



Lifelong Learning Programme

INTernational Exchange on Adult Language
Education
(INTEALE)

Lifelong Learning Programme: Grundtvig Learning Partnership

Pre-departure training

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The aim of the pre-departure training is to explain to the adult learners:

- what is the Grundtvig - Lifelong Learning programme;
- what is the INTEALE project;
- what activities they are going to take part in;
- what preparation is needed before the mobility activity;
- and to prepare them for the experience, in particular travelling to another country and getting to know other cultures.

Therefore, in order to duly prepare the adult learners from your organisation for their participation in a mobility activity, the teachers/trainers/staff from your organisation should organise a pre-departure training activity with the adult learners taking part in the next mobility activity.

1. GUIDE FOR PARTICIPANTS

See Annex I - *Guide for Participants*

2. RAISING INTERCULTURAL AWARENESS

As some of the participants may have no or little travelling experience, the idea is to discuss with them and present them the cultural differences they may encounter when travelling to another country.

It is an important aspect of the project to take into consideration in order to avoid potential misunderstandings. Bringing intercultural awareness means teaching learners that individual differences are an enrichment and help fight against the issue of discrimination on the grounds of gender, race, ability, age, sexual preference, language, social origin, religious beliefs, political opinions or other personal attributes.

Here are a couple of examples of exercises which can be used with the participants:

2.1. Stone metaphor 15-30 mins

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?

2.2. The island of monomulti (3 cultures) 60 mins

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!

3. PREPARING FOR THE MOBILITY ACTIVITY

3.1. Presentation of the results of the evaluation of the good practice

It is recommended that all the adult learners who will take part in the next mobility activity also take part in the local activity on the testing and evaluating of the good practice. However, this is not always possible.

It is possible to revise the presentation of the results of the evaluation of the good practice with the adult learners who did not attend the local activity on the testing and evaluating of the good practice so that they are not lost during the mobility activity.

Also, it is a good idea to use this moment to practice again with the adult learners the presentation before doing it in front of the other organisations in order to boost their confidence.

3.2. International Exhibition Event - Presentation of Country, Culture and Gastronomy (all organisations)

Within the framework of the international exhibition event, each delegation will have 20 minutes to present to the other participants and guests of the hosting organisation their country, culture and gastronomy. In order to do so, we suggest that each delegation prepare and bring an audiovisual presentation (PowerPoint, video, etc.) of their country and culture as well as some food or drinks in order to introduce the other participants in their gastronomy. They may also choose to demonstrate traditional dances or teach the other participants traditional songs. Adult learners will also have the opportunity to distribute leaflets about their organisation.

Please be aware that the food must not require any preparation as neither a kitchen nor kitchen instruments such as knives will be made available.

4. RULES

In order to run safely the mobility activity, all participants should respect the following rules:

- Participants must listen to the facilitators and staff and follow their instructions.
- Participants must not miss any part of the programme of activities without the previous approval of the activity coordinators.
- Participants must be always on time.
- Participants must respect all spaces and facilities they are going to use during the activity.
- Participants must respect others as individuals, listening politely and not ridiculing what other people say.
- Participants must respect others cultural, ethnic and religious background.
- Participants must respect others' possessions.
- Participants must speak openly but kindly and speak how you would like to be spoken to.
- Participants must learn, have fun and make friends.

5. ADVICE ON TRAVELLING

If the group of adult learners have little or no travelling experience, teachers/trainers/staff may want to give them some basic advice, for example:

- They may want to bring money with them or check that they can use their card abroad if the need to in case of an emergency or if they want to buy souvenirs, go out for coffee or drinks... Teachers/trainers/staff may also inform them about the exchange rate if they are going to use another currency and how to have their cash converted in local money.
- Check that their phone will be working abroad and remind them that using your phone for calling or for the internet can be expensive very quickly. (Check the automatic updates on phones such as smartphones which download from the internet and bring nasty surprises when the bill arrives!).
- To bring a copy of national ID or passport with them in case they lose the original one.

6. SPECIAL NEEDS

Teachers/trainers/staff should check with their participants about allergies, special food requirements, and particular health requirements.

If some of your participants have any special needs please inform the hosting organisation so they can make the necessary arrangements (special access for wheelchairs, different menus suitable for vegetarians or for people with food allergies...).



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Pre-departure training – Annex I:

Guide for Participants

1. WHAT IS THE LIFELONG LEARNING - GRUNDTVIG PROGRAMME? WHAT ARE GRUNTVIG PARTNERSHIPS

The Lifelong Learning Programme provides grants for all areas of education, training and learning. It provides opportunities for organisations, staff and learners involved in education and training across Europe to work together, learn from each others' expertise, and widen their experience of other cultures and languages.

The Grundtvig programme is just one part of the European Commissions' Lifelong Learning Programme. It supports individuals and organisations involved in non-vocational adult education to participate in European training activities and projects.

Partnerships are small-scale co-operation projects which allow organisations to work together with other European organisations on a shared theme. They provide opportunities to exchange best practice, share ideas and explore solutions to common issues.

2. WHAT THE INTEALE PROJECT IS ABOUT?

The project INTEALE (INTernational Exchange on Adult Language Education) aims at contributing to improving the quality, accessibility and attractiveness of adult language learning, in particular for adults from disadvantaged social groups.

As languages are valuable skills on the labour market giving adults the best tools to be competitive on the labour market is essential. The impact of the lack of language skills goes beyond local level as it limits the mobility of the population in Europe and the rest of the world. Furthermore, those with fewer opportunities are more likely to have little or no notion of foreign languages. This category of the population is also the one with more difficulties in accessing language lessons especially private ones. Finally, learning a language is easier as a child and often, adult learners find it very challenging. This may result in them losing motivation even though they are aware of the importance and necessity of knowing at least one foreign language.

From that assessment, during the 2 year project duration, different practical activities at local and transnational level will be carried out in order to allow adult learners and teachers/trainers/staff to experience and evaluate the best practices in adult language learning from the 5 European organisations involved in the partnership. As a result, adult learners and teachers/trainers/staff will be able to conclude with a series of recommendations on how to improve adult language learning, in particular for adults from disadvantaged social groups. Furthermore, project partners will interconnect the project activities with their ongoing activities at local level, thus ensuring a widespread impact for the project results and their exploitation by other organisations involved in adult language learning.

3. PROVISIONAL TIMETABLE (SUBJECT TO MODIFICATIONS)

DAY 1: 22nd June - Sunday

09:00 - 22:00 h: Arrivals.

22:00 - 23:00 h: Welcome dinner at Oromana Hotel. Address: Avenida de Portugal, Alcalá de Guadaíra.

DAY 2: 23rd June - Monday

09:00 - 10:30 h: Introduction games (name games, icebreakers...). Address: Biblioteca Editor José Manuel Lara. Plaza del Perejil, Alcalá de Guadaíra.

10:30 - 11:30 h: Coffee break.

11:30 - 12:30 h: Presentation of the results from the evaluations made by each organisation about the good practice of the British Partner (Interactive English Language School). Address: Biblioteca Editor José Manuel Lara. Plaza del Perejil, Alcalá de Guadaíra.

12:30 - 13:30 h: Presentation of the results from the evaluations made by each organisation about the good practice of the Turkish partner (KAMADES). Address: Biblioteca Editor José Manuel Lara. Plaza del Perejil, Alcalá de Guadaíra.

14:00 - 16:00 h: Lunch at Cafetería Cristina. Address: Duquesa de Talavera, 35, Alcalá de Guadaíra.

16:00 - 21:00 h: Free time.

21:00 - 22:30 h: Dinner at Azusal Restaurante. Address: Cuzco 3, Alcalá de Guadaíra.

DAY 3: 24th June - Tuesday

09:00 - 20:30 h: Cultural Visit to Seville. (including lunch)

21:00 - 22:30 h: Dinner at Azusal Restaurante. Address: Cuzco 3, Alcalá de Guadaíra.

DAY 4: 25th June - Wednesday

09:00 - 13:30 h: Meeting with the locals - INTEALE on the street.

14:00 - 16:00 h: Lunch at Restaurante La Vía. Address: Alfredo Kraus, Alcalá de Guadaíra.

18:00 - 20:00 h: Preparation of the final results of the project including the "European good practices guide on adult language", the "Report on adult language learners and teachers feedback about the tested methodologies and pedagogical approaches learning" and the guide on "How to make adult language learning a fun, dynamic and interactive activity". Address: Biblioteca Editor José Manuel Lara. Plaza del perejil, s/n, Alcalá de Guadaíra.

21:00 - 22:30 h: Dinner at La Picassiana. Address: Madueño de los Aires 12, Alcalá de Guadaíra.

DAY 5: 26th June - Thursday

10:00 - 11:30 h: Final evaluation. Address: Biblioteca Editor José Manuel Lara. Plaza del perejil, s/n, Alcalá de Guadaíra.

11:30 - 12:00 h: Coffee break.

12:00 - 13:30 h: Preparation for the International Cultural Exhibition

14:00 - 16:00 h: Lunch at La Bodeguita del Duque. Address: Plaza del Duque, Alcalá de Guadaíra.

18:00 - 21:00 h: International Cultural Exhibition prepared by the adult learners from each delegation for the members of the public and local organisations. Address: Biblioteca Editor José Manuel Lara. Plaza del perejil, s/n, Alcalá de Guadaíra.

21:30 - 23:00 h: Farewell dinner at Oromana Hotel, Alcalá de Guadaíra.

DAY 6: 27th June - Friday

00:00 - 23:59 h: Departures.

4. INFORMATION ABOUT ALCALÁ DE GUADAÍRA

Alcalá de Guadaíra is a town located approximately 10 km southeast of Seville, Spain; in recent years the expansion of Seville has meant that Alcalá has become a suburb of that city. Alcalá used to be known as Alcalá de los Panaderos (Alcalá of the bakers) because it provided most of Seville's bread. The town is located on the banks of the Guadaíra River, and watermills built during the Moorish period of Spain can still be found in the area.



Flag of Alcalá de Guadaíra

4.1. Most popular touristic attractions.

The castle

The current walls date to the 13th and 14th century.

In the castle precincts is The Hermitage of Our Lady of the Eagle (Nuestra Señora del Águila), this building dates from the mid-13th century when it was the principal church of the town. The image of the virgin is a replica of the original that was destroyed in 1936.

The nearby Marchenilla castle (14th century) was built on the ruins of a Roman estate.



The Dragon bridge - THE GUARDIAN OF THE CASTLE

The bridge, popularly known as Bridge of the Dragon, was built as part of the ring road of Alcalá de Guadaíra, linking A92 (Sevilla- Almería Highway) to A392, Alcalá-Dos Hermanas.

The structure was created by Sevillian engineer José Luis Manzanares, also creator of the popularly known as "Cachorro Bridge" from Seville city. It is 123 metres long, divided into four openings of 18.50 metres (the side ones) and 43 metres the central ones.



The bridge itself is made up by two roads of 7 metres each one with two lanes 3.5 metres wide each, two 2.5 metres sidewalks and a central 3-metre wide central reservation. The structure emulates a dragon that gets out of the Castle hill crossing the River Guadaíra, at the foot of one of the largest Almohad fortresses in Europe. This way, the dragon is "the Guardian of the Castle" and the town defender, and also the one in charge to receive its visitors.

The bridge is inspired directly in the Barcelona architect Antonio Gaudi works and in particular in the dragon that decorates one of the fountains in Güell Park of Barcelona. They both share between themselves and also with other Gaudi works, the use of pieces of glazed tiles to decorate surfaces according the trencadís (or Pique assiette) technique.

The water mills and The natural park: Oromana park

Due to the importance of its baker industry the town was known as Alcalá de los Panaderos (Alcalá of the Bakers). The preserved mills date back from the Islamic and Late Middle Ages Periods.

5. WEATHER

It will be hot and sunny at this time of the year with average temperatures during the day of around 35°C. The town of Alcalá de Guadaíra and in particular the hotel where you will be staying is located on top of a hill so temperatures can cool down a little at night (15°C).

Bring suncream, hat... to protect from the sun.