



Lifelong  
Learning  
Programme

# European Partnership on Adult Education and Mobility for Social Inclusion (EPAEMSI)

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Lifelong Learning Programme: Grundtvig Learning Partnership

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

(version 1)

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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: 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?

### 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). ("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](http://ec.europa.eu/education/lifelong-learning-programme/grundtvig_en.htm)

## 3. PROJECT'S SUMMARY

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. PREPARING THE ACTIVITIES OF THE MOBILITY ACTIVITY**

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

##### **4.1. 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.

##### **4.2. Preparing for the presentation of your organisation (only for the hosting organisation of the next 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.

##### **4.3. Preparing for the presentation of the good practice (only for the hosting organisation of the next 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.

**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.**

##### **4.4. International Exhibition Event - Presentation of Country, Culture and Gastronomy**

A conference on non-formal education for social inclusion followed by 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 10 slides, short videos ... Adult learners may also share traditional songs, dance, costumes... as well as bring food and drinks for others to try.

The intervention of each group of adult learners cannot last more than 20 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.

## 5. REVIEW OF THE “GUIDE FOR PARTICIPANTS”

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

## 6. INTERCULTURAL LEARNING

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

### 6.1. Introduction to intercultural learning: Suggestion of exercise/game

#### **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



### **6.2. Discussion on intercultural learning**

#### 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!

## **7. FEARS, EXPECTATIONS AND CONTRIBUTIONS**

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.

## **8. EVALUATION OF THE PRE-DEPARTURE TRAINING**

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) The "Guide for Participants"

Feedback:

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

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4) The intercultural learning.

Feedback:

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

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5) 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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6) Fears, expectations and contributions.

Feedback:

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

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