



Lifelong
Learning
Programme

EPAEMSI

European Partnership on Adult Education and Mobility for Social Inclusion

Lifelong Learning Programme: Grundtvig Learning Partnership

PRE-DEPARTURE TRAINING FOR ADULTS SUFFERING FROM SOCIAL EXCLUSION TAKING PART IN A MOBILITY EXPERIENCE

(Version 7)

A tool for trainers and leaders to prepare adults for a transnational
mobility experience.

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1. INTRODUCTION

In order for the project to be successful and for the mobility activity to be a positive and enriching experience for the adult learners, it is essential that your organisation prepares the adult learners for this experience.

Therefore, the following elements should be covered with the adult learners during the pre-departure training:

- To provide adult learners with information about the Lifelong Learning Programme with a particular focus on Grundtvig Learning Partnerships.
- To present the EPAEMSI project.
- To prepare, as a group, for the activities which will take place during the mobility activity.
- To revise the "Guide for Participants" with the adult learners.
- To review with the adult learners what is intercultural learning.
- To establish what are the adult learners' fears, expectations and contributions to the mobility activity.

Important: As trainer/leader of this activity, you may adapt it according to the needs of the group in front of you. Some points can be skipped or covered lightly while other aspects need to be developed further.

Do not forget to take pictures of each step of the pre-departure training. These will be integrated into the official reporting forms with the rest of the results of the project.

2. WHAT IS THE GRUNDTVIG – LIFELONG LEARNING PROGRAMME? (5-15 minutes)

2.1. What is the Lifelong Learning Programme?

Lifelong learning was described by the European Commission as all learning activity undertaken throughout life, which results in improving knowledge, knowhow, skills, competences and/or qualifications for personal, social and/or professional reasons. (Source: European Commission, 2001; Cedefop, 2008c.)

The Lifelong Learning Programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. It consists of four sub-programmes: Comenius (for schools), Erasmus (for higher education), Leonardo Da Vinci (for vocational education and training) and Grundtvig (for adult education). (Source: "What's in it for me"

brochure– a quick introduction to the EU's Lifelong Learning Programme – European Commission).

2.2. What is a Grundtvig Learning Partnership?

The Grundtvig programme focuses on the teaching and study needs of learners taking adult education and 'alternative' education courses, as well as the organisations delivering these services. It aims to help develop the adult education sector, as well as enable more people to undertake learning experiences, notably in other European countries.

Launched in 2000, Grundtvig aims to provide adults with more ways to improve their knowledge and skills, facilitate their personal development and boost their employment prospects. It also helps to tackle problems associated with Europe's ageing population. It covers not only teachers, trainers, staff and organisations working in the sector, but also learners in adult education. These include relevant associations, counselling organisations, information services, policy-making bodies and others such as NGOs, enterprises, voluntary groups and research centres.

The programme funds a range of activities, including particularly those supporting adult learning staff to travel abroad for learning experiences, through exchanges and various other professional experiences. Other larger scale initiatives involve, for instance, networking and partnerships between organisations in different countries.

http://ec.europa.eu/education/lifelong-learning-programme/grundtvig_en.htm

Note to trainers/leaders: To present the Lifelong Learning program and the Grundtvig program you may use the PowerPoint presentation, sent with this document, and modify it to fit your needs. Should you improve it, please share it with all the project partners through partners@epaemsi.eu.

For for more information about the Grundtvig programme in your language and for examples of other Grundtvig projects, you may consult the website of your national agency: http://ec.europa.eu/education/lifelong-learning-programme/national_en.htm.

2.3. Links to the videos presenting the Lifelong Learning programme

Trainers/leaders may also use the videos created by some of the national agencies to present the Lifelong Learning program and/or the Grundtvig programme.

EN: <http://www.youtube.com/watch?v=B7BcCLwpy3Q>

<http://www.grundtvig.org.uk/page.asp?section=000100010059§ionTitle=New+to+Grundtvig%3F>

PL: <http://www.grundtvig.org.pl/odnosniki-podstawowe/informacje-o-programie-grundtvig>

IT: http://www.programmallp.it/index.php?id_cnt=33

Note to trainers/leaders: Should you find any other video, please share it with all the project partners through partners@epaemsi.eu.

3. PROJECT'S SUMMARY (3-5 minutes)

The European Partnership on Adult Education and Mobility for Social Inclusion (EPAEMSI) is a Grundtvig partnership composed of 7 partners from: Spain, Malta, Romania, Poland, Slovenia, Italy and United Kingdom. Its aim is to use the experience of the partner organisations on social inclusion and the active participation of adult learners from disadvantaged social groups to promote and improve social inclusion through education, in particular non-formal and informal education.

Throughout the two-year project, partners will organise mobility activities and activities at local level in order to share their best practices on how to use education for social inclusion and bring light on the issue of social exclusion whilst using this opportunity to create more mobility projects as a mean to further enhance social inclusion. Adult learners will be from disadvantaged social groups and they will have an active and prominent role throughout the project by experiencing the best practices and providing feedback whilst benefiting from an intercultural experience. The sharing of the knowledge and information gathered throughout the project with other public and private organisations will help contribute to improving the quality of educational activities for social inclusion and increasing mobility opportunities for those who most need it.

4. SOCIAL INCLUSION, ADULTS FROM DISADVANTAGED SOCIAL GROUP AND PEOPLE AT RISK OF SOCIAL EXCLUSION. (10-15 minutes)

What is a socially inclusive society?

It is a society where it is possible to:

- Learn by participating in education and training;
- Work by participating in employment, in voluntary work and in family and caring;
- Engage by connecting with people and using their local community's resources; and
- Have a voice so they can influence decisions that affect them.

Therefore, anyone who cannot or feels like he/she is not able to take part in one of the above mentioned actions may be socially excluded.

As such, social exclusion is a much broader concept than just income poverty, in so far as there may be many other factors that leave groups of society isolated. These include such wide ranging factors as unemployment; access to education; childcare and healthcare facilities; living conditions, as well as social participation. Therefore, the terms: "adults from

disadvantaged social groups” and “those at risk of social exclusion” represent a very large group of people. It may include: people living alone, people with little or no education, minorities, asylum seekers, single parents, people with disabilities, people on a low income, the unemployed especially those suffering from long term unemployment, those living in an isolated area...

It is also multi-layered insofar as the causes of exclusion can be at the national, community, household or individual level. (Source: Eurostat Statistical books, “Combating Poverty and Social exclusion – A statistical portrait of the European Union 2010”, 2010 edition, European Commission, ISSN: 1830-7906)

Note to trainers/leaders: The terms of “adults from disadvantaged social groups” and “those at risk of social exclusion” can be misunderstood or taken the wrong way. As trainer/leader, it is your role to take into consideration the feelings of your adult learners, making sure they understand that taking part in the project is not to be ashamed. The explanations above can help you explain that the aim of the project and of the European Commission is to work towards a more equal society.

5. PREPARING FOR THE MOBILITY ACTIVITY (30-45 minutes)

As indicated in the application form of the project, regarding oral presentations, these should be made by the adult learners themselves whenever possible. However, trainers/leaders should assist them in this task whenever it is needed.

Important: Please inform future participants and the staff accompanying them that there will be no internet available so videos and documents must be downloaded before the presentations and intercultural celebrations.

5.1. Preparing for the presentation of the SWOT analysis.

Each organisation will have no more than 10 minutes to present the evaluation of the good practice of the hosting organisation of the previous mobility activity.

5.2. Preparing for the presentation of your organisation (only for the hosting organisation of the mobility activity).

The hosting organisation will prepare a short presentation (maximum 5 PowerPoint slides) about its organisation: field of action, location and structure, members, brief history/background, main programmes, projects and activities, and main target groups/beneficiaries.

When preparing your presentation, please keep in mind that the participants to the event you are hosting may not have a very good command of English. Therefore, it is best to give priority to visual supports (videos, pictures, flow charts...) over text.

5.3. Preparing for the presentation of the good practice (only for the hosting organisation of the mobility activity).

The hosting organisation will present a good practice from its organisation which focuses on social inclusion and the active participation of adult learners from disadvantaged social groups to promote and improve social inclusion through education.

When preparing your presentation, please keep in mind that the participants to the event you are hosting may not have a very good command of English. Therefore, it is best to give priority to visual supports (videos, pictures, flow charts...) over text.

Please, use for this presentation the attached template “EPAEMSI_Template for the presentation of the good practice.ppt” and do not modify the structure and format of the template. This is very important in order to have all good practices from project partners in a homogeneous format by the end of the project.

5.4. Intercultural celebration - Presentation of Country, Culture and Gastronomy

The intercultural celebration prepared by the adult learners for the members of the public and local organisations will take place during the mobility activity.

During the intercultural celebration, each delegation will have the opportunity to present their country and culture using any format they want: PowerPoint presentations of no more than 5 slides, short videos ... Adult learners may also bring food and drinks for others to try.

The intervention of each group of adult learners cannot last more than **10 MINUTES** (one group per organisation).

Finally, no kitchen or kitchen instruments (knives, spoons, plates...) will be made available by the hosting organisation so delegations must bring with them everything they may need.

6. REVIEW OF THE “GUIDE FOR PARTICIPANTS” (15-30 minutes)

Go through the “Guide for Participants” with the adult learners. This is especially important if the participants have little or no command of English.

7. INTERCULTURAL LEARNING (45-80 minutes)

Bellow you will find suggestions of exercises/games on intercultural learning as well as suggestions for a discussion on intercultural learning.

7.1. Introduction to intercultural learning: Suggestions of exercises / games

a) A little cooperation (40 minutes)

Aim

- To show in an active way how we acquire culture (habits, opinions, etc) and what happens when we are in contact with other cultures.

Group

- Divided into pairs

Material needed

- PowerPoint slideshow titled "a little cooperation.pps" or print the pictures at the end of the exercise.
- One pen and one piece of paper per couple.

Description

The PowerPoint presentation explains step by step what to do:

- Ask one person of the couples to close the eyes while you show the other person the first picture.
- Next, ask the person that saw the first picture to close the eyes and show the second picture to the people that did not see the first picture.
- Then, ask the couples to draw the third picture, WITHOUT SPEAKING, holding on to one single pen (cooperation).
- When ready, participants can show their drawings and the debriefing can start after the laughter about each other's artistic skills.

Debriefing questions

- Was it easy to draw the picture together?
- What did each of the persons of the couple try to draw?
- Would it have been easier if you could have spoken?

- What does this exercise symbolise?
- ... add your own questions...

Conclusions

- Everybody learns to do and see things throughout their lives (socialisation).
- Other people and cultures do and see things in a different way (diversity).
- When two different cultures meet con-fusion can happen (culture shock).
- But communication about differences can help to understand each other's ways (intercultural dialogue).

Annex



b) Stone metaphor (15-30 minutes)

Aim

- To introduce the idea of individual differences and equality of opportunities.

Group

- From 8 to 30.

Material needed

- Different stones for everyone in the group.

Description

- Each person in the group takes a stone from a bag or box. You ask them to look at the stone, to discover all special details, to touch the stone and even to give it a name.

- After 5 minutes of bonding with their stones, collect all stones in a basket. Then spread all stones criss cross on the carpet. Ask the participants one by one to select their own stone.
- If somebody cannot identify his/her stone, they can wait until all others have picked their stone and then try again to identify their own stone.

Reflection & evaluation

Most important is the debriefing.

- Are all stones the same?
- Are the differences between stones important?
- What are the parallels between the exercise with stones and the differences between people?
- What does this say about stereotypes between groups of people?

c) The island of Monomulti (60 minutes)

Aims

- To raise awareness of diversity and consequences.
- To start the discussion about how to deal with differences.
- To experience a multi-cultural situation.

Group

- From 9 to 30.

Material needed

- Cartoon; scissors; rulers; glue; pencils; role cards.

Description

- The group is divided in 3 groups. Each group gets one of the following role cards and they have 20 minutes to prepare their culture as described on the role cards:

Group 1: Coldonia

In your culture 'intelligence' and 'hard working' are the central issues. Other cultures consider you as 'cold'. But you see yourself as a very successful and wealthy country, mainly because of your very effective way of working.

You don't discuss feelings, you like intellectual debates on logical arguments. Showing your feelings is considered childish. Self-control is seen as an important quality.

Religion totally disappeared in your country and is considered as 'stupid' and 'a waste of time'.

You greet other people by looking in their eyes. Freedom of space is very important in Coldonia. That's why you never touch people while greeting or communicating and you don't like to be touched. Touching other people is only used as an invitation for sexual intercourse, which in Coldonia has little moral implications and is mostly done as a relaxing and physical exercise.

Your body language reflects your culture. You only use small gestures, your back is straight and you stay always calm.

It's very normal in Coldonia to interrupt another person whenever you feel the need to do that.

An important characteristic of Coldonians is that they are very willing and see it as their task to teach and train other cultures in order to help them to become as efficient and as successful as you are. Whenever you have the opportunity to teach other cultures you do it.

Coldonia is famous for building big oil-platforms and huge bridges.

Because your behaviour is natural to you, you cannot explain it to strangers.

Now you have 15 minutes to prepare yourself in your own group. Practice the behaviour!

Also make sure that there is one thing that shows in your appearance that you are from the same country, eg. The way you dress, the way you do your hair, etc. It's very important to practice well because you will need it in the follow-up.

Group 2: Turtelina

In Turtelina 'friendship' and 'taking care of each other' are important values. Turtelinians show their feelings all the time and personal feelings are always the central issue in communication. Your face and your gestures show how you feel.

You always touch each other. When you talk to someone you hold his or her ear. You stand close to the other. A distance more than 30 cm is considered as rude. When you greet somebody you put his or her hand on your heart.

Any reference to sex is taboo and considered offensive.

Time is very important in Turtelina. You are never in a hurry. You like to take your time.

When you work together you first want to be sure that the atmosphere is good. So you ask the others all the time how they feel and you inform them about your feelings.

Interrupting people when they are speaking is considered impolite. You wait till they have finished their story.

When people interrupt you, you feel rejected and you react very emotionally.

Turtelina is well known for their round-shaped colourful buildings. Houses are always built in round shapes because this reflects friendship and harmony.

Because your behaviour is natural to you, you cannot explain it to strangers.

Now you have 15 minutes to prepare yourself in your own group. Practice the behaviour!

Also make sure that there is one thing that shows in your appearance that you are from the same country, eg. The way you dress, the way you do your hair, etc. It's very important to practice well because you will need it in the follow-up.

Group 3: Smilia

In Smilia 'politeness' and 'friendship and harmony' are the most important values. You don't like conflicts; you consider arguments as impolite behaviour. That's why you don't know the word 'no'. Even when you don't agree you say 'yes'.

You always smile at people, even when you don't like their attitude.

When you are working together and somebody asks you to do something you don't want to do, you say 'yes' but you always find a way not to do it.

Smilia is a very religious country. In daily life this means that you pray often. Every five minutes you stop whatever you do to come together to worship your gods. You do that by sitting together and whistling.

The Smilians greet each other by rubbing each other's legs. While speaking to each other your feet or legs are always in touch with the other ones feet or legs. You don't touch each other up from the waist; for example it's not allowed to touch shoulders, heads, hands or arms.

You have very strict rules towards tools and materials. Cardboard and scissors are male and cannot be used by women. Rulers and pencils are female and cannot be used by men. Glue can be used by both sexes.

Smilia is famous for its paintings and interior decorations.

Because your behaviour is natural to you, you cannot explain it to strangers.

Now you have 15 minutes to prepare yourself in your own group. Practice the behaviour!

Also make sure that there is one thing that shows in your appearance that you are from the same country, eg. The way you dress, the way you do your hair, etc. It's very important to practice well because you will need it in the follow-up.

- After this preparation the whole group comes together. The trainer will read the following story:

An enormous storm in this area has caused that your ship went down to the bottom of the ocean. You managed to reach this desert island. It seems also other ships wrecked because you have already noticed that groups from other ships managed to get here.

The island is very mountainous and there seems to be only one spot where it's possible to live. Which means that you have to live together with the other groups that reached the island. Because of the location of the island it's not expected that help will arrive before the end of next month. So you have to survive for at least five weeks. Food doesn't seem to be a problem. There are lots of fruits growing and all kind of animals to hunt.

- The first concern is to build a shelter where all people can sleep and hide in case of heavy rain and storm and which can protect you against wild animals. It's important to do this as fast as possible because this area is known for sudden changing weather conditions. You'll have to do it together with the other groups because there's not enough space and material to built more than one shelter.
 - The material for building the shelter: cardboard, scissors, glue, rulers and pencils. The shelter must be stable and should at least be 100 cm high and 150 cm wide. It should have a roof and of course a door.
 - You have 25 minutes to build the shelter.
- Each group has one observer who gets the following questions:
- How did you feel during the simulation?
 - What do you think about the construction-process?
 - Were there moments where you felt insecure or not respected?
 - What do you think are the characteristics of the other cultures?
- After the construction phase the evaluation follows: first in the 3 groups (the observer asks the questions listed above) then in plenary the trainer asks following questions:
- Can you see a link between this simulation and reality?
 - What can we learn from this simulation? Write results on flip chart.
 - Optional: focus on facts, feelings, and interpretations.

Attention! The debriefing is the most important part of the exercise. Take care of the possible emotions in the group!

d) Colours and cultural meanings (15-30 minutes)

Aim

- To introduce what composes a cultural identity

Group

- From 2 to 30.

Description

- Do colours have any cultural meaning? Some colours seem to convey the feelings and beliefs of a culture. For example red, white and blue seem to effectively convey the positive and patriotic feelings of the American culture. Also, the colour blue in China represents death or a funeral while red is a very positive colour.
- After putting the participants in small groups or pairs, the trainer ask them if they can think of any other colours that have cultural meaning?

Reflection & evaluation

- After the student input the instructor can indicate that sometimes colours very effectively convey the feeling of culture. Green easily conveys the thought of a Shamrock and the Irish culture. Sometimes the same colour can convey thoughts about more than one culture such as the red of Japan's rising sun and of Canada's maple leaf.
- Colours also can come to represent sub-groups within culture. Similarly teams use colours to distinguish themselves, and the colour of the team becomes inseparable from the accomplishments and pride in that team.

e) Cultural identity (15-30 minutes)

Aim

- To introduce what composes a cultural identity.

Group

- From 2 to 30.

Material needed

- Pen and paper

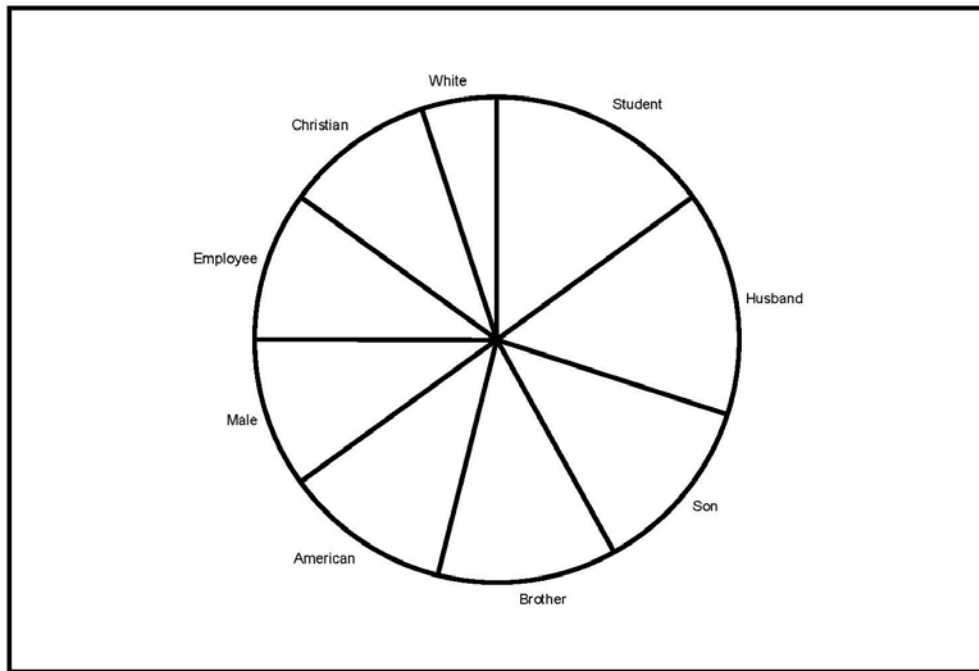
Description

- This is an exercise that is to be completed individually, and then it can be shared with the class.
- Have each student draw a circle on a piece of paper. Then in the circle have them construct a pie chart that describes their identity as they see it in terms of the groups with which they are associated and that they consider to be important. The degree of importance is represented by the magnitude of each slice. No further instructions should be given. The students should have about five minutes to complete the exercise.
- Then ask individuals if they would mind describing their circles. Hold each sheet of paper so that class members can see the drawing when the individual speaks. Do not be judgmental, but you can ask for clarifications.

Reflection & evaluation

- Then show the annex bellow (Cultural identity of an American student) as an example. Indicate that other examples are frequently less complex, e.g., there may be only three categories, and being Christian may take up 60% of the chart.
- There are no correct or incorrect answers in this exercise. What is important is to get an idea of how differently people categorize themselves with regards to the groups with which they identify. It is also interesting to see how much emphasis an individual gives to a specific group. For example, a highly individualistic person may identify with groups in which they have been very successful – such as a work group or professional organization – rather than with family, friends, and community.

Cultural Identity of an American Student



f) For the birds (15-30 minutes)

For the Birds is an animated short film, produced by Pixar Animation Studios released in 2000. It is shown in a theatrical release of the 2001 Pixar feature film Monsters, Inc. This is a light and fun way to talk about differences and diversity. 3:24 minutes

<http://www.youtube.com/watch?v=MOiyD26cJ2A>

7.2. Discussion on intercultural learning (15-30 minutes)

What is Culture for you?

Suggestions of definitions:

- A particular society at a particular time and place.
- The attitudes and behaviour that are characteristic of a particular social group or organization.
- A set of learned beliefs, values and behaviours the way of life shared by the members of a society.
- The accumulated habits, attitudes, and beliefs of a group of people that define for them their general behaviour and way of life; the total set of learned activities of a people.

- The values, traditions, norms, customs, arts, history, folklore, and institutions that a group of people, who are unified by race, ethnicity, language, nationality, or religion, share.
- Common beliefs and practices of a group of people. The integrated pattern of human knowledge, belief, and behaviour.
- Culture is about living and doing. It is a continuous programming of the mind, which starts from birth. This includes norms, values, customs and language. It evolves and enriches constantly as the young person become more oriented with his or her environment.

Can you name different kind of cultural differences?

- Food
- Music
- Distance among the people
- Timing
- Eye contact
- Touching ...

From these different characteristics, which ones are visible and which ones are invisible?



What is Intercultural Learning?

It is about learning how we perceive others who are especially different from us. It is about us. It is about our friends and how we work together to build a just community. It is about how communities can inter-link to promote equality, solidarity and opportunity for all. It is about fostering respect and promoting dignity among cultures, especially where some are in the minority, while others are in the majority.

Intercultural learning is a special kind of learning that transforms the mental structures of an individual and grants him or her the opportunity to walk in the shoes of “the other”.

Intercultural learning educates to: Appreciate, understand, respect, integrate and, in some cases, selectively adopt customs and characteristics from a cultural group different from one’s own.

Tips and advice during the mobility activity

Try to share some elements of your culture with the people around you: organise an evening about something that you find interesting about your country (for example cultural traditions, the situation of young people, the educational, political or economic system, etc.)

Try to not judge. Even if it sounds trivial, try to tell yourself it is not better, it is not worse, it is just different!

8. FEARS, EXPECTATIONS AND CONTRIBUTIONS (10 minutes)

After having reviewed the “Guide for Participants” and presented the project to the adult learners, you may use the following exercise to help them express their Fears, Expectations and Contributions towards the mobility activity:

Tree of Expectations

Material: post-it papers of 3 different colours

Draw a tree on a flick chart which is then placed on a wall.

Then ask participants to share their expectations towards the mobility activity, as well as to share what they would like to contribute and what they do not want to happen during the meeting abroad. Distribute a post-it paper of each colour to every participants and ask them to write on them, according to the colours, their expectations, contributions and fears towards the mobility activity.

After writing down on the post-it papers, each participant will present to the group what they expect, want to contribute and do not want to see happening during the mobility activity. Then ask the participants to place the post-it papers on the tree: the leaves of the tree are expectations, the trunk contributions and the roots fears.

9. EVALUATION OF THE PRE-DEPARTURE TRAINING (10 minutes)

As a group discuss the pre-departure training and fill-up the questionnaire bellow.

EVALUATION OF THE PRE-DEPARTURE TRAINING

One form per organisation – Please send back the results of the questionnaire of the group in electronic format (pdf or word) to the coordinator of this activity.

Name of the Organisation:

Pre-departure training n°:

As a group and for each of the elements listed bellow, please give your feedback (positive and negative) and indicate how you would improve this section of the pre-departure training:

- 1) Information about the Lifelong Learning Programme – Grundtvig Learning Partnerships.

Feedback:

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How would you improve this section of the pre-departure training?

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2) The presentation of the project.

Feedback:

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How would you improve this section of the pre-departure training?

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3) Social inclusion, adults from disadvantaged social group and people at risk of social exclusion.

Feedback:

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How would you improve this section of the pre-departure training?

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4) The "Guide for Participants"

Feedback:

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How would you improve this section of the pre-departure training?

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5) The intercultural learning.

Feedback:

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How would you improve this section of the pre-departure training?

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6) The preparation for the mobility activity.

Feedback:

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How would you improve this section of the pre-departure training?

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7) Fears, expectations and contributions.

Feedback:

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How would you improve this section of the pre-departure training?

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8) For trainers only: Timing of the activities.

In order to improve the suggested timing for each activity, please indicate how long it took you to go through each activity.

Information about the Lifelong Learning Programme – Grundtvig Learning Partnerships:

Timing:.....

The presentation of the project:

Timing:.....

Social inclusion, adults from disadvantaged social group and people at risk of social exclusion

Timing:.....

The preparation for the mobility activity:

Timing:.....

The "Guide for Participants":

Timing:.....

The intercultural learning:

Choice of exercises/games:

- A little cooperation
- The Stone metaphor
- The island of Monomulti
- Colours and cultural meanings
- Cultural identity
- For the birds
- Other

Overall timing:.....

The preparation for the mobility activity:

Timing:.....

Fears, expectations and contributions:

Timing:.....

Overall timing of the pre-departure training:

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