



Lifelong
Learning
Programme

EPAEMSI

European Partnership on Adult Education and
Mobility for Social Inclusion

Report on the evaluation of pre-departure training 3

The staff and/or teachers/trainers from each partner organisation met with the adult learners who were about to take part in the next mobility activity in order to help prepare them for the experience. After receiving the pre-departure training, as a group, they evaluated the activity and their answers have been compiled below. Afterwards, the representatives from all partner organisations participated in a Skype conference to analyse the results of the evaluation and agree on what changes needed to be made (if needed). (see “Conclusions by project partners”).

Their conclusions are presented in the section: “Conclusions by project partners” at the end of this document.

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

Feedback:

- Sufficient info, clear and concise.
- Several selected participants had already participated in Malta Mobility and previous pre-departure training as well as information sessions and were well informed about the programme. For the others, a short explanation about the programme was given.
- It was explained in common language, for wide range of adult learners. It was illustrated with examples from real life for better understanding. The concept of the Grundtvig Learning Partnership was explained simple and clear even though all the terminology was involving not really common words. Even other concepts such as Erasmus were briefly mentioned with the goal of better understanding of the participants/adult learners.
- The feedback is positive, the information was clear.
- Information about the Programme was very clear. It was not too much nor too little. It showed to the participants what it is all about. Everyone claims that it is a very interesting and good opportunity for them to gain new experiences, and to know new places.

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

- It was done very professionally, I didn't need changing.
- This part of the training has to be facilitated bearing in mind participants' prior experience/knowledge with the programme. If they lack of information, a thorough presentation should be made. However, there is no need to go into details, if participants are already familiar with the programme.
- It can be more easily explained with videos; we use to show a video included in the Italian version of the website to introduce the Grundtvig projects.
- There is nothing more to add, because if it was longer, people could be bored or tired.

2. The presentation of the project. Feedback:

- Well informative
- Selected participants who had already participated in the Malta Mobility, shared their positive experience and feelings towards the whole project with other selected participants. The new participants in the programme were encouraged by the experience of others and showed great interest and excitement for the Mobility Visit to Cluj-Napoca.
- It was explained with the feelings for the participants to explain that being socially excluded is not something to be ashamed of. The trainers put themselves in the position that participants have a feeling that even they are often socially excluded.
- The feedback was positive.
- The presentation was clear and participants think of it as an opportunity to make something different. Instead sitting in houses, or participating in boring classroom benches. That kind of activities are very

attractive for them, especially that the methods are very motivational and non-formal.

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

- It was fine
- Some of the previous participants should not just participant in the simulation of the best practice learnt during the previous Mobility visit, but also take part in the pre-departure training for participants going to the next Mobility. They can significantly contribute to the preparation of new participants, by sharing their experience with the previous Mobility.
- There could be explained more about the achievements and positive feedbacks from previous mobility activities.
- Sometimes it's not easy for the staff to explain to the group that the project intends to involve disadvantaged people, so they are disadvantaged people. This can sounds strange, but Cantiere Giovani works the most on inclusion creating opportunities (meaning different types of workshop, mobilities or any other activity) were diversity meets and interact without needing to recognise this or that handicap but involving the disadvantaged person in a non-categorized group.
This information might be divided in two parts, one only for the staff, another to introduce the intercultural, educative, and international mobility aspects of the project.
- Everything was clear enough

3. The "Guide for Participants". Feedback:

- Well structured.
- Having the 'Guide for Participants' at the earliest stage of recruiting participants is highly desirable, since in Malta we are trying to conduct the first pre-departure training a few days after selecting the participants. This is to make sure that the persons selected are really willing to commit to the project and not drop out in the last minute, when it's difficult to find other participants (this can always happen nevertheless).
- The most was clear.
- It was fantastic! Every issue and question was in the guide. The information was full and everyone stated that with the guide they know what to expect in Romania. Everyone was exited to go there after reading the guide

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

- Wouldn't need too.
- The information regarding electricity plugs should be added as this is definitely very relevant to participants travelling from Malta or UK.
- It was prepared well.
- It's ok, supported by google images and wikipedia ;-)
- It was perfect.

4. The intercultural learning. Feedback:

- Learnt a range of useful information
- Participants actively participated in the discussion of cultural differences and tolerance. However, it was somewhat challenging for participants with learning difficulties. One exercise is usually enough as there are usually many practicalities to discuss and when the training becomes more than 2 or 2.5 hours, participants' attention tends to fade.
- The participants felt the workshop was well-performed, especially because they got a chance to reflect on their own knowledge and different cultural perspectives. The trainers made them feel that them as participants with their diversity could help improve the lessons and contribute to the learning process.

- Additionally, participants reported feeling more self-confident.
- It was better than the previous one (before Malta). Especially, when in Poland the word “Romanian” has a negative meaning (because of Roma minority). Fortunately, the group is very open and they fully understand that notion. Also, couple of adult learners knew about cultural differences. It is a good introduction for a trip where the participants will meet many cultural backgrounds also related.
 - with ethnicity, which is not a common thing in Poland.

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

- Nothing to improve. At least one exercise on intercultural learning has to be conducted.
- To use games followed by discussion is ok. Audiovisual material can help to.
- Exercises should take place in more diverse groups. Maybe it should be some sort of a golden middle – a little exercise on local sessions, and some on the mobilities, with everyone participating? Of course, the time schedule is very tight.

5) The preparation for the mobility activity. Feedback:

- It was interesting and enjoyable to do
- The preparation was made in two parts. During the first pre-departure training, participants were informed what has to be done. Between themselves they agreed who will prepare which part for the presentations. At the second pre-departure meeting, participants introduced the presentations and made improvements. The decisions about the goodies and SWOT analysis were also taken during the 2nd meeting.
- It was fun and educative because adult learners got new experience about sharing Slovenian culture and they felt good because they were integrated in the process of preparing presentations and providing their opinion on how to in best way represent SWOT and PowerPoint presentation about ANS.
- Participants received full information about: how to prepare for the mobility (trip, insurance, weather, schedule, etc.). They could ask about everything.

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

- Don't need too
- The preparation has to be done in two parts and for that, two pre-departure trainings are required. The first training serves for distributing the information and agreeing on the task division. The second meeting is necessary to finalise the preparation.
- Adult learners would next time like to taste the Slovenian food and drinks to be able to judge what could be representable for next mobility activity in Poland.
- It is difficult to prepare everything to this section, because You have to know what are the expectations of participants. But they can contact the organizers all the time to ask additional questions. It is hard to suggest any change.

6) Fears, expectations and contributions. Feedback:

- it was useful because it prepared us for the oncoming trip. We could share each other's views, it was an excellent activity.
- During this pre-departure training we discussed expectations of participants, but not so much their fears and contributions. Fears and contributions as concepts are too metaphorical and understood differently by people with mental disabilities. When asking 'what are you afraid of' a person with a mental disability would refer to simple things such as dogs and cats and not comprehend the deeper and more complex meaning of 'fear'. Therefore, we skipped this time a more elaborate discussion

about fears and contributions. Also, since a few participants had already done that part during the previous pre-departure training, it was not necessary to repeat that part.

- Fear of language barriers and lack of communication. As well participants expect to synergise with community and have fun during mobility activity. Adult learners feel that they can contribute with their knowledge during preparations for PowerPoints.
- Positive feedback. Moment to ask for the sense of the mobility.
- We were using “Brainstorm” method to every section. That allowed us to know everyone’s opinions and write them down on a sheet. This is very helpful for participants to open up and talk about their feelings related to the mobility.

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

- No, wouldn’t need too.
- With participants who are new to the programme and have not taken part in any of the previous local activities, this part of the training is important and has to remain as it is.
- There is nothing to be improved.
- The tree is ok.
- “Brainstorm” is a good method for that activity. No changes needed.

Conclusions by project partners:

From the feedback of the adult learners received by the staff of each organisation during the evaluation, the average satisfaction level was satisfactory. However, from the above comments and after the skype conference between partners, it was noted the following modifications which will be implemented in the next version of the “Pre-departure Training”:

- 1- Following the success at local level of the the powerpoint presentation prepared by the “Association of Nigerians in Slovenia” presenting the Lifelong Learning Programme, Grundtvig Programme and the EPAEMSI project, the document will be shared with the rest of the partners for them to use and improve.
- 2- Access to the videos developed by the different national agencies, presenting the Lifelong Learning Programme and/or the Grundtvig sub-Programme will be provided as an alternative and interactive way of presenting the programme to the adult learners.
- 3- Hosting partners will do their best to send the guide for participants as early on as possible.
- 4- A paragraph will be integrated to help adult learners understand better the objectives of the project (what is social inclusion) and to not feel bad about the term “disadvantaged social group”.
- 5- It was decided by project partners that it was too difficult to add exercises on cultural learning during the mobility due to the time restraint. However, by removing the conference on social inclusion, which was often difficult to follow for adult learners due to language barrier, the intercultural evening will be made longer and that was considered a good compromise for all.