

MONITORING REPORT
ON THE LEARNING ACTIVITIES C3-C4
CARRIED OUT IN THE NETHERLANDS
(Amsterdam)
FROM 16 TO 20 NOVEMBER 2015



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Consorzio fra Cooperative Sociali Elpendù

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



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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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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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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.

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- **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 Outputs.

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

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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 achievement¹ 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

¹ 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.

implementation. An ex-post monitoring shall follow together with an analysis of the possible gaps between the actual risk and the one initially identified.

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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3. MONITORED ACTIVITIES

3.1 Learning activities C3-C4: implementation period and duration, places, actions and participants

The activities indicated as C3 (*Short-term joint staff training events*) and C4 (*Short term exchanges of groups of pupils*) took place in Amsterdam from 16 to 20 November 2015 mainly at the Hyperion Lyceum of Amsterdam, external partner involved by GALE.

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. The target groups worked both separately and collectively.

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.

Apart from GALE staff and Dutch teachers and students, 32 people participated in the activities: 24 Italian students and 6 Italian teachers from Liceo salvemini and 2 staff members of ELPENDU'.

Here follows a detailed analysis of the statistic sample which this monitoring report focuses on:

Target group	Male	Female
Students	10	14
Teachers	1	5
Staff Members	0	2
TOTAL	11	21

The 32 participants hosted in the Netherlands were asked to compile two questionnaires:

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- 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 hosting 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

The mobility which this report focuses on is characterized, first of all, by the fact that it was the first mobility involving a high number of students. Thus, the data have been considered according to the "weight" of each single target group in order to avoid the "influence", in quantitative terms, of the students' assessments.

Indeed, the students involved expressed the most varied opinions on the expectations concerning the ERASMUS + Programme: on a scale from 0 to 4, the students have assigned, on average, a value higher than 3 (thus quite high) to the expectations in terms of opportunities that the European Programme ERASMUS + can offer to students, while they have assigned a value lower than 2 to the potential opportunities for teachers and workers. On the opposite, the score referred to the expectations in terms of activities proposed by the programme, the objectives and the transnational dimension of the exchanges was very high.

The opinions by the teachers were much more even. All of them have assigned values higher than 3 to all the items of the Question n. 1, with a pick higher than 3,8 points for the interest concerning the objectives and aims of the ERASMUS + Programme.

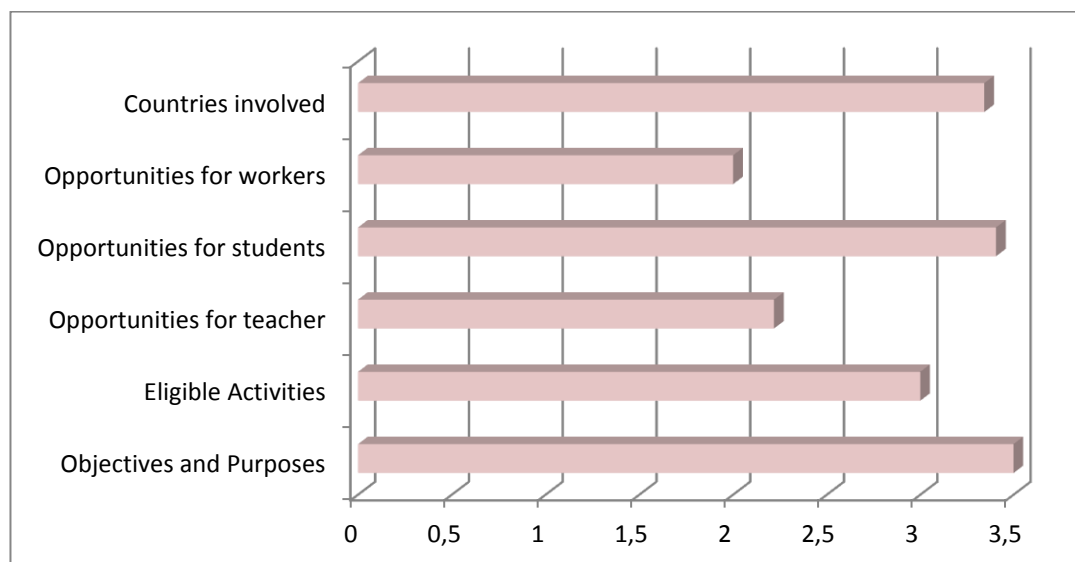
Here follows the graph representing the average expectations of the three target groups involved in the survey:

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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:

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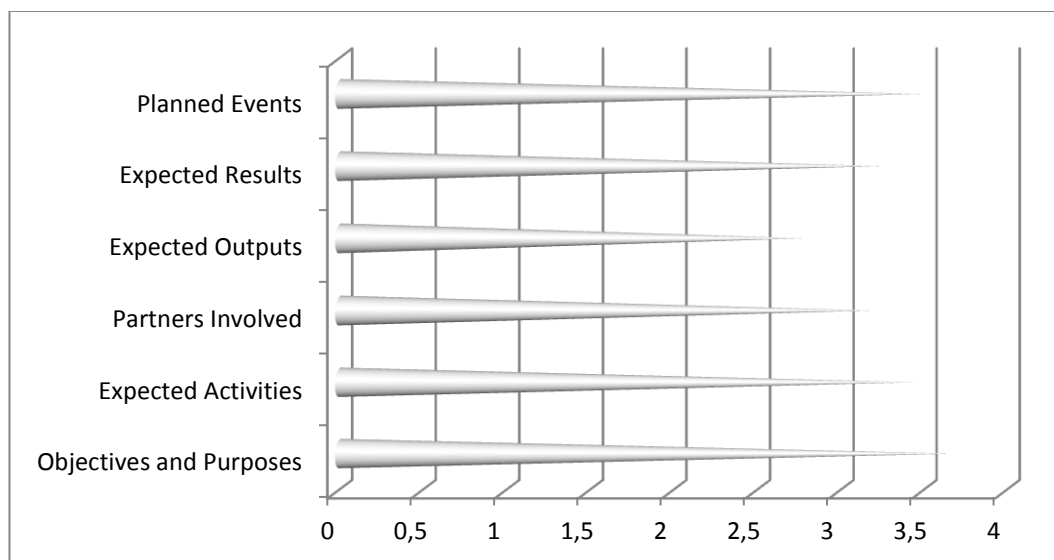
On the other hand, unlike the results of the previous mobility, any lack of visibility of the LEGOP project is inferred within the sending organizations since the average values of all the indicators considered in the Question n. 2 are higher than 3, except for the one referred to the Intellectual Outputs, whose editing process was, however, still ongoing at the time of the mobility, thus they have not been enough disseminated among the students. In general, the students have a less developed knowledge on the project compared to the teachers and staff members.

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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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As predictable, the expectation referred to the strong thematic issue of the mobility, that is, learning and exchange on policies to contrast homophobia, is very high: the expectation concerning the activities proposed by the Dutch partners overcomes, for all respondents, the level of 3,5, with peaks of 3,8 among the students, while the expectation level in terms of activities concerning social inclusion of students with SEN is lower.

Another strength of this mobility is the growth, implementation and construction of a peer relationship aimed at the social and cultural exchange and this arises also thanks to the relationships among students already started during the previous mobility in Italy.

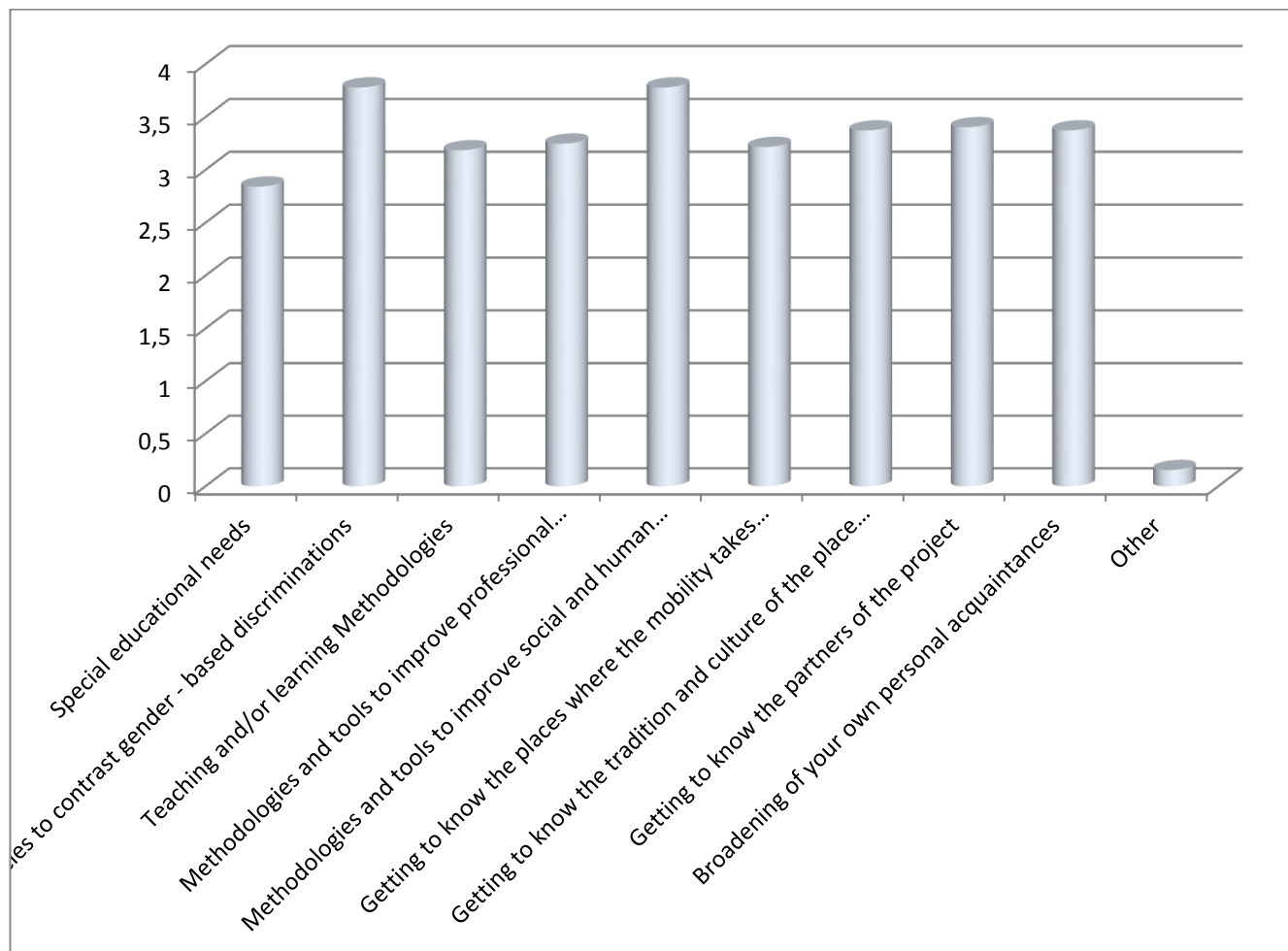
Concerning the impacts that the monitored activities can have on individual participants, it's worth underlining that, the people interviewed strongly believe that, apart from the specific themes of the project, acquiring information on the culture, traditions and lifestyle of the hosting country can contribute to improve their competences.

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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:

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Finally, with reference to the expectations regarding generic parameters of comfort and logistic organization of the trip, even though they were quite high, a sort of "coldness" is registered with reference to the conditions of the trip and the hospitality in general.

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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

The replies to the questionnaire administered after the conclusion of the mobility do not show any significant changes with reference to the expectations on 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 Amsterdam, even if the single averages were lower compared to the replies to the ex-ante questionnaire.

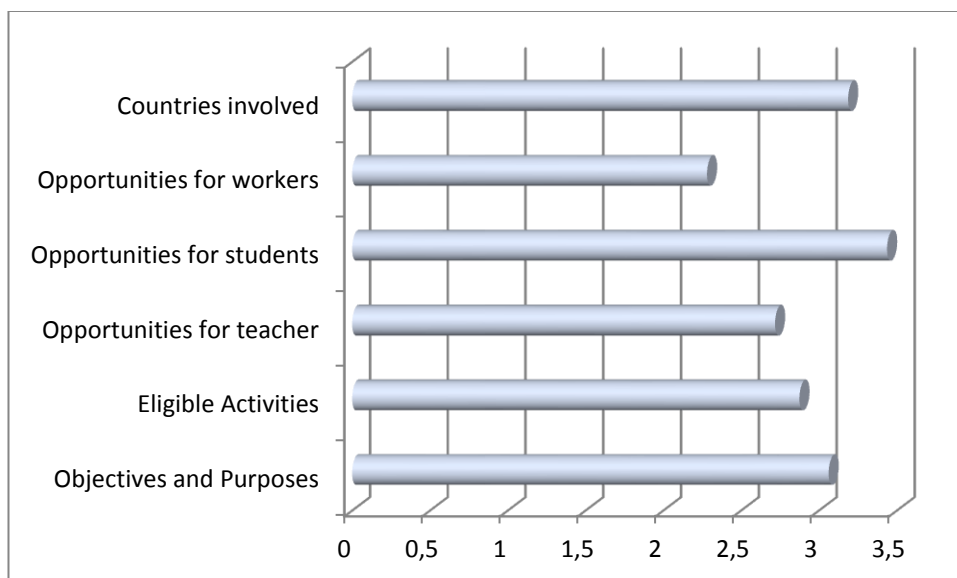
More specifically, the averages increase with reference to a more comprehensive perception of the opportunities that the Programme can offer to students, teachers and workers (the students' perception has changed significantly).

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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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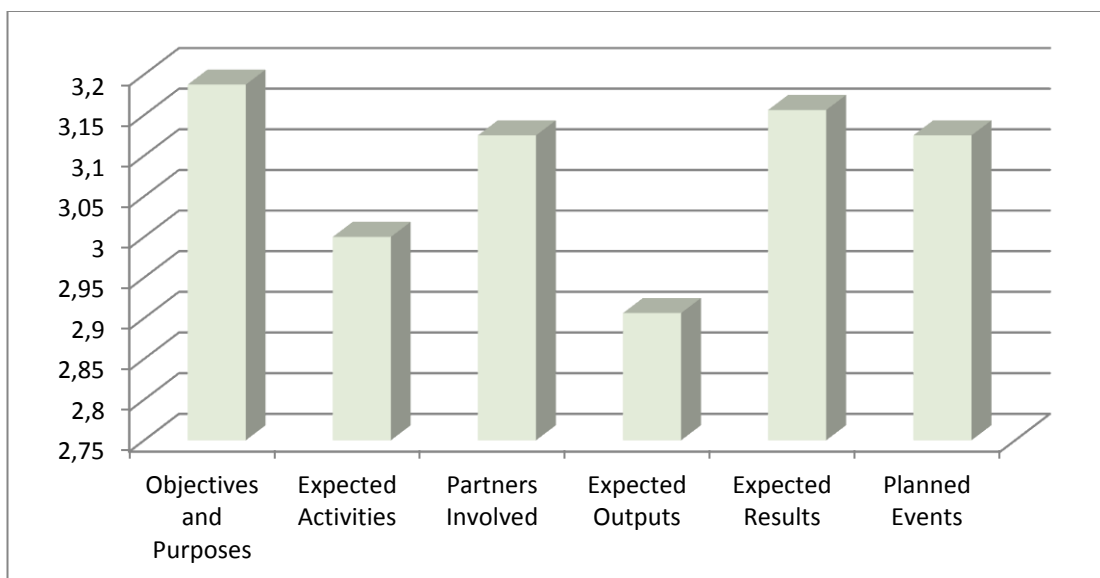
On the other hand, the averages referred to the overall knowledge of all the aspects of LEGOP project, decrease among students. Indeed, while for staff members and teachers the awareness on this aspect is equal to that referred to the activities implemented during the mobility, the students declared that the level of satisfaction in terms of expectations, with particular reference to the objectives and activities, decreased, while the awareness on the project Outputs whose editing process was still ongoing, increased.

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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:

15



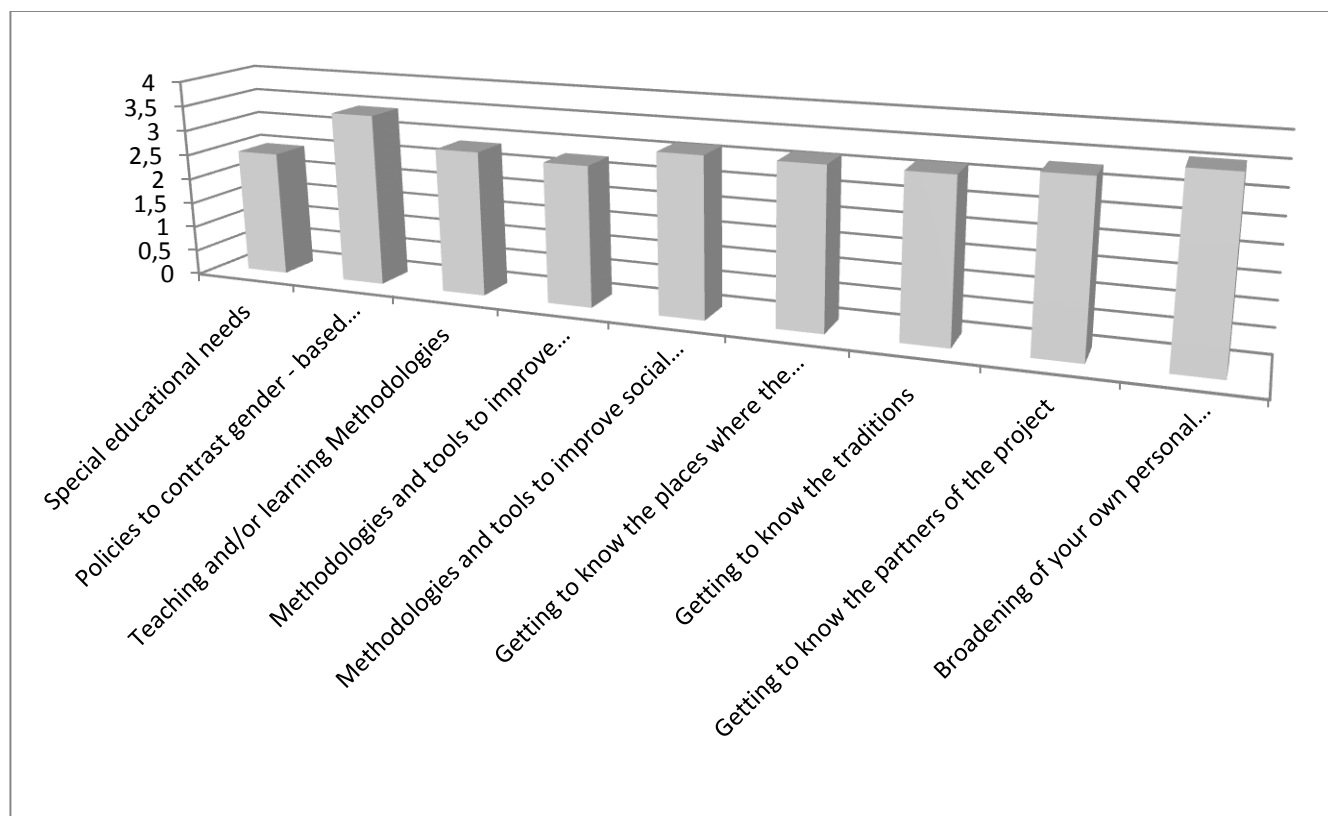
More specifically, with reference to the item concerning policies to contrast homophobia and the implementation of peer relationships, the expectations averages decrease, while the averages of extremely positive replies referred to the increase of one's own personal and professional relationships increase. On the other hand, as already stated, the averages referred to staff members' and teachers' expectations remained substantially unchanged.

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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:

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The satisfaction level referred to the specific themes of the project, fight against homophobia and social inclusion of students with SEN, show, on the contrary, widely diversified results with reference to the target groups and themes considered.

Concerning the theme of Special Educational Needs, the low assessment by the students is strongly influenced by the fact that the activities organized for them were not focused on this theme; indeed, with reference to the specific theme of homophobia, which most of the activities that involved students focused on, the number of respondents who declared that the activities strongly influenced their knowledge on this theme is high.

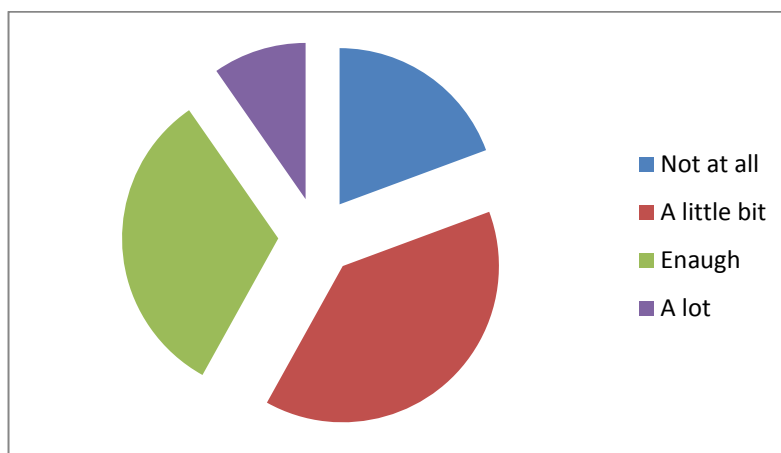
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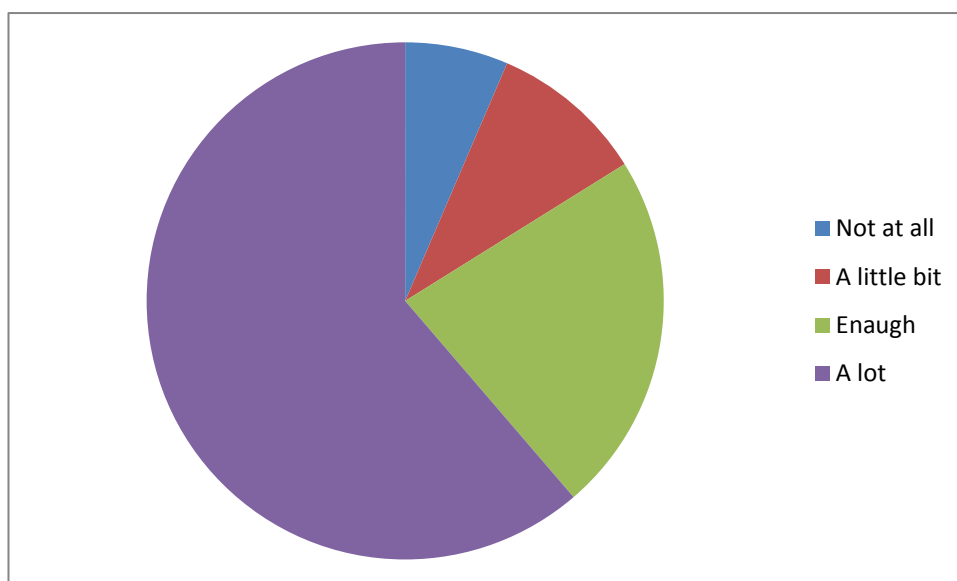
On the other hand, the satisfaction level of the teachers and staff members has not significantly changed compared to the initial expectations.

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



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

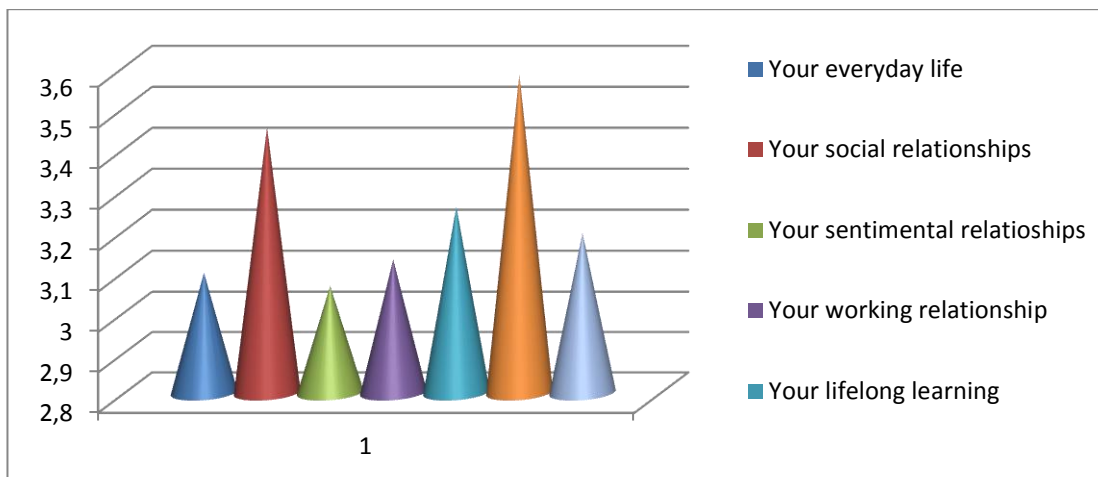


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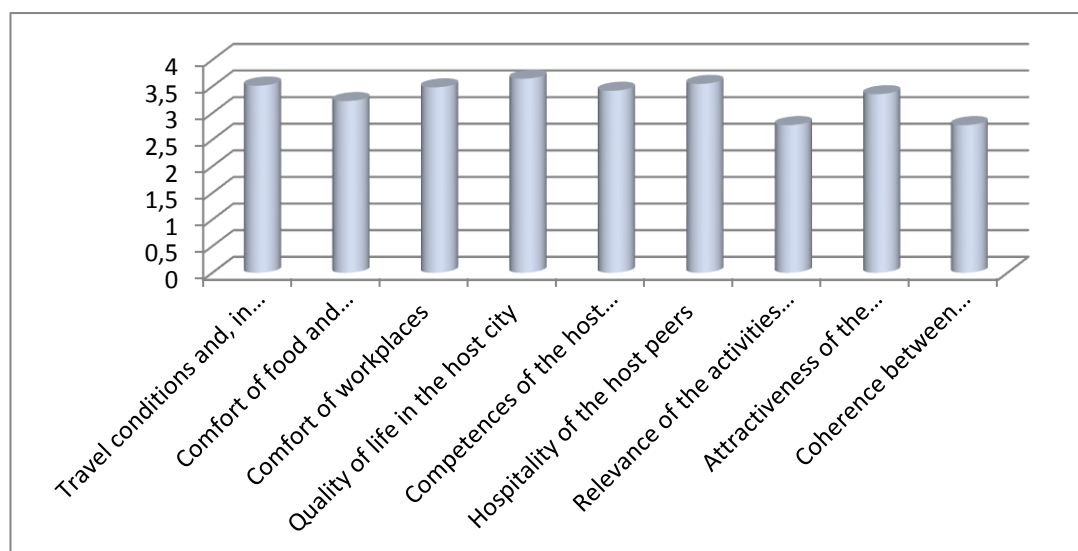
All the items considered in the assessment concerning the perception of the usefulness of the mobility are high, except for a light decrease referred to the students' expectations on the value concerning the coherence of the activities organized with the specific theme.

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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:



Question 6 - Please mark from 1 to 4 your level of satisfaction regarding:



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Considering the question n. 6 as the most relevant one for the overall satisfaction of the mobility, we get the following percentages:

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STUDENTS' SATISFACTION	Question 6
Highest satisfaction level	49,53 %
Generally positive satisfaction	85,05 %

STAFF MEMBERS' and TEACHERS' SATISFACTION	Question 6
Highest satisfaction level	52,31 %
Generally positive satisfaction	93,84 %

OVERALL AVERAGE	Question 6
Highest satisfaction level	50,18 %
Generally positive satisfaction	87,10 %

This datum, compared with the objectives described in the submitted project which planned to register a satisfaction level among the teachers and staff members amounting at least at 80% and at 90% among the students, shows that the project objective is fully achieved for this mobility.

4. CONCLUSION: STRENGTHS, WEAKNESSES AND SUGGESTIONS

In drawing the conclusion of the monitoring activities carried out with reference to the activities C3 and C4, we shall first of all highlight that the excellent organization of the hosting partner in defining the activities proposed for the mobility from the one hand and the equally important work done by the sending partner that has carried out effective preparation activities aimed at taking the

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highest possible advantages from the mobility in the Netherlands from the other, have contributed to the achievement of the planned satisfaction objectives.

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Thus, the recommendations indicated in the previous monitoring report concerning the effective advertisement of the project Outputs 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 and the improvement of the joint organization and planning of mobilities to increase the satisfaction level connected to them, can be considered overcome

This assertion is even more true if we compare the data referred to the two mobilities implemented up to now and their results:

STUDENTS' SATISFACTION	C1-C2	C3-C4	Deviation
Highest satisfaction level	45,00%	49,53%	+4,53%
Generally positive satisfaction	83,33%	85.05%	+1,72%

STAFF SATISFACTION	C1-C2	C3-C4	Deviation
Highest satisfaction level	15,00%	52,31%	+37,31%
Generally positive satisfaction	78,33%	93,84%	+15.51%

OVERALL AVERAGE	C1-C2	C3-C4	Deviation
Highest satisfaction level	30,00%	50,18%	+20,18%
Generally positive satisfaction	80,83%	87,10%	+6,27%

Considering the specific objectives of the LEGOP project, we can thus affirm that, at present, the activities are perfectly in line with the final objective of the project that is to encourage and promote the development not only of the competences and knowledge, but also of the critical thinking and cultural profile of the students.

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

ANNEXES

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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				

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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				

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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	

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

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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				

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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				

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ANNEX II: "ex post" questionnaire

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				

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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				

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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	

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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				

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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:

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ANNEX III: Detailed agenda of the mobility

Time Students Program

Adults Program

version 10, 12-11-2015

Hyperion Lyceum, Docklandsweg 2,
1031 KN Amsterdam

Zondag/Sunday 15 November

18:30	J1 Welcome at the airport; taking the train to Amsterdam Central Station;	
19:30	Walk to pick-up place Tolhuistuin (THT); drink and informal getting to know each other; 20:00 pick-up by parents of students; adults go to their hotels.	
20:30	S2 Dinner with hosts	T2 Dinner at La Margarita (Mexican restaurant). Langebrugsteeg 6

Monday/Maandag 16 November

9:00	Arrival at Hyperion College
9:00	J3 Welcome and tour of the school and environment by Dutch students

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9:30	S4 Getting to know each other, intro program	T4 Intro program, exchange of good practices
12:15	S5 Lunch with students	T5 Lunch (THT)
12:45	S6 "Caged": deciding how to film a scene	T6 Teacher training school safety part 1
14:15	S7 "Caged": filming a scene and editing	S7 Teacher training school safety part 2
16:00	Possibly extension program "Caged"	Possibly extension program "Caged"
19:00	J8 Dinner with hosts	T8 Dinner at Burgers Patio (American), 2e Tuindwarsstraat 12
Tuesday/Dinsdag 17 November		
9:00	Arrival at Hyperion College	Arrival at Hyperion College

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9:00	S9 "Caged": watching each others scenes (break 10:30)	T9 E-course part 1 "Simple classroom exercises to discuss sexual diversity" or "Dealing with religious convictions"
10:45	S10 "Caged": talk with the film makers	T10 E-course part 2 "What is an LGBT inclusive school?"
12:15	J11 Lunch with students	T11 Lunch (THT)
13:15	S12 Walk to Dam Square; discovery game and street interviews (Road Show); going to Museum Square at 15:00 latest.	T12 Gay historical tour
15:30	J13 Van Gogh Museum (Museumplein 6)	Free time
17:00	end of program	end of program; <i>arrival Basque staff</i>
19:00	S14 Dinner with hosts	T14 Dinner at Mr Tongs (Chinese), Korte Leidsedwardsstraat 119 (near Leidseplein).

Wednesday/Woensdag 18 November

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9:00	Arrival at Hyperion College	Arrival at Hyperion College
9:00	S15 Introduction to Hyperion visitation day (break at 10:30)	T15 Coordination meeting LeGoP
10:45	S16 Interviewing each other	T16 Coordination meeting LeGoP
12:15	S17 Lunch & interviewing other students	T17 Lunch (THT)
12:45	J18 Observing lessons on sexual diversity	T18 Observing lessons on sexual diversity
13:30	S19 Developing recommendations (14:15 break)	T19 Coordination meeting LeGoP
17:00	<i>Meeting LGBT students, then walk to restaurant</i>	<i>Free</i>
19:00	S20 Dinner at Pancake Bakery with LGBT youth, Prinsengracht 191	T20 Dinner at Duende (Spanish), Lindengracht 62

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Thursday/Donderdag 19 November

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9:00	Arrival at Hyperion College	
9:00	S21 Preparing a speech for the symposium	T21 "Suitable education" workshop on special needs education in the Netherlands, part 1
10:45	S22 Testing in a Dutch class (till 11:15) & improving it	T22 "Suitable education" workshop on special needs education in the Netherlands, part 2
12:15	S23 Lunch with students	T23 Lunch (THT, we meet activists there); lunch ends about 13:30
12:45	S24 Preparing the symposium	13:45 T24 International workshop and meeting with 21 LGBT activists from Albania, Armenia, Azerbaijan, Estonia, Romania, Spain and Ukraine
16:00	J25 Symposium "The students advice on a LGBT safe school"	

18:30 **J26 Drinks and dinner buffet**

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20:00 J27 End of program, cleaning up

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Friday/Vrijdag 20 November

9:00	S28 Dropping luggage at Nieuwezijds Voorburgwal 21-3, take bus 22 to Artis	T28 Dropping luggage at Nieuwezijds Voorburgwal 21-3, walk to Hyperion College
10:00	S29 Homosexuality in the Animal Kingdom (Artis Zoo)	T29 Coordination meeting LeGoP
12:00	S30 Back to Central Station (tram 9 or bus 22), get luggage and lunch (Burger King Central Station)	T30 Lunch (THT or Central Station), get luggage.
13:00	J33 Bus to Düsseldorf	

Weather Between 6-13 C; it may rain most of the days

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