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Appetite for Learning Comes with Eating

ALCE project

**Del. 34. Active Learning Training Course (ALTC)  
Guidelines**

**Links to del. 49. Exploitation of ToT  
(Training of Trainers)**

By trainers involved in ALCE project & External Evaluator

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# Introduction

The ALTC Guidelines are an internal output within the ALCE project, and a practical guide written for the ALCE trainers by the trainers. How come the trainers have this double role? Here is the particularity of this document.

ALCE trainers are five people who will be in charge of leading the Active Learning Training Course in their respective countries (Austria, Italy, UK, Lithuania and France). As they all have different experience in the field of non-formal education and adult learning, they cooperated in order to exchange knowledge. Indeed, these Guidelines are meant to give a common and homogeneous framework to all partners and to achieve the same objective of helping adults (particularly women from vulnerable social groups + marginal social contexts) with alternative opportunities to access learning, as well as helping to promote their integration into mainstream education & society. At the same time, it aims at valorising the trainers' differences in culture and experience. This means that the guidelines can be slightly adapted to all contexts in order to answer to local needs.

Each trainer is responsible for a specific topic during the ALTC and he/she is in charge of providing others with a theoretical overview of examples of methodologies and good practices which will be used by all trainers during local ALTC trainings.

ALTC Guidelines will respond to the ALCE project objective of achieving *adaptability of ALCE good practices* which will be tested by a transversal process from local to EU level, thus ensuring their relevance and the relevance of results produced.

As mentioned above, during this first Project phase preceding the start of ALTC activities, these Guidelines are intended mainly as a tool for the ALCE trainers. Nevertheless, ALCE project foresees a broader perspective: after the ALTC, the Guidelines will be updated to be part of the Pedagogical Manual which will be one of the main outputs of the project.

The Pedagogical Manual will disseminate the experience of the project in order for others to adapt innovative and creative approaches to answer to their targets' learning needs. It will be a tool for adult educators to work in this field.

The exploitation process of the deliverables of ALCE project are monitored by the Project Coordinator – CESIE. The monitoring of exploitation will ensure involvement of the Targets Groups (TG1 – Local groups of migrants and autochthons women, TG2 – Adult Educators involved) in creating the outcomes inside the ALCE and efficient use of them through the process of development of main project deliverables which are highly interlinked.

# CHAPTER 1. ROLE OF TRAINERS

## ***1.1. SPECIFIC ROLE OF ALCE TRAINERS***

The trainers delivering the ALTC are defined as the second short term target group in the ALCE project.

The trainers will be involved in the following activities:

- Training of Trainers course
- Organising, leading and reporting the local and European ALTC
- Contributing to the ALTC Guidelines & Pedagogical Manual
- Supporting learning mobilities
- Disseminating the activities
- Evaluating the activities
- Support and consultation with the target group of ALCE project (migrants, senior woman)

## ***1.2. TRAINING CYCLE***

Delivery of the ALTC will consist of the following stages:

1. Identifying participants' needs
2. Planning and preparing the ALTC sessions
3. Designing Resources
4. Delivering Sessions
5. Assessing Learning
6. Evaluating key competencies acquired

## ***1.3. ROLE AND RESPONSABILITIES OF ALCE TRAINERS***

### ***1.3.1. Assessor***

During the recruitment process, the trainer will ensure that the learners needs are reviewed and identified before selecting them into the course via initial assessments with the learners (individual and their referral organisation) through one-to-one interviews and meetings to help reveal the learners pre-training profile of knowledge, skills and attitudes. Also during the assessment, the trainer will check the eligibility criteria of the learners to ensure that the ALCE objectives and training requirements are met including the eligibility criteria of the funding body supporting the delivery of the course i.e. Grundtvig. The value of assessment will not only benefit the trainer but also help learners to assess their own learning goals and motivations to participate in the course. The trainers will take in consideration the specific needs of the target groups (migrants, senior woman) in the framework of adult learning and as it is described in the Lifelong Learning programme, in particular the Grundtvig programme.

### ***1.3.2. Social Facilitator***

The trainer coordinates the group process through encouraging learners to work together, taking into account cultural differences and cooperating towards the general and specific objectives of the project. He/she assures attention towards learners' feelings, individual and group plans and goals and manages time, materials and the work programme. The trainer will establish ground rules with the group at the beginning of the training to help ensure inclusivity, effective group working and participation and to promote mutual respect and understanding between learners and the trainer.

### ***1.3.3. Motivator and Inspirer***

The trainer will have the role of motivator and inspirer and in this role will generate enthusiasm for the project objectives, ask questions and analyse problems instead of imposing solutions. They will use their communication skills and capacities to communicate with clear expressions and to promote active listening. They should stimulate learners to speak and encourage active participation.

### ***1.3.4. Mediator***

As mediator, the trainer should be able to manage eventual conflicts amongst the learners and transcend them in a positive way, getting the interaction back on track through being sensitive, patient and open to diversity. They should be aware of the impact of cultural background on communication style, values, attitudes and beliefs. Thus, the trainer will ensure a learning context that valorises the expression of cross-cultural content and related constructive dialogue.

### ***1.3.5. Source of learning***

The trainer should have sufficient knowledge and skills to act as advisor to learners but also understand the concept of learning as a "process rather than an event", being able to recognise opportunities for knowledge transmission before, during and following the training. He/she will cooperate effectively with others to facilitate transfer of knowledge while taking into account potential organisational barriers.

### ***1.3.6. Record Keeper***

It is important that the Trainer keeps record of the learners for effective training management and delivery. Record keeping will allow the trainer to maintain information vital for ALCE project. The trainer will ensure that a variety of records (e.g. attendance lists, travel receipts) are kept and work completed by the learners (copies of recipes, photos from events, certificates) are kept on file in order to keep track of the learners progress as well as for auditing and funding requirements.

### ***1.3.7. Quality Assurer***

The trainer is knowledgeable about recognized best practices and their sharing and can integrate them throughout the training, using a variety of strategies to help learners apply theory to direct practice. He/she can provide timely, sensitive and relevant feedback to learners about their individual and group progress and can challenge ideas in a manner that stimulates creative thinking and problem resolution.

### ***1.3.8. Evaluator***

The trainer will evaluate the achievements of the training as a whole and the achievements of the learners throughout the course (see chapter 2 - evaluation criteria). The trainer will evaluate the key competencies gained by the learners as defined by the ALCE project. Evaluation will be carried out through a varied range of activities that will enable the learners to actively participate in providing feedback about their experiences. The activities will be suited to the different learning styles in the group and ensure feedback is used to improve the delivery of future sessions.

## ***1.4. THE BENEFITS FOR TRAINERS IN THE WIDER CONTEXT OF THE PROJECT***

- Skills, knowledge and experience acquisition in ALCE themes and non-formal education in general
- Increased employability through knowledge of innovative educational processes for adults in field of intercultural dialogue and intergenerational dialogue
- The ALTC guidelines might be useful not only for this project but in any intercultural training and for potential trainers in similar activities
- The chance to learn from each other through sharing reciprocally knowledge and experiences
- Contributing to giving basic guidelines for possible future projects and to helping other adult educators obtain information. The Guidelines will be included in the final manual of the ALCE project

## ***1.5. COMMON CHALLENGES AND CONCERNS FOR TRAINERS TO OVERCOME DURING THE ALTC***

1. The difference between being facilitator and trainer
2. Getting too attached to the group of learners
3. Creating group dynamics
4. Giving space to everyone but keeping the situation under control
5. Difficulty in generating good discussion with the learners
6. Keeping learners engaged during the whole programme
7. Sustaining the value of non-formal education when participants come from a social context very focused on formal education

# CHAPTER 2. FUNDAMENTAL NOTIONS

## II.1. INTERGENERATIONAL DIALOGUE

<b>Partner's organisation name: SIC</b>
<b>1a Background</b>
<p>Manheim (1923)<sup>1</sup> defined <i>generation</i> as a group of individuals of similar ages whose members have experienced a noteworthy historical event within a set period of time.</p> <p>Imprinted by major experiences and events (wars, major technological achievements of the epoch, economic and social systems, prominent people and celebrities) a generation's shared identity shapes the values, ethics, and attitudes about the world in which its members live and work.</p> <p>Generations do not exist in isolation. They naturally interact in different places and occasions. This interaction has different names and occurs in: intergenerational programmes, intergenerational practice, intergenerational partnership, intergenerational learning etc.</p> <p><i>Intergenerational dialogue</i> happens when we talk and listen to people whose generation, experiences, perspectives and references are different to our own<sup>2</sup>. Dialogue cultivates learning and broadens perspective. According to the reports of many programmes and projects, intergenerational dialogues have demonstrated positive results<sup>3</sup>. For intergenerational dialogue to flow more readily there must be programs and policies that aim at moving in concerted direction towards an age-integrated society where intergenerational interaction is natural across the domains of family, community and the workplace<sup>4</sup>.</p>
<b>1b Links to ALCE Project</b>
<p>For a constructive dialogue between generations there must be a certain context and activity. ALCE project presents a culinary context and activities related to exploring, transferring and testing traditional food recipes and natural curative methods. The activities involve two adjacent generations: migrant women aged 18-40 and older native women aged 60+<sup>5</sup>.</p>

<sup>1</sup>Manheim, K. (1923)

<sup>2</sup>Schiller, M. et al. (2009)

<sup>3</sup>Butts, D. (2011)

<sup>4</sup>Thang, L. (2011)

<sup>5</sup>Regarding the two mentioned generations there have been applied some flexibility measures in order to avoid exclusion of some candidates interested to take part in the training and activities. At the same time the objectives of the project has been respected and the conditions for the creation of intercultural and intergenerational dialogue.

Communication is an important tool to assure a constructive intergenerational dialogue. Therefore communication will be encouraged and welcome in all forms: in-depth dialogue, doing things together, finding consensus and sharing responsibilities etc.

All women have individual and age group specific differences, for example: young women use modern technology for cooking (internet for recipes, modern equipment). Older generation keeps to old habits like old cooking books, recipes which are in family through generations, traditional cooking methods. Learning and accepting these differences can be transformed into great source of knowledge for each participant individually.

Activities of all modules (learning about each other, communicating, team building, the exchange of information, discussion) are aimed at connecting generations and providing opportunities for a dialogue among generations.

#### 1c Practical activity

**Name:** WHAT DO YOU HAVE IN COMMON

**Objective:** Allow the participants to interact and get to know one another, to establish non-threatening introductory contacts and to increase group members' comfort level.

**Time:** 20 minutes

**Materials:** Sticky notes, time counter (on mobile phone), board for gluing the stickers

**Description:** Each participant is given 5 sticky notes. Participants have 5 minutes to think and write 5 traits about themselves, one trait per note. The traits should not be obvious, e.g. a woman, I have blond hair. The facilitator names a few sample traits to illustrate what is expected: I am an early bird, I like to do crafty things with my hands, I prefer to keep to myself.... Allocate 5 minutes for this activity. After 5 minutes have elapsed (time counter signal), the participants have to walk around the group and find other participants, who have noted similar traits. When a sticker with a similar trait is found, they are glued together. Allocate 10 minutes for this activity.

After 10 minutes have elapsed, collect the stickers and glue them to the board. Read the traits written on the stickers and find the common traits in the group (stickers glued together). Allocate 5 minutes for this activity.

**Suggestion for the trainers:** Give clear instruction of the activity. Ask the participants if they have any questions. Provide assistance during the activity, if necessary. A wider knowledge of each individual, knowing each ones differences and similarities - brings the group together, closes the gap between generations.

#### **Reference to Methodologies:**

Kaplan, M., Intergenerational activities source book, © The Pennsylvania State University 2003, online edition:  
<http://pubs.cas.psu.edu/freepubs/pdfs/agrs91.pdf>

**SUE FORBESS-GREENE**, The Encyclopaedia of Icebreakers, licensed under a Creative Commons Attribution-Non Commercial-No Derivative Works 3.0 Unported License, retrieved from:

[http://insight.typepad.co.uk/40\\_icebreakers\\_for\\_small\\_groups.pdf](http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf)

## 1dLinks and References to Fundamental Notions

One step up in later life: learning for active ageing and intergenerational solidarity European conference, Brussels, 19-21 November 2012, [http://ec.europa.eu/education/adult/doc/confageing/backnote\\_en.pdf](http://ec.europa.eu/education/adult/doc/confageing/backnote_en.pdf)

Manheim, K. *The Problem of Generations*, 1923,

[http://mediaspace.newmuseum.org/ytjpressmaterials/PDFS/ARTICLES\\_ABOUT\\_THE\\_GENERATION/01\\_The\\_Sociological\\_Problem.pdf](http://mediaspace.newmuseum.org/ytjpressmaterials/PDFS/ARTICLES_ABOUT_THE_GENERATION/01_The_Sociological_Problem.pdf)

Butts, D. Existing framework for dialogue and mutual understanding across generations: family, community, educational institutions and workplace, United Nations Expert Group Meeting 8-9 March Doha, Qatar, 2011,

[http://www.un.org/esa/socdev/family/docs/egm11/EGM\\_expert\\_paper-Donna\\_Butts.pdf](http://www.un.org/esa/socdev/family/docs/egm11/EGM_expert_paper-Donna_Butts.pdf)

Hoff, A. Intergenerational Learning as an Adaptation Strategy in Aging Knowledge Societies. In: European Commission (ed.) *Education, Employment, Europe*. Warsaw: National Contact Point for Research Programmes of the European Union, (2007), pp.126–129

Newman, S. (2008) Intergenerational Learning and the Contributions of Older People, *Ageing Horizons* Issue No. 8, 31–39, 2008,

[http://www.ageing.ox.ac.uk/files/ageing\\_horizons\\_8\\_newmanetal\\_II.pdf](http://www.ageing.ox.ac.uk/files/ageing_horizons_8_newmanetal_II.pdf)

Schiller, M., Lemke, J., Whitehouse, P. *AI Practitioner*, 2009 Volume 11 Number 2 ISBN 978-1-905822-97-3,

<http://appreciativeinquiry.case.edu/uploads/AIPMay09Intro.pdf>

Thang, L.L. Promoting intergenerational understanding between the young and old: the case of Singapore, 2011,

[http://www.un.org/esa/socdev/family/docs/egm11/EGM\\_Expert\\_Paper\\_Theng\\_Leng\\_Leng.pdf](http://www.un.org/esa/socdev/family/docs/egm11/EGM_Expert_Paper_Theng_Leng_Leng.pdf)

## II.2. INTERCULTURAL DIALOGUE

**Partner's organisation name: Merseyside Expanding Horizons**

### 1a Background

The European Union declared 2008 to be the European Year of Intercultural Dialogue (ICD), and the Council of Europe (2008) published a White Paper on the subject, offering a blueprint for how people in the expanded European community might live together across diversity and difference.

ICD is defined as “an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other’s global perception”, Council of Europe White Paper on Intercultural Dialogue 2008.

The aims of ICD are to<sup>6</sup>:

- develop a deeper understanding of diverse perspectives and practices
- encourage community cohesion
- increase participation and the freedom and ability to make choices
- foster equality
- enhance creative processes
- combat racism, xenophobia, prejudice stereotype ideas and behaviour.

In political context, the term “intercultural dialogue” is still loosely defined, although European agenda has made specific definitions to the concept. According to UNESCO, a global culture of human rights requires competence in holding intercultural dialogues. It is through ICD that members of different groups can learn about one another. UNESCO World Report: Investing in Cultural Diversity and Intercultural Dialogue 2009.

#### 1b Links to ALCE Project

ALCE was developed on observations of significant demographic changes in Europe and involves Italy, UK, Austria, France and Lithuania as partners. Each country rich with different cultures and different national responses to issues concerning immigration, equality and diversity and the integration of different communities. The ALTC (Active Learning Training Course) course targets the target groups of:

a) young migrant women

b) senior native women.

Both groups are identified as belonging to different communities and generations possessing diverse cultural backgrounds, traditions and values. The ALTC plays an important part in fostering dialogue between cultures and will support women experiencing social exclusion and isolation to develop a sense of community and belonging in a multicultural society.

ICD is strongly addressed by the ALTC in the following ways:

- ALTC involves modules focused on culinary traditions and natural curative remedies that will promote ICD between learners and ensure ICD is developed through creative processes and non-formal learning
- Tangible outcomes such as the roadmap of cultural events and creation of the book will foster intercultural dialogue amongst a diverse group of women and the wider EU community
- Activities encourage the sharing of values, heritage and traditions and the exchange of viewpoints between individuals belonging to different cultures and backgrounds

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<sup>6</sup>[WWW.INTERCULTURALDIALOGUE.EU](http://WWW.INTERCULTURALDIALOGUE.EU)

- Target groups of migrant women and native women learn together in one group facilitated by Trainer in order to strengthen a deep understanding of each other's cultures and the ability to create open dialogue to combat misconceptions and stereotyped behaviour
- Results from the ALTC will encourage new ideas and methods to support intercultural communication and development of key competencies and skills to promote ICD in lifelong learning.

### 1c Practical activity

**Name:** I TELL YOU MY NAME

**Objective:** Autobiography workshop to support the process of integration in a new country and culture, support self-reflection on one's past experiences and to recognise oneself in the others through common experiences.

**Time:** 1.5 hours

**Materials:** flipchart, flipchart pens, coloured pens, meta planning cards

**Description:** In this activity, the participants are invited to share their personal story relating to their name, the history of one's name and its meaning. Information for the group follows the ground rules of. The group should never express any judgement and at the end of the reading the person is thanked for the part of the self that they shared with the others.

Participants will work in pairs.

On flipchart, participants will answer the following questions.

- Who chose your name and why?
- Does it have a meaning?
- Was it always like this or has it changed in/over time?
- Do you like your name?
- How do your relatives and friends call you? And on the moment of birth as it is/was narrated by the family?

Participant will feed back to the rest of the group and trainer what they have written.

**Suggestion for the trainers:** If you are working with a large group and have limited time then participants can feedback to each other in small groups. Encouraging students to draw, rather than write, takes the pressure off those who are less able in terms of reading or writing.

- Explain tasks in a simple and clear way
- Guide the group paying much attention not to force the participants
- Do not interrupt or disturb the person who is reading or speaking
- Do not express judgements of any kind

- Do not allow any of the participants to express judgements nor to have a judgemental behaviour
- Do not force any of the participants to speak or to read in front of the group: they should do it as a free choice
- Respect the time required by each of the participants.

**Reference to Methodologies:**

e.g. [http://www.coe.int/t/dg4/autobiography/default\\_en.asp](http://www.coe.int/t/dg4/autobiography/default_en.asp). or copyright purposes, all exercise materials are referenced to include the owner of the exercise.

**1dLinks and References to Fundamental Notions**

White Paper on Intercultural Dialogue, Council of Europe, 2008, [http://www.coe.int/t/dg4/intercultural/publication\\_whitepaper\\_id\\_en.asp](http://www.coe.int/t/dg4/intercultural/publication_whitepaper_id_en.asp)

Intercultural competences, conceptual and operational framework, UNESCO, 2013, <http://unesdoc.unesco.org/images/0021/002197/219768e.pdf>  
<http://unesdoc.unesco.org/images/0018/001847/184755e.pdf>

Ganesh, S. and Holmes, P. (2011) 'Positioning intercultural dialogue theories, pragmatics, and an agenda.', Journal of international and intercultural communication, <http://dro.dur.ac.uk/8279/1/8279.pdf>

ERICarts Institute, <http://www.interculturaldialogue.eu>

European Year of Intercultural Dialogue, 2008, <http://www.interculturaldialogue2008.eu>

Compendium of Cultural Policies and Trends in Europe: Intercultural Dialogue, <http://www.culturalpolicies.net/web/intercultural-dialogue.php>

European Agenda for Culture, [http://ec.europa.eu/culture/our-policy-development/european-agenda\\_en.htm](http://ec.europa.eu/culture/our-policy-development/european-agenda_en.htm)

ICD performance indicators, <http://www.cohesioninstitute.org.uk/Resources/Toolkits/InterculturalDialogue/lcdProjectPlanning/lcdPerformanceIndicators>

**II.3. HERITAGE TRANSMISSION**

**Organisation name: CESIE**

1a Background

According to the UNESCO "Cultural heritage is not limited to material manifestations, such as monuments and objects that have been preserved over

time. This notion also encompasses living expressions and the traditions that communities worldwide have inherited from their ancestors and transmit to their descendants, in most cases orally.”<sup>7</sup>

The ALCE project aims to promote intangible heritage transmission in the form of culinary traditions, taking into account three dimensions: space, time and relationships. At a time when gastronomic traditions are increasingly being neglected in favour of convenience foods, consumed with little or no preparation or ceremony and leading to a number of public health problems and loss of social interaction, the objective here is to rediscover food through conviviality, cooking and rites and rituals.

“Women are central to the maintenance and vitality of cultural heritage and diversity worldwide. Their roles in relation to intangible heritage are of particular significance, and encompass what may be described as fundamental domains and expressions of cultural heritage, which are very often central to maintaining cultural identity.”<sup>8</sup>

#### 1b Links to ALCE Project

While the ALCE project takes culinary traditions as its focus point, the notion of heritage transmission is a more general one of which the current generation has full responsibility. Intangible heritage is naturally more difficult to preserve than physical objects and it is therefore essential to provide people with the tools to ensure its transmission.

ALCE provides a context that will allow two age groups with two different cultural backgrounds to communicate and exchange, working on their own stereotypes and discovering new and creative ways to share knowledge through the following activities:

- Pairing learners from different age groups in order to generate interesting knowledge-sharing dynamics
- Sharing knowledge based on learners’ personal experiences
- Analyzing difficulties in transmitting knowledge to other communities and generations
- Developing grassroots strategies for sharing information with other communities and generations
- Reviewing current strategies for knowledge transmission and suggesting improvements.

#### 1c Practical activity

**Name:** INTER-CULINARY BAZAAR

**Objective:** This activity will allow learners to share dishes from their heritage with the local community

**Time:** 2hours

**Materials:** Ingredients, cutlery and cooking implements, tables and chairs

<sup>7</sup> UNESCO – CULTURE, INTANGIBLE HERITAGE [HTTP://PORTAL.UNESCO.ORG/CULTURE/EN/EV.PHPURL\\_ID=34325&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.HTML](http://portal.unesco.org/culture/en/ev.phpURL_ID=34325&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>8</sup> UNESCO, SYNTHESIS REPORT- ACTIVITIES IN THE DOMAIN OF WOMEN AND INTANGIBLE HERITAGE. [HTTP://WWW.UNESCO.ORG/CULTURE/ICH/DOC/SRC/00160-EN.PDF](http://www.unesco.org/culture/ich/doc/src/00160-en.pdf)

**Description:** The event will be open to the public and aim to involve the local community. The learners will prepare the inter-culinary bazaar by deciding on which dish they would most like to present, based on criteria such as its importance to their local community or an emotional link they may have with it. If necessary they will prepare the food in advance, but if the cooking is simple or needs limited equipment it can be done in front of the public. First they will present their dish to the audience and briefly explain its history, ingredients and cooking method. Each community will have a table and guests will be able to go round tasting the food. They will be invited to consume it in the traditional fashion and to reflect upon the role of the food in communities. After the presentations, members of the public will be asked to intervene and to talk about the importance of food or one particular dish in their home community. Learners and public will also talk about the relationship between family and food and how they transmit culinary traditions.

1d Links and References to Fundamental Notions

UNESCO World Heritage Centre, <http://whc.unesco.org/en/35/>

UNESCO Lists of intangible cultural heritage and Register of best safeguarding practices, <http://www.unesco.org/culture/ich/index.php?pg=00011>

The non-profit organization Slow Food, <http://www.slowfood.com/>

European network of regional culinary heritage, <http://www.culinary-heritage.com/>

Summaries of EU food legislation, [http://europa.eu/legislation\\_summaries/agriculture/food/index\\_en.htm](http://europa.eu/legislation_summaries/agriculture/food/index_en.htm)

## II.4. MULTIPLE DISCRIMINATION

**Organisation name: CESIE**

1a Background

Multiple discrimination recognises the various forms of discrimination that one individual can be subjected to. Most of us don't belong to one community but several, and this diversity, while being a source of strength, can also make a person a target for prejudice. A black disabled woman may be discriminated against because of gender, race and disability.

The concept is not currently recognised in EU law, although EU directives do take into account that the six recognised forms of discrimination (gender, race and ethnic origin, religion and belief, disability, age and sexual orientation) can intersect. This mismatch between law and reality of human experience means that while all individuals are potentially vulnerable to multiple discrimination current legislation simplifies identity-related issues.

An effort to recognise and address multiple discrimination would be a step towards better protection of its victims and a more accurate representation of contemporary discrimination.

1b Links to ALCE Project

ALCE is aimed at women from two different age groups and several cultural backgrounds, therefore potentially subject to multiple discrimination based on gender, age, ethnicity and/or sexual orientation.

The learning process seeks to equip participants with strategies to reflect upon and act against multiple discrimination, while confronting their own stereotypes.

*1c Practical activity*

**Name:** STICKERS ON THE FOREHEAD

**Objective:** Introducing the concept of multiple identities and discrimination and encouraging reflection about stereotypes and the role of individuals within a group.

**Time:** 20 minutes

**Materials:** Coloured stickers

**Description:**

**Part 1**

- Ask the participants to stand in circle and keep their eyes closed, then go around and put a coloured sticker on each person's forehead. Choose different colours, but make sure that some people have the same colour and one person is the only one with one colour.
- The participants don't know what they have on their foreheads. Before asking them to open their eyes, tell them that they have to create groups instinctively but are not allowed to speak. The first complete group has to scream. Give them time to go around and observe. They will gather in groups according to the colour and they will exclude the other colours.
- Once they have finished do a debriefing moment to share and to reflect on the idea of inclusion and exclusion: a) most of the time we tend to identify a person not as an individual but as a part of a group and most of the time we do it according to external aspect (ex. the colour of the skin) b) reflection the instinctive aspect of including the ones similar to us and excluding those different c) ask the person who was alone how he felt.

**Part 2**

- Repeat on another day. Again ask the participants to stand in circle with closed eyes. What you will stick now are stickers which have more than one colour.

- When they participants open their eyes, they will be confused because now creating the groups will be less easy then before. Leave a person alone again (another one from the previous time).
- Once they have finished, do a debriefing introducing the concept of multiple identities and discrimination. Reflect on the fact that people don't belong to one category only, but reality is more complex than categorizing one person in one group according to an exterior aspect.

#### 1d Links and References to Fundamental Notions

Genderace project final report, <http://genderace.ulb.ac.be/>

European Union Agency for Fundamental Rights "Challenges and Achievements in 2010" report, [http://fra.europa.eu/fraWebsite/attachments/annual-report-2011\\_EN.pdf](http://fra.europa.eu/fraWebsite/attachments/annual-report-2011_EN.pdf)

Multiple discrimination in EU law, [http://ec.europa.eu/justice/gender-equality/files/multiplerediscriminationfinal7september2009\\_en.pdf](http://ec.europa.eu/justice/gender-equality/files/multiplerediscriminationfinal7september2009_en.pdf)

Discrimination Law Association, <http://www.discriminationlaw.org.uk/taxonomy/term/13>

## II.5. SOCIAL INTEGRATION AND COHESION

### Organisation name: Verein Multikulturell

#### 1a Background

"Social integration" is a complex idea that can include different aspects<sup>9</sup>:

- 1) The term "integration" is perceived positively: It addresses an inclusionary goal, implying equal opportunities and rights for all human beings. Becoming more integrated into the receiving society implies the improvement of possibilities for life changes.
- 2) The term "integration" is perceived as having a negative connotation, that is, creating the image of an unwanted imposition of uniformity and the necessity for migrants to lose their specificities in order to better adapt to the receiving society.
- 3) The term doesn't imply neither a positive nor a negative situation.

The definition of given by the UN department of Economic and Social Affairs is that "...social integration can be seen as a dynamic and principled process where all members participate in dialogue to achieve and maintain peaceful social relations. Social integration does not mean coerced assimilation or forced integration."<sup>10</sup>

<sup>9</sup> [HTTP://WWW.UNRISD.ORG](http://www.unrisd.org)

<sup>10</sup> [HTTP://WWW.UN.ORG/ESA/SOCDEV/SIB/PEACEDIALOGUE/SOC\\_INTEGRATION.HTM](http://www.un.org/esa/socdev/sib/peacedialogue/soc_integration.htm)

As to the combination of social integration and cohesion, there has been an intense public and policy debate in recent years about the links existing between ethnic diversity, community cohesion, social capital and immigration. An obdurate opinion is that growing immigration flows and ethnic diversity might endanger the social cohesion of a society<sup>11</sup>. However, the contrary is also thinkable, that is, the fact that cultural diversity leads to a strong and dynamic society always if mutual respect and understanding is given. ALCE training and especially the biographic approach aims at increasing mutual understanding through identification with each other's biographies and cultural specificities.

#### 1b Links to ALCE Project

Biography approach leads to a qualitative exchange between the participants, with the potential to change mindsets and to raise mutual understanding on the basis of the creation of identification processes. The sharing of personal experiences is likely to stimulate sensitivity and tolerance for cultural differences but also addresses the comprehension for universal feelings that we all share. We all have something to tell about food and eating and how it connects to our personal family context - this raises cohesion between a group where women of different ages and with different cultural background meet, and is likely to produce early confidence between them.

Biography work is thus a helpful "tool" to get a heterogeneous group of people into an open personal exchange, at the same time activating the learning process in the sense of an intercultural dialogue. The biographical approach animates the participants for personal expression, for rediscovering and sharing memories, for getting into dialogue with the other participants and for understanding their own and the other's specificities, common or cultural universals, or differences on the basis of mutual respect and understanding.

#### 1c Practical activity

**Name:** BIOGRAPHIC WORK

**Objective:** Through the process of telling other people (some of them probably belonging to another culture) about one's own life (characteristics such as name; opinions, experiences, etc.) biographic work might allow the participants not only to get to know each other very quickly, but also - by thinking about their own life stories - to find out a lot about themselves, and maybe to discover features or characteristics that they were not conscious of and that they can be proud of. Main key competences addressed: Communication in mother tongue, foreign language, interpersonal and civic competences, cultural understanding and exchange, self-reflection and research, memory activation, creativity.

**Time:** It can be used as an icebreaker (then the duration for the activity is quite short and it would last half an hour more or less, depending on the amount of participants) or also as an introduction to a more thorough conversation and exchange on personal histories or family histories (especially the ones connected to eating and recipes). In this case it could last two hours.

**Materials:** No specific materials necessary; maybe a poster with pertinent questions and a book with personal recipes of each participant which could be a good base for "activating" the participant's memory.

**Description:** As participants are introduced to each other, they state their names. Names identify humans and humans identify themselves with names. Names are mediums for life stories.

<sup>11</sup> HOPE CHEONG, PAULINE ET AL., IMMIGRATION, SOCIAL COHESION AND SOCIAL CAPITAL: A CRITICAL REVIEW, *CRITICAL SOCIAL POLICY FEBRUARY 2007 VOL. 27 NO. 1 24-49*

Biography work on the basis of one's own name shows the non-interchangeability of an individual. In this context, the participant's names can be the topic of a first warm-up conversation (meaning, origin, reason for having received the name).

Another good way to get people talking about themselves and their family- story and traditions is to talk about food and the way different ingredients are used and cooked in the diverse cultures and families, and how eating together is celebrated within the family. Of course, this can change within one and the same culture because it often depends on family specific costumes.

Memory is affected not only through things we hear and read but also and most specifically through our senses. Cooking and (collective) eating belongs to important elements in our lives. Talking about cooking recipes thus often leads the conversation to family traditions and the role of grandparents, parents, aunts, etc. within the transmission of culinary knowledge and the use of healing plants.

Activity: Participants can be invited to remember how a special dish tasted when a person prepared it who has already died. They might experience that although all the ingredients used today are the same, it is often not possible to recreate that smell and taste...

Participants are invited to exchange cooking recipes and to talk about their origin, who had cooked this in the family, what the dish means in their specific culture, when it is served, etc.

- **Reference to methodologies:** Project "Realize": 510 559-LLP-1-2010-IT-GRUNDTVIG-GMP, Anne-marie Schweighofer-Brauer in cooperation with TBW partners

#### 1d Links and References to Fundamental Notions

<http://www.unrisd.org>

[http://www.un.org/esa/socdev/sib/peacedialogue/soc\\_integration.htm](http://www.un.org/esa/socdev/sib/peacedialogue/soc_integration.htm)

Hope Cheong, Pauline et al., Immigration, social cohesion and social capital: A critical review, *Critical Social Policy February 2007 vol. 27 no. 1, p. 24-49*

Social Integration: Approaches and Issues: United Nations Research Institute for Social Development, March 1994

[http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/510920DA18B35A6880256B65004C6A7B/\\$file/bp1.pdf](http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/510920DA18B35A6880256B65004C6A7B/$file/bp1.pdf)

Working definition of social integration, UN Department of Economic and Social Affairs. Division for social policy and development, United Nations 2005

[http://www.un.org/esa/socdev/sib/peacedialogue/soc\\_integration.htm](http://www.un.org/esa/socdev/sib/peacedialogue/soc_integration.htm)

## II.6. GENDER ISSUES

Partner's organisation name: ELAN

1a Background

Gender issues are a crucial theme for all societies and for those who lead and make policies for them. They are crucial in the explanation of social roles

and relational process within every community, as that they set many of the rules for social interaction. One of the important topics that is frequently mentioned in connection to gender issues is *gender equality*.

Despite the fact that Europe has made progress towards equality between men and women during the past decades obstacles to real equality still remain. According to the report on Gender mainstreaming active inclusion policies that was issued by European Commission for vulnerable groups in society (such as single mothers, migrants, disabled people and others), proper gender policies are still largely underdeveloped.

The report also mentions that while older people in European countries have in general significantly lower education level than younger age groups, older women are affected disproportionately more often by educational deficits than older men.

In addition to this, Eurofound 3rd European Quality of Life Report<sup>12</sup> shows that while educational level and participation of women in the labour market is increasing on average across the European Union, they still spend 30 hours per week providing childcare and housework compared to men who spend almost half less time (17 hours per week) on the same tasks.

Isabelle Carles, researcher from the Study Group on Gender and Migration at the University of Brussels, points out that there is a clear need to empower women. In doing so, the economic and educational empowerment play the central role in improving their situation. All women should have access to education and further vocational training to acquire new skills and build on already existing capacities so that they are not restricted to low paid jobs. The diplomas and qualifications, training and professional experience of skilled and highly skilled women have to be recognized in order to ensure the participation of immigrant women in the labour market. In addition to this, women should also go through a learning process about their rights and have access to migrant and civil society organizations at the local level. Knowledge and awareness about social rights is one important precondition of social inclusion.

However, the EU member states are increasingly exposed to the impact of EU regulations in the fields of gender equality and anti-discrimination. This impact not only affects national legislations and policies, providing domestic actors with new resources and opportunity structures. Nevertheless, the results of the various reports mentioned in the text clearly demonstrate that there is still a long way to go in order to achieve greater gender equality, particularly for immigrant and elderly women.

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<sup>12</sup>EUROFOUND 3RD EUROPEAN QUALITY OF LIFE SURVEY (3EQLS) 'IMPACTS OF THE CRISIS ON EUROPE'S CITIZENS: TRENDS IN QUALITY OF LIFE', THURSDAY 29 NOVEMBER 2012.

1b Links to ALCE Project: (define how the fundamental notion is addressed during the ALTC training course)

ALCE project responds to the need of tackling gender discrimination through a learning process that will help the women to become aware of their skills and to give them potential empowerment to be used after the project. The choice of exchanging culinary traditions and cooking is made to let the women look at their role of mothers and wives in a different way from the traditional one: cooking is not only a duty that is often address to women, it is a concrete skill itself and a mean of entrepreneurship capacity.

In particular ALCE training aims at:

- Raising awareness about gender stereotypes and gender based discrimination
- Strengthening inclusive notions of European identity and citizenship through non-formal learning, exchange and discussions between migrant and senior women
- Increasing social inclusion of senior and migrant women through bringing the together to a common place where sharing and open exchange is encouraged and a safe place is given to participants to express and reflect on their ideas about gender issues.

1c *Practical activity*

**Name:** UNDERSTANDING GENDER

**Objectives:**

- Sensitize women to gender issues
- Raise awareness on gender based stereotypes and their influence on our lives.

**Time:** 30 minutes

**Materials:** Sheets of paper, pens and markers.

**Description:** Participants are divided into small groups of three people. Then they are asked to draw three columns on the paper. In the first column they write all characteristics of men that they can remember, which can be either physical (e.g. strong, tall, short hair, etc.) or connected to personality (e.g. rational, confident, etc.). Next they do the same thing for women (in the right column). The middle column stays empty.

They are encouraged to brainstorm in groups and come up with as many possible characteristics of each sex/gender as possible.

In the following step they assess all the characteristics that they wrote down, they should think of each characteristic and ask themselves if it could also be the characteristic of the opposite sex (e.g: if in the column with men characteristic there is a trait 'strong', they should ask themselves 'Could also women be strong'? If the answer to that question is 'yes', they cross the word out, if the answer is 'no' and the characteristic only holds true for men (for example 'bald'), they should put it in the middle column).

In the end they look at the middle column and see what characteristics are there. Usually there are only characteristics that are strictly connected to the physical aspects of the gender (for example - period for women). This is followed by a common discussion in which participants are encouraged to reflect about roles and characteristics that are socially assigned to them and the possibilities of changing the perception of those roles and stereotyping.

**Suggestion for trainers:** This activity is recommended to be performed with minimum 10 participants.

**Reference to methodology:** La casa del encuentro, Buenos Aires, Argentina [www.lacasadelencontro.org](http://www.lacasadelencontro.org)

1d Links and References to Fundamental Notions

Eurofound publishes its 3rd European Quality of Life Survey (3EQLS) 'Impacts of the crisis on Europe's citizens: Trends in quality of life' on 29/11/2012

European Commission Gender mainstreaming active inclusion policies: final synthesis report

Luxembourg: Publications Office of the European Union, 2010.-124 pages

Migration Citizenship Education (online resources, articles): <http://migrationeducation.de/44.o.html>

European Institute for Gender Equality: <http://www.eige.europa.eu/>

Gender issues in Europe today: <http://www.genderissuesineurope.eu/>

# CHAPTER 3. MODULES & KEY COMPETENCES

## III.1. MODULE 1 – COMMUNITY MAPPING & INTERCULTURAL DIALOGUE

Duration	2 to 3 hour session
Description	<p>The ALTC brings together both migrant and indigenous learners in a local environment. Through exchange and discussion on the themes of culinary traditions and natural remedies, participants will be required to analyze their community knowledge through the local space and the various communities that inhabit it, looking at stereotypes and received ideas and seeking to challenge them. This first module will be the occasion for participants to begin interacting and discovering their respective cultures through the activities detailed below. The themes of the session will be the following:</p> <p><i>Community mapping</i> allows the learner to become the expert. A “community map” is very much what it sounds like – it’s a map created by members of a community or group that creates a comprehensive picture of a space as seen by those who inhabit it. The map shows what learners are interested or concerned about, built from their local knowledge.</p> <p><i>Intercultural learning</i> is an increasingly popular area of study as societies become more and more multi-ethnic and multicultural. It has on one hand a theoretical and academic approach, and on the other more practical applications such as learning to live, negotiate and work with people from different cultural backgrounds.</p>
Fundamental notions addressed	<p><u><i>Intercultural dialogue</i></u>            Cultural diversity often triggers fear and rejection. Stereotyping, racism, xenophobia, intolerance, discrimination are issues which might be experienced by the participants attending the ALCE project. ICD plays an important part in fostering dialogue between cultures. Its objective is to enable us to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging. During this session, participants will seek to go beyond mere tolerance of the other’s culture and customs in order to enhance creative processes, converting challenges and differences into new forms of expression. The activities proposed will allow them to interact in a creative and non-formal fashion, enabling communication and group-building that will be the basis of the sessions to come.</p> <p><u><i>Social Integration and Cohesion</i></u>            Social integration can, according to UN Department for Social and Economic Affairs, “be seen as a dynamic and principled process where all member participate in dialogue to achieve and maintain peaceful social relations”<sup>13</sup>. Social cohesion is the nature and state of the relations that exist between the members of a community. ALCE brings together participants from different nations, two different ages and several cultural backgrounds to work on a theme common to their various communities, that will allow to engage in constructive dialogue and exchange, finding common ground while learning from each other differences. This collaboration will promote both social integration and social cohesion through the respect of learners’ cultural background while building connections and affinities, notably through:</p>

<sup>13</sup>[HTTP://WWW.UN.ORG/EN/DEVELOPMENT/DESA/INDEX.HTML](http://www.un.org/en/development/desa/index.html)

	<ul style="list-style-type: none"> <li>- The exchange of recipes and natural cures</li> <li>- Participation in the creation of dishes and natural cures</li> <li>- Knowledge transfer.</li> </ul>
<b>Main activities</b>	<p><b>Biographic work</b>, Please, see detailed activity p. 50</p> <p><b>Community mapping</b>, Please, see detailed activity p. 45</p>

### III.2. MODULE 2– LEARNING ON CULINARY TRADITIONS & NATURAL CURATIVE METHODS

<b>Duration</b>	<b>4 to 6 hour session</b>
<b>Description</b>	<p><i>Culinary traditions</i> are a characteristic style of cooking and food preparation, reflecting practices and traditions and often associated with a particular culture. They are frequently named after the region they come from and are primarily influenced by climate, ingredients that are available locally, trade relations and religious food laws. Culinary traditions are subject to evolution, notably due to changes in economic conditions, improvements in preservation, shipping and production methods and access to other global cuisines.</p> <p><i>Natural curative methods</i> (also known as indigenous, traditional or folk medicine) include knowledge systems that have been handed from generation to generation within various civilizations, both before and in parallel to modern medicine. The <u>World Health Organization</u> (WHO) defines traditional medicine as: "<i>The health practices, approaches, knowledge and beliefs incorporating plant, animal and mineral-based medicines, spiritual therapies, manual techniques and exercises, applied singularly or in combination to treat, diagnose and prevent illnesses or maintain well-being</i>"<sup>14</sup>.</p> <p>These practices are usually transmitted orally within a given culture, and are either diffused within the community or in the hands of a recognized healer, such as a shaman or midwife.</p>
<b>Fundamental notions addressed</b>	<p><u>Heritage transmission</u></p> <p>While the ALCE project takes culinary traditions as its focus point, the notion of heritage transmission is a more general one of which the current generation has full responsibility. Intangible heritage is naturally more difficult to preserve than physical objects and it is therefore essential to provide people with the tools to ensure its transmission. At a time when gastronomic traditions are increasingly being neglected in favour of convenience foods, consumed with little preparation or ceremony and leading to a number of public health problems and loss of social interaction, ALCE's objective is to rediscover food and natural cures through conviviality, cooking and rites and rituals and to valorise the role of women in this process. This module contains activities that will allow a vertical transmission of learners' and trainers' heritage.</p> <p>While taking inspiration from the oral tradition, ALCE aims to add an intercultural dimension, enabling knowledge transmission between learners who would not normally interact within the same community. This notion will be approached through the following methods:</p> <ul style="list-style-type: none"> <li>- Non-formal activities and exercises enabling transmission of heritage knowledge through objects belonging to learners' cultures</li> </ul>

<sup>14</sup>[HTTP://WWW.WHO.INT/EN/](http://www.who.int/en/)

	<ul style="list-style-type: none"> <li>- Cooking moments which will allow learners to demonstrate methods and techniques</li> <li>- Demonstrations of natural cures</li> </ul> <p><u>Intergenerational dialogue</u></p> <p>For centuries, in both traditional and modern cultures, intergenerational learning has been the informal vehicle within families for systematic transfer of knowledge, skills, competencies, norms and values between generations – and is as old as mankind. Newman<sup>15</sup> notes the emergence of the new extra-familial paradigm in the last quarter of the 20<sup>th</sup> century. She notes that concern about the impact of generational separation prompted researchers and practitioners to discuss the need for creating opportunities in which intergenerational learning, meaningful relationships and social and emotional growth could occur between non-biologically connected children, youth and older adults.</p> <p>ALCE involves participants from two distinct age groups with the aim of promoting exchange not only between cultures but also between individuals who do not usually move in the same circles or have contact with other generations outside of their own families.</p> <p>Each participant will research and then present her own recipes and curative methods. The research and presentation will already give them the chance to access to information often transmitted orally from mother to daughter. In this occasion they will become more aware of their own cultural heritage that links them to older generations.</p> <p>Moreover, the participants will experience cooking their own recipes together so this will be a crucial moment in which they will integrate among different cultures and ages.</p>
<b>Main activities</b>	<b><i>Inter-culinary bazaar</i></b> Please see detailed activity p.43

### III.3. **MODULE 3– KNOWLEDGE TRANSMISSION**

<b>Duration</b>	<b>2 to 3 hours session</b>
<b>Description</b>	<p>Knowledge is recognized in today's economy as a valuable intangible asset.</p> <p><i>Knowledge transmission</i> is considered the activity in which knowledge (e.g. skills, information and expertise) is shared among friends, acquaintances, and members of a family, community or organization. It often consists in oral transmission that happens in informal contexts.</p> <p>The contents of the ALTC respond to the need of ALCE project of safeguarding culinary traditions and curative methods, heritage of native &amp; migrant communities.</p>
<b>Fundamental notions addressed</b>	<p><u>Heritage transmission</u></p> <p>As mentioned above, one of ALCE's main objectives is to promote the transmission of culinary traditions and natural curative methods, providing a context that will allow two age groups with two different cultural backgrounds to communicate and exchange. They will discover new and creative ways to share knowledge through the following main activities:</p> <ul style="list-style-type: none"> <li>- Pairing and small groups learners from different age groups in order to generate interesting knowledge-sharing dynamics</li> </ul>

<sup>15</sup> NEWMAN (2008)

- Sharing knowledge based on learners' personal experiences
- Analyzing difficulties in transmitting knowledge to other communities and generations
- Developing grassroots strategies for sharing information with other communities and generations
- Reviewing current strategies for knowledge transmission and suggesting improvements.

#### Multiple discrimination

Multiple discrimination is a term that takes into account the various forms of discrimination that one individual can be subjected to. Most of us don't belong to one community but several, and this diversity, while being a source of strength and pride, can also make a person a target for prejudice. The participants involved in this learning process are all female and either senior citizens or belonging to foreign communities. They are therefore potentially vulnerable to multiple discrimination. The ALTC will allow them to reflect on the notions of inclusion and exclusion, to work on breaking their own stereotypes about each other culture and to identify people as individuals rather than only representatives of communities. Participants will develop strategies for dealing with the various forms of discrimination.

#### Gender issues

Despite the fact that Europe has made progress towards equality between men and women during the past decades obstacles to real equality still remain. According to the report on Gender mainstreaming active inclusion policies that was issued by European Commission for vulnerable groups in society (such as single mothers, migrants, disabled people and others) proper gender mainstreaming policies are still largely underdeveloped. The report also mentions that while older people in European countries have in general significantly lower education level than younger age groups, older women are affected disproportionately more often by educational deficits than older men.

Multiple discrimination is strongly connected with themes of Gender, considering that our main target consists in a group of women.

Thought the ALTC, the trainers will involve the women in a process of raising awareness about the role they cover in their environment (family, local communities, work, etc.) and the potentiality they have, in fact ALCE aims at strengthening their contribution to the learning of others.

The goal of bringing the women to get awareness could be reached through activities that focus on specific topics such as:

- The typical gender roles in one's culture of origin
- The different meaning of being woman from the point of view of young immigrant girls and from senior native women
- The role of the women in transmitting intangible knowledge to future generation.

#### **Main activities**

***Stereotypes*** Please see detailed activity p. 48

***Stickers on the forehead*** Please see detailed activity p. 47

***Storytelling through objects*** Please see detailed activity p. 49

### III.4. MODULE 4– IDEATION OF THE BOOK

<b>Duration</b>	<b>4 to 6 hours session</b>
<b>Description</b>	<p>Participants from each partner country will actively contribute to the ideation and creation of a book collecting recipes and natural cures. Learners will be required to participate in the design, writing, and research related to the book and will exchange with other project participants on the subject.</p> <p>The Module represents an important turning moment of the learning process because for the first time since the beginning of the ALTC, participants will be asked to create all together a concrete output.</p>
<b>Fundamental notions addressed</b>	<p><i>Social integration and cohesion</i></p> <p>Social integration can, according to the UN Department for Social and Economic Affairs, "be seen as a dynamic and principled process where all members participate in dialogue to achieve and maintain peaceful social relations".<sup>16</sup></p> <p>Social cohesion is the nature and state of the relations that exist between the members of a community.</p> <p>The challenge proposed by ALCE is to bring together participants from five different European countries, two different ages groups and several cultural backgrounds to work on a common theme with a tangible output in the form of a cookbook which will be translated into the various partner country languages. This collaboration will promote both social integration and social cohesion through the respect of learners' cultural background while building connections and affinities in working towards this common output.</p> <p>The group dynamic here will play a fundamental role to perform successfully this fundamental notion.</p>
<b>Main activities</b>	<p>Activities related to biographic work (see ANNEX attached to the present document) would usually be carried out during this module but will be used at the beginning of the ALTC. As a follow-up to the work already carried out, these activities will be used:</p> <p><b>Basic digital competences</b> Please, see detailed activity p. 51</p>

### III.5. MODULE 5 and 6 - HOW TO CREATE A CULTURAL EVENT

<b>Duration</b>	<b>4 to 6 hours session</b>
<b>Description</b>	<p>The learners will be trained on how to create a cultural event. They will use the competences acquired during the preceding modules in order to plan, distribute roles and responsibilities, create partnerships, budget and coordinate an event based around culinary traditions.</p> <p>The reason why there are two Modules dedicated to this, is because during the first one the groups will start working on creating the event and after that some of them will attend the European training course (<b>EU ALTC – European Active Learning Training Course</b>) in Austria (September/October 2013) where they will meet women from the other partner countries. Together they share ideas on how to make the events all around the partner countries – the <b>EU roadmap of events</b>. After this meeting the participants will gather again (Module 6) to continue preparing for the event, enriched by the new inputs from the EU ALTC.</p>

<sup>16</sup>[HTTP://WWW.UN.ORG/EN/DEVELOPMENT/DESA/INDEX.HTML](http://www.un.org/en/development/desa/index.html)

<b>Fundamental notions addressed</b>	<p><u><i>Gender issues &amp; multiple discrimination</i></u></p> <p>These two fundamental notions are strictly correlated since ALCE seeks to equip participants, subject to discrimination because of their age, gender, ethnicity or a combination of several factors, with employable skills such as event management, financial management and internal and external communications, therefore increasing their opportunities in the labour market.</p> <p>These activities will be carried out through:</p> <ul style="list-style-type: none"> <li>- Exercises allowing learners to reflect on gender and gender stereotypes</li> <li>- Workshops allowing them to develop practical competences</li> <li>- Collaboration with learners from other partner countries</li> </ul>
<b>Main activities</b>	<p><b><i>Understanding gender</i></b> Please, see detailed activity p.42</p>

### **III.6. MODULE 7– EVALUATION**

<b>Duration</b>	<b>2 to 4 hours session</b>
<b>Description</b>	This theme will extensively dealt with in the chapter specifically dedicated to evaluation. Please, see chapter 4: <i>THE ROLE OF EVALUATION</i> p. 32

### **III.7. KEY COMPETENCIES AND SKILLS ACQUIRED**

*"One can sit in the classroom and learn nothing, or be outside the classroom and learn a great deal"<sup>17</sup>.*

The ALTC (Active Learning Training Course) represents a core phase of ALCE project. It aims to respond strongly to notions of liberal adult education in the field of non-formal learning and to increase awareness in decision-makers about the importance and relevance of key competences acquired through non-formal learning processes. The ALTC process is learner-orientated and constructivist, thus instilling an essential belief in lifelong learning adult education.

The target groups will be guided towards awareness and acquisition of specific competences and skills throughout the ALTC.

The 8 key competences recognized by European Commission<sup>18</sup> are:

1. Communication in mother tongue
2. Communication in foreign languages
3. Mathematical competences
4. Digital competences
5. Learning to learn
6. Interpersonal & Civic competences
7. Entrepreneurship
8. Cultural Expression

The Modules of the ALTC will focus on activities based on non-formal methods aimed at addressing one or more key competences.

<sup>17</sup> ADULT EDUCATION TRENDS AND ISSUES IN EUROPE, 2006

<sup>18</sup> EUROPEAN REFERENCE FRAMEWORK FOR KEY COMPETENCIES FOR LIFELONG LEARNING \_11/2004

Most of the 8 key competences can be acquired during each and every one of the modules. However the objective here is to highlight one or few main key competences which can be clearly addressed for each module in order to give the reader a complete overview of the learning path.

In addition, the Modules of the ALTC will enable the acquisition of basic vocational skills in the field of event management as well as internal and external communications.

Learners will be actively involved in the learning process which will allow them to valorise their knowledge, share with others, contribute to other peoples' learning and promote an inclusive European identity<sup>19</sup>.

This holistic approach of the Key competencies acquisition will lead to strong impact of the ALTC on participating learners thus improving their wellbeing and re/integration into society and labour market.

As the ALCE project aims at giving importance to the validation and recognition of the Competences and Skills acquired, a Certificate will be delivered to the participants at the end of the learning process. The Certificate will include a description of the Modules, activities, methodology, competences acquired and a description of the mobilities in which participants took part.

A relevant peculiarity has to be highlighted: the ALCE project will provide adult educators with the opportunities to improve their knowledge about innovative approaches to stimulating inter-generational and intercultural learning. The ALTC learning process will represent the chance for educators to improve new key competences and skills, improving their work in the field of adult learning.

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### **Module 1- Community Mapping & Intercultural Learning**

This module is mainly focused on group-bonding through activities based on intercultural understanding. The participants will have the chance to develop reciprocal knowledge about each others' habits and ways of living in the same city, developing awareness of different local realities. For example: the different markets where they go to buy food or the religious places they attend.

They will also get to know each other through team building activities focused on valorising the richness of different cultures in the group.

The main competences addressed are *Interpersonal & Civic Competence* and *Cultural expression*. Indeed, the participants will learn how to interact respecting each other's culture and even how to observe their own culture in a new way, identifying themselves as members of the same community.

Moreover, the immigrant women will have the opportunity to express themselves in the local language, developing the Competence *Communication in Foreign language*, while the native women will be able to express themselves and to be understood in their own language (*Communication in Mother Tongue*) by the others participants.

These main four key competences can be considered crosscutting since they actually involve the participants during all the Modules.

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### **Module 2- Learning on culinary traditions & natural curative methods**

Participants will present characteristics of their culinary traditions (history, eating habits, cooking utensils, main ingredients, techniques) and natural curative remedies (plants& aliment used, remedies, history). They will do it as freely as they can, giving relevance to the personal reasons why they chose the receipts (Who doesn't have in mind a cake prepared by their grandma during childhood?)

They will get knowledge about each other culinary traditions. This knowledge will be relevant to the development of *Interpersonal and Civic Competences*, for example understanding how not to waste food.

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<sup>19</sup> "UNDERSTANDING THE MULTICULTURAL AND SOCIAL DIFFERENCES AND SOCIO-ECONOMIC DIMENSIONS OF EUROPEAN SOCIETIES AND HOW NATIONAL CULTURAL IDENTITY INTERACTS WITH THE EUROPEAN IDENTITY IS ESSENTIAL" RECOMMENDATION IN KEY COMPETENCIES FOR LIFELONG LEARNING, 2005

Moreover, participants will develop skills such as presenting their work in front of the others and self-esteem. Some of them might be helped by the trainers in presenting their products through Power Point presentation, videos, music, etc. In this case they will achieve *Digital Competences*.

### **Module 3- Knowledge transmission**

The main key competence addressed during this meeting will definitely be *Learning to learn*, since participants will analyse their difficulties in transmitting their cultural knowledge to other communities and generations and will develop together some grass root strategies for exchanging cultural knowledge.

For example, for some participants a difficulty related to knowledge transmission could be language barriers. In this case, the trainer will enable the group to consider this challenge and to find concrete solutions to overcome it.

Moreover, they will use their creativity and own resources to find solutions and to improve their work, showing initiative, group work and problem-solving. In this case they will be developing *Entrepreneurship competence*.

### **Module 4 - Ideation of the book**

In order to ideate the Book on culinary traditions & Natural Curative Method at European Level, participants will receive a basic training in *Digital Competences* so as to be able to exchange ideas regarding the European Book graphic & structure. For example, some women might be in charge of typing, others of taking pictures to put in the book, etc.

Moreover, they will develop *Mathematical Competences* through the financial management of the book (e.g. printing costs, materials).

In this phase they will also develop creativity and internal and external communication skills.

### **Module 5 and 6- How to create a cultural event**

Creating a cultural event will need effort and commitment by the whole group who will develop *Entrepreneurship Competence* above all: organizing the location, the materials, the invitations and more will require also other specific Competences like *Digital, Mathematical, Learning to learn*.

The other skills that will be acquired involve the leadership capacity, event management, internal and external communication and creativity.

Module 6 will take place after the meeting in Austria (where EU ALTC will take place) where some of the women will have the chance to exchange and improve their knowledge with the ones from the other partner groups.

### **Module 7- Evaluation of the work done and of roadmap of events**

The evaluation period will be very helpful for the participants to analyse and self-reflect about the competences they acquired and the ones they want to improve further on.

This moment will take place at the very end of the ALTC, after the EU roadmap of events.

The main Competences addressed in this phase are *Entrepreneurship*, to reflect on the possibility to start new activities due to the competences they learned during the ALTC and *Learning to learn* to be aware of the process they went through and how they want to improve in the future.



### Grid of main Key Competences and other Skills acquired during the ALTC

	Communication in mother tongue / foreign languages	Mathematical competences	Digital competences	Learning to learn	Interpersonal & Civic competences	Cultural Expression	Entrepreneurship	Other skills
Module 1	X				X	X		Awareness of different local realities
Module 2			X	X				Presentation skills, knowledge of culinary traditions and natural remedies, creativity
Module 3				X			X	Sense of Initiative, creativity, problem solving, group work
Module 4		X	X					Internal and external communication
Module 5		X	X				X	Management of events, internal and external communication
Module 6		X	X				X	Management of events, internal and external communication
Module 7				X			X	Self-reflection

# CHAPTER 4: The role of EVALUATION&EXPLOITATION in ALCE project

## IV.1 EVALUATION

### Intro:

Evaluation in the ALCE project is the subject of a specific Work Package coordinated by Elan Interculturel. The main aim of *WP 3 – Quality and evaluation plan* is to monitor and evaluate the project quality and impact.

### Objectives:

The specific objectives of the WP are:

- 1) To assess and improve the project activities and deliverables to keep their relevance at the highest standard
- 2) Ensure that the project and its financial part are developed as planned
- 3) Analyse effectiveness in answering Short Term & Long Term targets' identified needs.

### How?

These objectives will be reached through an overall strategy that include the 3 main deliverables of the WP 3:

- Quality assurance plan
- Set of evaluation pro-formats for 4 targets groups which include evaluation tools: questionnaires and guidelines for focus groups,
- Risk assessment plan which envisages the risks inherent to the project and mitigation measures that can be applied.

Through these deliverables an overall strategy for monitoring, evaluation and quality assurance of the whole project has been set out.

ALCE uses two levels of evaluation: an internal and external one which ensures efficient monitoring, and evaluation aimed at improving different aspects during the project life from both an internal point and an external point of view.

### Targets and impact:

Specifically the overall strategy will focus on the envisioned short-term impact (new knowledge, skills and attitudes) of the outputs on the Targets Groups:

TG1 – Local groups of migrants and native women

TG2 – Adult Educators involved

TG3 – Local Communities involved in the local events of the roadmap

TG4 – Adult Education Professionals involved in the EU Dissemination Seminar.

### Envisaged impact:

TG1: LLL key competences & practical skill development, increased social and economic inclusion through motivation, increased skills, confidence to enter education / work sphere and increased contribution to learning of others (valorisation of self and traditions).

TG2: Skills, knowledge and experience acquisition in ALCE themes and non-formal education (increased employability through knowledge of innovative educational processes for adults in field of Intercultural dialogue and Intergenerational dialogue.

TG3: Key competences and practical skill acquisition, knowledge regarding culinary and curative heritage and improvement of wellbeing, social cohesion, integration, solidarity, active citizenship & European identity.

TG4: Knowledge and use of projects results.

### **Evaluation Methodology:**

#### **- External evaluation**

The external evaluation will be formative and summative. Formative evaluation will give feedback to the partnership and will help them to do corrective actions in order to improve the quality of the implementation of the project.

Summative evaluation will be reflected in the final report at the end of the project.

- ❖ Reading the approved application and selection evaluation report from EACEA.
- ❖ The external evaluator will participate in two face-to-face meetings in the meeting places. During the other 3 transnational meetings the external evaluator will participate online.
- ❖ A communication strategy between external evaluator and all partners will be set up from the beginning and after the Kick-off meeting. The frequent contact is very important for the external evaluator in order to keep the monitoring at a high level.
- ❖ Analysis of the impact to the target group using specific tools such as interviews and questionnaires.
- ❖ Analysis of partner's satisfaction by monitoring the involvement of the partners and using tools such as interviews and questionnaires.

#### **- Internal Evaluation**

The internal evaluation will combine a mix of qualitative and quantitative approaches that will be implemented through the project. The internal evaluation includes the questionnaires that will be distributed to partners and TG<sub>1</sub> to 4.

The set of pro-formats questionnaires developed by the internal evaluator uses closed and open questions giving the reader enough space for the providing his/her feelings, recommendations and opinions.

Focus groups and individual semi-structured interviews with Target Group 1 will be used during the project in order to enlarge richness and depth of information of obtained questionnaires.

### **Evaluation Tools**

Evaluation tools in ALCE project have been discussed and analyzed among the partnership (management and training team) since the very beginning of the project.

Evaluation tools are the results of the methodology identified as the most efficient for ALCE, its structure and targets.

The above mentioned tools have been developed on two levels:

- Internal evaluation level
- External evaluation level.

Both tools are part of the project deliverable n. 33 (set of evaluation pro-formats).

Elan Interculturel, P<sub>4</sub>, as leader of the WP 3 will be in charge of monitoring the correct and timely use of evaluation tools both for Internal and External evaluation levels.

The present guidelines include tools related to the Training of trainers (ToT), ALTC (Active Learning Training Course), EU ALTC (European Active Learning Training Course), EU roadmap of events and EU dissemination seminar.

## List of evaluation tools

The list of evaluation tools is related to the T1 and T2, T3 and T4<sup>20</sup>. The following documents are annexed and form the integral part of the Deliverable 33 and 35.

Doc N°	Description	Doc title	Addressed to	Timeline
1.3	Mid-term and final trainers evaluation questionnaires	Mid-term and final trainers evaluation questionnaires	T2	End of October 2013 End of October 2014
1.4.1	Pre questionnaires for T1	Pre questionnaires for T1	T1	1 <sup>st</sup> session of ALTC (April/May depending on each partner)
1.4.2	Post questionnaire for the T1	Post questionnaire for the T1	T1	Last session of ALTC (November 2013)
5	Evaluation of training for trainers meeting	Evaluation_TOT	T2	January 2013
6	Evaluation strategy for participants of ALTC	Evaluation_ALTC_training	T1	April – November 2014
7	Evaluation Questionnaire for ALTC	Evaluation_ALTC_Questionnaire	T1	June 2013
8	Evaluation of EU ALTC	Evaluation_EU_ALTC	T1 (women in mobility)	September/October 2013
			T4 (Dissemination Seminar)	September 2014 (Dissemination Seminar)
9	Evaluation of EU Roadmap of events	Evaluation_ALTC_EU_Roadmap	T1&T3	October/November 2013

## Description of evaluation tools per target

This table is a summary of evaluation tools and instructions for using them divided into the 4 target groups. The detailed description of the instructions is included in the Deliverable 33 – Set of Evaluation Pro-formats.

Target addressed	T1
Phase & timeline	<ul style="list-style-type: none"> <li>- ALTC (April – June/ October-November 2013)</li> <li>- EU ALTC (October 2013)</li> </ul>

<sup>20</sup>The integral list of internal evaluation tools (including those related to ALCE management) is part of the Deliverable. 33 – Set of evaluation pro-formats.

**General guidelines**

**Evaluation of Modules 1-5 of ALTC**

**(April – June 2013)**

**BEGINNING OF MODULES**

Evaluation to be proposed at the beginning of the Modules

At the beginning of the learning process it will be important to understand the expectations and concerns of the participants. This will help the trainers to shape the Modules in order to meet the needs of the participants.

Activity: The Pizza

*Pedagogical objective:* To assess participant's fears, expectations and wishes connected to two-month training

*Time needed:* half an hour

*Materials:* post-it, flip-charts

*Suitable number of participants:* Any

*Instructions:* On a poster we draw a big pizza. We prepare papers of 3 colours and shapes, and invite participants to write their wishes, expectations and fears in connection to the training. We use different colours and shapes for each category (wish, fear, expectations) For example: Red sausages can be used to represent participants' wishes, green olives to represent expectations and yellow cheese to represent fears. Afterwards we invite participants to stick their papersto the pizza. The poster with pizza can be placed on visible spot, so that the expectations/fears/wishes can be revised already during the training, but also at the end of the whole two-month training. Trainers can check with participants if any of expectations, wishes have already been fulfilled, or if there are some new fears, wishes that appeared along the process.

**END OF MODULES**

The evaluations used at the end of every Module will consist of activities based on non-formal methods.

This choice of evaluation method is due to the need to involve the participants in variegated and creative ways to self-reflect. However, it is important for all the trainers in the partner countries to have a common strategy in order to achieve the same results out of these self-reflection moments:

- At the end of each Module the trainers should be aware of whether the main fundamental notions were addressed during the activities or not. If not, how to ensure it for the next working moments.
- The evaluation should help the trainer to understand the level of involvement and satisfaction of the participants in the group.
- The group dynamic should be strongly taken into consideration in the evaluation.

Evaluations to be proposed after each module:

### 1) Group Diary

A diary will be kept in the group and at the end of every Module, in addition to the evaluation moment, there will be a moment for the participants to share impressions and experiences.

The diaries of each group in the partner countries will be constantly updated also with an online version on the project website. This will be a useful tool to monitor the evolution of the Modules not only at local but also at international level.

Half-way through the learning process there will be a moment of mid-term evaluation in order to enrich the process with new ideas and input.

### 2) Image association

The objective of this tool is to assess sessions in a simple and short way, as well as to encourage exchange and sharing of personal experiences between participants.

Time needed depends on a number of participants, but in general it should not take more than 10 minutes at the end of each session.

The trainer should think of suitable images that are connected to the topic of the training and print them out. However this exercise works just as well even if the images are not connected to the topic of the training/individual session.

After each module participants should come together around a table on which different images are spread out. Participants are then invited to look at the images and choose the one that best describe their mood. Several participants can choose the same picture.

Then one by one each participant should say why he or she chose their picture and how their emotion connects to this image.

Examples of the images that correspond to the topic of the sessions are given below:

- Module 1 – Community Mapping & Intercultural Learning  
Participants could be given the pictures of different places within their city/country or any interesting place in the world
- Module 2 – Learning on culinary traditions & natural curative methods  
Trainers can use the picture of different dishes, such as desserts, cakes, vegetable stews, etc.
- Module 3 – Knowledge transmission  
Trainers can use the picture of plants or herbs such as plants eucalyptus, flowers, palm tree, mud, etc.
- Module 4 – Ideation of the Book  
Trainers could bring different books from which participants can choose the one that they feel most close too, either because of the theme of the book, the design, the outlook of the book, etc.
- Module 5 – How to create a cultural event  
Trainers could try to find pictures of different festive traditions from around the world, such as Rio de Janeiro carnival, a picture of family at the table celebrating Christmas etc.

### Specific tools (Modules 1-7)

Nº doc	Timeline	Activity/Module	Tool – Doc Title	Instructions	Internal /External evaluation
1.4.1	April/May 2013	ALTC – Module 1	Pre-evaluation questionnaire	The questionnaires (translated in each partner language) are to be delivered to participants of ALTC – T1. Use the evaluation questionnaire provided by the External evaluator (doc nº 1.4.1) and evidence the codes of each questionnaire in order to match them with the post-	EXT

				questionnaire and evaluate the impact on each participant. When you have gathered all questionnaires filled in by participants provide a translation in English of open questions to the External Evaluator.	
6	October 2013	ALTC Module 6	- Evaluation_ALTC_training	<p><b>Activity name: Hot chairs</b></p> <p>After the EU ALTC in Austria, local groups will meet again for the last module of the Active Learning Training Course before the implementation of the EU roadmap of events. The time of this evaluation will therefore be different for each partner. Two chairs are placed in the front of the room; one is called 'Red chair' and the other one is called 'Blue chair'. The 'Red chair' represents good points of the meeting, and the 'Blue chair' the negative ones. One after another each participants goes in the front, facing other women, and sits first on the red chair and then on the blue chair (they can also change the order). While she sits on the red chair she is invited to tell positive sides of the meeting and while sitting on the blue one the negative ones (or the ones she liked the least).</p>	INT
6	November 2014	ALTC Module 7	- Evaluation_ALTC_training	<p><b>Focus group</b> - Evaluation of the overall training course/Evaluation of the roadmap of events (after the local cultural event)</p> <p><b>Topics for focus groups</b></p> <ol style="list-style-type: none"> <li>1. Local culinary event <ul style="list-style-type: none"> <li>• Feelings, thoughts</li> <li>• What have they learned</li> <li>• What aspects did they like the most and which the least. Why?</li> </ul> </li> <li>2. Overall evaluation of the training <ul style="list-style-type: none"> <li>• Feelings, thoughts, impressions</li> <li>• What aspect they like the most, which one the least?</li> <li>• What skills have they obtained?</li> <li>• Which of those skills do they think will be useful for their future?</li> <li>• How they can use those skills?</li> </ul> </li> <li>3. Intergenerational/Intercultural cooperation <ul style="list-style-type: none"> <li>• Thoughts, feelings, emotions about the group and cooperation</li> <li>• Did they learned anything new from each other?</li> <li>• What have they learned from women of different cultural background</li> <li>• What have they learned from women of different generation from their own</li> <li>• Do they feel that there been enough exchange/sharing among women</li> <li>• What meaning to this new established ties/connections have for them?</li> <li>• Do they want to keep in touch after the course?</li> </ul> </li> </ol>	INT
1.4.2	November 2013	ALTC Module 7	- Post-questionnaire for T1	The questionnaires (translated in each partner language) are to be delivered to participants of ALTC – T1. Use the evaluation questionnaire provided by the External evaluator (doc n° 1.4.2)	EXT

				and evidence the codes of each questionnaire as for the pre-questionnaire. When you have gathered all questionnaires filled in by participants provide a translation in English of open questions to the External Evaluator.	
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**Specific tools**

N° doc	Timeline	Activity/Module	Tool – Doc Title	Instructions	Internal /External evaluation
8	October 2013	European Active Learning Training Course (EU ALTC)	<i>Evaluation_EU_A LTC</i>	<p>The Internal Evaluator will conduct focus group and gather all material from other trainers who will do separate group interviews with women who will not be able to participate in common focus group due to language barrier.</p> <p><b>Guidelines</b> for focus groups/semi-structured interviews:</p> <ol style="list-style-type: none"> <li>Meeting <ul style="list-style-type: none"> <li>What was the best/worst part of the meeting?</li> <li>The most useful part of the meeting?</li> <li>What have they learned? How can they use it?</li> </ul> </li> <li>Book - Impression, thoughts about the process and product</li> <li>Intergeneration and Intercultural exchange <ul style="list-style-type: none"> <li>Thoughts/impressions on intercultural exchange between participants of different countries?</li> <li>Challenges faced?</li> </ul> </li> </ol> <p><b>Read carefully the document 8.</b></p>	INT

**Specific tools**

N° doc	Timeline	Activity/Module	Tool – Doc Title	Instructions	Internal /External evaluation
9	October 2013	<b>EU ROADMAP OF EVENTS</b>	<i>Evaluation_EU_Roadmap</i>	<p>Each partner distributes short questionnaires to be filled in by T1 &amp; T2. The main points should be written &amp; sent to P4 – Elan.</p> <p><b>Questionnaire:</b></p> <ol style="list-style-type: none"> <li>What I liked the most about the event?</li> <li>What I liked the least?</li> <li>What have I learnt?</li> </ol>	INT

Target addressed	T2				
N° doc	Timeline	Activity/Module	Tool	Instructions	Internal /External evaluation

5	January 2013	Training of trainers	<i>Evaluation_To T</i>	Trainers have filled in the evaluation tool .n° doc to evaluate the training of trainers based on peer learning.	INT
1.3	October 2013	Involvement of ALCE trainers	Mid-term and final trainers evaluation questionnaires	ALCE trainers will fill in the questionnaires twice during the project and send them to External Evaluator.	EXT
	October 2014				
9	October 2013	EU Roadmap of Events	Evaluation_EU_Roadmap	Each partner distributes short questionnaires to be filled in by T1 and T2. The main points should be written down and sent to Internal evaluator. Questionnaire: 1. What I liked the most about the event? 2. What I liked the least? 3. What have I learnt?	INT

<b>Target addressed</b>		T3			
<b>Specific tools</b>					
N° doc	Timeline	Activity/Module	Tool – Doc Title	Instructions	Internal /External evaluation
9	October 2013	EU Roadmap of Events	Evaluation_EU_Roadmap	'Box of Impressions' (We invite participants to write down their impressions on a small sheets of papers and put it into 'Box of impressions' that should be placed on visible spots).	INT
	October 2013	EU Roadmap of Events		The tool will be produced during the project.	EXT

<b>Target addressed</b>		T4			
<b>Specific tools</b>					
N° doc	Timeline	Activity/Module	Tool – Doc Title	Instructions	Internal /External evaluation
	September 2014	Dissemination Seminar		This tools will be produced during the ALCE project	EXT
				'Box of Impressions' (We invite participants to write down their impressions on a small sheets of papers and put it into 'Box of impressions' that should be placed on visible spots).	INT

## IV.2 PROCESS OF EXPLOITATION OF RESULTS IN ALCE PROJECT

Each moment of the project is a consequence of the exploitation of results from a previous period and it is structured in a 3 exploitation's phase:

- Training of Trainers (ToT) will result in the Active Learning Training Course – ALTC led by clear guidelines.
- Local and EU ALTC will result in the creation of a Book gathering women's intangible knowledge & in the creation of a roadmap of events disseminating their intangible knowledge to European Communities.
- Overall ALTC evaluation will result in development of:
  1. Pedagogical Manual with chapter on recommendations for validation of key competences acquired in non-formal context;
  2. Final Dissemination Seminar
  3. Development of In-Service Grundtvig Training Course (this may be developed after the end of the project).

During the first exploitation phase, from ToT to ALTC guidelines, signed by a strong follow-up of the ToT, trainers share their expertise and their research related to the needs of ALCE project, in particular ALTC training and needs of each local target groups (T<sub>1</sub>). Significant importance has been given to the methodology to be used during the ALTC and finally the evaluation process used to measure the impact of the ALTC on target groups. In this last part, the trainers were supported by project coordinators and by External Evaluator.

During the preparation of ALTC & guidelines, partners started a brainstorming and improvement of the structure of the book that will be developed by targets during the ALTC in each country. In this phase, it was important to structure the base in order to have uniformity of information that will be provided by each local group.

From the approved application of the project, one change was discussed and adopted by partners during the Kick-off meeting and it is related to the creation of the book. The book will be finalised before the EU ALTC. The latter will focus mostly on the creation of the EU roadmap of events. This knowledge will be exploited after the EU ALTC in Innsbruck, Austria, when each local group will gather again to prepare the local events.

All the experience of ALTC, EU ALTC and EU roadmap of events related to pedagogical approach will be transferred in the ALCE Pedagogical Manual that will be developed in 2014 and will promote non-formal learning contexts and recognition and validation of non-formal learning.

The Pedagogical Manual will be promoted during the Dissemination Seminar in Lithuania and then will be exploited for creation of an In-Service Grundtvig Training Course.

# ANNEX. PRACTICAL ACTIVITIES

## Warm-up activities:

### *Body warming up*

<b>Pedagogical objective:</b>	Start the day in an unusual way and getting good energy to work
<b>Time needed:</b>	30 min
<b>Suitable number of participants:</b>	No limit
<b>Material needs:</b>	Spacious room/outdoor, music
<b>Instructions:</b>	<p>Ask the participants to find their space in the room. Put a relaxing music and start with a warm up, awakening all the parts of the body.</p> <p>Then ask them to experience different way of walking:</p> <ul style="list-style-type: none"><li>- in water</li><li>- in honey</li><li>-in air, etc.</li></ul> <p>Ask them to feel the different ways the body moves. Then ask them to walk fast, very slow, very fast, etc. Then ask them to start looking at each other eyes while walking. After a while, ask them to stop in front of a person when they meet an eye contact and look at each other for at least 10 seconds. According to the group, you can play with more ways of walking, you can put a nice music and ask them to dance with the first person they have in front.</p>

## Gender issues activities:

### *Understanding Gender*

<b>References:</b>	La casa del'encuentro, Buenos Aires, Argentina <a href="http://www.lacasadelencuentro.org">www.lacasadelencuentro.org</a>
<b>Pedagogical objective:</b>	Sensitize women to gender issues, Raise awareness on gender based stereotypes and their influence on our lives.
<b>Time needed:</b>	30 min
<b>Suitable number of participants:</b>	App. 10
<b>Material needs:</b>	Sheets of paper, pens and markers.
<b>Instructions:</b>	<p>Participants are divided into small groups of three people. Then they are asked to draw three columns on the paper. In the first column they write all characteristics of men that they can remember, which can be either physical (e.g. strong, tall, short hair, etc.) or connected to personality (e.g. rational, confident, etc.). Next they do the same thing for women (in the right column). The middle column stays empty. They are encouraged to brainstorm in groups and come up with as many possible characteristics of each sex/gender as possible.</p> <p>In the following step they assess all the characteristics that they wrote down, they should think of each characteristic and ask themselves if it could also be the characteristic of the opposite sex (e.g. if in the column with men characteristic there is a trait 'strong', they should ask themselves 'Could also women be strong'? If the answer to that question is 'yes', they cross the word out, if the answer is 'no' and the characteristic only holds true for men (for example 'bald'), they should put it in the middle column).</p> <p>In the end they look at the middle column and see what characteristics are there. Usually there are only characteristics that are strictly connected to the physical aspects of the gender (for example - period for women). This is followed by a common discussion in which participants are encouraged to reflect about roles and characteristics that are socially assigned to them and the possibilities of changing the perception of those roles and stereotyping.</p>

## Heritage transmission activities:

### *Inter-culinary bazaar*

<b>Pedagogical objective:</b>	Allow learners to develop their knowledge sharing skills in a non-formal environment.
<b>Time needed:</b>	Several hours
<b>Suitable number of participants:</b>	No limit
<b>Material needs:</b>	Ingredients, cutlery and cooking implements, tables and chairs
<b>Instructions:</b>	<p>The event will be open to the public and aim to involve the local community. The learners will prepare the inter-culinary bazaar by deciding on which dish they would most like to present, based on criteria such as its importance to their local community or an emotional link they may have with it. If necessary they will prepare the food in advance, but if the cooking is simple or needs limited equipment it can be done in front of the public. First they will present their dish to the audience and briefly explain its history, ingredients and cooking method. Each community will have a table and guests will be able to go round tasting the food. They will be invited to consume it in the traditional way and to reflect upon the role of the food in communities. After the presentations, members of the public will be asked to intervene and to talk about the importance of food or one particular dish in their home community. Learners and public will also talk about the relationship between family and food and how they transmit culinary traditions.</p>

## Intercultural dialogue activities:

### *I tell you my name*

<b>Pedagogical objective:</b>	<p>Provide participants with a moment of self-reflection and self-training. This allows the individual to get a deeper insight and to discover long-forgotten or removed parts of themselves, to be an active, conscious, protagonist person</p> <p>-Learn to reflect on the self and on one's past experiences and recognise oneself in the others through common experiences.</p> <p>-Raise learners' self-confidence and find the necessary motivation to be more active in the process of integration in a new country and its culture.</p>
<b>Time needed:</b>	1.5 hours
<b>Suitable number of participants:</b>	6
<b>Material needs:</b>	flipchart, flipchart pens, coloured pens, meta planning cards
<b>Instructions:</b>	<p>In this activity, the participants are invited to share their personal story relating to their name, the history of one's name and its meaning. Information for the group follows the ground rules. The group should never express any judgement and at the end of the reading the person is thanked for the part of the self that they shared with the others</p> <p>On flipchart, participants will answer the following questions. Participants will work in pairs.</p> <ul style="list-style-type: none"><li>• Who chose your name and why?</li><li>• Does it have a meaning?</li><li>• Was it always like this or has it changed in/over time?</li><li>• Do you like your name?</li><li>• How do your relatives and friends call you? and on the moment of birth as it is/was narrated by the family?</li></ul> <p>Participant will feed back to the rest of the group and trainer what they have written.</p>

## Community Mapping

<b>Pedagogical objective:</b>	Provide participants with a moment of reflexion about their community and how they relate to it, allowing them at the same time to observe the ways in which others interact with the same physical space
<b>Time needed:</b>	1 h
<b>Suitable number of participants:</b>	No limit
<b>Material needs:</b>	Big paper sheets, A4 papers, colours, pens, post-it
<b>Instructions:</b>	<ul style="list-style-type: none"><li>- First half an hour: Ask each participant to draw her own city map pointing specific places:<ul style="list-style-type: none"><li>• Where you live</li><li>• Where you buy food</li><li>• Where you buy other material for you house</li><li>• Where you work (if you work)</li><li>• The school you bring your children (if you have)</li><li>• Religious places you attend (if you attend)</li><li>• Places where you gather for your social life (ex. friends' houses)</li></ul></li><li>• Second half an hour: give time to each participant to present her own map</li><li>- Make a debriefing about the different perceptions of the same city.</li></ul>

## Intergenerational dialogue activities:

### *Show and tell*

<b>Pedagogical objective:</b>	Allow learners to observe intercultural aspects of cooking and natural cures and to perceive their own traditions in a global perspective.
<b>Time needed:</b>	1.5 hours
<b>Suitable number of participants:</b>	10-12
<b>Material needs:</b>	An element related to curative or culinary traditions, chosen by learners, computer; projector; flipchart and pens
<b>Instructions:</b>	During the previous session, learners will create small groups based on one common element to their respective culinary or curative traditions (an object or implement, a spice or herb, a raw ingredient). They will prepare a presentation of this element, explaining its use in their respective cultures, its history, any emotional attachment they may have to it (family memories for example). The groups will be as mixed as possible (native + migrant women). They will be encouraged to use ICT in their presentations.

## Multiple discrimination activities:

### *Stickers on the forehead*

<b>Pedagogical objective:</b>	Introducing the concept of multiple identities and discrimination and encouraging reflection about stereotypes and the role of individuals within a group
<b>Time needed:</b>	20 minutes
<b>Suitable number of participants:</b>	No limit
<b>Material needs:</b>	Coloured stickers
<b>Instructions:</b>	<p><b>Part 1</b></p> <ul style="list-style-type: none"> <li>- Ask the participants to stand in circle and keep their eyes closed, then go around and put a coloured sticker on each person's forehead. Choose different colours, but make sure that some people have the same colour and one person is the only one with one colour.</li> <li>- The participants don't know what they have on their foreheads. Before asking them to open their eyes, tell them that they have to create groups instinctively but they are not allowed to speak. The first complete group has to scream. Give them time to go around and observe. They will gather in groups according to the colour and they will exclude the other colours.</li> <li>- Once they have finished do a debriefing moment to share and to reflect on the idea of inclusion and exclusion:             <ol style="list-style-type: none"> <li>a) Most of the time we tend to identify a person not as an individual but as a part of a group and most of the time we do it according to external aspect (ex. the colour of the skin),</li> <li>b) Reflection the instinctive aspect of including the ones similar to us and excluding those different</li> <li>c) Ask the person who was alone how she felt being excluded by all groups.</li> </ol> </li> </ul> <p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>- Repeat on another day (or in another part of the session). Again ask the participants to stand in circle with closed eyes. What you will stick now are stickers which have more than one colour (1 sticker with 2 colours).</li> <li>- When they participants open their eyes, they will be confused because now creating the groups will be less easy then before. Leave a person alone again (another one from the previous time).</li> <li>- Once they have finished, do a debriefing introducing the concept of multiple identities and discrimination. Reflect on the fact that people don't belong to one category only, but reality is more complex than categorizing one person in one group according to an exterior aspect.</li> </ul>

## Stereotypes

<b>Pedagogical objective:</b>	Realize the impact of stereotypes on both the one who is labelled and one who labels
<b>Time needed:</b>	45 minutes
<b>Suitable number of participants:</b>	No limit
<b>Material needs:</b>	Sticky labels big enough to carry the role name, chairs formed in a circle, flipchart
<b>Instructions:</b>	<p>Write stereotype describing words on the labels</p> <ol style="list-style-type: none"> <li>1. The trainer informs the participants that they will be engaged in role playing. Each participant will be given a role indicated by label affixed on the participant's back. The participant does not know her role. Possible labels: vegetarian, food (diet) conscious, fast food eater, fancy diner, technically-minded, old-fashioned, cost-conscious (saver), a big spender, unintelligent, professor, factory-worker, housewife, spinster, widow, lesbian, single mother, person with disabilities, person with conviction history etc.</li> <li>2. The trainer sticks a label on the participant's back so that she would not see the given role.</li> <li>3. Each participant will now stand up and move around the room as though in a social gathering where they are expected to engage in small talk with each and everyone.</li> <li>4. Each participant will treat the others based on their labels.</li> <li>5. After exhausting the opportunity to chitchat with one another in the allotted time (30 minutes), participants go back in the plenum, sitting in the formation of the big circle, for debriefing.</li> <li>6. The trainer tells the participants in the plenary session that the role play is over and asks the following questions:             <ol style="list-style-type: none"> <li>a. Could you guess the role given to you?</li> <li>b. How did you feel being treated the way you were treated?</li> <li>c. Was it easy to treat others based on the labels they carry?</li> <li>d. Was the stereotype on others' labels confirmed?</li> <li>e. Did you start to act the way you were labelled?</li> <li>f. Did participants with related labels cluster together?</li> </ol> </li> <li>7. The facilitator writes down the feelings of participants</li> </ol>

## *Story telling through objects*

<b>References:</b>	SDC - Swiss Development Corporation
<b>Pedagogical objective:</b>	Understanding values gaps, learning from others and innovating, making room for new ideas and boosting creativity.
<b>Time needed:</b>	1.5 hours
<b>Suitable number of participants:</b>	No limit
<b>Material needs:</b>	A large table for the display, a digital camera, a pin board, washing line and pegs.
<b>Instructions:</b>	<p>Objects for the display need to be collected before the activity – in a reasonably large organization, an e-mail can be send round a week before asking people to contribute. Before the start of the activity, objects need to be spread out on the table.</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Objects are laid out on a table from the beginning of the session, even if they are not used in the first part in order to elicit learners' curiosity.</li><li>2. Learners are then invited to look at the table and select an object that helps them tell a story about a moment in which they felt part of a community.</li><li>3. Learners are then formed into groups of three or four to share their stories.</li><li>4. The learners then either choose ONE story to develop or create a NEW story from the four different narratives.</li><li>5. Each group is then given a copy of the 7-Element Story Structure Template in order to condense and clarify their stories.</li><li>6. A member of the group tells the story to the rest of the learners.</li><li>7. The session concludes with a discussion about the themes that emerged through the storytelling.</li><li>8. A new display is curated with the objects that were used for the storytelling. The learners are photographed next to the objects they used.</li></ol>

## Social integration and cohesion activities:

### *Biographic Work*

<b>Pedagogical objective:</b>	<p>Through the process of telling other people (some of them probably belonging to another culture) about one's own life (characteristics such as name; opinions, experiences, etc.) biographic work might allow the participants not only to get to know each other very quickly, but also- by reflecting one's own life story- to find out a lot about themselves, and maybe to discover features or characteristics that they were not conscious about and that they can be proud of.</p> <p>Main key competences addressed: Communication in mother tongue, foreign language, interpersonal and civic competences, cultural understanding and exchange, self-reflection and research, memory activation, creativity.</p>
<b>Time needed:</b>	<p>It can be used as an icebreaker (then the duration for the activity is quite short and it would last half an hour more or less, depending on the amount of participants) or also as an introduction to a more thorough conversation and exchange on personal histories or family histories (especially the ones connected to eating and recipes). In this case it could last two hours.</p>
<b>Material needs:</b>	<p>No specific materials necessary; a poster with pertinent questions and a book with personal recipes of each participant which could be a good base for "activating" the participant's memory.</p>
<b>Instructions:</b>	<p>As participants are introduced to each other, they state their names. Names identify humans and humans identify themselves with names. Names are mediums for life stories.</p> <p>Biography work on the basis of one's own name shows the non-interchangeability of an individual. In this context, the participant's names can be the topic of a first warm-up conversation (meaning, origin, reason for having received the name).</p> <p>One of the following questions can inspire the participants to start:</p> <ul style="list-style-type: none"><li>• Do you like your name?</li><li>• Who gave you your name?</li><li>• How did your name influence your life?</li><li>• Did others change your name? Do you have a nickname?</li><li>• What kind of associations or expectations are connected with your name?</li></ul> <p>Another good way to get people talking about themselves and their family- story and traditions is to talk about food and the way different ingredients are used and cooked in the diverse cultures and families, and how eating together is celebrated within the family. Of course, this can change within one and the same culture because it often depends on family specific costumes.</p> <p>Memory is affected not only through things we hear and read but also and most specifically through our senses. Cooking and (collective) eating belongs to important elements in our lives. Talking about cooking recipes thus often leads the conversation to family traditions and the role of grandparents, parents, aunts, etc. within the transmission of culinary knowledge and the use of healing plants.</p> <p>Activity: Participants can be invited to remember how a special dish tasted when a person prepared it who has already died. They might experience that although all the ingredients used today are the same, it is often not possible to recreate that smell and taste, etc.</p> <p>Participants are invited to exchange cooking recipes and to talk about their origin, who had cooked this in the family, what the dish means in their specific culture, when it is served, etc.</p>

### ***Basic digital competences***

<b>Pedagogical objective:</b>	Training basic digital competencies for ideation for the Book on culinary traditions. Collaborative learning Learning by doing
<b>Time needed:</b>	3 hours
<b>Suitable number of participants:</b>	12
<b>Material needs:</b>	Computer room (at least 6 PCs) with internet access, multimedia projector, screen/white board, ICT primers (might be available from tele-centres, open access points or government/non-government organizations working in the field of e-inclusion.
<b>Instructions:</b>	Younger generation and older generation participants are paired to work at 1 PC  Digital topics to be covered: <ul style="list-style-type: none"><li>• Creating Gmail and Skype accounts</li><li>• Web search engines (Internet Explorer, Google Chrome, Opera, Mozilla Firefox etc.)</li><li>• Web search principles (search words, images, opening links, downloading and saving files)</li><li>• MS PowerPoint and MS Word toolbars</li><li>• Taking pictures with mobile phone and/or camera</li><li>• Uploading pictures onto PC</li><li>• Use Social media networks</li></ul>

### *Whose shopping bag?*

<b>Pedagogical objective:</b>	This exercise allows learners to transmit knowledge about their various cultural backgrounds, find common ground and reflect upon stereotypes.
<b>Time needed:</b>	45 minutes
<b>Suitable number of participants:</b>	10 and above
<b>Material needs:</b>	Flipchart, flipchart pens, coloured pens, several shopping bags or baskets; food items: spices, herbs, tinned and dried food, sweets, beverages etc.
<b>Instructions:</b>	<p>Learners are divided into groups of up to five people. In a shopping bag or basket there are different food items or cooking implements belonging to different culinary traditions, such as spices, a tajine, tinned or dried goods etc. Learners are asked to reflect upon who the bag could belong to, where the person is from, where he or she acquired the goods (creating a link with the mapping exercise), what he or she was intending to prepare. The groups then present their findings to the rest of the learners and exchange feedback. The facilitator/trainer creates a visual diagram showing where the various stories overlap and where they differ.</p> <p>-Questions to be asked:</p> <ul style="list-style-type: none"><li>- Did learners associate the items with the same cultural background?</li><li>- What reactions did they have to the items (surprise, disgust, interest)?</li><li>- What did they learn from each other about the different items (some learners may be more familiar with certain goods than others, etc)?</li></ul>