

**MONITORING REPORT  
ON THE LEARNING ACTIVITIES C1-C2  
CARRIED OUT IN ITALY  
FROM 20 TO 24 APRIL 2015**



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**Consorzio fra Cooperative Sociali Elpendù**

**June 2015**

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**



## SUMMARY

2

1. **INTRODUCTION: THE LEGOP PROJECT**
2. **LEGOP MONITORING ACTIVITIES FROM THE SUBMITTED PROJECT TO THE PARTNERSHIP AGREEMENT: OBJECTIVES, ACTIONS AND EXPECTED RESULTS**
3. **MONITORED ACTIVITIES**
  - 3.1 Learning activities C1-C2: implementation period and duration, places, actions and participants
  - 3.2 Expectations
  - 3.3 Results
4. **CONCLUSION: STRENGTHS, WEAKNESSES AND SUGGESTIONS**

## ANNEXES:

ANNEX I: "ex ante" questionnaire

ANNEX II: "ex post" questionnaire

ANNEX III: Detailed agenda of the mobility

ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061



## 1. INTRODUCTION: THE LEGOP PROJECT

LEGOP aims at:

- Exchanging good practices in the educational field and sharing innovative teaching methods based on the creation of flexible learning environments and on the introduction of advanced technologies;
- -learning educational models adopted in the European partner countries;
- Favoring the school success of students through the acknowledgement of different learning styles and the development of digital skills;
- Favoring the inclusion of students with special needs by introducing adaptive teaching and learning tools based on innovative technologies;
- Identifying, preventing and contrasting negative behaviors towards LGBT people;
- Strengthening resilience and raising the awareness on individual rights;
- Developing and implementing innovative practices in the educational field and in environments adapted to learning processes.

These objectives are in line with the most recent European Directives (*Recommendations by the Council of 28/06/2011 on policies to reduce early school leaving* and of 20/12/2012 *on the validation of non-formal and informal learning*) and with the "Council Conclusions on investing in education and training - a response to *Rethinking Education: Investing in skills for better socio-economic outcomes and the 2013 Annual Growth Survey*", that identify general aims (such as, for example, the improvement of results by students at high risk of early school leaving, strengthening of the transfer of transversal skills that can increase employability, self-entrepreneurship, digital abilities, the use of ICT and foreign languages) which were taken into consideration by the partnership while drafting the project.

The project includes the following activities:

1. Project Coordination;

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2014-1-IT02-KA200-004061**



2. Learning activities involving students and the partners' staff;
3. Drafting and testing Intellectual Outputs (O);
4. Dissemination.

The activities referred to point 1. consist in the organization of coordination meetings (M) among the partners, intermediate and virtual meetings and frequent exchanges of communications and documents necessary to effectively develop the planned outputs and activities.

The Learning activities (C ) addressed to the staff are carried out at the same time as those addressed to the students and the transnational meetings (M) in order to optimize their costs and logistic aspects.

Each learning activity is preceded by preparation actions carried out in each country by the partners involved. These also include studies on the language, culture and legislation of the hosting country and the initiatives undertaken in the fields tackled by the project as well as practical exercises to improve the capacity to interact in English language. These will allow to facilitate mutual understanding during the activities with the foreign colleagues and peers. The learning activities take place in the 3 partner countries as specified hereunder:

- ITALY: C1 is focused on: a) Identification of homophobic behaviors in schools and companies and sharing good practices to prevent and contrast them; b) good practices of inclusive teaching addressed to students with special needs. During the event referred to the theme a) staff of Liceo Salvemini will show to the representatives of GALE the initiatives realized and measures undertaken in the school to prevent and fight discrimination phenomena based on sexual orientation. GALE will thus administer to the students and teachers of the school as well as to ELPENDU' staff and the staff of the members of its network, questionnaires useful to study the attitudes of the people involved in the survey with reference to the considered issue. The attendants will thus be involved in a first analysis of the replies to the questionnaires that may provide useful food for thought and materials to develop the output O3. During the event referred to the theme b) the staff

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2014-1-IT02-KA200-004061**



of Liceo Salvemini will introduce to Dutch teachers and Gureak staff the good practices adopted in the institute to support students with special needs. Specific work sessions will also be organized which the students involved in C2 will also take part to, aimed at developing the I.O. O3 and O4.

5

- **THE NETHERLANDS:** participants to C3 will test the first version of the e-course (O3) and know the initiatives undertaken by GALE in collaboration with the local schools to prevent, contrast and handle discrimination phenomena based on sexual orientation. Thus visits to some schools which GALE collaborates with will be organized which will also involve the Italian students participating in C4. These visits will allow the students and teachers of the 3 countries to start an exchange on the practices introduced in their schools in the field of fight against homophobia. Thus group works will be organized aimed at drafting contributions useful to develop the I.O. O3 and O4 that may be led using innovative techniques allowing participants to actively "experiment" the shared information
- **SPAIN:** the event C5 will allow the Italian teachers to test the output O1 and to directly know the good practices adopted by the Spanish partners consisting in the introduction of new ICT in teaching and vocational training to facilitate learning processes by students and trainees with intellectual problems. Thus visits to GUREAK seats and to the school will be organized that will also involve the Italian students participating in C6, whose main aim will consist in knowing and testing the ICT devices used by the partners to allow people with cognitive problems to access to teaching materials and contents.
- At the same time as the described learning activities the E1, E2 and E3 will be organized that will allow to present in the 3 countries, the project and its objectives, the partners and the beneficiaries through direct witnesses as well as the intermediate and final versions of the planned Intellectual.

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2014-1-IT02-KA200-004061**



## 2. LEGOP MONITORING ACTIVITIES FROM THE SUBMITTED PROJECT TO THE PARTNERSHIP AGREEMENT: OBJECTIVES, ACTIONS AND EXPECTED RESULTS

The LEGOP submitted project included various actions aimed at ensuring the highest possible efficacy and the best efficiency of the project actions.

This objective can only be achieved by applying a flexible and light monitoring system that is at the same time systematic, accurate and detailed.

This system has been defined during the project editing phase and it is subdivided into three macro categories of actions:

### The overall project monitoring

According to the submitted project, to achieve the expected results, specific actions have to be undertaken, namely:

- Action A.2.1. – design of the monitoring system;
- Action A.2.2. – application of the monitoring plan to the project actions;
- Action A.3.2 – financial monitoring of the activities;
- Actions M2, M3 and M4 – transnational meetings

Furthermore, a simplified risk assessment system has been described aimed at preventing the risks of conflict and failure of some project actions.

More specifically, a matrix is defined for each activity that, by cross-checking the specific objectives of the task on the one side, and the possible threats that may hinder its achievement<sup>1</sup> on the other, produces a risk level between 1 and 3. Then, specific risk prevention, monitoring and management mechanisms shall be applied accordingly.

In the case of low risk (level 1), the group in charge of monitoring shall carry out one only intermediate evaluation for the whole period of the relevant activity implementation. An ex-post monitoring shall follow together with an analysis of the possible gaps between the actual risk and the one initially identified.

<sup>1</sup> Possible risks may be connected to some parameters of the quantitative evaluation such as the number of partners, the number of outputs to be produced, the number of interlocutors involved, etc.

In the case of medium risk (level 2), the group in charge of monitoring shall carry out two intermediate evaluations in the period of the relevant activity implementation. An ex-post monitoring shall follow together with an analysis of the possible gap between the actual risk and the one initially identified.

In the case of high risk (level 3), the group in charge of monitoring shall carry out periodical evaluations at one, two and three quarters of the period of the relevant activity implementation. An ex-post monitoring shall follow together with an analysis of the possible gap between the actual risk and the one initially identified.

In the case of nonconformities a specific procedure will be followed consisting in documenting the non-conformance issues and in the suggestion, by the work group involved, of corrective/ameliorative actions. Performance of such actions shall also be monitored.

### Monitoring of the Learning activities

According to the submitted project, an initial survey was supposed to be carried out by the Follow up Group members in each country, on the expectations and needs of the target groups involved in the learning activities. Successively, a survey on the satisfaction level referred to such activities was supposed to be carried out within the two months following their conclusion. The survey planned in the project is based on the technique of the *MSC -Most Significant Change* (Davis & Dart, 2005), described at section F.2.3., that focuses on the identification of most significant changes occurred during the implementation of the relevant activities. The adoption of this methodology has then been confirmed by the Partnership Agreement subscribed by the Lead partner, which provides for the obligation of evaluating the project learning activities before and after their implementation ("ex ante" and "ex post" evaluations).

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2014-1-IT02-KA200-004061





### 3. MONITORED ACTIVITIES

#### 3.1 Learning activities C1-C2: implementation period and duration, places, actions and participants

The activities indicated as C1 (*Short-term joint staff training events*) and C2 (*Short term exchanges of groups of pupils*) took place in Bari from 20 to 24 April 2015 mainly at the Liceo "G. Salvemini" school.

The schedule of the activities, attached to the present, was rich in various activities that involved the students and staff members of the partner organizations both separately and in groups.

As planned by the project, the content of the activities for both students and staff members, concerned from the one side the aspects strictly related to the project themes and from the other have encompassed many aspects of the culture, traditions and, more in general, the life style of the hosting territory.

With this regard, it's important to highlight two aspects that have characterized the activities which the monitoring has focused on:

- The professional and cultural exchange occurred far beyond the schedule of the planned actions since the recreational and collective moments as well as the breaks have given even more value to the mutual acquaintance at personal and professional level and to the knowledge of the legislative and social context which characterize the territory where the hosting partners work;
- The heterogeneity of the issues which the participants dealt with implied that some activities were realized in parallel and on different territories. This however represented an optimal level of efficacy and effectiveness in the framework of the overall implementation of the learning activities.

Apart from the staff, teachers and students of the hosting partners (Liceo Salvemini ed Elpendù), twelve (12) people participated in the activities, 6 of which were students (3 male and 3 female), one teacher accompanying the students, 4 members of GALE staff (1 male and 3 female) and one member of GUREAK staff.

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2014-1-IT02-KA200-004061**





The twelve participants hosted in Italy were asked to compile two questionnaires:

- The first one defined “ex-ante” questionnaire was administered in the days preceding the mobility and it was referred to information included in the mobility agenda that was sent by the Lead partner to the organizations involved;
- The second one defined “ex-post” questionnaire, was administered on the last day of the stay or, in some cases, it was sent to the participants by e-mail in the days following the conclusion of the activities.

### 3.2. Expectations

If we shall summarize in one single sentence the result of the analysis of the questionnaires administered to the participants to the C1-C2 activities, we could affirm, without fear of contradiction, that the people interviewed express a great “need of learning” concerning both specific and generic contents.

In other words, the replies to the questionnaires show that the participants left for the mobility with very high expectations that go even beyond the specific issues dealt with by the LEGOP project.

Indeed, first of all we notice that these high expectations derived from the will and need to get more information on the ERASMUS+ European Programme, that probably suffers from being still “young” in its implementation.

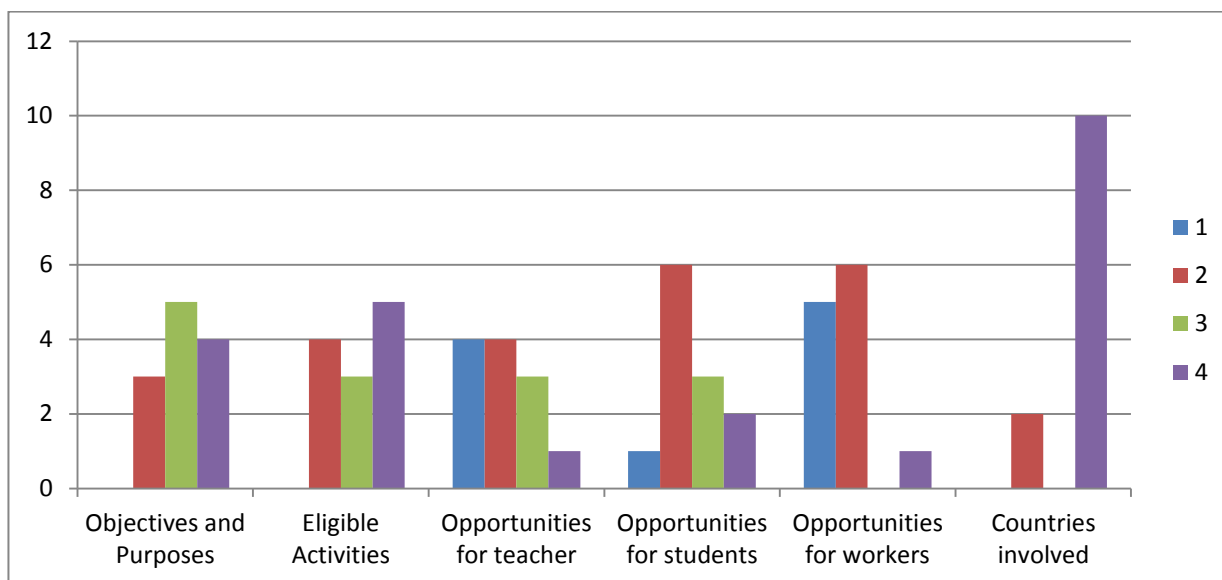
This is proven by the fact that the participants’ replies to the first question show a knowledge of the Programme that is not extremely high mainly for what concerns the opportunities it may offer at professional level. In truth, this datum is mainly emphasized among students, while the teachers and the staff members show better results.

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**



**Question 1 - You're going to participate in a mobility funded by the European Programme ERASMUS +. Mark from 1 to 4 (1= low and 4=high) your level of knowledge of the programme relating to:**

10



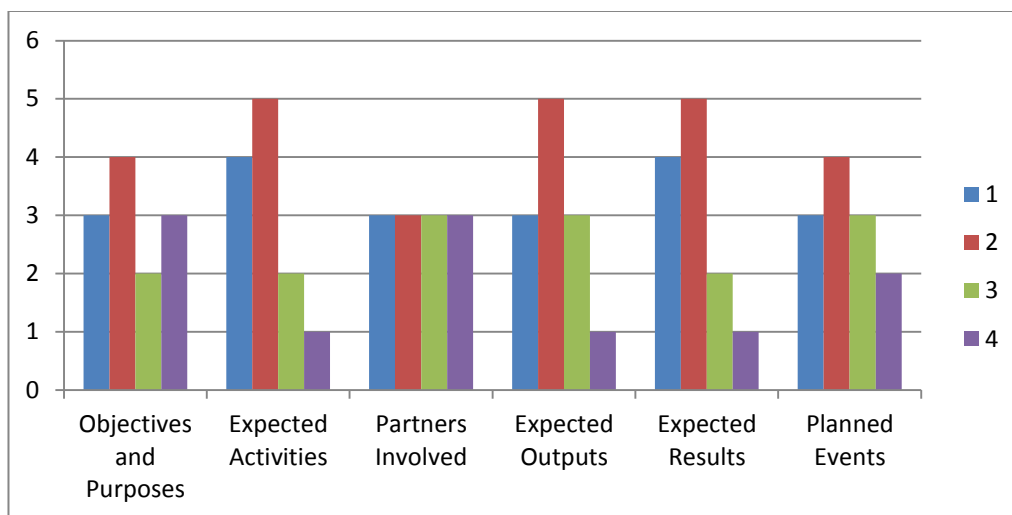
The LEGOP project itself suffers from a lack of visibility within the sending organizations since around 60% of the people interviewed had a scarce knowledge of the project mainly with reference to the planned actions and expected results. Also in this case, the datum is perfectly symmetrical among the students who show a scarce perception of the project while the staff members are more informed on the LEGOP contents.

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2014-1-IT02-KA200-004061**



**Question 2 - Within the ERASMUS + Programme, you are going to participate in the mobility provided for by the “LE.GO.P. – Learning Good Practices in European Countries” project. Mark from 1 to 4 (1= low and 4=high) your level of knowledge of the project relating to:**

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Notwithstanding this, the expectation on the themes to be dealt with during the mobility is high in both groups and this represents the confirmation that the project is coherent with the real needs of the partners involved and of their representatives.

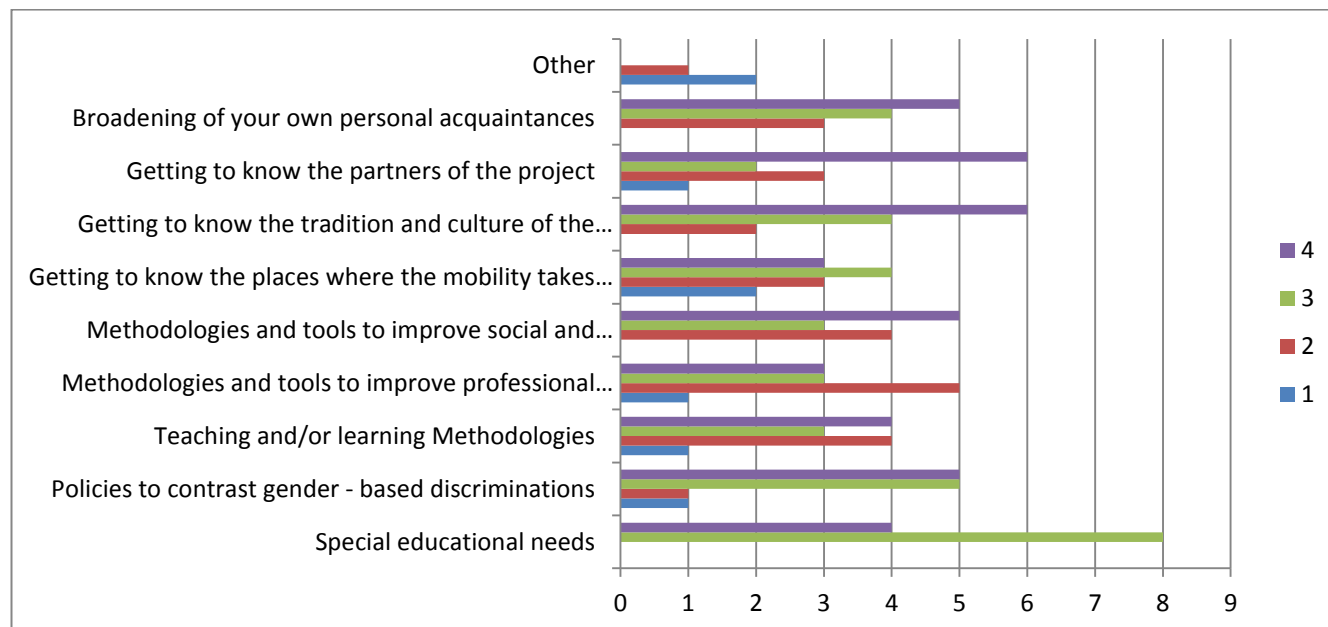
Concerning the impacts that the monitored activities can have on the participants, it's worth stressing that the people interviewed strongly believe that, apart from the specific themes of the project, acquiring information on the culture, traditions and lifestyle of the hosting country can contribute to improve their competences. More specifically, the staff members aim to acquire methodologies and tools to improve their professional abilities and the acquaintance of the project partners, while students have slightly lower expectations compared to the previous group (they mainly focus on the relational aspects of the mobility).

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**



**Question 3 - Mark from 1 to 4 (1= low and 4=high) your expectation regarding the possibility to improve your knowledge concerning the following topics related to the activities planned for the mobility you are going to take part to:**

12



Finally, even if the expectations regarding generic parameters of comfort and logistic organization of the trip were quite high, those referred to the relevance of the activities for the project in general were lower.

**Question 6 - According to the information you have, mark from 1 to 4 (1= low and 4=high) the level of satisfaction you're expecting from:**



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### 3.3 Results

13

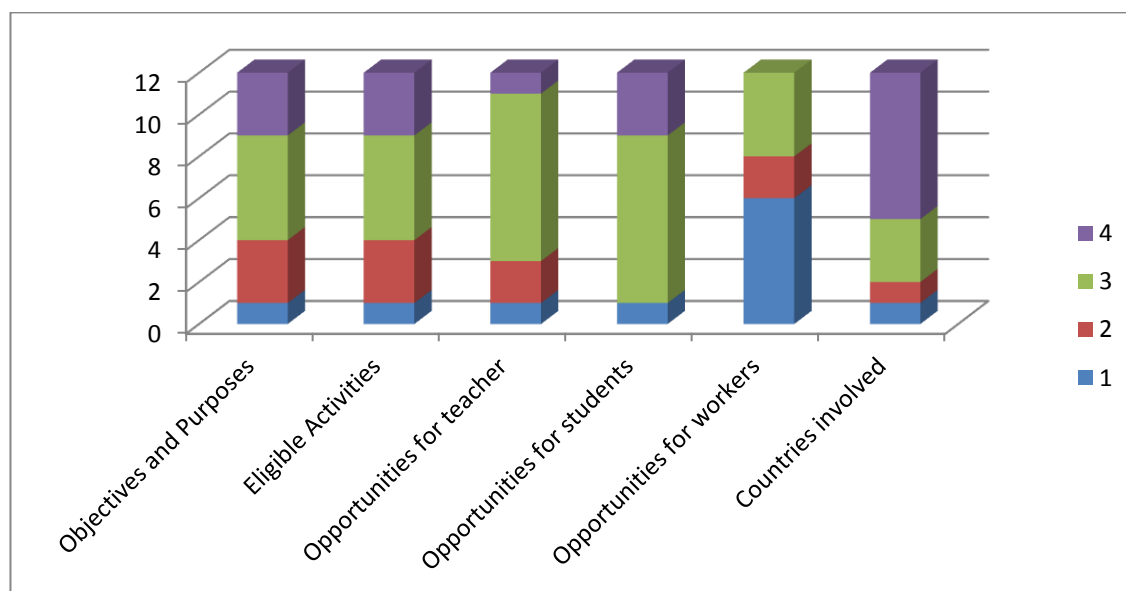
The replies to the questionnaire administered after the conclusion of the mobility show a significant improvement of the average results with reference to some important issues taken into consideration in the survey.

First of all, the awareness of the people interviewed on the Erasmus+ Programme and the LEGOP project improved thanks to the activities carried out in Bari.

More specifically, the averages increase with reference to a more comprehensive perception of the opportunities that the Programme can offer to students and teachers (the students' perception has changed in a more significant way compared to that of the teachers and staff members).

On the other hand, the perception of the people interviewed of the potential opportunities offered by the Erasmus+ Programme to European workers had a lower increase. In this case, the datum may be influenced by the fact that the LEGOP project is not strongly focused on this target group.

**Question 1 - You've just participated to a mobility project funded by the European Programme ERASMUS +. Indicate from 1 to 4 (1=not much and 4= a lot) how much the mobility has contributed to increase your knowledge of the following aspects of the EU Programme:**



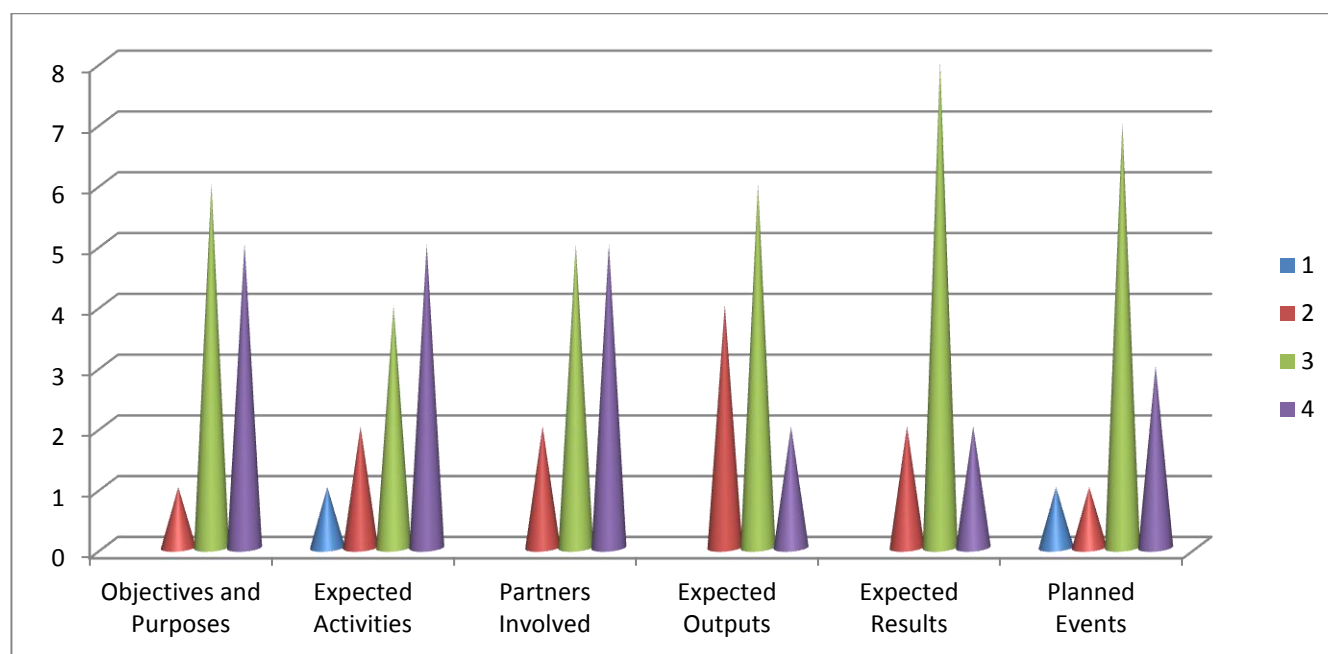
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2014-1-IT02-KA200-004061**



It is mainly the LEGOP project itself that was strongly influenced by the activities carried out. Indeed, the overall knowledge on the objectives, aims, actions and results of the project increased in a significant way compared to the results of the previous questionnaire, particularly for the students involved. They are still not very clear on the various outputs of the project, but this is justified by the fact that the editing process of the planned outputs was still at the beginning.

14

**Question 2 - Within the ERASMUS + Program, you've just participated to the mobility planned in the "LE.GO.P. – Learning Good Practices in European Countries" project. Indicate from 1 to 4 (1=not much; 4=a lot) how much the mobility has contributed to increase your knowledge of the following aspects of the project:**



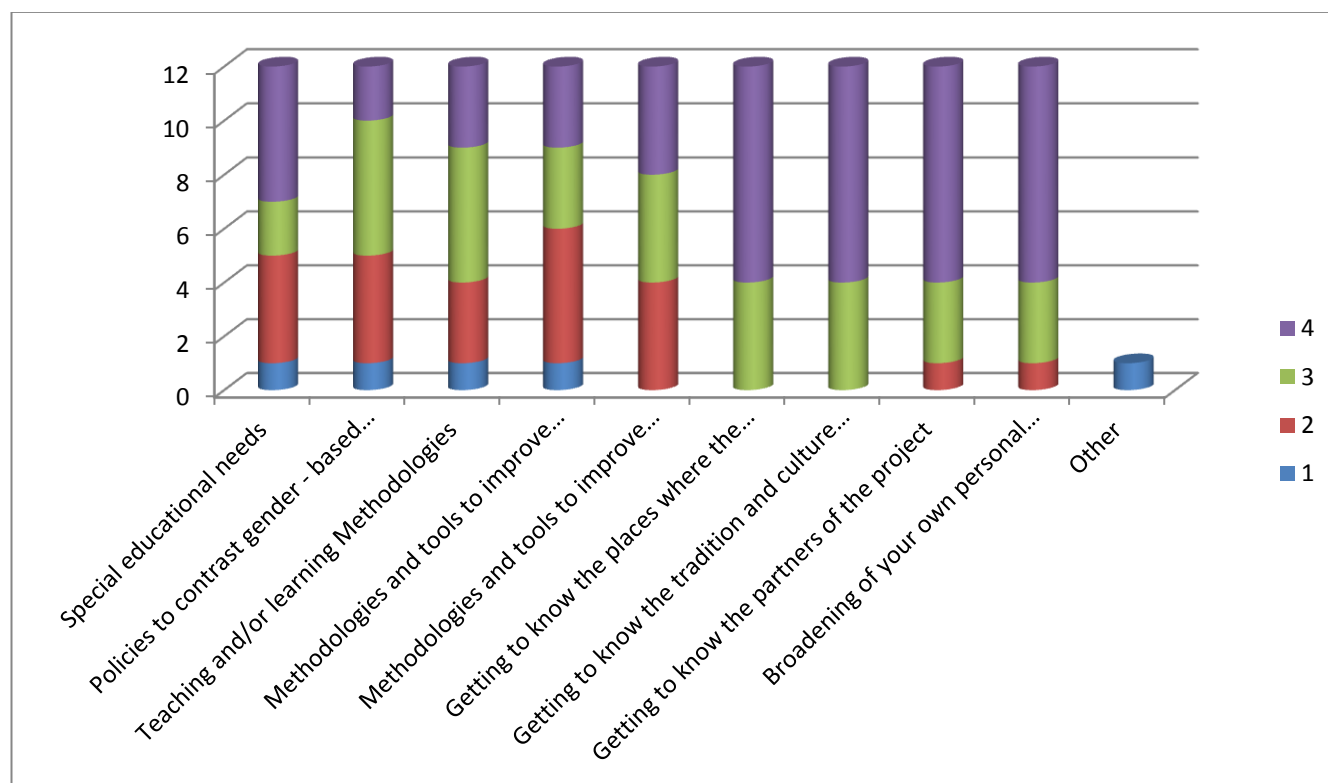
With reference to the activities carried out during the mobility, the comparison of results between the two questionnaires, is more complicated since there is an evident sign concerning the personal learning of the specific issues of the project which seem to be lower than the expectations before the mobility. This cannot be statistically certified for what concerns the theme of special needs, since the mobility included much less activities related to special needs compared to those dedicated to the other theme and also the participants involved in the activities related to the former were much less than the overall number of the people

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2014-1-IT02-KA200-004061**

interviewed (one person only). On the contrary, the results referred to the theme of discriminations based on sexual orientations, should be the subject of a deeper reflection. This theme represented the core of the mobility, both in terms of activities organized by the hosting organization and for what concerns the actions organized by the transnational partner that carried out the relevant survey. The analysis of this datum is even more complex due to the fact that, while the students attitude towards this specific issue remained almost unchanged both concerning their expectations and the feedback, the staff members who travelled to Italy considered the actions carried out related to this theme less effective than expected, even though they were an active and essential part of them.

15

**Question 3 - With reference to the activities for which you have participated in the mobility (as teacher/student/staff member), indicate from 1 to 4 (1=not much; 4=a lot) how much the activities have contributed to improve your knowledge in the following topics:**



Furthermore, this datum is partly contradicted by the replies to the question n. 4 aimed at understanding how much the mobility improved the knowledge on the

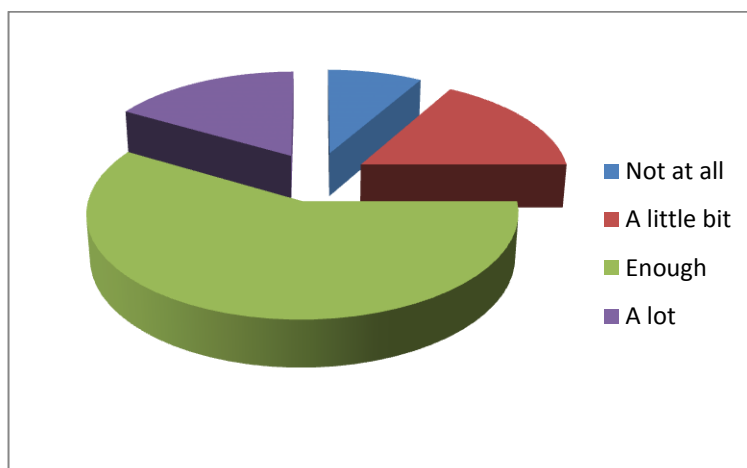
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theme related to sexual discriminations, that were mainly high, also among the staff members.

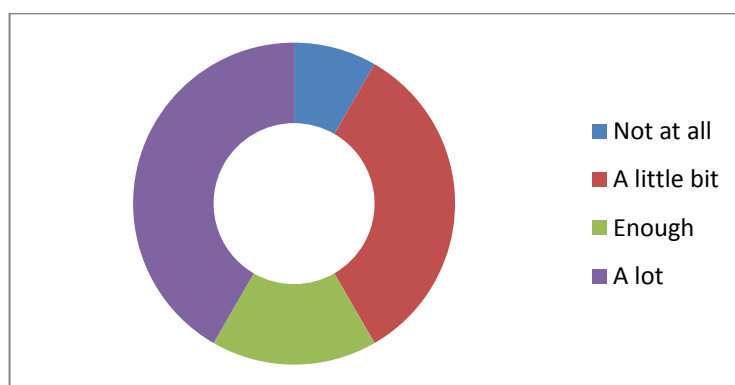
16

**Question 5 - As regards the contrast of discriminations based on sexual orientation, do you think this mobility project has improved your knowledge on that?**



On the other hand, with reference to the theme of Special Educational Needs, results show that the mobility did not contribute to improve the participants' knowledge on this issue, particularly for students. Anyway, this can be explained by the fact that the mobility did not include many activities related to this theme involving students.

**Question 4 - As regards the issue of special educational needs, do you think the mobility has improved your knowledge on that?**

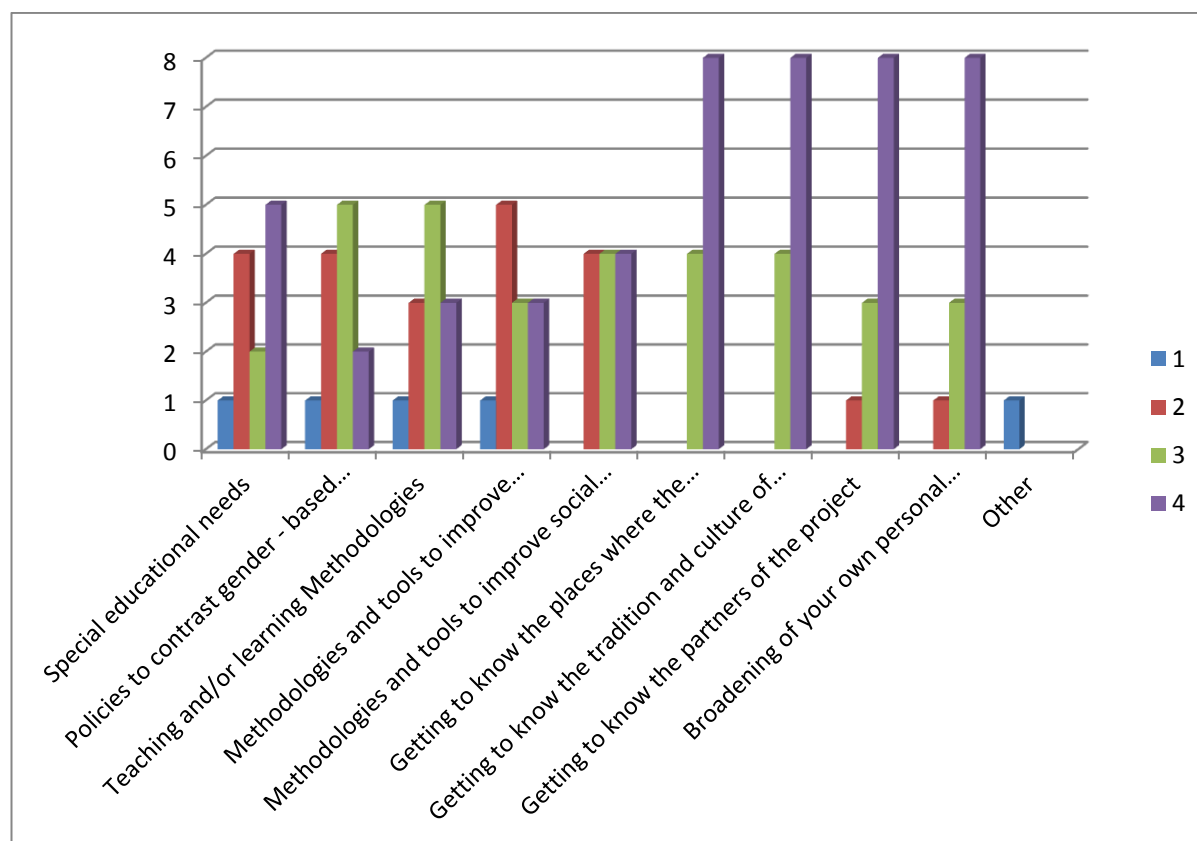


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2014-1-IT02-KA200-004061**

On the contrary, the perception of the usefulness of the mobility to improve the knowledge of places, traditions and culture of the context in which the mobility took place, is really high for both groups and for all the project partners.

17

**Question 3 - With reference to the activities for which you have participated in the mobility (as teacher/student/staff member), indicate from 1 to 4 (1=not much; 4=a lot) how much the activities have contributed to improve your knowledge in the following topics:**

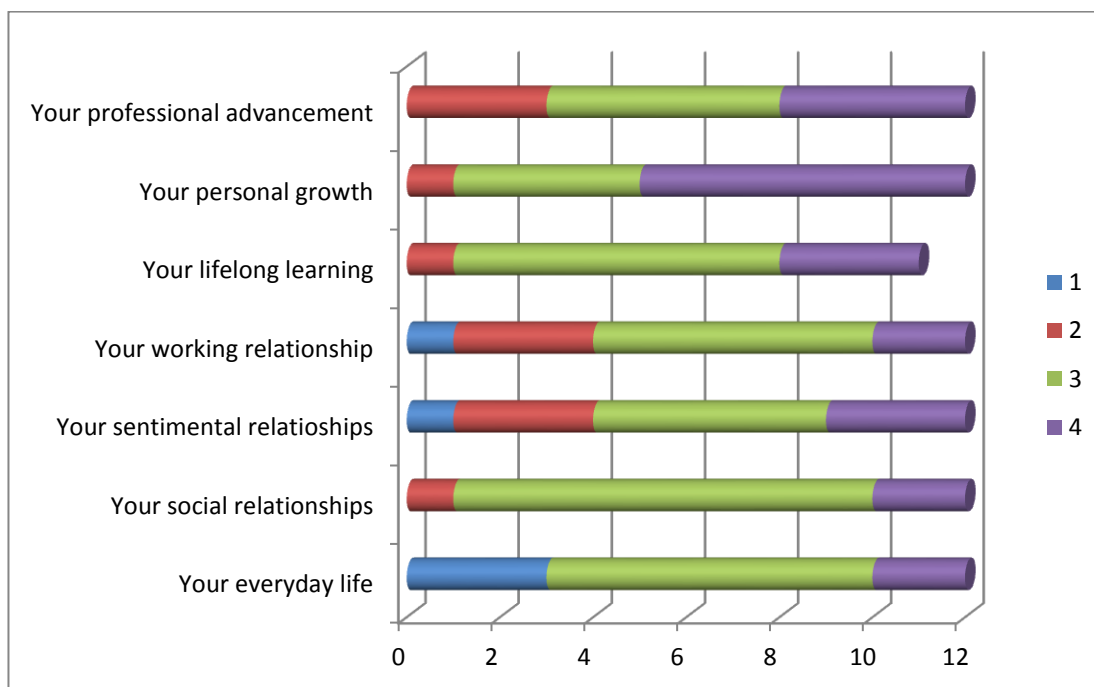


Anyway, notwithstanding the criticalities mentioned above, most of the people interviewed considered very useful the mobility to improve their personal life experience, particularly for what concerns social aspects and the personal and professional pathway. More specifically, the students involved considered particularly positive the impact of the mobility on their personal pathway and on lifelong learning, while the staff members privileged the social and professional relationships.

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**Question 7 - Please indicate from 1 to 4 (1=not much; 4= a lot) how much the activities, the established relationships and the discussed topics will influence, after the mobility, the following:**

18

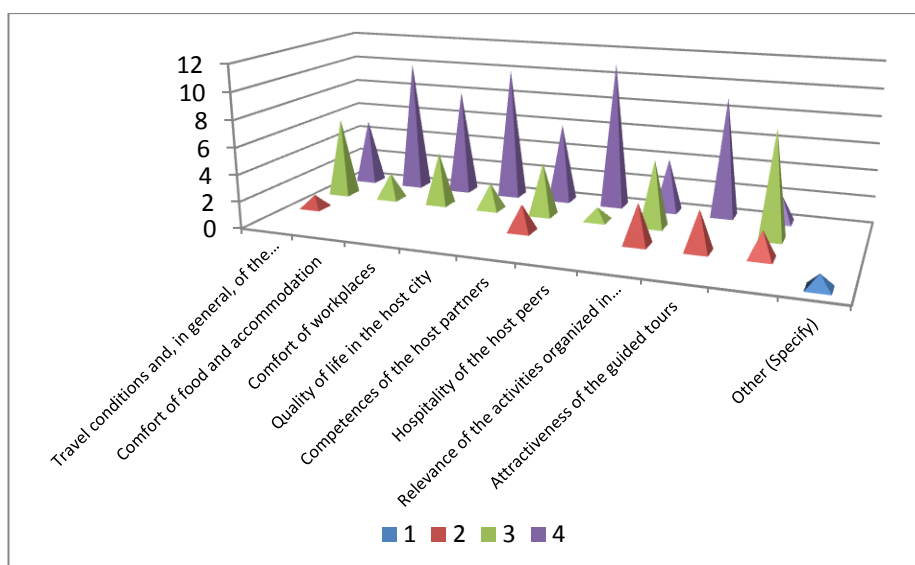


Finally, the overall level of satisfaction for each of the proposed items, was high for more than the 75% of the people interviewed and in some cases it was considered excellent for more than the 80% of them. Taking into consideration the two groups, the students show a level of satisfaction higher on all the proposed items, while for the staff members the high percentage of satisfaction decreases slightly below the 70% only for the items related to the competence of the hosting partners, the relevance of the activities organized and the overall coherence between the issues dealt with during the mobility and the project expectations.

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**

Question 6 - Please mark from 1 to 4 (1=low; 4= high) your level of satisfaction regarding:

19



Considering the question 6 as the most concerned one with the overall satisfaction of the mobility, we get the following percentages:

STUDENTS' SATISFACTION	Question 6
Highest satisfaction level	45,00%
Generally positive satisfaction	83,33%

STAFF MEMBERS' SATISFACTION	Question 6
Highest satisfaction level	15,00%
Generally positive satisfaction	78,33%

OVERALL AVERAGE	Question 6
Highest satisfaction level	30,00%
Generally positive satisfaction	80,83%

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2014-1-IT02-KA200-004061

Comparing this datum with the objectives described in the submitted project, we shall conclude that this mobility achieved partially the expected results. According to the submitted project, indeed, the satisfaction of the staff members was supposed to reach at least the 80% and the 90% among the students

20

To summarize the coherence rate between the activities realized during the mobility and the relevant expectations, intended as the summation of the positive replies given to all the questions, we get a value of **76,09%**, that represents the average between the percentage referred to the students amounting at 77,11%, and that referred to the staff members, equal to 74,97%.

This datum, which is the result of the summation of the replies with a satisfaction levels equal to 3 and 4, is strengthened by the fact that it includes excellent coherence rate amounting in all at the **30,78%** (29,95% among students and 31,61% among staff members). Here follow the tables summarizing the above:

STUDENTS	1	2	3	4	5	6	7	Average
Excellent indicator	22,22%	25,00%	38,89%	33,33%	16,67%	45,00%	28,57%	<b>29,95%</b>
Positive indicator	86,11%	75,00%	88,89%	50,00%	83,33%	83,33%	73,81%	<b>77,21%</b>

STAFF	1	2	3	4	5	6	7	Average
Excellent indicator	25,00%	36,11%	51,67%	50,00%	16,67%	15,00%	26,83%	<b>31,61%</b>
Positive indicator	58,33%	86,11%	83,33%	66,67%	66,67%	78,33%	85,37%	<b>74,97%</b>

COHERENCE RATE WITH THE EXPECTATIONS – C1-C2	
Average of the excellent indicator	<b>30,78%</b>
Average of the positive indicator	<b>76,09%</b>

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2014-1-IT02-KA200-004061

Finally, it's worth stressing that, in the field of the questionnaire dedicated to free suggestions, some participants have expressed their appreciation for the organizational endeavors by the hosting partners and, at the same time, they pointed out the language barriers that hindered the correct understanding of some learning activities and, particularly, of the public event on homophobia. In some cases participants pointed out also the lack of interactivity of some activities carried out in the school, often due to different methodology and approach of the Italian teachers compared to those used by the foreign teacher.

21

#### 4. CONCLUSION: STRENGTHS, WEAKNESSES AND SUGGESTIONS

The basic consideration that we shall make at the end of this analysis consists in the certification, for some points, of the missed achievement of one of the two objectives fixed in the submitted project with reference to the satisfaction of the people involved in the learning activities (80% for the staff members).

This datum is, first of all, an excellent starting point for the achievement of the goal of the overall satisfaction with reference to the planned learning activities considering that, in this first survey, the highest level of satisfaction was reported by the 30% of the participants.

However, the surveyed data shall represent an useful element of reflection in the perspective of a permanent improvement shared by the partners.

To do this at best, we should place the activities carried out in the endogenous and external context of the LEGOP project.

First of all LEGOP represents for the partners an experiment of knowledge and collaboration, since only two of the five project partners have already collaborated at transnational level before and on issues partially different from those dealt with by this project. The other partners did never collaborate before and in the first period of the project the occurrence of criticalities is natural, especially for what concerns relational aspects, more than the professional ones.

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**



Furthermore, the mobility held in Bari that was focused on the fight against homophobia, occurred in a precise historical-cultural period both at national and local level. On the national level, in Italy, in the weeks preceding the mobility, a harsh debate on the opportunity to introduce in didactical activities elements regarding the so called "gender theories"<sup>2</sup> involved especially high schools. At local level, on the other hand, the school hosting the mobility was involved in a controversy related to a theatrical performance against homophobia held in the school <sup>3</sup>.

Thus the whole activities of the hosting partner have undoubtedly been influenced by these external variables, from the one side in a positive way, since the school has shown its willingness to react in an effective way to a context which is sometimes hostile, from the other, in somehow critical way, since the project activities risked sometimes to be "labelled" more in relation to the situations occurred in the relevant context than for the actual programme.

After having provided to the reader these elements regarding the relevant context in which the activities were carried out, some indications, food for thought and suggestions can be provided to the partnership some useful for the following activities of the project.

In relation to the overall objectives of the LEGOP project and the Erasmus+ Programme, it can be suggested to the partnership to continue to **strongly promote** these points mainly **within the organizations involved** and in the relevant **local territories**, in order to increase the overall perception of the project actions also in view of the public events that in the next months will characterize the project. Furthermore, it would be useful, particularly when the Outputs will be presented, to **emphasize the positive implications and the sustainability of the actions with reference to the overall Lifelong Learning pathway**, thus not only with reference to the impacts on the study

<sup>2</sup> See the article published on the days of the mobility on <http://www.lintellettualedissidente.it/italia-2/gender-un-dibattito-da-stimolare-in-italia/>;

<sup>3</sup> <http://www.notizieprovita.it/notizie-dallitalia/gender-a-scuola-spettacolo-omosessualista-allinsaputa-dei-genitori/>



pathways and refresher courses for students and teachers but also to the **overall improvement of skills** of each addressee of the project actions.

23

Another useful recommendation for the partners concerns the improvement of the project Outputs advertisement and the activation of a **widespread awareness raising campaign within the organizations**, in order to ensure the return of the project endeavors on the policies implemented by each partner.

A different approach shall be used to analyze the dyscrasia of the replies referred to the usefulness of the mobility in improving the knowledge and preparation of the staff members on the theme of fight against sexual discrimination.

The presence of asymmetrical replies by people who, at the same time, were the promoters of many specific activities represents undoubtedly a critical element on which the managing bodies of the project shall reflect upon, in order to undertake corrective actions. The dissimilarity of the replies is probably due to a lack of communication between the partners involved in the learning activities referred to this theme.

Indeed, from the one hand the Italian school wanted to legitimately use the actions of the mobility to provide answers to the territory in which it works concerning a theme that is still difficult nowadays to settle in Italy and in the city of Bari. For this reason it organized a public event with the intent to produce a high and wide impact on the territory, but it suffered from a lack of understanding by the partners that organized the relevant survey who probably did not catch the intrinsic meaning of this action.

On the other hand, the actuators of the transfer of the relevant best practices had to adapt their organizational strategy "in progress", according to the feedbacks collected during the activities implementation and this has to be acknowledged. However, it's clear and evident that this unexpected re-adaptation has influenced their own expectations.

As a consequence of that, in terms of methodology, it will surely be necessary to improve the joint organization and planning of the next mobilities, asking

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**



particularly to the partners that shall present the activities and Outputs that they are in charge to coordinate, to try to contextualize their work and thus to acquire preliminary information in the period preceding the mobility. This should allow to minimize the risk that the planned activity does not produce the desired impacts due to its lack of coherence with the context in which it has to be carried out.

24

However, we cannot disregard the aspect that is maybe the most important one highlighted by the survey that was conducted represented by the positive impact of the mobility on the students involved. Their replies, indeed, show a strong sharing of the project that goes far beyond the most evident aspects connected to social relations and that has generated a ground for confrontation and reflection among peers and between the students and the teachers.

Considering the specific objectives of the LEGOP project, we can thus affirm that, at present, the criticalities observed and the suggested recommendations do not undermine the achievement of the final objective of the project consisting in stimulating and promoting the development not only of the competences and knowledge, but also of the critical thinking and cultural profile of the students.

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**



## ANNEXES

25

### ANNEX I: "ex ante" questionnaire

Name first letter \_\_\_\_\_ Surname first letter \_\_\_\_\_

Age \_\_\_\_\_ 15-29 \_\_\_\_\_ 30-55 \_\_\_\_\_ over 55

Category \_\_\_\_\_ Student \_\_\_\_\_ Teacher \_\_\_\_\_ staff member

1. You're going to participate in a mobility funded by the European Programme ERASMUS +. Mark (from 1 to 4) your level of knowledge of the programme relating to:

	1	2	3	4
Objectives and Purposes				
Eligible Activities				
Opportunities for teachers				
Opportunities for students				
Opportunities for workers				
Countries involved				

2. Within the ERASMUS + Programme, you are going to participate in the mobility provided for by the "LE.GO.P. – Learning Good Practices in European Countries" project. Mark (from 1 to 4) your level of knowledge of the project relating to:

	1	2	3	4
Objectives and Purposes				
Expected Activities				

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries**  
**2014-1-IT02-KA200-004061**



Partners Involved				
Expected Outputs				
Expected Results				
Planned Events				

3. Mark from 1 to 4 your expectation regarding the possibility to improve your knowledge concerning the following topics related to the activities planned for the mobility you are going to take part to:

	1	2	3	4
Special educational needs				
Policies to contrast gender-based discriminations				
Teaching and/or learning Methodologies				
Methodologies and tools to improve professional relationships				
Methodologies and tools to improve social and human relationships with peers				
Getting to know the places where the mobility takes place				
Getting to know the tradition and culture of the place where the				

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**

mobility takes place				
Getting to know the partners of the project				
Broadening of your own personal acquaintances				
Other (specify)				

4. As regards the special educational needs, do you think this mobility will improve your knowledge of the issue?

A little bit/not at all	
In this case, indicate the motivation:	
- Because I think that the host country doesn't have good practices in the field	
- Because I think that the host partners don't have good practices in the field	
- Because my knowledge in this field is already adequate	
- Because I'm not interested in the subject	
- Other (specify)	
Enough	
A lot	

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries**  
**2014-1-IT02-KA200-004061**

5. As regards the theme of fight against gender identity discrimination, do you think this mobility will improve your knowledge of the issue?

28

A little bit/not at all	
In case, indicate why:	
- Because I think that the host country doesn't have good practices in this field	
- Because my knowledge in this field is already adequate	
- Because I'm not interested in the subject	
- Other (specify)	
Enough	
A lot	

6. According to the information you have, mark from 1 to 4 the level of satisfaction you're expecting from:

	1	2	3	4
Travel conditions and, in general, of the mobility during the stay				
Comfort of food and accommodation				

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries**  
**2014-1-IT02-KA200-004061**



Comfort of the workplaces				
Quality of life in the host city				
Competences of the host partners				
Hospitality of the host peers				
Relevance of the activities organized in the facilities involved in the project				
Attractiveness of the guided tours				

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries**  
**2014-1-IT02-KA200-004061**





## ANNEX II: "ex post" questionnaire

30

Name first letter \_\_\_\_\_ Surname first letter \_\_\_\_\_

Age \_\_\_\_\_ 15-29 \_\_\_\_\_ 30-55 \_\_\_\_\_ over 55

Category \_\_\_\_\_ Student \_\_\_\_\_ Teacher \_\_\_\_\_ staff member

1. You've just participated to a mobility project funded by the European Programme ERASMUS +. Indicate (from 1 to 4) how much the mobility has contributed to increase your knowledge of the following aspects of the EU Programme:

	1	2	3	4
Objectives and Purposes				
Eligible Activities				
Opportunities for teachers				
Opportunities for students				
Opportunities for workers				
Countries involved				

2. Within the ERASMUS + Program, you've just participated to the mobility planned in the "LE.GO.P. – Learning Good Practices in European Countries" project. Indicate (from 1 to 4) how much the mobility has contributed to increase your knowledge of the following aspects of the project:

	1	2	3	4
Objectives and Purposes				

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries**  
**2014-1-IT02-KA200-004061**



Expected Activities				
Partners Involved				
Expected Outputs				
Expected Results				
Planned Events				

3. With reference to the activities for which you have participated in the mobility (as teacher/student/staff member), indicate from 1 to 4 how much the activities have contributed to improve your knowledge in the following topics:

	1	2	3	4
Special educational needs				
Policies to contrast gender-based discriminations				
Teaching and/or learning Methodologies				
Methodologies and tools to improve professional relationships				
Methodologies and tools to improve social and human relationships with peers				
Getting to know the places where the mobility takes place				

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**

Getting to know the partners of the project				
Broadening of your own personal acquaintances				
Other (specify)				

4. As regards the issue of special educational needs, do you think the mobility has improved your knowledge on that?

Not at all	Why?
A little bit	
Enough	
A lot	

5. As regards the contrast of discriminations based on sexual orientation, do you think this mobility project has improved your knowledge on that?

Not at all	Why?
A little bit	
Enough	

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries**  
**2014-1-IT02-KA200-004061**

A lot	
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6. Please mark from 1 to 4 your level of satisfaction regarding:

	1	2	3	4
Travel conditions and, in general, of the mobility during the stay				
Comfort of food and accommodation				
Comfort of the workplaces				
Quality of life in the host city				
Competences of the host partners				
Hospitality of the host peers				
Relevance of the activities organized in the facilities involved in the project				
Attractiveness of the guided tours				
Coherence between the discussed topics and expectations you expressed before the mobility				

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries**  
**2014-1-IT02-KA200-004061**

Other (specify)				
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1. Please indicate from 1 to 4 how much the activities, the established relationships and the discussed topics will influence, after the mobility, the following:

	1	2	3	4
your everyday life				
your social relationships				
your sentimental relationships				
your working relationships				
your lifelong learning				
your personal growth				
your professional advancement				

At last, please give us suggestions in order to improve the next mobilities:

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries**  
**2014-1-IT02-KA200-004061**

## ANNEX III: Detailed agenda of the mobility

35

**18.04.2015**

**14.15** Arrival of Marinus Shouten and accommodation

**19.04.2015**

**13.50** Arrival of 3 Dutch partners (Myrthe van Tuijl, Elisa Potalivo, Valentina Vezzelli) and accommodation

**18.15** Arrival of Spanish partners and accommodation

**20.10** Arrival of Dutch teacher(s) and students and accommodation

**20.04.2015**

**8.30** Departure from the hotel and transfer to LICEO SALVEMINI

**9.00 – 10.30** Welcoming by the School director, presentation of the school and of the mobility activities. Visit to the school

Collection of the ex-ante monitoring questionnaires

AGENDA FOR TEACHERS AND PARTNERS' STAFF	AGENDA FOR DUTCH AND ITALIAN STUDENTS
<p><b>10.30 – 12:00</b> Presentation of the best practice by Liceo Salvemini regarding: development and application of suitable tools and methodologies aimed at identifying students' Special Educational Needs (BES) and identification of the causes that have generated them; development and implementation of interventions aimed at supporting the inclusion of students with BES also through Individual Didactic Plans design; setting up of a support team dedicated to students with BES and their families.</p> <p><b>12.00 – 13:00</b> Presentation of the best practice by ELPENDU' regarding development, implementation and diffusion of interventions and tools to prevent gender-based discriminations and promote women's professional inclusion and the implementation of gender equal opportunities as well as planning and realization of innovative interventions aimed at social-professional inclusion and at the full exertion of citizenship rights by people</p>	<p><b>10.00 – 13:30</b> introduction of Dutch students to the Italian students involved in the mobility and common activities in classrooms</p>

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**



with special needs with the support by technological devices.

36

**13:30** Lunch

AGENDA FOR TEACHERS AND PARTNERS' STAFF	AGENDA FOR DUTCH AND ITALIAN STUDENTS
<b>15:00 – 17:00</b> workshop on educational technologies with F. Brunetti  <b>17:00 – 18:00</b> discussion on educational technologies: links with the Italian BP on inclusion of students with special educational needs and Curriculum design (O1)	<b>15:00 – 18:00</b> workshop on 3D printer

**18:00** Return to the hotel

**21.04.2015**

Agenda for GUREAK and ELPENDU' staff	Agenda for Italian and Dutch teachers	Agenda for Italian and Dutch students
<b>08.30</b> Departure from the hotel and transfer to Lucera  <b>10:30 – 12:30</b> Visit to the workshop set up in the prison of Lucera in the framework of the <i>Atelier dell'Ausilio</i> project managed by ESCOOP (which ELPENDU' belongs to) to repair technical aids involving people with justice problems  <b>13:00</b> Lunch / transfer to Cerignola  <b>15:00-16:00</b> Presentation by the social cooperative "Cantieri di Innovazione" from S. Giovanni Rotondo  <b>16:00</b> presentation of results and outputs of a pilot/research project funded by the Apulian regional Government and implemented by some of our local partners (CETMA: <a href="http://www.cetma.it/AZIENDA/tabid/108/language/en-US/Default.aspx">http://www.cetma.it/AZIENDA/tabid/108/language/en-US/Default.aspx</a> and e-result: <a href="http://www.eresult.it/en-us/About-us">http://www.eresult.it/en-us/About-us</a> ).	<b>08.30 – 10:30</b> experience educational technologies with Italian teachers (tablet classes)  <b>10,30 – 10,45</b> coffee break  <b>10:45 – 13:00</b> analysis of questionnaires administered to Italian teachers and students – lead by	<b>08.30 – 10:45</b> Lab activities Chemistry / Karstification / History of Art – how to use local stones for typical houses ( <i>trulli</i> )  <b>10,45 – 13,15</b> Seminar on the Bari history  <b>13,30 – 14,30</b>

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries 2014-1-IT02-KA200-004061**





<p>One of these outputs consists in a new system to measure the capacities of people with cognitive and/or sensory impairments that will facilitate the design of personalized solutions to adapt their life environments, including domotic solutions, technical devices and structural interventions aimed at improving the accessibility of the users' homes. This presentation should be held at the CERCAT (<a href="http://www.cercat.it/">http://www.cercat.it/</a>), the Center managed by ESCOOP, the European Social Cooperative which ELPENDU' is a member of since its foundation.</p> <p><b>17:00</b> visit to the ELPENDU' operational seat, where CERCAT is located (CERCAT is the Center for Exhibition of Technical Aids for people with low autonomy managed by ESCOOP)</p>	<p>GALE staff</p> <p><b>13,30 – 14,30</b> lunch</p> <p><b>15,00 - 18,00</b> analysis of questionnaires administered to Italian teachers and students – lead by GALE staff</p>	<p>lunch</p> <p><b>15,00 - 18,00</b> analysis of questionnaires administered to Italian teachers and students – lead by GALE staff</p>
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**18:00** Return to the hotel in Bari

**22.04.2015**

Agenda for GUREAK and ELPENDU' staff	Agenda for Italian and Dutch teachers and students	
<p><b>08.30</b> Departure from the hotel and transfer to Alessano</p> <p><b>10.30 – 11.30</b> Visit to the social cooperative “L’Adelfia” working in the field of rehabilitation of psychiatric patients.</p> <p><b>11.30 – 13.00</b> Visit to the pastry shop/pizzeria managed by the social cooperative of “B” type established by L’Adelfia to integrate its users in the labour market</p> <p><b>13.30</b> Lunch at the pizzeria</p> <p><b>15.00</b> Transfer to Mesagne and visit to <i>Opificio sociale</i>, ELPENDU' operational seat and presentation of the project that allowed to establish this facility set in a building seized to criminal organizations.</p> <p>Meeting with workers of the social cooperatives <i>ALBA</i> and <i>OASI</i> that are engaged in work integration of disabled people</p>	Agenda for Italian and Dutch teachers	Agenda for Italian and Dutch students
	<p><b>09:00</b> – transfer to “Cittadella Mediterranea della Scienza “ by coach; guided tour and Workshop on: Biotechnology and telecommunication</p> <p><b>13:30 - 14:30</b> Lunch</p> <p><b>15:00 - 18:00</b> guided tour to the Old Town (Cathedral, Saint Nicholas’ Basilica, Norman</p>	<p><b>15:00 - 18:00</b> sports activities at school (basketball, volleyball, table tennis, gym) OR guided tour to the Old Town</p>

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**

<b>18:00</b> visit to the pub-restaurant GOLOSOASI where users of the social cooperative <i>OASI</i> are working (young immigrants)	Castle ...)	<b>18:00</b> Return to hotel
<b>19:00</b> Return to Bari	<b>18:00</b> Return to hotel	

**23.04.2015**

**9.00 - 10:30** projection of a film concerning homophobia problems – short debate on film

**11:00 – 13:00** Public event “*Beyond the fence. Ideas and best practices to fight against homophobia*” with the journalist Delia Vaccarello, author of the weekly column “*liberi tutti*” on the newspaper “*l’Unità*”, the writer Teresa Manes, author of the book “*Andrea oltre il pantalone rosa*” and the Councilor for Welfare Policies of the city of Bari.

**13.30** LUNCH at the Liceo

**15:00 – 18:00** Presentation of the results of the survey on sexual education/diversity/homophobia based on the administration of questionnaires to Italian students and teachers - led by GALE staff

**24.04.2015**

<b>GUREAK and ELPENDU’ staff</b>	<b>Italian and Dutch teachers and students</b>
<b>9.00 – 10:00</b> Visit to the greenhouse managed by the social cooperative <i>Nuovi Sentieri</i> involving underprivileged people (in Mola di Bari)	<b>08.30 – 17:00</b> visit to Castellana Grotte, Martina Franca, Alberobello, Locorotondo on a day guided tour
<b>Agenda for partners’ representatives/coordinators</b>	
<b>10:30 – 13:30</b> MEETING ON PROJECT MANAGEMENT (ELPENDU’ Head Office in Mola di Bari):  Discussion on Grant Agreement, payment and reporting modalities;  Presentation of monitoring tools  Budget-related issues;  Progress of Curriculum desing (O1);	

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries**  
**2014-1-IT02-KA200-004061**

Progress of e-course design (O3)

Progress of Toolkit design (O4)

**14.00** LUNCH in in S. Vito/Polignano a Mare in a restaurant managed by the social cooperative "SOL&BLU" aimed at the integration of underprivileged people in the labour market

**15:30 – 17:30** visit to Polignano a Mare and transfer to Bari

**19:00** *Aperitivo* at the pub ARTES where users of the social cooperative CAPS are working (socially underprivileged people)

**21:00** dinner at the restaurant Vini&Cucina - Bari

**25.04.2015**

**06.35** Departure of the Spanish partners

**14.55** Departure of the 4 representatives of GALE

**15.30** Departure of the Dutch teacher(s) and students

39

**ERASMUS+ KA2 - Strategic Partnerships LeGoP - Learning good practices in European countries  
2014-1-IT02-KA200-004061**

