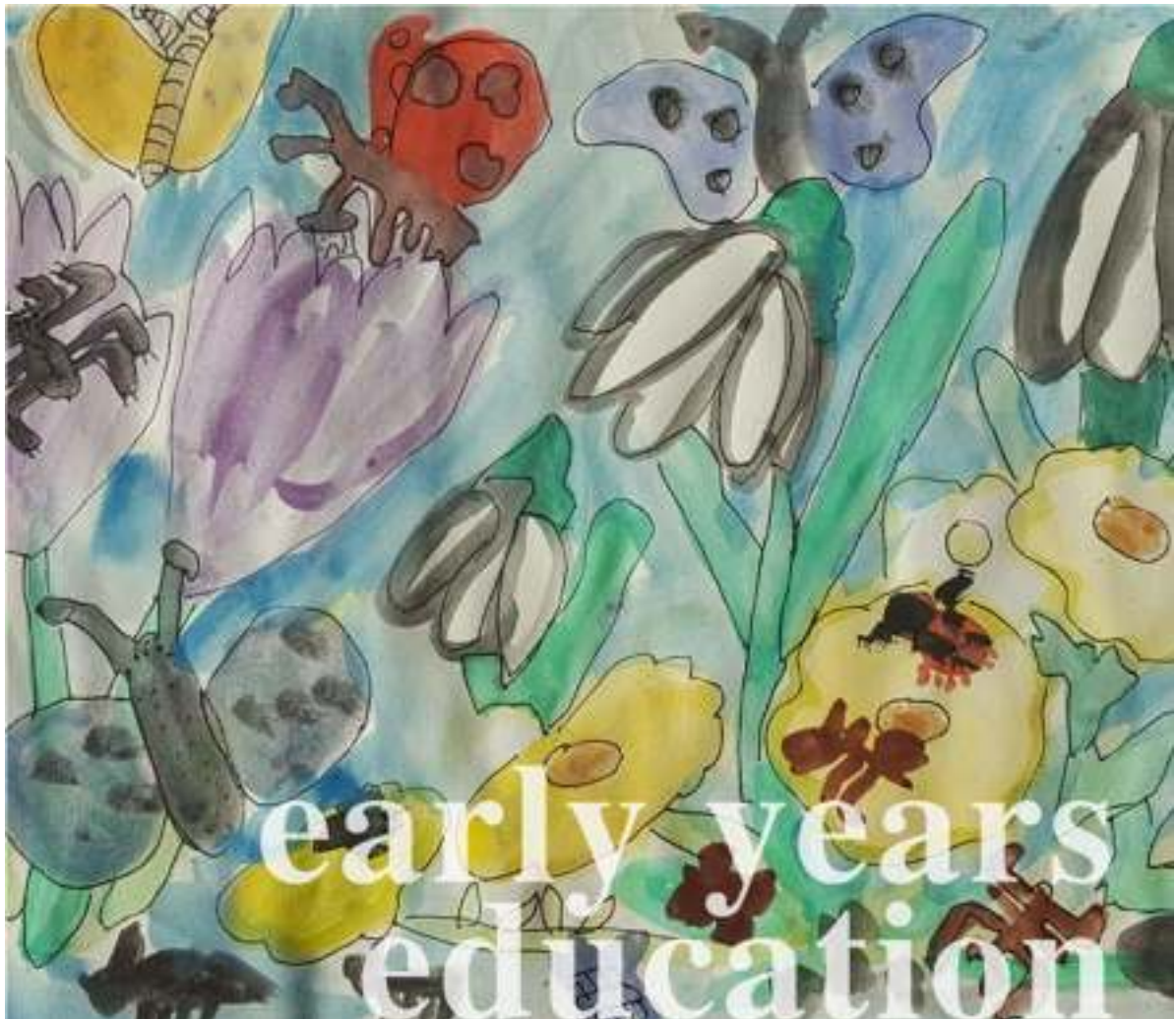




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Pre-departure and accompanying programme for International learning modules



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EYE – International Learning Module for Early Years Education

Summary of the project idea

“Early childhood education and care (ECEC) – the phase before primary education – is increasingly acknowledged as providing the foundations for lifelong learning and development. The earliest experiences children gather form the basis for all subsequent learning.” (European Commission)

This statement and the experience collected over the years led to the creation of the EYE consortium in 2017. Twelve partners from six European countries, who work closely with ECEC staff and ECEC settings, came together to develop and test a common training module for ECEC learners (VET and higher education level) in order to make the training for the future practitioners more attractive, interesting and international. The creation, testing, evaluation and dissemination phases happened from 2017 to 2019 within the framework of this pilot project.

Many of the project partners have a long-lasting and successful cooperation history. The innovation when building up the consortium was that each country was represented by two institutions: a training institution (e.g. university, college) and an organisation with expertise in mobility projects (e.g. language schools, NGOs).

The work of the consortium in more detail

As briefly stated above the aim of the consortium was to develop and test a common training module for ECEC learners in order to make the training for the future practitioners more attractive. This means that per country the consortium members created an **International Learning Module (ILM)** in Early Years Education (EYE). International educational modules **are elective** modules, which are structurally similar but thematically different for ECEC learners. These modules are implemented simultaneously in the participating institutions.

The EYE consortium describes in annex 1 the minimum standards the ILM should have.

All modules are recognized by the educational institutions and evaluated according to the same criteria. The learner acquires key qualifications as well as thematic and professional qualifications.

The module is underpinned by a **Pre-Departure and Accompanying Programme (PDAP)** that provides all the necessary support to the participants.

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In general, this project of cross-border competence development is intended to significantly increase the attractiveness of training in the area of early childhood education. Through the interdisciplinary approach (vocational and higher education) both areas are to benefit from the strengths of each other. Proven methods of intercultural and informal learning are intended to round off the development of the module and its implementation into everyday school life. In this way, this project is also intended to contribute to the improvement of learners' competences in the early childhood education in Europe.

a) **What does an *International Learning Module (ILM)* look like?**

Emotional learning and puppet theatre (Slovenia)¹

Brief description of the module:

The topic is integration of social sciences and art by teaching and learning of social-emotional skills with use of puppet theatre in early childhood education. Teaching and learning of social-emotional skills is essential for successful inclusion and socialisation of the child to social environment. Social emotional skills, especially emotional competences are also very important for social inclusion and school achievements. ECEC practitioners should promote learning and teaching of these skills through various methods. Drama play and creation of puppet performance are excellent methods for promoting students' abilities to perform, to understand and to learn about child's perception and to express various themes through performances for children. Puppet theatre performances have a long tradition at Faculty of Education University of Maribor. Students really enjoy and have fun in the creative process of preparing puppet performances. We're sure this module is an excellent opportunity for early childhood education students to experience how to teach children about important topics with innovative and creative methods.

Learning goals

Students will:

- actively communicate in the team and learn how to participate in common goals

¹ The programme of module is available in the annexes section

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- connect to each other, develop friendships
- get to know and master the process of performance from different points of view (directing, dramaturgy, design, music, acting, animation)
- produce puppets for the performance with use of various materials
- prepare an art creation and collaborate in team
- discuss various definitions of emotions and definition of emotions for preschool children
- write short scenarios for the performance
- use various modalities and animation
- prepare drama play with puppets
- perform drama play with puppets for the public performance.

Methodology

Methodology of learning experience will be based on practical work in workshops with different tools and materials, stage and scenery.

During the lectures, teachers will use method of discussion, e-learning (in Moodle), problem solving, demonstration and explanation.

During performance rehearsal students will be guided with method of animation and method of integration of various modalities e.g. singing, dancing, play.

b) Who participates?

During the pilot project phase both future core practitioners as well as assistants participated in the International Learning Module.

It is important to note here that the EYE consortium followed the distinction made in the Eurydice Report² between two broad categories of staff: 'core practitioners' and 'assistants'.

A core practitioner is an individual who leads the practice for a group of children at the class- or playroom-level and works directly with children and their families. Core practitioners may also be called pedagogues, educators, childcare practitioners, pedagogical staff, pre-school, kindergarten or early childhood teachers.

² Key Data on Early Childhood Education and Care in Europe – 2019 Edition
https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/ec0319375enn_0.pdf



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An assistant is an individual that supports the core practitioner with a group of children or class on a daily basis. The qualification requirement for assistants is usually lower than for core practitioners. In some cases, this means no formal requirements, while in others the requirement is usually for nontertiary vocational education and training or a short cycle of tertiary level qualification.

In the present publication, in order to make the text easier to read, we will refer to both core practitioners as well as to assistants as **learners**.

In total 54 learners undertook a mobility and about 80 learners participated in the module within their own country by welcoming the foreign learners and participating in the peer scheme set within the pilot phase.

The selection of the participating learners undertaking mobility was made by the sending institutions and was based on the criteria described below:

1) Essential criteria for student selection [stage one]:

Student must be 18+

Students apply for the project and want to participate in the project (the application form is already following)

Application to be made through Europass CV in English

Students will have a basic standard of English B1 (common European framework of reference for languages)

Possess a valid passport/ ID to travel

Students rank countries they wish to go to in the range of 1-6 (for application purposes only the first 3 options are considered)

2) If the number of applications exceed the available places the following criteria should be followed [stage two]:

Successfully completed Europass CV and Motivation Letter in English (in application form)

English fluency/ grade (for fluency – interview with appropriate teacher x 2 – including motivation, reliability, attendance, grades and social aspects)

Random selection

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c) The recognition of skills and competencies

During the pilot phase the consortium explored several possibilities to recognise the skills and competencies acquired by the learners involved in the project. Ambitious approaches faced obstacles like different requirements from the six education systems: <https://www.project-eye.eu/education-facts-through-out-europe/>

The consortium decided during this phase to record the knowledge and skills acquired in another European country in the Europass Mobility.

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Pre-departure and accompanying programme (PDAP)

In 2017 the EYE consortium created the project combining pairs of institutions per country and two broad categories of learners. During this creation process it became very clear that the mobility activities and the implementation in the education institutions needed to be based on something more – thus the **Pre-departure and accompanying programme** was born.

This need arose from the fact that

- the project equipped learners with no or little mobility experience.
- the ILM involved learners who undertook a mobility experience and those based in their own country involved in the peer scheme.
- the knowledge and skills have to be recognised by the sending educational body;
- the ILM should be, as much as possible, integrated in the curricula of the educational institutions.

During the development phase of the **PDAP** the EYE consortium identified core fields to be tested during the pilot project:

1. **ILM communication with the institutions**
2. **Language preparation**
3. **Preparation of the application documents (CV & cover letter)**
4. **Intercultural preparation: key cultural aspects of the hosting country and its early years education system**
5. **Pre-departure seminar**
6. **Final evaluation of ILM & PDAP**

1. ILM communication within the institutions

The International Learning Module for Early Years Education (IML – EYE) was a novelty in all the involved institutions, which meant that first stage learners had to be informed that they could participate in an **elective learning module abroad** or that they can enrol for a **peer-scheme** and welcome and accompany learners from abroad in their own college/ university.

Simultaneously all the relevant parties involved in the implementation and recognition of the IML

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had to be informed and a coordination team had to be created within the institution. With relevant parties here means headmasters; head of departments and teachers or other professionals involved in the delivery of the module.

The coordination team had to create a project communication plan determining who will be receiving the communication, how those people will receive it and how often they should expect to receive that communication. The financial aspects have to be clearly communicated at this phase. Such as, do the learners have to co-fund their participation? Are food expenses included in the ILM or do the learners have to cater for themselves?

For example, the FOS-BOS Traunstein in cooperation with the Staatliche Fachakademie Traunstein and Berlin-Kultur determined they would communicate the ILM to the learners attending the second year of the “Erzieher” training and also the “FOS” learners with the professional focus – social studies.

In a second stage, the project partners decided to deliver this information not only through the teachers in the classroom (language teachers were usually the most willing to spread the communication); the information board in the school wall, the webpage of all partners and the EYE webpage; but also through the organisation of an information session with representatives of the project partners and former participants of mobility projects (peer motivation).

As for the frequency of the communication this was on monthly basis.

The results of the communication plan were the participation of 13 learners in the mobility activities and 20 learners in the peer-scheme.

The consortium partners could of course use different channels of communication, but all of them had to set a coordination team and create a communication plan.

2. Language preparation

The participation either in the **elective learning module abroad** or in the **peer-scheme** in their own country and in the delivery of the module requires an intermediate knowledge of English. In the

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conceptualization phase the consortium partners realised that it was necessary to check if the combination or integration of the OLS (Online Linguistic Support)³ with real language courses would be possible and thereby support a project that depended so much on an intermediate English language level.

The necessity of this analysis was based on the empirical evidence collected by the organisations with expertise in mobility projects since 2014. They observed that the use of an online language course (i.e. OLS), especially for "disadvantaged" participants, does not lead to the desired results if this online course is not combined with classroom offers. In line with this experience, the consortium conducted an in-depth study of OLS and the possibilities of linking it with present elements under the direction of the language school "Foyle International".

a) Background

Foyle International's English as a foreign language (EFL) teachers⁴ familiarised themselves with the OLS platform and content and were encouraged to use the digital resources to augment and supplement the existing face-to-face programme.

The aims of the testing were:

- To improve the participant's ability to communicate effectively at school through the medium of English and
- To prepare participants culturally and socially for living, studying and working in their destination country.

The teachers reported on how the OLS for English language tuition fell short in providing the possibilities to meet the aims above. This was due, amongst other things, to inadequacies in preparing students within their specific vocational fields; imbalanced preparation across the linguistic skills; insufficient and/or inaccurate teaching of pronunciation and little, if any, real interaction with tutors or teachers. All of these resulted in a course which was not student-centred and which promoted little in the way of student engagement.

³ Online Linguistic Support - <https://erasmusplusols.eu/en/>

⁴ See Annex 3 – Report Kelley Proctor and Therese Lafferty on OLS



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It was therefore hoped that by combining the OLS courses with face-to-face tuition before departure, more value could be gained from it.

b) Methodology

Using the face-to-face syllabus, teachers looked for OLS content that would support, supplement or augment classroom activities and learning objectives.

After mapping OLS resources to the face-to-face syllabus, teachers attempted to write lesson plans that allowed for the use of the OLS during class time.

c) Results

It was found that it was very difficult, as well as time consuming, to match resources from the OLS to the classroom syllabus. This is because:

- the OLS materials were generic in nature and did not have any specific vocational slant as the face to face classes provided for
- it was difficult to find OLS materials that would match to the a) the emergent curriculum and b) individual linguistic needs of the students, both of which are provided for and are the key advantages of the face-to-face course
- Many activities were designed to be completed individually – this meant that in effect classroom time was being used for activities that took away from the project-based and collaborative learning nature of the face-to-face course.
- OLS materials were useful in instances when they did align in some way with the face-to-face curriculum (e.g. a grammatical point that had arisen during class)
- OLS materials, while not necessarily matching the face-to-face syllabus, did allow for some practice and language study to be set as homework assignments.

d) Suggestions

OLS platform could be integrated very successfully into a face-to-face programme which would provide for a *blended course of learning* that would fully integrate relevant content in a way that is cohesive - but it is difficult to do so in its current form.

By updating the digital resources on the OLS and integrating their learning objectives with face-to-

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face provision, not only would the advantages of the face-to-face course be maintained (see report attached from Kelley Proctor and Therese Lafferty), but students would be allowed access to extra digital learning content which could take place prior to, during and after their placements.

Combining both an online and face-to-face element would provide for greater relevance and student engagement and reflect better the way that courses of learning are designed and offered nowadays.

e) Language preparation without OLS

The findings of Foyle international and the fact that many education institutions didn't have access to OLS licenses led most of the partners to use their own resources by including English teachers in the project coordination team. These were responsible for the integration of themes relevant to the ILM in the English classes: e.g. CV & cover letter, the early years education system across Europe and also for motivating learners to communicate in English in every possible occasion.

The competence level reached by the learners was based on self-evaluation using the self-assessment grid of the Common European Framework of Reference for Languages.

On top of the linguistic preparation organised in the home country by the educational institutions the organisations with expertise in mobility projects offered language animation to the learners. In the annex section there are examples of activities that can be performed with learners to improve their English knowledge and to motivate them to learn basic vocabulary of the hosting country.

These activities not only complement the pre-departure linguistic preparation (classroom, learning Apps) but also achieve very good results since they are usually fun.

3. Preparation of the application documents (CV & cover letter)

Many of the learners are not experience with the preparation of the application documents in their own native language; therefore, to prepare these documents in English is even a bigger challenge.

This being the case, the consortium recommends that these should be prepared with the support of the sending institutions. During the pilot phase there were two approaches:

- the educational institutions included the theme in the curriculum of the English lessons and the whole class worked with the Europass CV and cover letter and learned how to present

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- their skills and qualifications effectively and clearly
- the organisations with expertise in mobility projects delivered extra workshops to the learners on how to properly write an application

In both approaches the used European reference instruments were Europass CV, Europass Cover letter and Common European Framework of Reference for Languages - self-assessment grid.

All these documents are found online at <https://europass.cedefop.europa.eu/documents/curriculum-vitae>.

4. Intercultural preparation: key cultural aspects of the hosting country and its early years education system

For the learners to participate in an international project is an incredible opportunity but is also a challenge.

To host international learners or to go abroad often proves to be a challenge, as the participant has to face a new culture, lifestyle, customs and traditions, values and principles, stereotypes and prejudices towards others. Often the participants must face a different language and have little knowledge of the educational system of the hosting country. In some cases, this is the participant's first experience abroad and/or the first time they have to manage their lives outside their family environment. Therefore, it is necessary for the participants to be well prepared prior to their departure, so they are able to face, in the best way possible, the international project. The preparation of the participants does not finish with the preparation at school or pre-departure seminar, but has to be continued by the learners themselves. They should prepare independently for the stay abroad – e.g. a Portuguese “educator” student who goes to the North of Ireland can learn nursery rhymes before travelling. This not only enhances language learning but also helps the learner easily interact with children in the North of Ireland.

Alongside the individual learning a structured intercultural preparation has to be delivered by teachers from the schools/ universities and trainers/ experts in mobility projects.

Particular attention should be focused on:

- key cultural aspects of the hosting country, life and work styles: this information should help the

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learner to easily overcome any feelings of home-sickness while he/she is settling into the new environment, and should also help the learner to understand, respect and interact with the hosting country's culture;

- Key elements of the host country's education system and qualification requirements for core practitioners and assistants⁵
- participants' expectations, needs and fears;
- pre-departure activities to fight stereotypes and prejudices (e.g. role-play games and simulations) as to create a trusting atmosphere among the participants and all involved organisations by stimulating the participants' participation in the project.
- action and activities to facilitate team spirit in the group of participants as well as, trust towards all the actors involved in the project and training programme.

5. Pre-departure seminar

As soon as the selection of participants is done the structured intercultural preparation has to be put into place. This is run for a length of time that will depend on the resources of the sending organisations: e.g. manpower; ability to include elements of the intercultural preparation in regular classes; cooperation with training organisations.

The EYE consortium recommends however, based on the experience collected during the pilot phase, that this runs for at least 3 months. A milestone in the structured preparation phase is the pre-departure seminar.

An example of the programme used during the pilot phase of the EYE project can be found in the annex section. All the consortium partners respected the same structure and it is important that the learners are informed about:

- The Erasmus+ programme and the project itself. This enables the participants to understand better the information already given in the communication phase as well as the project context;
- The travel information:
 - a) when the travel is pre-organised: modalities and timetables

⁵ This element of the structured intercultural preparation has to be adjusted to the specific professional sector



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- b) if the travel has to be organised by the participants: information on funds available
- c) arrival time and place where the hosting partner will collect the participants;
- ILM timetable and ILM specifications. This allows the participants to know what to expect and what to prepare.
- The contract, training agreement (which they will sign). Please note that budget and insurance issues have to be explained in a clear and transparent way and the learning outcomes set in the agreement should be attainable.
- Practical information relevant for the stay abroad. The hosting organisations prepare a “welcome letter”⁶ in which **at least** the following information is clearly specified: accommodation address; referent people and roles; telephone and emergency numbers; how the local transport is organised, and material needed.

During the pre-departure seminar the trainers have also to work with the learners on the intercultural and interpersonal dimensions in order to:

1. develop interpersonal understanding;
2. acquire tools to adapt to a new environment and culture;
3. discuss on intercultural learning;
4. raise awareness on personal and professional development during an international project;
5. recognize the competences acquired through an international project;
6. strengthen the non-formal learning results.

Here are examples of the methodology used by the EYE consortium:

0. Icebreaker

In order to break the ice, participants are asked to say their name and explain the story behind it (why did their parents give them that name).

Note: This can be replaced by any other energizer-ice breaking activity.

⁶ See Annex 5

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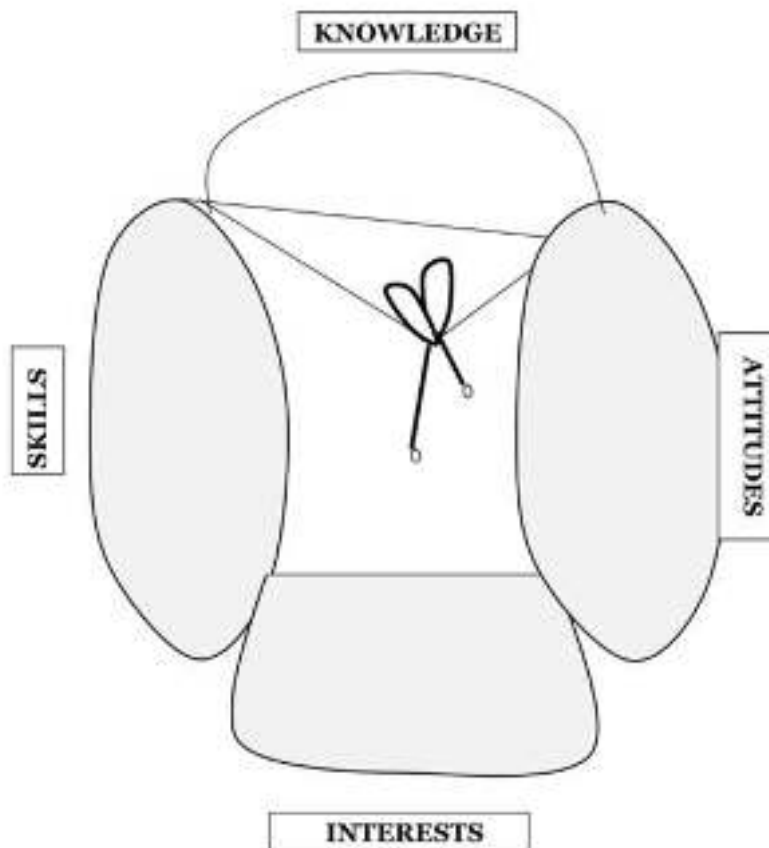
1. The backpack

Before the activity you need to prepare (print out) a backpack for each participant with his/her name on a handle.

Distribute the backpacks and ask the participants to fill in the three different parts on skills (hand), attitudes (heart), knowledge (head). If needed, you can explain the difference between the three concepts.

Within 5-10 minutes participants reflect on their own competences and what they are bringing with them. Then they are put in pairs and they share with each other their backpacks.

During closure and group discussion, it is crucial to highlight that when doing a mobility experience we also bring with us our stereotypes, background education, personality, etc.



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2. Blind activity

Participants are asked to leave the room where they did the first activity and while they put on their **blindfolds**, trainers change the place of furniture in the room. Participants are asked to re-enter back into the room in silence (very important!) and for several minutes they have to explore the new environment while being blind.

Trainers can put some music during the exploration phase.

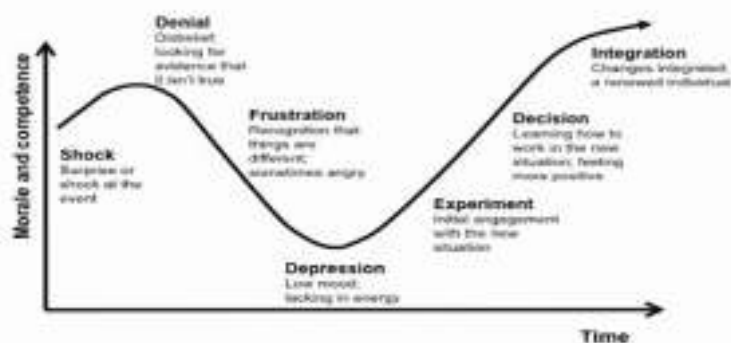
Then, they can uncover their eyes, and debrief in plenary on how they felt.

Some questions can be asked during the debriefing. Ideally the first set of questions should be descriptive and then introduce a set of questions that gets into emotions, attitudes and learning.

- What happened?
- What did you do?
- How did you feel?
- How did you react in front of obstacles?
- Were you afraid /confident?
- What can you learn from this activity?
- How is this related to the international project you are about to experience?

Finally, while discussing in the debriefing you can bring some inputs such as showing the Kubler-Ross change cycle, the iceberg model, etc.

The Kübler-Ross change curve



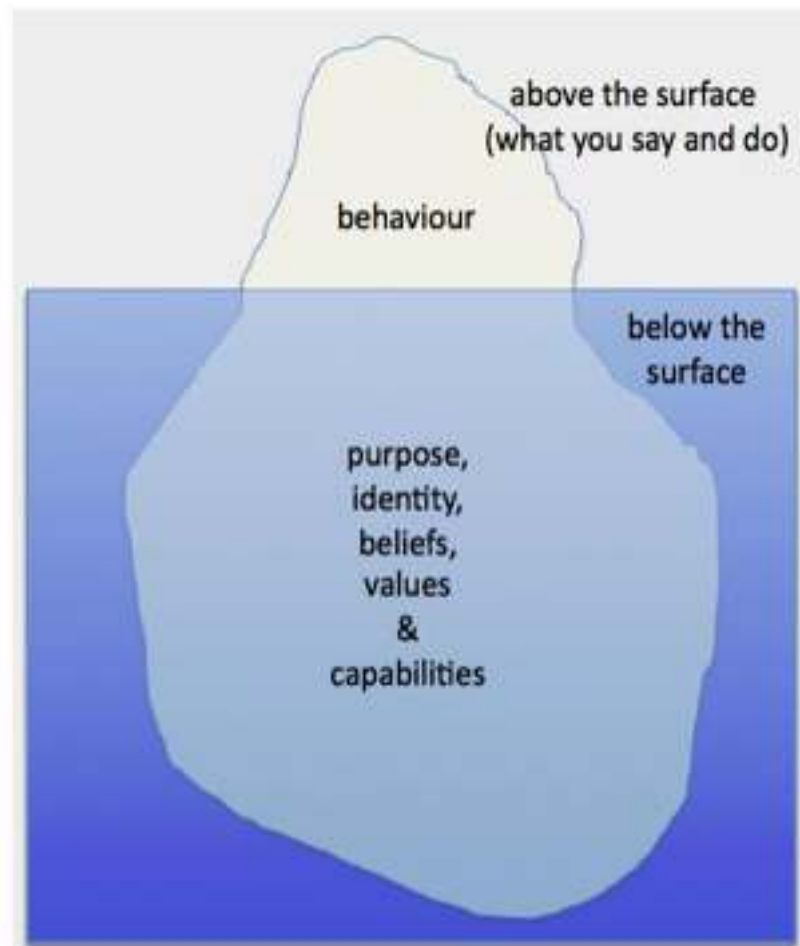
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3. Storytelling on mobility project

A trainer and an ex-participant explain (using the storytelling method⁷) the project the learners are about to take part in. If needed, the ex-participant can be online via Skype.

Note: If you cannot reach an ex-participant, you can use the stories from several online Blogs, e.g. <https://www.na-bibb.de/stories/> printing the first sentences of some of the testimonies asking participants in pairs to complete the story. After the presentation, hand out the “real” story and discuss with participants if that is what they expected and if they believe/want those things to happen to them and what is needed to make it happen.

4. The river of competences

The trainer introduces the notion of competence and the difference between professional and personal competences. Then, participants are asked to draw a river where they should name/draw the competences they expect to acquire through their international project.

They can also draw who is going to help them in that process and the challenges they may encounter.

They have approximately 15 minutes to draw their own river (symbolizing their mobility activity), and then they share in the plenary or in pairs (depending on the size of the group).

5. Evaluation-Closing

The evaluation: the trainer can ask the participants to first assess the session by giving one word on how they feel (happy, enriching, boring...). The trainer can pick up on the most relevant words and elaborate a little bit on that.

Then the trainer should ask participants what they have learned and which competences they have acquired and which aspects they feel more aware of in front of their upcoming mobility experience.

Examples of questions:

⁷ Storytelling is the conveying of events in words, and images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. The term 'storytelling' is used in a narrow sense to refer specifically to oral storytelling and in a looser sense to refer to narrative technique in other media. (source: Wikipedia)



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- Was this session valuable for your upcoming participation in the ILM?
- What have you learned about yourself?
- Which competences have you acquired?

(These questions are crucial for the report of the session).

Before doing the closing, facilitators give links with website, blog and social networks of EYE project .

The closing should be symbolic and not time consuming: for instance, asking participants to join hands in a circle, turn around and leave the room.

6. Final evaluation of ILM & PDAP

One of the objectives of the consortium during the pilot phase was to observe which changes and progresses the learners (the ones who undertook mobility activities and the ones enrolled in the peer-scheme) experienced. We realised that participating in an international project triggers a complex and complete development in which the participants can learn, improve or develop new competences; keep clearly in mind the objectives of the experience; complete the training and educational experience; improve the technical and professional competences; evaluate the personal and professional development.

For every participant the international project should be, integrated into the personal and professional development. For this reason the consortium recommends that in the future the participants who decide to participate in similar international learning modules have to set his/her personal motivational goals, so that the analysis of his/ her progress becomes easier and the skills and knowledge acquired can be simply conveyed in the Europass mobility.

A second objective of the consortium was to evaluate if the implementation of the learning modules and the **pre-departure and accompanying programme** has been successful or how similar projects in the future can be improved.

The methodology used among the partners for the evaluation was the same.

The final evaluation took place at the end of the ILM (usually final day of module activities). Normally

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this evaluation is carried out as a group meeting with the representatives from the hosting organisations. The used methods though, can vary according to hosting organisation and the group characteristics and typology. For this evaluation it is essential for the participant to fill in an individual monitoring form⁸ to be collected and recorded, possibly accompanied by a dynamic, graphic, verbal and non-verbal group evaluation⁹. Even the results of the group evaluation must be recorded as a useful element for the project's final evaluation and participant's development evaluation.

During the pilot phase the consortium partners also concluded that for the future it would be useful to add an ex-post evaluation, which is ideally organised as a group meeting, at least two months after the return to the origin country. If the meeting is not possible, the participants will be sent a questionnaire by e-mail to be returned to the organisations involved in the project. Sometimes, in an informal way, some organisations e-mail the participants directly, asking them for a post-evaluation analysis of the international learning module and their future plans (follow up).

In this phase it is useful for the organisation involved in the project to coordinate themselves, in order to organise a coherent and harmonic ex-post evaluation. This is also helpful for the planning of any follow up actions.

⁸ See Annex 6 – Questionnaire final evaluation

⁹ See Annex 7 – Examples of group evaluation



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Annexes

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Annex 1. The standards of EYE ILMs

Note: the green fields are the minimum standards for the module

The green items e.g. **Team building workshops** are compulsory but free on the implementation

The other fields are elective

	1	2	3	4	5
Pre-departure					
Publish the opportunities details online for the students to choose (accommodation/ job shadowing/ project work, etc.)			X		X
Co-construction of part of the hosting programme by the outgoing students. The outgoing students suggest learning topics that they would like to deepen/ learn more about. The suggestion are done online up to x days to the start of the programme.			X		
Social networking (Blog/ facebook groups) all through the learning modules. It's set before arrival and is a tool for preparation.			X		

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Linguistic preparation (before arrival/ tandem)					X
Pre-departure preparation of one topic (integration, resilience)	X				
During the stay					
Host families/ local students accommodate the students from abroad		X	X		
Peer scheme (1 foreigner student + 1 local student)		X	X		
Welcome session with local logistics	X		X	X	X
Team building workshops (ice-breakers/ music/ dance/ outdoor activities/ art expression/ physical activities, etc.)			X		X
Students to present information on the education system of each <i>country</i>	X				X
Tour of the city					X
Introduction of the hosting organisations (school + intermediary organisation)					X

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Group activities during the weekend				X	X
National day/ evening (presentation of the culture of the sending country to the locals of hosting countries)			x	x	
Setting visits (Kindergarten, nurseries, creche, primary school)	X	X	X	X	X
Job shadowing	X	X			X
Lessons on the module topic by the hosting school	X	X	X	X	X
Workshops prepared by the local students			X		
Workshops on the module topic				X	
Visit to best practice settings				X	
Language glossary developed by students (basics to be used with the children in the hosting country)	X				
Personal learning diary			X		

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Reflexion on the setting visits and link to individual topics					X
Students to present report on personal/ professional learning in the hosting countries (local stakeholders can be invited). Presentations have to be uploaded in the website.				X	X
Allocation of a working day to prepare the final presentation					X
Evaluation in the hosting country (post/ PPP/ picture)	X				
Free time					X
Upon return					
Evaluation by students in the sending country after return	X				

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Annex 2. Schedule of the ILM in Slovenia

Emotional learning and puppet theatre (1st week)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning		9.00 – 11.00 Welcome session with local logistics, introduction of the Faculty of Education 11.00 – 11.30 Break 11.30 – 13.00 Lectures: introduction of the module, emotions in early childhood	9.00 – 11.00 Lectures: perception of emotions, teaching about emotions in EYE 11.00 – 11.30 Break 11.30 – 13.00 Workshop 1 (team building)	9.00 – 11.00 Excursion 1: visits of the kindergarten, job shadowing (2 students per group) 11.00 – 11.30 Break 11.30 – 13.00 Lectures with Workshop 2: Preparation of the text for the performance	9.00 – 11.00 Lectures with workshop: preparation of the text for the performance 11.00 – 11.30 Break 11.30 – 13.00 Lectures with Workshop 4: Preparation of the text for the performance	9.00 – 11.00 Lectures about puppets production 11.00 – 11.30 Break 11.30 – 13.00 Workshop 5: Puppets production	10.00 Puppet performance in the Puppets' theatre 12.00 Guided visit of the Puppets' theatre (best practice setting)
Afternoon	Arrival Pick Up in Maribor (train station or bus station) Guide to Accommodation	13.00 – 15.00 Lunch time 15.00 – 17.00 Free time – colleagues together (1 foreign student+1 local student)	13.00 – 15.00 Lunch time 15.00 – 17.00 Tour of the city	13.00 – 14.00 Lunch time 14.00 – 17.00 Workshop 3	13.00 – 14.00 Lunch time 14.00 – 17.00 Preparation of the performance (dramaturgy)	13.00 – 14.30 Lunch time 14.30 – 17.00 Workshop 6: Puppets production	Lunch time
Evening	18.00 Welcome at dormitory and welcome dinner	Free time	Free time	Free time	Free time	Free time	18.00 – 20.00 National day/ evening (presentation of the culture of the sending country to the locals of hosting countries) at ZNI

first week

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Annex 2. Schedule of the ILM in Slovenia

Emotional learning and puppet theatre (2nd week)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning	Trip to Pohorje – local ski resort (optional)	9.00 – 11.00 Lectures puppets production 11.00 – 11.30 Break 11.30 – 13.00 Workshop 7: puppets production	9.00 – 11.00 Lectures production preparation 11.00 – 11.30 Break 11.30 – 13.00 Workshop 9: rehearsal for the performance	9.00 – 11.00 Lectures production preparation 11.00 – 11.30 Break 11.30 – 13.00 Workshop 11: rehearsal for the performance	9.00 – 11.00 Lectures production preparation 11.00 – 11.30 break 11.30 – 13.00 Workshop 13: rehearsal for the performance	9.00-11.00 Performance at Faculty of Education for students, teachers and children from kindergarten (40-50 children with kindergarten teachers) 11.00 – 11.30 Break 11.30 – 13.30 Meeting and reflection of the module, students' presentations of their reflection (ppt/visual presentations of pairs' reflections).	
Afternoon	Free time	13.00 – 14.30 Lunch time 14.30 – 17.00 Workshop 8: puppets production	13.00 – 14.30 Lunch time 14.30 – 17.00 Workshop 10: rehearsal for the performance	13.00 – 14.30 Lunch time 14.30 – 17.00 Workshop 12: rehearsal for the performance	13.00 – 14.30 Lunch time 14.30 – 17.00 Workshop 14: final rehearsal for performance	13.00 – 14.00 Lunch time 14.00 Free afternoon	Departure
Evening	Free time	Free time	Free time	Free time	Free time	Free time	

second week

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Annex 3 – Critical analysis of OLS

During the week of 7th - 11th May 2018, Kelley Proctor (Academic Manager, Foyle International) and Therese Lafferty (Academic Administrator, Foyle International) logged on to the OLS for Erasmus students, and here are a summary of the main points notes noted vis-à-vis face-to-face language training.

We also asked for feedback from an English language student who had not seen the programme before. This report applies to the English language programmes on the OLS, but may also apply to others.

Listening and comprehension tasks

- It appears to follow the CEFR and includes many topics and items typically found in an English language course book however
- the content in the listening activities often lack context and tend to be out-dated
- listening texts are presented using a very narrow range of accents
- listening comprehension questions tend to follow the same (predictable) format, which is not useful in terms of language acquisition and would have the tendency to become monotonous.
- while topics are relevant/useful for *some* vocation / work situations, for other students, much would be irrelevant and not prepare them linguistically for work in their specific area. It may also lead to student dis-engagement.
- the topics which would match a student's vocational / work area, are still presented in a way which does not allow for realistic context to be established, and does not allow for any personalised engagement with the material.

Pronunciation

It is noteworthy to have included a pronunciation section with a recording playback feature, however it is extremely limited and parts of it flawed:

- Only tests single word pronunciation, throughout the levels. While this is needed to a degree, studies have found that students actually struggle with understanding words within natural flow of speech as the pronunciation of a word by itself and within a sentence is often very different.
- After mis-pronouncing words, they were still marked as correct. This would contribute to communication problems in real life and student confidence and confusion.



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- When words were mis-pronounced and detected as so, there was no feedback on why or how it could be correctly pronounced. (i.e. why the sounds they are producing are wrong and how they can physically produce them correctly).

Speaking

While there are opportunities to attend live sessions hosted by a language teacher, these are proportionally low compared to opportunities for grammar and listening practice. In the two sessions observed, attendance was low (two students) or negative (no students) and both sessions had connectivity issues which meant the teachers left. In the first, the two students remained and talked to each other but no opportunity was available for them to receive feedback.

Testing section

Answers are marked right or wrong while students are completing the test but there is no explanation given as to why answers are wrong when they are – so there is no feedback to point the student in the direction of the right answer.

There is no summary at the end of the test to remind students which answers were incorrect, meaning that students would need to take a note of the result of each question as they progress through the test in order to be able to go back to the relevant section to re-study, without learning from their mistakes.

Other

No reading practice other than reading that takes place when presenting other language (grammar, vocabulary)

No writing activities, classes or practice is provided for on the OLS.

Language presentations, when there, are not engaging nor context specific.

Summary and Advantages of Face-to-Face Classes.

1. For the majority of students going abroad, one of the main linguistic objectives cited is to improve language from the point of view of listening, pronunciation and speaking. While the

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OLS does provide some practice, for the reasons outlined above it is highly recommended that students attend live, face-to-face classes, ideally during an orientation week (before attending the ILM and within the destination country) so as to gain proper practice in listening, speaking and pronunciation, essential for their engagement and success on their Erasmus programmes.

2. Face-to-face tuition includes an individual needs analysis which is designed to elicit the relevant language (vocabulary, functions) and skills needed to perform within the work placement. These are then taught *using relevant contexts* which help prepare students to participate more and benefit more fully from their placement.
3. Face-to-face tuition provides practice in each skill and sub-skill (speaking, listening, reading and writing, proportionally relevant to the placement needs of each student. The OLS does not provide for learning / practice in each skill.
4. Courses held in the destination country have the added advantage of preparing students culturally for the specifics of local life and work.
5. (Linguistic) Preparation for studies, work and orientation to local life takes place by using more relevant language acquisition methodologies (including adaptive, CLIL and project/task-based learning) than those used on the OLS. Being flexible, these provide relevant language practice, correct context and promote learner autonomy, which is vitally important for students to continue learning and using the language when attending the ILM.
6. The face-to-face course, delivered by local tutors with local knowledge, prepares the students not only linguistically, but also vocationally and culturally for the learning stay in the destination country and within their chosen sector and organisation.
7. Face-to-face tuition provides the students with a change to meet, learn and gel as a group, under the guidance of a language tutor to whom individual students can have recourse to for any language questions/problems they may have over the course of their stay.
8. During a face-to-face course, students can be advised about formal certifications of language levels provided by examining bodies such as Language Cert and about which they often have questions. Many students, having spent time improving their language, then wish to take an official test to certify it.

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Annex 4 – Pre-departure seminar programme

Date	
10:00 – 10:30	Welcome and Ice breaker
10:30 – 11:00	Erasmus + - EU's programme to support education, training, youth and sport in Europe
11:00 – 11:30	Expectations towards the project <ul style="list-style-type: none"> • The backpack
11:30 – 12:30	Life Cycle of the project <ul style="list-style-type: none"> • Terms and conditions • Practical aspects: travelling; insurance: etc.
12:30 – 13:30	Lunch break
13:30 – 15:30	Life Cycle of the project (continuation) <ul style="list-style-type: none"> • Linguistic support (e.g. OLS/ language activities) • Erasmus+ contract: rights and duties • The learning agreement (debate about the learning outcomes the learner is expected to acquire during the exchange) • EU-Questionnaire; Europass Mobility & To Do List
15:30 – 16:00	Intercultural activity
16:00 – 16:30	Erasmus+ Quiz and feedback of the group on the seminar <ul style="list-style-type: none"> • Time for questions
16:30 – 17:30	Country Specific preparation – Parallel sessions (This is to be made in small groups. Only the learners going to a specific country attend this session) <ul style="list-style-type: none"> • key cultural aspects of the hosting country, life and work styles • Signing the Erasmus+ contract and learning agreement

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Annex 5 – Welcome letter (The Portuguese example)

Hosting training exchange programs in Leiria, Portugal
"One's destination is never a place but a new way of seeing things."

Welcome

Dear participant,

We are doing our best to make sure that you have a great learning experience here in Portugal... and with great learning comes great fun!

Nevertheless, in order for you to make the most of this opportunity, we'll need to work together. Not everything will be perfect, as you might thought it would be; maybe we'll surprise you in some aspects; but in the end, the way we communicate and the way we reflect on our experiences, is really what can make a difference. So, the first thing we'll ask you, is to prepare yourself quietly for the 2 weeks that are coming: 1) first of all take care of the essential things that are described on this letter; 2) secondly, prepare yourself to reflect and share your expectations, emotions, problems and achievements.

During your stay here, we'll try to work this out, but please come with an open mind, with a mind ready to think, share, communicate. Remember that the first essential piece of this training experience is YOU!

Have a nice journey. I'll see you in Leiria!

Francisco Lontra, Ludotempo - APB



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Hosting training/ exchange programs in Leiria, Portugal
"One's destination is never a place but a new way of seeing things."

CONTACTS

"Ludotempo - Associação de Promoção do Brincar" contact information

Name of the organisation: Ludotempo - Associação de Promoção do Brincar (short name: Ludotempo) - Translation: Time to Play - Association for promoting Play

Address: Rua da Capela, 23, 1E

City: Leiria

Postal code: 2415-302

Country: Portugal

Web address: www.ludotempo.pt

Facebook address: @embaixadoresdobrincar

E-mail address: ludotempo@gmail.com; eye.ludotempo@gmail.com

Contact person: Logistics - Lúcia Pedro: +351 913045401

Hosting programme: Francisco Lontro: +351 966530189

Emergency phone (available 24/7): Francisco Lontro: +351 966530189 (also uses Whatsapp)

Escola Superior de Educação e Ciências Sociais de Leiria contact information

Name of the organisation: Escola Superior de Educação e Ciências Sociais de Leiria - Instituto Politécnico de Leiria (short name: ESECS). Translated: School of Education and Social Sciences

Address: Rua Dr. João Soares

City: Leiria

Postal code: 2411-901

Country: Portugal

Web address: <https://www.ipleiria.pt/eseccs/>

Facebook address: @ESECS.IPLeia.Oicial

E-mail address: eseccs@ipleiria.pt

Contact person: Maria Isabel Dias, isabel.dias@ipleiria.pt

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Hosting training/ exchange programs in Leiria, Portugal
"One's destination is never a place but a new way of seeing things."

Hostel where you are going to stay

Designation: Most Art Boutique Hostel

Address: Largo Infância 7, n.º 11A

City: Leiria

Postal code:2410-111

Country: Portugal

Web: <https://www.mostarhostel.com/pt-pt>

Facebook address: @mostarthostel

E-mail address: helio.marques@mostarthostel.com (Hélio Marques, manager)

Telephone contact: +351 913 860 575

GETTING TO LEIRIA

The best way to get to Leiria is by bus. If you are travelling by plane to Lisboa, you can follow these instructions:

- 1) get the **aerobus number 2** at the airport; your **destination is "Sete Rios - Terminal Rodoviário e Ferroviário"** (if you buy a two way ticket you'll get a discount - you'll get it for €5,40 - you can use this ticket during all day, as many times as you wish)
- 2) Get the bus to Leiria, and inform us by whatsapp. You can check schedules here: www.redo-expressos.pt
- 3) We'll pick up at the Leiria bus station!

ACCOMMODATION

Your accommodation is in a local hostel - Most Art Boutique Hotel.

The accommodation will take place in multiple rooms, with shared bathrooms, girls on one side, boys on the other.

You must bring towels and your personal hygiene products.

All students are responsible for respecting the house rules. It is important to know that living standards may not be as in your country, that is why you need to be flexible, adaptable and open minded.

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Hosting training/ exchange programs in Leiria, Portugal
"One's destination is never a place but a new way of seeing things."

FOOD

Breakfast is included, all days, at the hostel (self service).

Lunch is included from Monday to Saturday at the school canteen (from 12h to 14h30, week days; from 12h to 13h30, on Saturday). On the days of the excursions you have to provide for your own meals. This means that we will decide where to eat, but you have to pay for the meal.

Dinners are not included (except when mentioned on the program), but you can also have dinner at the school canteen for €2.90 - regular meal (or €2,65 if you buy the day before - on the cafeteria above the meal line). Dinner time: 19h to 21h. The canteen does not serve dinners at the weekend.

If you have any food allergies you should provide that information at least 2 days before coming: ludotempo@gmail.com (name of the program + your name + allergies). When at the canteen you should also provide that information.

LOCAL TRANSPORT

You should walk from the hostel to the school (1km walk: <https://goo.gl/tp3DVe>).

Travel expenses within the organized activities on the program are included. When the distance does not allow walking, we will provide public transport tickets or alternative transportation.

HEALTH, ACCIDENT AND LIABILITY INSURANCE

Each participant must be covered by the EUROPEAN HEALTH INSURANCE CARD from the home country. During your stay these document will facilitate access to health care in the case of emergency or necessary health care services. Please notice, when visiting a doctor you may have to pay a smaller amount of money which should be reimbursed to you after you come back to your country. Every student must have their ACCIDENT and LIABILITY insurance covered before coming to Leiria.

In case of EMERGENCY MEDICAL HELP call 112 (then call us!)

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Hosting training/ exchange programs in Leiria, Portugal
"One's destination is never a place but a new way of seeing things."

PROGRAM'S GENERAL RULES

1. You have to at least try to have the most of this learning experience; please have in mind that you are a lucky guy/ girl and that there are lots of people that would love to be on your place.
2. You must attend **all** the activities listed on the program
3. You have to respect specific rules of the accommodation facilities, school, and institutions you are visiting
4. If you have a problem, let's solve it together; communication it's the entry door for a happier life :-)
5. You are responsible for your actions. Beware that you are in a foreign country, probably with a different set of rules; you have to be clever and adjust. We believe in your reasonability; nevertheless if you have a problem with local authorities, we might help you with translations but that's it...
6. If you break the program's rules you might have to go home earlier and refund the European Commission for to total amount of the grant.

OTHER USEFUL INFORMATION

Weather

Weather in Leiria is mostly mild, with low precipitation and temperatures above 20°C. You should check the weather here:

http://www.ludotempo.pt/en/otempo/prev_localidade_hora/index.jsp#Leiria&Leiria

What you should (also) bring

Clothes

We strongly advise you to bring comfortable clothes and shoes; there will be outdoor activities, lots of walking and probably sports. So please make sure your are equipped for that.

Other "equipment"

You will be asked to produce at least one "academic" presentation. The school has computers available to all students, with wifi access. We advise you to, at least, bring a pen disk. Most of our communication here will be made through Whatsapp software. Please download and install the app on your smartphone before coming. We also advise you to download/ install Visit:

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Hosting training/ exchange programs in Leiria, Portugal
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- Leiria app (<https://play.google.com/store/apps/details?id=net.iclio.it.tcp.leiria.en&hl=pt>)
- Google Maps (<https://play.google.com/store/apps/details?id=com.google.android.apps.maps>)

International Party

If you pay close attention to the program you'll see there is an "International Party" held on the second week of the program. This is an opportunity for you to show portuguese students where are you coming from: Country, city, School... Please bring some information, traditional food/ drink (or prepare yourself to produce those here on your free time) to share with the group (the hostel has a small kitchen).

Money issues

All the activities described on the program are included. In case you are distracted, Portugal's local currency is Euro.

At Leiria, prices normally range from:

A meal at a regular restaurant	Between €6,50 and €12,00 (with dessert, at weekdays)
A meal at MacDonalds	around €6,00
Breakfast (toasts and a drink)	around €2,00
Season fruit at a supermarket	between €0,85 and €2,00 per kilo
Bottle of water or soda/ juice at a bar	around €1,50
All day ticket for city buses	€3,25
Beer (pressure)	around €1,20
Entrance at a local disco	around €10,00
Cinema ticket	around €6,00

We hope you have a great time here with us! See you soon!
PLAYFULL greetings,

Ludotempo's team!

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Annex 6 – EYE Questionnaire for learners

Name and Country:

[Redacted area for Name and Country]

Your feedback is important for us. Please help us to improve the module.

0 1 2 3 4 5

Please, mark it with a "x" in the respective column
If the question is not relevant for you don't mark it

not at all hardly sometimes partly mostly completely

Understanding, Relevance and Applicability

- I have a sufficient overview regarding the topic
- I can explain the main targets and the general approach of the topic
- I have a clear imagination how to apply the contents of the topic
- The topic of the module is also relevant in my country

Structure and Governance of the Module

- There was a clear outline of the workshop and I understood the goal
- The presentation was structured, comprehensible and convincing
- There was a good time management
- I personally achieved the expected goal

[Redacted area for feedback responses]



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Motivation and Extent of Work

The lecturers imparts the topics of the course in a way I can understand
I felt actively included and supported from the workshop governance
The course motivates me to reflect on the subject more deeply

Communication and Co- operation, Interaction

There was a co-operative work atmosphere
We agreed on communication rules and stuck to them
The students actively participate in discussion
I felt comfortable, accepted and integrated in the collective group
I contributed actively to the group result

Feedback and Mindfulness

Questions and further ideas were accepted
Different views were constructively discussed
Open feedback was constructively reported

Personal Empowerment

I am satisfied with my current growth in knowledge through this course

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I'm satisfied with my commitment during the module
I've learned about intercultural aspects and tried to handle them

Language

The teachers cared about the language level of the students and adjusted themselves to it
I could easily follow the content of the module
This questionnaire is easily to understand
It was possible to learn some professional expressions in child care
I learned some everyday language of the host country

Intercultural Learning

I am interested in cultural differences
My visit abroad raised my awareness for cultural differences
I noticed 2 - 3 cultural differences between the culture of my country and the host country
The learning of cultural differences eased my dealing with others
The experience with cultural differences increased my awareness for my own culture

Support and Guidance by the Teachers

The teachers presented the topic descriptively

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The provided learning material helped for a better understanding of the topic of module

The teachers gave practical examples of application

Framework Programme and overall Impression

The organisation of the module was appropriate to the topic and the participants
The relationship between the different focus areas were well-balanced (e.g. work, leisure time)
I felt comfortable during the entire workshop

General Feedback to the Module

Altogether, I am satisfied with the module
I will recommend the participation of this module
I was happy with the accommodation
I felt welcomed in the host country

Additional Comments and Feedback

What did you like particularly in this module?

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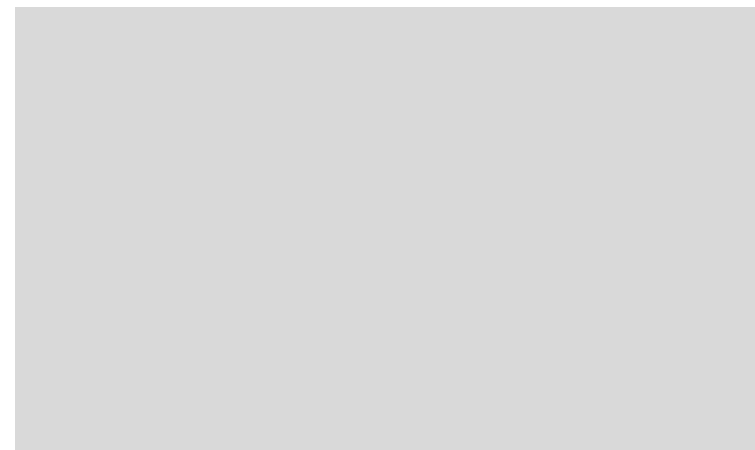


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What didn't you like in this module and what are your recommendations for improvement?

Please feel free to provide further comments, suggestions, feedback, highlights...



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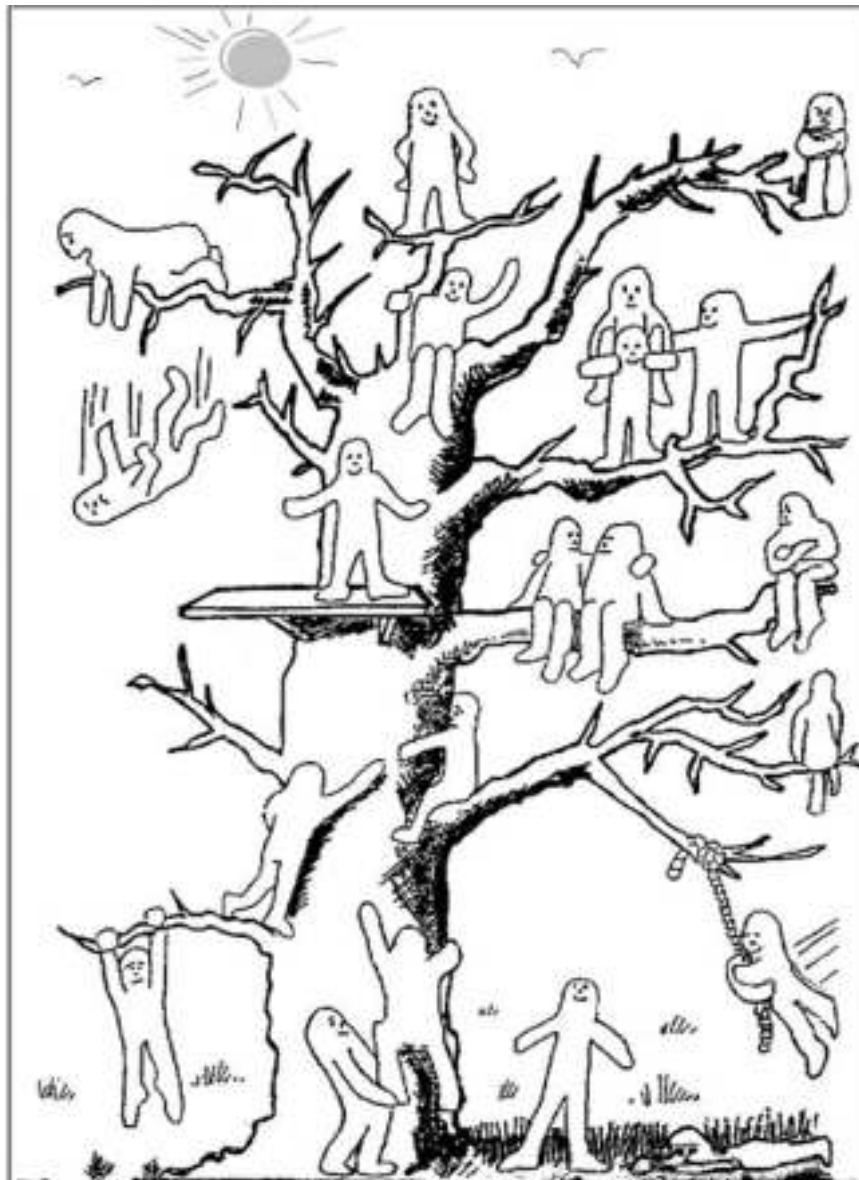
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Annex 7 - Examples of group evaluation

Evaluation Form (Tree) complementary to the final questionnaires

This form is useful to get an immediate evaluation of the emotional conditions and feelings of the participants. After the first collection of impressions, it is possible and worthwhile to ask the participants to explain the reason of their character choice on the tree-drawing and explain the way they feel about it.



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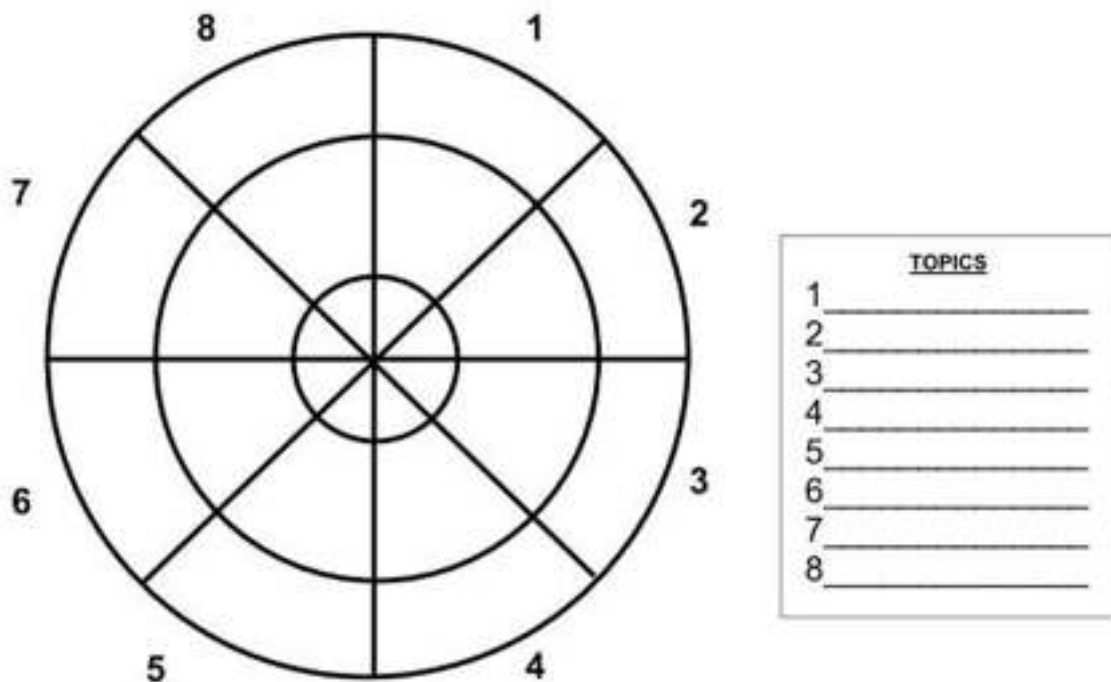
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Evaluation Board (MARK) complementary to the final questionnaires

This chart is useful to gather all the participants' impressions on relevant topics of the ILM and PDAP. After analysing first impressions from this, the learners will be asked to explain the meaning of the symbols used and their positions in the dartboard.

- Choose 8 topics that you would like to evaluate in connection with the ILM and PDAD (e.g. linguistic preparation); pre-departure seminar; content of the ILM, etc.
- Evaluate each point by placing a cross (X) in the appropriate segment. The closer to the middle that the learner places the cross, the better the topic will be evaluated.
- Each topic, represented by a fragment, will be evaluated according to the position of the cross in the picture.



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