted with the work done by the parent-company - Sinerconsult- by having to verify if everything was all right with two pedagogical dossiers (at the end of each course, a dossier is made in order to demonstrate the course's existence), and to organize a dossier from scratch and by my own.

It was during the second week of Internship that I did some distinctive work such as changing dates of a letter of acceptance and entered Facebook Erasmus groups to make publications about the company and its courses. It was during the second week that I was able to learn to work with more practical things such as how to use a digitization machine.

It was during this week, that my suggestion about creating a company's LinkedIn page was accepted and then developed. To explain this idea a plan of publications was defined by me and then, accepted by the founder of Learning Together. My suggestion for the

plan consisted in: (1) Write the first post about the company in general; (2) Individual posts about the courses; (3) Posts about the city in order to attract more people; (4) Posts about the teachers; (5) Specific, commemorative days (International Book Day, World Environment Day, International Museum Day, etc.) and relate those to the courses; (6) Publications with photographs of the finished courses. Bellow you can see some examples of the work developed to promote Learning Together's profile:

Figure 1-Canva made during the internship to publish on LinkedIn's page on the World Environment Day

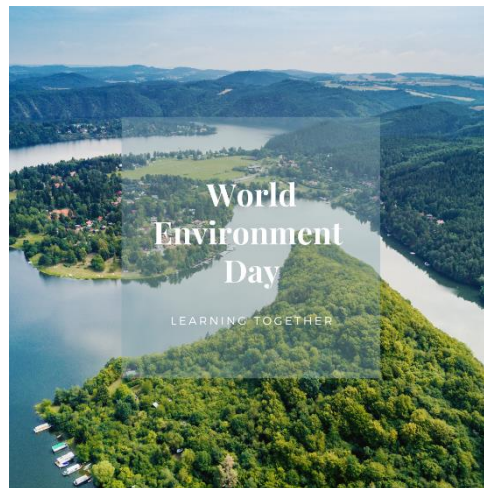


Figure 2- Canva made during the internship to publish on LinkedIn's page on the International Museum Day



Unfortunately, I was not able to accomplish step 6 due to the quarantine and therefore, I was not able to have access to photographs of the courses that happened in July.

Despite these “different” tasks, the Internship consisted in doing the same kind of work during all the internship.

The customary work done during the internship consisted in doing some Canva related to commemorative days, about the city of Porto or about Learning Together and its courses in order to publish them whether in Facebook groups or on the LinkedIn page. Regarding the commemorative days, it was made a list of commemorative days that could be associated with the company's courses in order to make the LinkedIn posts more appealing to the connections and followers. These tasks helped me to promote Portuguese culture, especially Porto's local culture, as a path to attract more clients for the company. It is possible to see in the images bellow examples of that work:

Figure 3- Canva made during the internship to publish on LinkedIn's page about Porto's local culture



Figure 4- Canva made during the internship about one of Learning Together's courses



Another particularly frequent work was the recollection of emails of European schools that have received the Erasmus grant. After collecting those emails, an Excel list would be filled in and each list corresponded to schools of a certain country. For example, I would fill an Excel list only with emails of Spanish schools. During the internship, I

would have to send emails presenting the company and the city of Porto to the schools present on the Excel lists. It was also common to the course of the internship (including during the quarantine) the searching of more connections and followers of the company's LinkedIn page in order to guarantee a greater projection of Learn Together on that specific social media.

Figure 5- Example of an Excel List of Schools that had received the Erasmus+ Grant for 2020 filled in during the internship

	A	B	C	D	E	F	G	H	I	J
		Plaats aanvrager	ESCOLA	Titel Project	Projectnummer	Voorlopige toekening	Duur Project (maanden)	EMAIL		
1		Alblasserdam	Joannes Beukelmanschool	Internationalisering op de Joannes Beukelmanschool	2020-1-NL01-KA101-064375	120 625,00	12	j.kluit@beukelmanschool.nl		
2		Almere	Aeres vmbo Almere	Werken met heterogene groepen	2020-1-NL01-KA101-064427	142 700,00	24	info.vmbo.almere@aeres.nl		
3		Almere	SG De Meergronden	Tweetalig onderwijs, geïnspireerd om te kunnen inspireren	2020-1-NL01-KA101-064280	127 800,00	24	info@meergronden.asq.nl		
4		Alphen aan den Rijn	Scala College	Gepersonaliseerd leren binnen tweetalig onderwijs	2020-1-NL01-KA101-064337	126 140,00	24	info@scalacollege.nl		
5		Amersfoort	Farel College	Persoonlijk leiderschap voor leerlingen en docenten in de 21e eeuw	2020-1-NL01-KA101-064479	157 460,00	24	info@farel.nl		
6		Amersfoort	PRO33college	Praktijkonderwijs werkt in het internationale veld	2020-1-NL01-KA101-064461	18 565,00	12	info@pro33college.nl		
7		Amersfoort	Stichting voor KPOA e.o.	Lerend spelen bij KPOA 2020-2022	2020-1-NL01-KA101-064256	199 825,00	24	info@kpoa.nl		
8		Amersfoort	van Iodenstein college/ St. SCFG	Nieuwe perspectieven op internationale oriëntatie	2020-1-NL01-KA101-064220	136 425,00	15	secretariaat@vaniodenstein.nl		
9		Amsterdam	ABBIS Elzenhagen	ABBIS Elzenhagen, een ontdekkingstocht naar een innovatief onderwijsmodel, duurzaam en toekomstbestendig	2020-1-NL01-KA101-064394	137 050,00	24	info@abbs-elzenhagen.nl		

Some letters about Learning Together, its courses and about Porto (the city's heritage, typical food, points of interest, etc.) were written in order to attract more trainees during the internship. This activity was extremely interesting since it allowed the production of a reflection on Porto's culture and heritage and, therefore, increased my awareness about the culture that embraces my daily life and allowed me to better define strategies to display it to potential customers.

Some activities done more scarcely throughout the internship corresponded to: the answering of some calls; the use of the platform SIGO, which I would use to add trainees to some trainings provided by Sinerconsult; the use of the platform SendBlaster, the preparation of certificates and the correspondent dispatching to postal company CTT; the

searching of the best Chatbot to implement in the company's Facebook and the creation of possible questions and answers to introduce on the Chatbot chosen by the company.

During the quarantine the work was reduced to the management of connections and followers of the LinkedIn page, to guarantee the continuing posting of information on LinkedIn and to the searching of emails of schools and the completion of Excel lists. Unexpectedly, some work that would happen during the quarantine could not happen, because it involved some contact with some trainees and to make a tour with them around Porto.

4.2 Difficulties during the internship

During the internship at Learning Together, some difficulties were encountered due to both personal and professional reasons. For instance, at the beginning of the internship it was complicated to adapt to the company's environment and to its type of work. For example, the first moments of organizing dossiers were difficult, since I needed to make sure that all the points were in there very quickly. Another complication that happened in the beginning was to define the internship goals. To define those goals, a reunion with the founder of Learning Together was made in order to discuss both points of view and then find a solution and a set of tasks.

Personally speaking, the adaptation to a job where it was necessary to spend most of the time inside an office and in front of a computer was extremely arduous. Also, the lack of communication among the people working there, for me as a highly communicative person was strange and difficult to adapt.

Professionally, writing the first presentation emails was complicated since creative writing is not one of my strengths. In order to overcome that weakness, a lot of other presentation emails were read and some research about the company and about the city of Porto was done. This research allowed me to understand what should be written in a presentation email and to improve my existing writing skills.

Translating presentation emails from English to Spanish was also a problem. This challenge was overcome by trying to write various scratches of the presentation emails in Spanish and by reading more in Spanish about the city of Porto and the company itself.

The development of the company's *LinkedIn* page was sometimes hard, as the development started at a very early stage of the internship, when the adaptation to the company was still happening and it was not possible to fill part of the important information in the page. There were different perspectives about what should be posted in a *LinkedIn* page. For example, in my point of view the posts should not be exactly the same ones posted in the *Facebook* page and the connections did not necessarily need to be only the company's *Facebook* friends.

Due to Covid-19 pandemic, I needed to return home on the 8th of March which prevented me from doing some of the work that I was supposed to do face-to-face such as accompanying the trainees during a visit to Porto, which was supposed to coincide with the day of Cortejo.

The work done during the quarantine basically consisted in creating posts about Learning Together and about Porto to post on the *LinkedIn* page, and complete Excel lists with the emails of the schools that received the Erasmus grant. All this being said, the communication with the company was at times complicated, since it was not possible to call and the wait for the response to my emails was very long on some occasions.

4.3 Outcomes of the Internship

When concluding the internship, it was possible to make a reflection about what I could learn while working at the company. First of all, it was possible to understand how the company works. More precisely, what type of courses the company has and how many. Besides discovering more about its courses, it was possible to understand the bureaucracy behind the courses such as the payments or what papers were needed to be filled in to register the trainees.

Regarding the Erasmus+ Programme there were several things about it that I could learn. For instance, I discovered that the schools are responsible for preparing the submissions of projects instead of teachers and also that the Erasmus+' destination is also chosen by the school, together with the teacher. Until starting the internship, I did not know of the existence of KA1 and KA2 courses and of their differences, and about the deadlines for the submissions, or even about the existence of the National Agencies.

During the internship it was also possible to develop my knowledge about the online presence of companies. This point was achieved by creating the LinkedIn page and by doing some research about the presence of the competitor companies on LinkedIn. I reinforced the idea that having a presence on social media must be a continuous job. For example, on LinkedIn, it was almost mandatory to be always trying to connect to more people and make constant publications in order to make sure people do not forget about the company.

During the research it was possible to understand that sometimes, online exposure can bring more negative effects than positive ones and that when publishing online it is important to answer this question: *Am I attracting more clients or more competition?* This question was important because it made me realize that companies should not get their competitors' attention by overexposing since there is the risk of copying and be copied by them.

Regarding platforms and programmes, the internship brought me the awareness of some platforms that can be extremely useful for companies. For example, the programme SAGE that is a specific programme to issue invoices, or the SIGO platform that is used to perceive which is the educational path of people such as their level of literacy, or the training courses they made. With the SIGO platform it is also possible to create training initiatives. I could learn how to open a course, how to add and find people on the platform and how to certify people on the platform.

I have also learnt to function with the programme Sand Blaster which is a platform to send emails that differs from the usual emails' platforms since it was created with the purpose of mass sending of emails. In this platform, it is also possible to import directly to it, lists which make the job easier since there's no need to copy-paste the emails when you're sending them.

Still related to programmes and platforms, it was possible to discover more about Chatbot such as what programmes exist to create them, how to create them and why chatbots can be useful for companies who need to be constantly in an online contact with their customers.

Regarding the schools that received the Erasmus' grant, it was possible to perceive through their websites how even the construction of a website can be influenced by

culture, especially local culture. In other words, many times the websites of the same country have a similar organization.

Finally, during the internship at Learning Together it was possible to improve my Spanish writing skills since I was responsible to write presentation emails in Spanish, answering emails in Spanish and to search for emails from Spanish schools.

**CHAPTER V: FROM THEORY TO PRACTICE - THE INTERNSHIP
EXPERIENCE**

In order to better explain why some concepts were accounted for during the theoretical framework of this internship report, reflection that aligns both the theoretical and the practical framework will be conducted.

First of all, it is explained in the chapter regarding Culture, the following definition about Culture being “*at the core of individual and social identity and is a major component in the reconciliation of group identities within a framework of social cohesion*”. This extract was chosen due to the values of the company. In other words, Learning Together focuses a lot on the social identity and on the social cohesion of groups by integrating those in the company’s values.

Still regarding culture, but more specifically cultural diversity and cultural heritage, Learning Together completely integrates these concepts on the company’s mission. For instance, every time a course happens the concept of cultural diversity is present, due to the simple reason that in every course there is a variety of trainees from different cultures and countries. Then, during the company’s daily work, the concept of cultural heritage is commonly used in order to raise awareness for the company among schools belonging to the Partner Countries that received the Erasmus+ Grant. This is made through sending emails to those schools in which the cultural heritage and the cultural diversity belonging to the city of Porto is presented.

Besides the emails sent to those schools, many of the company’s *Facebook* and *LinkedIn* posts highlight the Cultural Heritage of Porto such as the gastronomy, traditions or typical events. These types of uses of Porto’s Cultural Heritage are explored daily in order to make Learning Together more appealing to foreign trainees. Another form of integrating the concepts of cultural diversity and cultural heritage inside the organization is by having two specific courses regarding them. The courses that explore both concepts are *Sensing the City* and *Heritage Landscapes, Museums And Portuguese Culture*.

Concerning interculturalism, just as it happens with cultural diversity, it is almost an inherent concept to the organization itself, as the company deals with many different cultures and groups, and when inside the same room to follow a course, all the trainees have to interact with each other creating a true intercultural environment.

To make this intercultural environment successful, instead of creating barriers in communication among trainers and trainees, it is necessary to have experienced trainers

and staff in establishing an Intercultural Dialogue. As referred previously in the chapter regarding Learning Together, all the company's staff have experience and/or knowledge about the Erasmus+ Programme, Interculturalism and about the European countries. Having some knowledge about European Countries can be extremely useful for the company's staff since it helps them relate to the trainees easily and to better adapt their knowledge and discourse to different people.

Regarding the Chapter about education, as stated before in this report, both Education and Training must be adapted to the 21st century needs. Those needs involve the "Four Pillars of Education" - Learning to Know, Learning to Do, Learning to Live Together, Learn to Be-, i.e. the adaptation to the constant update of technology and to the social transformations. To accomplish these, teachers and trainers must be constantly updating their skills.

Learning Together attempts to give these necessary tools to the trainees in all courses but more specifically in the following courses: (1) *DIGITAL MARKETING STRATEGIES FOR SCHOOLS*; (2) *DESIGN THINKING FOR THE GREATER GOOD*; (3) *FUTURE CLASSROOM - APPS FOR EDUCATION*; (4) *CYBER SECURITY*; (5) *COMMUNICATIVE SKILLS FOR EUROPEAN TEACHERS*; (6) *COACHING: A POWERFUL TOOL*; (7) *ACTIVE LISTENING & EFFECTIVE QUESTIONING*; (8) *SOFT SKILLS FOR TEACHING TECHNIQUES*; (9) *SUCCESS IN SCHOOLS - FOCUS ON TEACHERS' WELL-BEING*; (10) *INTEGRATION - A GUIDEBOOK FOR THE FUTURE*

In order to ensure that the trainees finish Learning Together's courses with the necessary skills to apply in their classrooms, the company needs to guarantee that its trainers continue to update their tools, skills and knowledge to better implement them in the organization's training courses.

Regarding the intrinsic relation between culture and education, Learning Together contributes to this relationship by offering the courses *E.U. AND ME* and *A PRACTICAL CLIL (Content and Language Integrated Learning)*. Also, this relationship of concepts is present on the company's daily activities since every course is influenced by it. In other words, the way courses are taught and learnt are always influenced by the cultural background of both trainers and trainees and the development of each training session is also influenced by that background.

By having the possibility of participating in one of the Learning Together KA1 courses, the trainees have the possibility of accomplishing, inside their classrooms, one of the guidelines implemented by the *Universal Declaration of Human Rights (1948)*. The Guideline, previously mentioned in this report, is the following:

“Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among nations, racial and religious groups, and all shall further the activities of the United Nations for the maintenance of peace.”

In other words, teachers can accomplish this goal easily by participating in an Erasmus+ KA1 course, because they are directly learning in an intercultural environment where the promotion of respect and understanding among nations is essential. The fact that the trainees are learning in a new environment and with other cultures represents the creation of new perspectives for intercultural education by the trainees. Besides, teachers and school staff participating in it, finish the courses with more adequate tools and skills to adapt to intercultural classrooms and to transmit that concept to their students.

As an operating division of Sinerconsult that is oriented to KA1 Courses, Learning Together has to be mandatorily committed with the Erasmus+ Programme. Thereby, it is Learning Together’s obligation to follow the Programme’s rules and values. First of all, Learning Together needs to promote the three main goals of the Erasmus+ Programme, which are explicit on the Erasmus National Agency and reiterated on the sub-chapter of this report regarding the Erasmus+ Programme- *“To Promote a Europe of Knowledge”*; *“To Support Intelligent Growth”*; *“To Internationalise”*.

To accomplish these goals, the company needed to create courses oriented to the instruction of competencies such as creativity, sustainability, inclusion or innovation. Some courses that epitomise these competencies are the following: (1) *EDUCATION FOR SUSTAINABLE LIVING*; (2) *THERE IS NO PLANET B*; (3) *E.U. AND ME*; (4) *COMMUNICATIVE SKILLS FOR EUROPEAN TEACHERS*; (5) *DEAF EDUCATION*; (6) *SOCIAL ENTREPRENEURSHIP*;

All the company’s courses respect the Programme’s Key Action 1. In other words, Learning Together’s courses are designed to Individuals, more specifically, to teachers

and school staff who chose to take part in the Erasmus Learning Mobility. This also means that the trainees are not able to choose directly Learning Together's courses or the city of Porto as their Erasmus+ destination. This occurs due to the fact that the Schools or Educational Institutions, in which the trainees are working, have the possibility of choosing where to "send" their staff to complete the Learning Mobility. This happens since the grant given by the Erasmus+ Programme is targeted to Schools/Educational Institutions that have applied to it with internal projects.

One of the bodies utilised in the Erasmus+ Programme implementation is *The School Gateway*. This Erasmus+ Programme body is also extremely helpful for Learning Together since it is possible to insert the courses on this platform. In other words, the courses that will happen are all inserted on *The School Gateway* which makes the courses more visible to possible trainees. It is also possible to understand what other companies are offering in terms of training and, therefore, adapt the existing courses to a better version.

It is through the lists posted by each Erasmus+ National Agency that Learning Together is acquainted with which Schools have received the Erasmus+ Grant. Those lists enable the dissemination of Learning Together and of its courses. When the lists are provided, the company sends an email to those schools in which the presentation of the company is known, its values, its courses and the city in which it is implemented.

CONCLUSION

Culture is a broad term that is constantly evolving and that can be perceived in a multitude of forms and it relates to many other concepts. For instance, it can be paired with Diversity or Heritage, creating the concepts of Cultural Diversity and Cultural Heritage. It can be paired, creating a relation with Education. Still related to Culture, other concepts appear interconnected, like those of Interculturalism and Multiculturalism.

Regarding Cultural Diversity and Cultural Heritage, it was possible to conclude that these are two concepts that have a crucial role for every society and for their development. Without both concepts, the survival and preservation of cultures would not be possible. It is important that every culture innovates and evolves but still gives value to its past, history, traditions, etc..

Interculturalism, just as Culture, it is a broad and dynamic concept with an important value for the societies. It is through a good knowledge of it and interaction with other cultures that people can conceive a critical thinking of his/her own culture. It is also through a good Intercultural Communication that stereotypes and prejudices can be dissolved which can lead to a better understanding among people with different cultural backgrounds.

The promotion of both Interculturalism and Multiculturalism in Education creates the opportunity of reducing problems at schools and educational institutions related, for instance, to hate crimes. Regarding Organizational Culture, it can be concluded that the concept can be considered as the culture where an organization is implemented. In other words, the informal side of the organization, its values, and the sense of belonging to an organization by its staff.

Education has been evolving since Ancient Greece and, nowadays, the main focus of it is the development of the known 21st century skills such as creativity, problem solving or critical thinking, the inclusion of an intercultural classroom, the preparation of students to successfully adapt to an Intercultural ambience and to foster interest in the concept of lifelong-learning.

A programme that helps both students and teachers to reach the aims of Education is the Erasmus+ Programme. First of all, it prepares teachers not only to learn about different cultures, but it also prepares them to learn about different methodologies which can enable them to successfully adapt to an Intercultural classroom and to improve their teaching skills. For students, the Erasmus+ also has its advantages. The Programme enables students to emerge in a new culture, and to learn new perspectives about the world. It also enables students to adapt to their future since they need to adapt by themselves to living in a new country.

By being a company that was created in order to have a more international offer, Learning Together offers twenty-seven KA1 courses. Those courses go along with the values of the company and with the aims of the European Commission to what Education and training should be by encompassing the areas of Soft skills, Entrepreneurship, Societal challenges, Sustainability, Environment, Culture and heritage, ICT Technology, European Citizenship, Science and Languages.

Regarding Learning Together's organizational culture, it is possible to conclude that the goals and values that guide the company, the methodologies used, and the resources are all in perfect harmony. Additionally, the company invests in networking, in cooperative learning and, on the social and cultural dimension of Europe.

Regarding the experience at Learning Together it was possible to understand how a training company functions. In other words, how the company embedded digital culture-based communication strategies in its daily work. This was accomplished by the promotion of the company on social media such as LinkedIn, Instagram or Facebook, using the city of Porto and all the city's cultural aspects, in order to create awareness and interest to possible future trainees.

All in all, it is possible to conclude that in order to achieve the aims of an Intercultural Education, teachers, students and school staff should prepare themselves for it and be constantly adapting. To this adaptation, the enrolment in the Erasmus+ Programme by both students and teachers, the implementation of subjects such as history or geography must be mandatory in order to people better understand the history and culture of different countries and societies, and to develop a critical thinking about their own culture and the cultures of others.

REFERENCES

- Alveson, M. (2002). *Understanding Organizational Culture*. SAGE Publications Ltd.
- Arroyo, V. J. C., & Escobar, F. B. J. (1999). *Multiculturalismo: Aspectos político, económico y ético (Cuadernos FyS)* (1st ed.). Madrid, Fey Secularidad/Sal terrae.
- Atamaniuk, A. (2014). *The terms “multicultural”, “cross-cultural”, “intercultural”. Meaning, differences, area of using*. GRIN Publishing.
- Costa, E. (2017, July 27). Aprendizagem ao Longo da Vida. CADERNO ESPECIAL Parte Integrante Da Revista VISÃO, 14–15.
- Cruz, M., & Orange, E. (2016). 21st Century Skills In The Teaching Of Foreign Languages At Primary And Secondary Schools. Turkish Online Journal of Educational Technology, 1–12. <https://recipp.ipp.pt/handle/10400.22/9400>.
- Cruz, M. R., & Cruz, M. L. (2006, January). A intercompreensão no ensino precoce de língua espanhola: um estudo de caso. ResearchGate. https://www.researchgate.net/publication/279503638_A_intercompreensao_no_ensino_precoce_de_lingua_espanhola_um_estudo_de_caso
- Culture. (2010). In *Longman Active Study Dictionary For Intermediate - Upper-Intermediate Learners* (5th edition, p. 214). Pearson Education Limited.
- da Camara, P. B., Guerra, P. B., & Rodrigues, J. V. (2016). *Humanator XXI Recursos humanos e sucesso empresarial*, In *Capítulo 4. A Cultura da Empresa* (7th ed.). Alfragide, Dom Quixote.
- Dervin, F., & Gross, Z. (2016). *Intercultural Competence in Education: Alternative Approaches for Different Times* (1st ed.). Palgrave Macmillan.
- education | Definition, History, Types, & Facts. (2020, August 31). Encyclopedia Britannica. <https://www.britannica.com/topic/education>

Longman Dictionary of Contemporary English | LDOCE. (n.d.). Education. In Longman Dictionary of Contemporary English Online. Retrieved September 9, 2020, from <https://www.ldoceonline.com/dictionary/education>

ERASMUS+ “Parcerias para a Criatividade.” (2020, September 16). Pporto.Pt. https://www.pportodosmuseus.pt/2020/09/16/erasmus-parcerias-para-a-criatividade/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+pportodosmuseus%2Frwg+%28pportodosmuseus%29

European, C. (2019). *Erasmus+: Programme guide* (Version 1).

Himmetoglu, B , Aydug, D , Bayrak, C . (2020). EDUCATION 4.0: DEFINING THE TEACHER, THE STUDENT, AND THE SCHOOL MANAGER ASPECTS OF THE REVOLUTION . Turkish Online Journal of Distance Education , 21 (Special Issue- IODL) , 12-28 . DOI: 10.17718/tojde.770896

LinkedIn Learning. (2018, March 16). *Diversity and Inclusion in a Global Enterprise* [Video]. LinkedIn Learning. <https://www.linkedin.com/learning/diversity-and-inclusion-in-a-global-enterprise>

#Erasmus500 Policy Insights: Brikena Xhomaqi. (2020, August 4). *For a Truly European Erasmus Grant*. https://erasmus500.eu/news/interview-brikena_xhomaqi/

European Union. (1999). *Intercultural Education in the European Union: Local, regional and interregional activities, Examples of good practices (Committee of the Regions)*. European Communities.

Fundação Cidade de Guimarães. (2013). Guimarães 2012 O que fica no coração. Gráfica Maiadouro.

HIMMETOGLU, B., AYDUG, D., & BAYRAK, D. C. (2020, February). *EDUCATION 4.0: DEFINING THE TEACHER, THE STUDENT, AND THE SCHOOL MANAGER ASPECTS OF THE REVOLUTION*. Turkish Online Journal of Distance Education. <https://dergipark.org.tr/en/download/article-file/1206624>

História. (2000). Sinerconsult. <https://www.sinerconsult.pt/sobre-nos/historia-2/>

Huff, R. (n.d.). Organizational culture. Encyclopedia Britannica. Retrieved September 3, 2020, from <https://www.britannica.com/topic/organizational-culture>

Joviform. (n.d.). *Módulo 1 Formação de Formadores- FORMADOR: SISTEMA, CONTEXTOS E PERFIL*. Joviform.

KAI courses in Europe. (2017). Learning-Together. <https://www.learning-together.eu/>

Kapur, Radhika. (2018). Impact of Culture on Education.

Kühl, S. (2018). *Influencing Organizational Culture: A Very Brief Introduction (Management Compact)*. Organizational Dialogue Press.

KURUMLARINDA ÖRGÜT KÜLTÜRÜ, E. Ğ. İ. T. İ. M. (2017). ORGANIZATIONAL CULTURE IN EDUCATIONAL INSTITUTIONS. *The Journal of Academic Social Science Studies*, 1–18. <https://doi.org/10.9761/JASSS3778>.

Machado, S. (n.d.). Convocatória extra Erasmus+ contempla “Parcerias para a Criatividade.” CIEC. Retrieved September 17, 2020, from https://europacriativa.eu/noticias/105-geral/912-convocatoria-extra-erasmus-contempla-parcerias-para-a-criatividade?fbclid=IwAR1T9eeNcxTujwQo1D3qbluNtZZvGoycGfW0IoI-36wUnUZxpfP2NVOLO_I

Martins, D. G. (2020). *Património cultural: Realidade viva*. Fundação Francisco Manuel dos Santos.

Odina, M. T. A. (1991). *LA EDUCACIÓN INTERCULTURAL: CONCEPTO, PARADIGMAS, REALIZACIONES*. <https://red.pucp.edu.pe/ridei/wp-content/uploads/biblioteca/090804.pdf>

Sarmento, C. (2014). Interculturalism, multiculturalism, and intercultural studies: Questioning definitions and repositioning strategies. In *Intercultural Pragmatics*, 11(4), 603-618. <https://doi.org/10.1515/ip-2014-0026>.

Sarmento, C. (2015). *Estudos Interculturais aplicados*. Vida Económica.

Sarmento, C., & Ribeiro, S. (2018). *Cultura & Negócios: Fluxos criativos entre culturas, investigação & empresas* (1st ed.). Vida Económica Editorial.

The Webster Family Encyclopedia (Vol. 6). (1984). The Webster Publishing Company, Ltd.

Longman Dictionary of Contemporary English | LDOCE. (n.d.). Training. In Longman Dictionary of Contemporary English Online. Retrieved September 9, 2020, from <https://www.ldoceonline.com/dictionary/training>

UNESCO. (n.d.). Intercultural learning | | United Nations Educational, Scientific and Cultural Organization. EDUCATION. Retrieved September 11, 2020, from <http://www.unesco.org/new/en/archives/education/networks/global-networks/aspnet/study-areas/intercultural-learning/>

UNESCO. (2002). Education and cultural diversity. UNESCO.

UNESCO Section of Education for Peace and Human Rights, Division for the Promotion of Quality Education, Education Sector. (2006). *Unesco guidelines on intercultural education*. UNESCO.

Veríssimo, J. M., Bento, P., Peixoto, F., & Cardoso, J. L. (2017, July 27). Formação de Adultos e Mercado de Trabalho - Oferta formativa + Empregabilidade. *CADERNO ESPECIAL Parte Integrante Da Revista VISÃO*, 16–18.

What is Erasmus+? (2019, October 22). Erasmus+ - European Commission.
https://ec.europa.eu/programmes/erasmus-plus/about_en

Williams, R. (1977). *Marxism and Literature*. Oxford University Press.

Appendix I – Interview

1. Qual a razão para a criação da Learning Together?

A empresa mãe

Previamente à abordagem dos motivos que estiveram na base da criação da Learning Together, é importante enquadrar a empresa mãe, que é a SINERCONSULT.

A SINERCONSULT foi constituída há 20 anos, em Outubro de 2000, com o objectivo de criar um “hub” inovador na área da formação e consultadoria integrada, em factores dinâmicos de competitividade chave.

- Somos uma das entidades formadoras certificadas mais antigas do país;
- Fazemos parte de um grupo restrito de 2% de entidades formadoras certificadas com 30 áreas científicas de formação.
- Temos um enorme capital de experiência que advém de elaborarmos e executarmos projectos formativos (chave na mão) continuamente desde 2001, em mais de 200 entidades promotoras;
- Temos um universo de mais de 400 consultores, técnicos de formação, formadores e coordenadores pedagógicos, consolidado e experiente;
- Temos uma taxa de sucesso nas aprovações de projectos de 96,7%;
- Temos uma taxa de sucesso dos formandos de 93,8%;
- Temos uma taxa de desistências inferior a 5%

A visão da Sinerconsult está focada na modernização dos factores dinâmicos de competitividade, em especial para a valorização dos recursos humanos, contribuindo para o desenvolvimento das organizações privadas e públicas, de modo articulado, consistente e sustentável, em direcção a um funcionamento mais eficiente e com mais valor para o cliente e para a sociedade em que vivemos.

CONDUTA ÉTICA

Atuar em todos os segmentos relacionados mantendo total respeito às leis, à confidencialidade, às boas práticas de conduta, às instituições, ao tempo dispendido e aos recursos económicos envolvidos.

O sucesso do cliente é o objetivo da Sinerconsult, para isso possui o seu foco de atuação no foco dos seus clientes, oferecendo serviços customizados,

atendimento personalizado, o que garante resultados que contribuem de forma expressiva para o pleno atendimento das metas corporativas de seus clientes.

A Learning Together

Este envolvimento profissional de anos fazem-nos acreditar na capacidade de conceber e oferecer cursos na área da mobilidade, diferenciadores, completos e precisos nas áreas da Comunicação, Novas tecnologias educativas, línguas, cultura e património visando a efetiva contribuição para uma melhor formação profissional do profissional da educação e aproveitando a oportunidade de mostrar que os Países do Sul oferecem mais que “Sol, mulheres e vinho”.

Com a experiência de gerir formação em qualquer área geográfica e nos mais variados contextos de aprendizagem, visando simultaneamente uma estratégia de alargamento da sua oferta formativa numa base mais europeísta, e com o apoio inicial de três professores do ensino básico que depois de vários anos de experiência em projectos de KA1 e KA2 que já conheciam por razões profissionais anteriores, a Sinerconsult assumiu um novo desafio nesta matéria, desafio esse que veio a materializar-se na criação da Learning Together em 2017.

E assim surgiu a Learning-Together.eu. (PIC code – 916487332), branch da Sinerconsult para os cursos de mobilidade do Programa Erasmus.

2. No início da Learning Together qual era o seu objetivo? Tem conseguido cumprir com esses objetivos? Continuam a ser os mesmos objetivos?

Inicialmente, no médio prazo, o objectivo da LT era testar a implementação e o potencial de mercado de uma nova área de intervenção formativa. Com esta fase validada, ser um “player” de referência nacional na concepção e desenvolvimento de projectos de modernização na área da mobilidade, passa a constituir o seu objectivo de Longo Prazo.

Os objectivos de médio prazo foram integralmente cumpridos em 2019, sendo que o ano de 2020, não fora o cancelamento em massa de inscrições decorrente da pandemia da Covid-19 iria coincidir com o ano de maior crescimento da sua actividade no Erasmus+ e o início do percurso para assumir a escalabilidade do seu modelo de intervenção.

Os objectivos de médio prazo estão atingidos e mantêm-se os objectivos de Longo Prazo, não obstante os esforços de adaptação que os possíveis novos contextos decorrentes da pandemia que sejam necessário implementar, tais

como o reforço da valência de marketing em especial nos mecanismos de comunicação, bem como em estratégias de valorização do produto.

3. Quais as maiores dificuldades enfrentadas para cumprir com os objetivos da empresa?

As maiores dificuldades centraram-se numa enorme volatilidade de compromisso por parte dos formandos inscritos. A facilidade com que os formandos se desvinculam é enorme e isso cria imensas dificuldades na constituição das turmas e na assumpção de compromissos com os restantes formandos que poderão vir a integrar a turma. Por outro lado, o fraco domínio da língua inglesa por parte da grande maioria dos formandos estrangeiros (à excepção dos ingleses), é também uma fonte de ruído no estabelecimento de comunicação eficaz.

As diferenças culturais nos diferentes países da Europa são muito grandes e essas constituem a maior dificuldade

4. Como é que considera ser a Cultura Organizacional da Learning Together?

A cultura organizacional da Learning Together, ancora-se em novos modelos e respostas sociais, em paralelo com acções de boas práticas técnicas, comportamentais, de gestão e capacitação organizacional, no sentido da eficiência dos recursos, da qualidade de experiência formativa dos públicos-alvo e de uma sociedade mais valorizada e integradora.

A Learning-Together.eu apareceu no “radar” em finais 2017, divulgando o site e os cursos que nos propúnhamos fazer. Muitos desses cursos continuam a fazer parte da nossa memória histórica, tendo outros ficado no papel pelas imensas variáveis difíceis de organizar (carros, enfermeiros e muitas pernoitas); o objectivo nessa altura era o mostrar a capacidade e modernidade do ensino em Portugal.

A Sinerconsult preza a experiência memorável em todas as interfaces com os seus clientes, essa mesma preocupação passou para o departamento da Learning Together

A cultura organizacional obedece também ao estabelecimento de parcerias que ampliem o desenvolvimento da nossa Missão.

O conjunto de valores que orientam a nossa missão são os seguintes:

- Superação das expectativas do cliente
- Excelência no serviço com a mínima entropia nas dinâmicas do cliente
- Transparência, legalidade e lisura de procedimentos
- Valorização e respeito pelas pessoas
- Responsabilidade social e ambiental
- Integridade e não discriminação com todos os públicos

5. Sente que estando a lidar com pessoas de todo o mundo, é importante ter capacidade de comunicação intercultural?

Absolutamente. Essa é a melhor base da leaning-Together, ou seja, a sua principal vantagem competitiva. Todos os RH envolvidos tiveram experiência, ou em Erasmus (mobilidade), ou deteem um profundo conhecimento dos Países Europeus . Os nossos formadores pertencem a diversas Instituições de Ensino Superior do Norte e do Algarve), também eles adeptos e fomentadores de mobilidade (recebem e fazem) e com projectos próprios dentro das Universidade a que pertencem.

6. Quais as maiores dificuldades ao lidar com pessoas de tantas culturas diferentes?

Não em relação a todos os países, as dificuldades que genericamente surgem são a imprevisibilidade e a volatilidade das decisões, e também a desorganização.

Por incrível que possa parecer, até porque sempre os portugueses foram apelidados de “desorganizados” por alemães, franceses, espanhóis, etc, a realidade tem vindo a surpreender-nos. Não temos conhecido, no mundo dos docentes do ensino secundário nos países da Europa, uma cultura de exigência e rigor idêntica à nossa. O domínio de ferramentas básicas informáticas como o e-mail, processador de texto, folha de cálculo, capacidade de pesquisa, trabalho com aplicações de apresentação, é bastante inferior. Nalguns casos, a diferença equivale a comparar-nos connosco, há trinta anos.

Com os melhores cumprimentos,

Pedro Bento