

PROJECT FINAL REPORT

SUSTAINABLE WELLBEING INTENSIVE PROGRAMME

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1. Summary

The following pages contain an analysis of the implementation process for the Sustainable Wellbeing Intensive Programme, coordinated by the Faculty of Social Work, UCM, and in collaboration with eight other institutions from across Europe.

This project aimed to offer teachers and professors from social work schools and faculties the opportunity to participate in an appropriate forum to consider the concept of social sustainability, in addition to reflecting upon their contribution in this area. The programme covered significant gaps observed by the institutions in undergraduate studies, during which this issue is rarely addressed.

The programme was a success, as shown by the student satisfaction questionnaires and the outcomes of the programme itself, among which were the production of four books and a website focusing on the central theme of the programme.

2. Rationale and purpose of the project

Intensive programmes (IPs) are activities or projects within the Erasmus programme, subsidized by the National Erasmus Agency and in the case of Spain by the Autonomous Body of European Educational Programmes (*Organismo Autónomo de Programas Educativos Europeos*, or *OAPEE*)¹, and coordinated and run by higher educational institutions forming part of the Erasmus scheme.

The structure and methodology of this type of programme permit the attainment of goals that would not be possible in other short-term international learning programmes. IPs offer students and teachers a single learning space, placing particular value upon innovation, internationalization and multidisciplinary. IPs aim to offer students and teachers a unique learning space, which places particular value on innovation, internationalization and multidisciplinary.

Institutions participating in IPs are also expected to recognize the efforts of students by awarding credits. They should make use of ICT tools and services in the preparation and completion of the programme.

The IP developed and coordinated during academic year 2013-2014 in the Faculty of Social Work of UCM had the principal objective of considering so-called “social sustainability” as a means of encouraging responsible and active European citizenship.

Social workers all over Europe play a fundamental part in the transition process towards a sustainable future, as agents of social change. Three international organizations representing social work practice (IFSW, IASSW, ICSW), committed in their 2012 Global Agenda (<http://cdn.ifsw.org/assets/globalagenda2012.pdf>) to:

¹ <http://www.oapee.es/oapee/intro.html>

- Promote standards in education and practice that facilitate sustainable social development outcomes.
- Encourage and facilitate research into the role of social work with relation to disasters and environmental challenges.
- Promote the importance of sustainable, interdependent communities to achieve social development and wellbeing.

The main aim of this IP was therefore to analyze the contributions of social work as an agent of change to encourage social action, responsible citizenship and sustainable development. The IP offered students and teachers the opportunity to participate in an English-speaking programme that is part of the European Policy statement of all partners in the network.

The programme sought to offer, as part of the social work curriculum, the opportunity to recognize and understand the importance of sustainable development in society, as well as the importance of this element when social workers perform their jobs. The majority of undergraduate degrees lack subjects or seminars dedicated to this topic, and the need was identified to introduce it through intensive programmes. As highlighted by OAPEE, an IP “must provide something new with relation to learning opportunities, skills development, access to information, etc., to the participating teachers and students (principle of innovation). The IP must offer added value compared with existing courses offered by the participant institutions”².

Specifically, the Sustainable Wellbeing IP involved a total of nine foreign institutions in addition to the Faculty of Social Work of UCM, with 59 students and 16 teachers from those countries and institutions.

City/country	Institution	Number of students	Number of teachers
Kortrijk/Belgium	Katho University College	7	1
Geel/Belgium	Thomas More University	7	1
Gent/Belgium	Artevelde Hogeshool	7	2
Birmingham/U.K.	Newman University	5	2
Helsinki/Finland	Helsinki Metropolia of Applied Sciences	6	2
Ludwigsburg/Germany	Protestant University of Applied	7	2

² FAQs regarding intensive programmes:
<http://www.oapee.es/dctm/weboapee/pap/erasmus/programas-intensivos/faqs-ip-version-2012.pdf?documentId=0901e72b8141973e>.

	Sciences		
Vilnius/Lithuania	Faculty of Social Policy, Mykolas Romeris University	6	2
Prague/Czech Republic	Protestant Theological Faculty	7	2
Madrid/Spain	Social Work Faculty, Complutense University of Madrid	7	2

3. Description of the process of implementation

3.1. Support and subsidies

This project was made possible thanks to the support and subsidies received from various sources: the Erasmus+ programme, and subsidies from EASSW and Metro de Madrid.

The main contribution was made through the budget assigned to Intensive Programmes under the Erasmus+ programme (Erasmus budget). In the subsidy agreement signed between UCM and the **National Agency for European Educational Programmes and Mobility (NA)**, the NA agreed to cofinance the costs of the activity to a maximum amount of 55,270.70 EUR, consisting of:

- 5,500.00 EUR for the organization of the IP.
- 20,875.50 EUR to cover 75% of travel expenses, including entry and exit visas.
- 28,895.20 EUR for maintenance costs, including insurance

Second, the **European Association of Schools of Social Work – EASSW** – granted assistance in the amount of 4,000 euro to the project (the EASSW budget), which was allocated in the following manner:

- 3179.06 EUR to cover 25% of travel expenses, including entry and exit visas
- 820.94 EUR for part of the costs of translating and publishing the four books produced as outcomes of the work completed during the IP

Appendix 6.5 shows the table accounting, in individual form, for the travelling expenses of foreign students and professors participating in the programme. It also contains a calculation of total expenses covered by the Erasmus and EASSW budgets.

Finally, **Metro de Madrid** contributed 400 ten-journey tickets to cover transport within Madrid for those participating in the programme.

3.2. IP Preparation

On 16 and 17 September 2013, the Faculty of Social Work hosted a preparatory meeting attended by representatives of all the institutions participating in the *Sustainable Wellbeing IP* (except, for scheduling reasons, MRU of Lithuania).

Over the course of two full days of meetings, with morning and afternoon sessions, attendees considered administrative and organizational aspects (budgetary matters, sponsorship, recruitment and selection of participating students, dissemination of outcomes, publications), and academic and didactic matters (Tutor's Guide, Student's Guide, moodle platform, supervision, workgroup tasks, individual tasks, expected outcomes, evaluation).

Before commencing the IP, a platform was created on the **virtual moodle campus** to which both teachers and students were granted access. The platform offered both the IP programme and the two books developed as guides for students and teachers, containing all information needed prior to the IP as well as links to allow uploading of the preparatory work that the national workgroups were required to complete.

The resulting web page can be viewed at:

<http://www.ucm.es/campusvirtual>

link "Acceso a mi campus virtual".

Your email and password to join the seminar are the following:

Username (usuario)	Password (contraseña)
jojolefe@ucm.es	jojolefevere

3.3. Programme schedule

The IP took place in Madrid, during the two weeks from 24 March to 4 April 2014.

The daily programme for the IP may be consulted at **appendix 6.2** of this report, which lists both conferences and visits to the institutions deemed by participant institutions to be examples of good practices.

Field visits: Nine field visits took place, offering direct contact with associations, institutions and places of special interest for the issues considered during the IP:

- Samur Social
- Fundación Telefónica
- Wayra

- Metro de Madrid
- Family Meeting Point (*PEF*, or *Punto de Encuentro Familiar*)
- Family Support Centre of the City of Madrid (*CAF*, or *Centro de Atención a las Familias*)
- Real Democracy Now! (*Democracia Real, Ya!*)
- Roma Foundation (*Fundación Secretariado Gitano*)
- Cañada Real

Extra-academic activities:

- Visit to *Paraninfo* hall of Complutense University
- Guided visit: *Madrid de las Austrias*
- Guided visit: *Madrid de los Borbones*
- Guided visit: the *Museo del Prado*
- Guided visit: the *Museo Reina Sofía*

3.4. Synergies with other Universidad Complutense Faculties

• **School of Labour Relations (*Escuela de Relaciones Laborales*):**

The School of Labour Relations (situated on Calle San Bernardo in central Madrid) was the main location for teaching activities on the IP.

• **Faculty of Information Sciences (*Facultad de Ciencias de la Información*):**

Coordinated and supported at all times by a professor of the Department of Journalism I, 17 students from the Faculty of Information Sciences (essentially from the Journalism and Audiovisual Communication Departments) organized and managed the Press and Communication Group.

During the two weeks of the IP itself, the *Press and Communication Committee (Gabinete de Prensa y Comunicación)* was responsible for coverage – written and graphic (photo/video) – of all programme activities, drafting and issuing press releases, and publishing immediately and constantly updated information at ***Infoactualidad*** (<http://www.ccinf.es/infoactualidad/>).

• **CES Felipe II (Translation and Interpreting)**

Undergraduate students in Translation and Interpreting at CES Felipe II made a vital contribution. Tutors offered determined and enthusiastic support for the project from the outset, and actively collaborated in terms of both coordination of the Translation and Interpreting Committee and personal and consistent attendance at all activities in which the students took part.

The *Translation and Interpreting group* performed the following tasks:

- 1- Translation into English of all documents (guides, dossiers, etc.) necessary for the IP and originally written in Spanish.
- 2- Review of documents drafted in English by non-native speakers of English, prior to the dissemination of such documents.

- 3- Simultaneous translation from Spanish into English for all visits and activities imparted by or involving non-English-speaking persons.
- 4- Simultaneous translation from English into Spanish for activities undertaken directly in English.

- **Geography and History:**

Some undergraduate students of History of Art collaborated with the IP, participating purely out of personal motivation and interest in the project. The *History and Art group* contributed in the following manner:

- Development and drafting of practical guides to Madrid (key information)
- Development and drafting of “essential Prado” guide
- Coordination of cultural activities: guided visits to *Madrid de las Austrias*, *Madrid de los Borbones*, the *Museo del Prado*, and the *Museo Reina Sofía* (the latter two including organization of advance group bookings).

4. Discussion of outcomes and/or feedback to the project

4.1 Expected Outcomes

The existence of this kind of programme allows for a comparative analysis of the issues under study and an in-depth reflection that other kinds of programme cannot achieve.

The project includes, in addition to the intensive workgroup sessions, the production of four books and a webpage, in which the work and research conducted can be collected and made accessible to other institutions.

The learning outcomes of the IP are the following:

Title	Type of outcome	Short description
Guidebook for students	Guidance material on new approaches and methodologies	Offers the students an introduction to the IP, explaining the rationale and the aims, the competencies desired in students, the didactical approach and content with respect to sustainable development.
Guidebook for teachers	Instruction manual	Explaining how to integrate theory on sustainable development and practice in fieldwork organisations.

Social Work and sustainability textbook	Trans-national sharing of experience and best practices	A textbook encompassing all the materials collected during the project: theoretical background on sustainability supplied by the participating countries.
Best practices in sustainable wellbeing	Exchange of ideas and good practices	All the material from the students offering an overview of practices, research and theory in a variety of European countries.
Project website	Learning resources	All materials produced can be consulted on the website created for this IP, at: https://www.ucm.es/ip-sustainable-well-being/ This site is still undergoing testing in the expectation of publishing two of the books.

These materials were developed using a collaborative and learning-by-doing methodological approach. Due to the long distances separating the participants of the programme and with the aim of increasing the efficiency of information research and systemization, two templates (assignments) were offered to students and teachers requesting all information necessary for the course. These two templates allowed the creation of two books. The first book, based on the first template (**Appendix 6.3**) focuses on providing a comparative view of social work and sustainable development. The second book, based on the second template (**Appendix 6.4**), offers good practice examples in the field of social work and sustainable wellbeing.

All material produced can be consulted on the website, at:

<https://www.ucm.es/ip-sustainable-well-being/>.

4.2. Unexpected outcomes

Two Spanish students who participated in the IP completed their Final Thesis works on subjects relating to the IP. In those Theses, the students took the opportunity to enrich their work by including a comparative view of issues thanks to knowledge obtained during the IP. Additionally, the presentation of this work in English – which is undoubtedly reflected in the ultimate evaluation of the work by the judging panel – is encouraged. Extracts from certain of these works were included within the books that constituted the outcomes of the IP.

As a result of the IP, these students received both 3 ECTs for IP participation and 12 extra ECTs for their Final Thesis.

The experience of the **Press Committee** was considered very positive, both by its coordinating professor and by all participating students. It was unanimously agreed to have offered a rare opportunity for professional practice. The 17 Information Sciences students who collaborated in the IP also obtained elective ECTS credits, available to students participating in cultural, sporting, representative, fraternal and cooperative university activities.

A total of 20 students of the **Translation and Interpreting Committee** collaborated in the IP. They also obtained elective ECTS credits, in addition to their participation being evaluated as part of the practical work for their degree studies and, as such, as part of the process for obtaining the title of professional translator.

The 3 undergraduate students of the **History of Art Group** who collaborated in this IP, as with their colleagues, received elective ECTS credits available to students participating in cultural, sporting, representative, fraternal and cooperative university activities.

4.3. Participant Satisfaction

The NA requires that both students and teachers participating in an IP complete a satisfaction questionnaire upon its completion. To date we only have available the data from the student satisfaction questionnaires, which we have managed ourselves, while the data relating to teacher satisfaction questionnaires have been directly managed by the OAPEE.

As regards student satisfaction, the results of the questionnaires can be consulted by country as well as in terms of overall average at **Appendix 6.6**.

We can observe that average student satisfaction is at **4.3**, where 1 is the least satisfactory and 5 is the most satisfactory.

The best results were received in duration (4.4) and the dates (4.5) organized for the IP, as well as the evaluations of learning outcomes (4.1) and personnel (4.1). Teacher participants were highly rated by the students (4.2), as well as activities organized during the IP (4.2).

Cultural as well as academic interest reasons were among the most-cited for travelling (4.6), along with experience in a European environment (4.5).

Participant institutions undertook the main work in motivating students to participate in the IP.

Among the less well-evaluated parts of the IP were the working hours (3.7), undoubtedly due to the intensive nature of the programme, and the equipment used (3.8), owing to serious difficulties in accessing the internet at the School of Labour Relations.

5. Conclusions

From all the above, we can conclude that the Sustainable Wellbeing IP has offered social work students an international experience, working with students and others from various European countries. The existence of this type of programme permits a comparative analysis of subjects and in-depth reflection not achievable through other types of programme.

During the programme, we have sought to optimize the efforts of our students and teachers by linking the work undertaken in the IP to Final Theses, involving students considering the subjects chosen in greater depth and enriching their work with a comparative view of the issue, acquired thanks to the IP. The use of English in these works has been encouraged, which is undoubtedly reflected in the final evaluation of the work by the panel in question.

As regards the teaching body, the intention is that participants in these programmes may compile their conferences or lectures in guidance books for students or even publications of an international nature. For this reason, two books have been published containing articles from students and teachers relating to topics covered during the IP.

Teachers and students have particularly appreciated the contributions of other faculties of the Complutense University, such as Journalism and Translation/Intepreting, with a concomitant value placed on the experience by those faculties, demonstrated by their awarding of credits to participating students.

All participant universities were enthusiastic about the idea of continuing to collaborate on similar programmes, though it was considered necessary to spend a year working on the new project since all mobility programmes have been amended with the new Erasmus+ programm.

We may conclude that this type of programme represents a magnificent opportunity offered by the European Union, and particularly the Erasmus programme, which must unquestionably be used by social work faculties so as to make their degree courses international in nature and protect them against the potential budgetary cuts that are currently threatened throughout Europe.

6 APPENDIX

6.1. IP Participants

1. Students

Institution	Country	Name	Family Name
Protestant Theological Faculty	Prague, Czech Republic	Jana	Georgievova
		Petra	Voracova
		Frantiska	Hejdukova
		Tereza	Rousova
		Petra	Bigasova
		Jitka	Spicanova
		Sarka	Vavrova
Faculty of Social Policy, Mykolas Romeris University	Vilnius, Lithuania	Monika	Ūselytė
		Eglė	Vaitaitytė
		Laura	Šimkutė
		Ivona	Bukovska
		Skirmantė	Steponauskaitė
		Jolita	Lapinskaitė
Helsinki Metropolia of Applied Sciences	Helsinki, Finland	Samira	Assad-Zadeh-Yassamani
		Josefiina	Kuusikallio
		Satu	Punju
		Sirja-Mari	Taskinen
		Nina	Toija
		Elena	Wahlsten
Vives University	Kortrijk, Belgium	Gilles	Vanhaverbeke
		Ali	Rahimi
		Jozefien	Colman
		Jessica	Scofferi
		Jana	Joly
		Janne	Gabriël
		Delphine	Van Maele
Artevelde	Gent,	Thomas	Eeckman

	Belgium	Klaas	Decorte
		Gemma	Bruyneel
		Maxim	Feys
		Lukas	De Block
		Jozefien	Wynants
		Charlotte	Opstal
Thomas More University	Geel, Belgium	Margit	Hannes
		Charley	Lever
		Kaat	Schillebeeckx
		Innelien	De Ceuster
		Lise	Vermaercke
		Koen	Willems
		Patricia	Wieser
Protestant University of Applied Sciences, Evangelische Hochschule Ludwigsburg	Ludwigsburg, Germany	Valenti	Thomas
		Lea Anni	Merz
		Annalena	Mosthaf
		Natalia	Stehle
		Louisa Ajabu	Brown
		Selina	Fischer
		Theresa Andrea	Klüber
Newman University	Birmingham, UK	Kika	Bubala
		Anita	Raju
		Shannon	Edwards
		Kate	Hibbert
		Asma	Zohra
Faculty of Social Work, UCM	Madrid, Spain	Marta	Cervera Gómez
		Beatriz	Gil Rico
		Miryam	Lorenzo Naranjo
		Alba	Nuñez García
		Óscar	Rodríguez Castro
		María	Salamanca González
		María	Vizcarro Iglesias

2. Teachers

Name	Family Name	Institution
Agata	Katkoniene	Faculty of Social Policy, Mykolas Romeris University
Aleidis	Devillé	Thomas More, Geel, Belgium
Andoni	Alonso Puelles	Faculty of Social Work, UCM, Madrid, Spain
Arto	Salonen	Helsinki Metropolia of Applied Sciences, Helsinki, Finland
Birgit	Groner	Protestant University of Applied Sciences, Ludwigsburg, Germany
Christina	Rais	Protestant University of Applied Sciences, Ludwigsburg, Germany
Christina	Hyland	Newman University, Birmingham, UK
Frank	Monsecour	Artevelde Hogeshool, Gent, Belgium
Isabel	Steverlynck	Vives University, Kortrij, Belgium
Jo	Lefevere	Artevelde Hogeshool, Gent, Belgium
Jolanta	Pivoriene	Faculty of Social Policy, Mykolas Romeris University
Laura	Palmer	Newman University, Birmingham, UK
Lauri	Narinem	Helsinki Metropolia of Applied Sciences, Helsinki, Finland
Marta	Blanco Carrasco	Faculty of Social Work, UCM, Madrid, Spain
Michal	Parizek	Protestant Theological Faculty, Prague, Czech Republic
Ondrej	Fischer	Protestant Theological Faculty, Prague, Czech Republic

3. Press Committee: Students from the Faculty of Information Sciences

Teacher coordinator: Maria Luisa Sanchez Calero

Students:

UCM Faculty	Name	Family Name
Information Sciences	Jaime	Álvarez Gallardo
Information Sciences	Victoria	Carrazoni Quiralte
Information Sciences	Borja	de Jorge Cañaveras
Information Sciences	Ylenia	Espinosa Torres
Information Sciences	Marina	Gallardo Izquierdo
Information Sciences	Miguel Ángel	Gavilanes García
Information Sciences	José M ^a	Lirón de Robles García
Information Sciences	Carlos	Lisbona Frías
Information Sciences	Esperanza	Martín Rodríguez
Information Sciences	Miren Beatrice	Masides Alizo

Information Sciences	Javier	Mateo Ballesta
Information Sciences	M ^a Teresa	Morate Cacho
Information Sciences	Felipe	Pulido Esteban
Information Sciences	Antía	Rego García
Information Sciences	Emma	Vaquero Martín
Information Sciences	Eline Sophie	Wubbolts

4. Translation Committee: Students from the Faculty of Translation

Teacher coordinators:

Name	Family Name
Jan Carlos	Alcalá Velasco
Arsenio	Andrades Moreno
James	Flath
Marta	Guirao Ochoa
Manuel	Mata Pastor
Cristina	McLaren
Juan	Torres

Students:

UCM Faculty	Name	Family Name
C.E.S Felipe II	María	Alcocer Bernal
C.E.S Felipe II	Marina	Bilbao Ganuza
C.E.S Felipe II	Ángela	Camúñez Moreno
C.E.S Felipe II	María Gabriela	Cañizo Canto
C.E.S Felipe II	Iván	Conde Losa
C.E.S Felipe II	Noemi	de la Fuente Corredera
C.E.S Felipe II	Cristina	de Vega Vecino
C.E.S Felipe II	Adrián	Díaz-Parreño Gozalo
University Institute of Modern Languages and Translation, Faculty of Philology	Kate	Fortin
C.E.S Felipe II	Cristina	García Arribas
C.E.S Felipe II	Esperanza	García Guijarro
C.E.S Felipe II	Maya	García Pérez
C.E.S Felipe II	Alejandro	Guidotti García
C.E.S Felipe II	Helena	Martín Gourguechon
C.E.S Felipe II	Aitana	Mendioroz Gallo
C.E.S Felipe II	Irene	Menéndez de la Rosa
C.E.S Felipe II	Luciana Cezara	Moisa
C.E.S Felipe II	Carlos	Moreno Pérez
C.E.S Felipe II	Mónica	Ortiz Navajo

C.E.S Felipe II	Lorena	Rubiano Jiménez
C.E.S Felipe II	Raquel	Seijo Fernández
C.E.S Felipe II	Helena	Valdés Parra
C.E.S Felipe II	Miriam	Varas Navas

5. History and Art Committee: Students from the Faculty of Geography and History

Role	UCM Faculty	Name	Family Name
Coordinator	Geography and History	Lourdes Cecilia	Da Silva Torres
Coordinator	Geography and History	Alberto	Cordón
Support Staff	Geography and History	Pedro	Zaragoza O'Hanlon

6. Contact Information

The university college in charge of the organisation was the **Social Work Faculty at Complutense University of Madrid**.

Address: Campus de Somosaguas, 28223 Pozuelo de Alarcón, Madrid (Spain).

Web: www.ucm.es

The following people were in charge of the organisation of the IP:

Marta Blanco Carrasco	vdrits@ucm.es	0034 913942739
Sandra Bonilla	socrates@pas.ucm.es	0034 913942703
Flor Martinez Yustas	socrates@pas.ucm.es	0034 913942703

6.2. Daily Programme

DAY BY DAY SCHEDULE IP SUSTAINABLE WELLBEING

	MON 24 MAR	TUE 25 MAR	WED 26 MAR	THU 27 MAR	FRI 28 MAR	SAT 29 MAR
9:00-9:15	9.00: WELCOME		9.00: Teacher's meeting			9.00: FIELD VISIT:
9:15-9:30		9.15: prof. Elena Roldán	9.15: Prof. Begoña Leyra		9.15: FIELD VISIT:	PEF
9:30-9:45	9.30: IP PRESENTATION	European social inclusion policies and challenges	Understanding and responding to crisis from a feminist perspective: "Good living" horizon		METRO DE MADRID	(Punto Encuentro Familiar) (GROUP A)
9:45-10:00	prof. Marta Blanco					
10:00-10:15	Prof. Andoni Alonso					
10:15-10:30	Does Sustainability exist?			10.00: FIELD VISIT		
10:30-10:45				FUNDACIÓN TELEFÓNICA		
10:45-11:00	break	break	break	break	break/transport	break
11:00-11:15						
11:15-11:30	11.15: Prof. Frank Monseour	11.15: Country presentations Belgium (45 min)	11.15: Prof. Aleidis Deville	FIELD VISIT:		FIELD VISIT: CAF (Centro Apoyo a las Familias) (GROUP B)
11:30-11:45	The ecological dimension of sustainability			Dealing with diversity...	WAYRA	
11:45-12:00			11.45: PARANINFO		11.45: Group work 4	
12:00-12:15		Finland (30 min)				
12:15-12:30						
12:30-12:45						
12:45-13:00	to the restaurant	to the restaurant	to the restaurant	to the restaurant	to the restaurant	
13:00-13:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	break/transport
13:15-13:30						
13:30-13:45						
13:45-14:00	Rest. Rías Baixas	Rest. Rías Baixas	Rest. Rías Baixas	Rest. Rías Baixas	Rest. Rías Baixas	
14:00-14:15	back to work	back to work	back to work	back to work	back to work	
14:15-14:30		14.15: Country presentations	14.15: Country presentations	14.15 (aprox):	14.15 (aprox):	Reflections
14:30-14:45	Group work 1. Self presentation	Lithuania (30 min)	Germany (30 min)	Prof. Jo Lefevere	Prof. Lauri Narinen	
14:45-15:00		Czech Republic (30 min)	Spain (30 min)	The blind spot of economy	Creation of wealth	
15:00-15:15						
15:15-15:30		UK (30 min)	15.15: Reflections			
15:30-15:45						
15:45-16:00		break/transport	break	break	break	
16:00-16:15						
16:15-16:30			16.15: Group work 2	16.15: Group work 3	Mid-evaluation	
16:30-16:45			Best Practice presentations	Best Practice presentations		
16:45-17:00						
17:00-17:15						
17:15-17:30						
17:30-17:45						
17:45-18:00			GUIDED TOURS	GUIDED TOURS		
18:00-18:15		18.00 FIELD VISIT	meeting point:	meeting point:		
18:15-18:30		SAMUR SOCIAL: group A	17:45 Puerta del Sol	17:45 Puerta del Sol		
18:30-18:45		Camera de S Francisco, 19 (Metro:Lucina)				
18:45-19:00						
19:00-19:15	EUROPEAN APPERITIVE	19.00 FIELD VISIT				
19:15-19:30	Youth hostel	SAMUR SOCIAL: group B				
19:30-19:45	c/ Mejía Lequerica	Camera de S Francisco, 19 (Metro:Lucina)				
19:45-20:00						

	SUN 30 MAR	MON 31 MAR	TUE 1 APR	WED 2 APR	THU 3 APR	FRI 4 APR
9,00-9,15	FREE DAY	9.00: teacher's meeting	9.00:departure	9.00: Teacher's meeting		
9,15-9,30	FREE DAY	9.15: Prof. Graham Brotherton	9.30: FIELD VISIT	9.15: Prof. Antonia Picornell	9.15: GOOD PRACTICES	
9,30-9,45	FREE DAY	<i>What do children and young</i>	GYPSY FOUNDATION	<i>Children's rights Network</i>	(PRESENTATIONS)	
9,45-10,00	FREE DAY	<i>people's rights mean</i>			(10 min. /presentation)	
10,00-10,15	FREE DAY	<i>in a neo-liberal world</i>				
10,15-10,30	FREE DAY		10.30:Prof. Carmen Roncal			
10,30-10,45	FREE DAY		<i>Social Work practice</i>			
10,45-11,00	FREE DAY	break	<i>In today's Spain</i>	break	break	
11,00-11,15	FREE DAY					
11,15-11,30	FREE DAY	11.15: prof. Marta Blanco		11.15: Group Work.5.	11.15: GOOD PRACTICES	
11,30-11,45	FREE DAY	<i>Mediation</i>		(preparing presentation)	(PRESENTATIONS)	
11,45-12,00	FREE DAY				(10 min. /presentation)	
12,00-12,15	FREE DAY	12.15: Group Work 4	break			
12,15-12,30	FREE DAY	(preparing presentation)				
12,30-12,45	FREE DAY		Visit to gipsy exhibition			
12,45-13,00	FREE DAY	to the restaurant		to the restaurant		
13,00-13,15	FREE DAY	LUNCH	LUNCH	LUNCH	LUNCH	
13,15-13,30	FREE DAY					
13,30-13,45	FREE DAY					
13,45-14,00	FREE DAY	Rest. Rías Baixas	Gipsy foundation	Rest. Rías Baixas		
14,00-14,15	FREE DAY	back to work		back to work		
14,15-14,30	FREE DAY		14.15:	14.15: Prof. Remmelt Veenkamp	14.15:	
14,30-14,45	FREE DAY	DEMOCRACIA REAL YA	EXCLUSION	<i>Social Work on line</i>	Students:	
14,45-15,00	FREE DAY		OBSERVATORY		Reflection & evaluation	
15,00-15,15	FREE DAY		15.00: FIELD VISIT			
15,15-15,30	FREE DAY		CAÑADA REAL		Professors:	
15,30-15,45	FREE DAY			break	Evaluation:	
15,45-16,00	FREE DAY				break	
16,00-16,15	FREE DAY			Conference:	16:15 (aprox)	
16,15-16,30	FREE DAY			STOP DESAHUCIOS		
16,30-16,45	FREE DAY				FAREWELL	
16,45-17,00	FREE DAY	REINA SOFIA MUSEUM			AND DIPLOMAS	
17,00-17,15	FREE DAY	(TO BE CONFIRMED!!)				
17,15-17,30	FREE DAY					
17,30-17,45	FREE DAY					
17,45-18,00	FREE DAY					
18,00-18,15	FREE DAY					
18,15-18,30	FREE DAY					
18,30-18,45	FREE DAY					
18,45-19,00	FREE DAY			PRADO MUSEUM	19:00	
19,00-19,15	FREE DAY			(TO BE CONFIRMED!!)	FAREWELL COCKTAIL	
19,15-19,30	FREE DAY					
19,30-19,45	FREE DAY					
19,45-20,00	FREE DAY					



Sustainable Well-Being MADRID 2014



WEDNESDAY 26th March

Location: Escuela de Relaciones Laborales [Aula Escalonada]

9.00: Teachers meeting

9.15: *Understanding and responding to crisis from a feminist perspective: "Good living" horizon*

Prof. Begoña Leyra

10.45: coffee break

11.15: *Dealing with diversity in a sustainable way*

Prof. Aleidis Deville

11.45: Visit to **PARANINFO UCM**

12.45: to the restaurant

13.00: LUNCH (Rías Baixas)

14.00 back to work

14.15: Country presentations: Germany, Spain

15.15: Reflections and comments about presentations

15.45: break

16.15: Group Work (2/5) (1 hour aprox.): Best practices presentations

CULTURAL ACTIVITIES (OPTIONAL): GUIDED TOURS: OLD MADRID & MODERN MADRID

Meeting at 17.45 h. at PUERTA DEL SOL (statue of the bear and the tree)

Group A would go for Old Madrid (Medieval, Renaissance), Group B for Modern Madrid (Baroque, classic). The same tours will be done again tomorrow, so that everybody can do the two tours.





Sustainable Well-Being MADRID 2014



THURSDAY 27th March

Field visit : FUNDACIÓN TELEFÓNICA

FUNDACIÓN TELEFÓNICA
Address: C/ Gran Vía, 2
Gran Vía (L1) .
Website :
<http://www.fundacion.telefonica.com/es/index.htm>



9.45 (no delays, please!!) : The group will gather at the entrance of the Telefónica Building.

11.45: coffee break

11.15: Field visit: **WAYRA**

Website: <http://wayra.org/es>

Address: same as Fundación Telefónica.

12.30: to the restaurant

13.00: LUNCH (Rias Baixas)

14.00 back to Escuela de Relaciones Laborales

14.15: *The Blind Spot of Economy. How to create deep innovation through systemic awareness?**

Prof. Jo Lefevere

16.15: Group Work (3/5) Best practices presentations (Aula Escalonada & Aula 3)

CULTURAL ACTIVITIES (OPTIONAL): GUIDED TOURS: OLD MADRID & MODERN MADRID

Meeting at 17.45 h. at PUERTA DEL SOL (statue of the bear and the tree)

The same tours as yesterday, but now Group B would go for Old Madrid (Medieval, Renaissance), Group A for Modern Madrid (Baroque, classic).

FRIDAY 28th March

Field visit: **METRO DE MADRID**

Website: <http://www.metromadrid.es/>

9.15 : the group will gather at 9.15 (no delays, please!) at the main entrance hall of the Metro station

Alto del Arenal (L1).

10.45: coffee break and back to Escuela de Relaciones Laborales

11.45: Group Work (4/5). Location: Escuela de Relaciones Laborales (Aula Escalonada & Aula 6)

12.45: to the restaurant

13.00: LUNCH (Rias Baixas)



Sustainable Well-Being MADRID 2014



14.00 back to work
14.15: *Creation of wealth*
Prof. Lauri Narinen
15.45 coffee break
16.15: Mid-evaluation (teachers and students) (1 hour ¼ aprox.)

SATURDAY 29th March

Field Visit: PEF (Punto de Encuentro Familiar) & CAF (Centro de Atención a las Familias)

8.30: (no delays, please!) The whole group will gather at Metro station  Aluche

9.00: Group A: visit to F to PEF (=Punto de Encuentro Familiar= meeting place for families)

10.45: coffee break

11.15: GROUP B Visit to CAF (= Centro de Atención a las Familias _Centre for Attention to Families)

Website: <http://goo.gl/P2uTii>

Address: C/ Fuerte de Navidad, 15

13.00: FEE FOR LUNCH AND BREAK

14.30-17.30: Common reflections and comments

MONDAY 31st March

Location: Escuela de Relaciones Laborales [Aula Escalonada]

9.00: Teacher's meeting (not students)

9.15: *What do children and young people's rights mean in a neo-liberal world*

Prof. Graham Brotherton

10.45: coffee break

11.15: *Mediation*

Prof. Marta Blanco

12.45 to the restaurant

13.00: LUNCH (Rias Baixas)

14.00 back to work

14.15: Guest conference: **DEMOCRACIA REAL, YA**

CULTURAL ACTIVITIES (OPTIONAL): REINA SOFIA MUSEUM *** to be confirmed

16.45: Meeting at main entrance of Museum





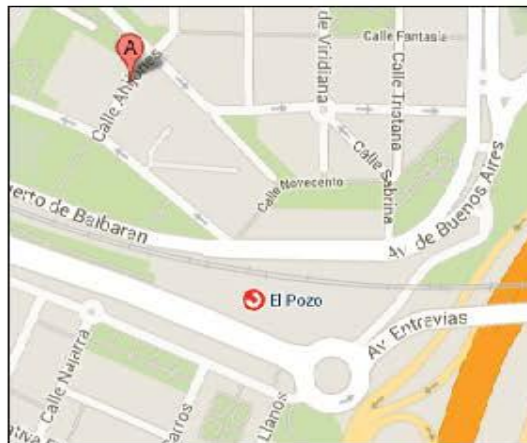
Sustainable Well-Being MADRID 2014



TUESDAY 1st April

Field visit to FUNDACIÓN SECRETARIADO GITANO (Foundation Gypsy Secretariat)

Location: Secretariado Gitano headquarters [A in the map on the right]
Address: C/ Ahijones
 El Pozo
Website: <http://www.gitanos.org/>



8.30 (no delays, please!) Departure

Coaches will pick us up at: C/ Sagasta esq. C/ Mejía Lequerica (exit Y.H. and walk a few meters up the street towards wide street C/ Sagasta)

10.30: Social Work practice in today's Spain

Prof. Carmen Rancal

12.00 break

12.30: Visit to Exhibition: gypsies and their reality

13.00: LUNCH (served on location)

14.00: Guest Visitor: OBSERVATORIO DE LA EXCLUSIÓN (EXCLUSION OBSERVATORY)

13.00 FIELD VISIT: CAÑADA REAL

Coaches will take the group from Secretariado Gitano to Cañada Real, and back again to Madrid city centre at the end of the visits.

WEDNESDAY 2nd April

Location: Escuela de Relaciones Laborales (Aula Escalonada)

9.00: Teacher's meeting (not students)

9.15: *Childrens' Rights Network*

Prof. Antonia Picornell

10.45: coffee break

11.15: Group work (5/5): preparing presentations (Aula Escalonada & Aula 3)

12.45: to the restaurant

13.00: LUNCH (Rías Baixas)

14.00 back to work

14.15: *Social work Online*

Prof. Rammelt Veenkamp

15.45: coffee break

16.00: Guest conference: **STOP DESAHUCIOS** (Association about people who must abandon their houses because of unpaid mortgages) (1 hour ½ approx)



Sustainable Well-Being MADRID 2014



CULTURAL ACTIVITIES (OPTIONAL): PRADO MUSEUM *** to be confirmed

18.45: meeting at Museum, Jerónimos Door



THURSDAY 3rd April

FACULTY OF SOCIAL WORK- U. COMPLUTENSE

The Faculty of Social Work is located in Campus de Somosaguas, on the outskirts of Madrid.

How to get there: **BUS A** from avenida Ruperto Chapí, near metro MONCLOA]. Last Stop: Campus Somosaguas.



****Our piece of advice:** try to be at Bus A stop as early as possible. Bear in mind that most courses start at 9.00, from 8.15 onwards is rush hour: there will be a lot of students taking this bus (and you are a big group yourselves...). If possible, make small groups and schedule yourselves in order not to be at the bus stop all together at the same time.



Sustainable Well-Being MADRID 2014



- 9.15: Good practices: 10 min /presentation (Room 309, 3rd Floor)
10.45: coffee break
11.15: Good practices (continuation): 10 min /presentation (Room 309, 3rd Floor)
13.00: LUNCH (SocialWork Cafeteria)
14.00 back to work (and change of room)
14.15: Students reflections (Location: Salón de Grados, 3rd Floor)
Professors: Evaluation
15.45: coffee break
16.15: **Farewell and diplomas** (Location: Room 111 (first floor))
-

6.3. Template, Comparative Overview of Social Work and Sustainable Wellbeing

COUNTRY PROFILE			
Population	Size (sq m)	Bordering countries	Flag
Map			
Form of government			
Social/administrative organisation			
Official religion and languages			
SOCIAL WORK			
Where is it studied? universities, schools, others			
How many institutions offer social work qualifications?	In your country	In your city	
Curriculum plan	Years or terms		
	Subject organisation (nº of compulsory and elective credits, work placements, final thesis)		
	Website		
Available postgraduate qualifications			
Common fields of work (NGOs, private, public sector, etc.)			
Historical approach to social work and social services			

(summarise milestones); 3 key milestones for the development of the profession	
Critical approach and analysis of social work as a profession (what it is)	
Challenges and possibilities (what it should be)	
SOCIAL WORK AND SUSTAINABILITY	
Bibliography in your Native language	Compile a bibliography of literature in your native language regarding the link between social work and sustainable wellbeing or social sustainability, and alternatively regarding good practice in the field of social work and sustainable wellbeing
Bibliography in English	Compile a bibliography of literature in English regarding the link between social work and sustainable wellbeing or social sustainability, and alternatively regarding good practice in the field of social work and sustainable wellbeing
Databases & websites	Indicate if you know of any databases or websites related to social work and sustainable wellbeing, social sustainability, good practice in the field of social work and sustainable wellbeing
Art and sustainability	Choose a picture, film, song, sculpture, building, etc. that in your opinion is notable for its connection to this IP. If possible add a link, web, picture, summary, etc.
Others	Any other questions that in your opinion may be of interest for the IP

6.4. Template, Good Practice Example

BASIC (ESSENTIAL) DATA			
Name of the Institution			
Web			
Logo			
Topic area			
Location	Country	City	Community, Zone, Area
Name of the student making the proposal			
Person of contact	Name and position	Telephone	Email
DESCRIPTION			
Type of organization: Enterprise, Association, Foundation, Administration			
Object of the activity: Different activities			
Notable Activity (in case only one is outstanding)			
Structure: Technical team, direction, coordination			
Tools and			

methodology	
Aims	
Challenges	
Videos/webs/links	
Observations (other)	
GOOD PRACTICE CRITERIA	
PERTINENCE: Does it respond to a real necessity?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
EFFECTIVENESS: benefits/profits for society/the institution	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
EFFICIENCY: results and their cost	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
FIT TO THE VALUES OR ETHICS OF THE INSTITUTION	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
TEAM AND DIRECTION INVOLVEMENT: staff initiative, supported by management?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
IMPACT: will the project achieve changes? Does it involve actions that will result in real differences?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
SUSTAINABILITY:	<input type="checkbox"/> Yes

<p>positive impacts of the project, continuation guarantees</p>	<p><input type="checkbox"/> No</p> <p>Comments:</p>
<p>GENDER: gender relations are taken into account</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Comments:</p>
<p>INNOVATION AND CREATIVITY: originality in their contributions</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Comments:</p>
<p>PUBLICITY: is it known, publicised?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Comments:</p>

6. 5. Travel expenses refunds

TABLE 1. STUDENT TRAVEL EXPENSES

SURNAME	NAME	TOTAL FLIGHT	total train/bus	TOTAL 100%	TOTAL 75%	TOTAL 25%
Georgievova	Jana	259,92	8,00	267,92	200,94	66,98
Voracova	Petra	259,92	10,00	269,92	202,44	67,48
Hejdukova	Frantiska	259,92	8,00	267,92	200,94	66,98
Rousova	Tereza	259,92	8,00	267,92	200,94	66,98
Bigasova	Petra	259,92	8,00	267,92	200,94	66,98
Spicanova	Jitka	259,92	8,00	267,92	200,94	66,98
Vavrova	Sarka	259,92	8,00	267,92	200,94	66,98
TOTAL CEZC REPUBLIC		1819,44	58,00	1877,44	1408,08	469,36
Ūselytė	Monika	301,21	5,00	306,21	229,65	76,55
Valaitytė	Eglė	301,21	5,00	306,21	229,65	76,55
Šimkutė	Laura	301,21	5,00	306,21	229,65	76,55
Bukovska	Ivona	301,21	5,00	306,21	229,65	76,55
Steponauskaitė	Skirmantė	301,21	5,00	306,21	229,65	76,55
Lapinskaitė	Jolita	301,21	0,00	301,21	225,90	75,30
TOTAL LITUANIA		1807,23	25,00	1832,23	1374,17	458,06
Assad-Zadeh-Yassamani	Samira	248,47		248,47	186,35	62,12
Kuusikallio	Josefina	289,47		289,47	217,10	72,37
Punju	Satu	236,97		236,97	177,73	59,24
Toija	Niina	256,20		256,20	192,15	64,05
Taskinen	Sirja-Mari	248,47		248,47	186,35	62,12
Wahlsten	Elena	277,35		277,35	208,01	69,34

TOTAL FINLAND		1556,93	0,00	1556,93	1167,70	389,23
Margit	Hannes	107,05		107,05	80,29	26,76
Charley	Lever	107,05		107,05	80,29	26,76
Kaat	Schillebeeckx	107,05		107,05	80,29	26,76
Innelien	De Ceuster	107,05		107,05	80,29	26,76
Lise	Vermaercke	107,05		107,05	80,29	26,76
Koen	Willems	107,05		107,05	80,29	26,76
Patricia	Wieser	107,05		107,05	80,29	26,76
TOTAL BELGIUM (GEEL)		749,35	0,00	749,35	562,01	187,34
Zohra	Asma	0,00	0,00	0,00	0,00	0,00
Hibbert	Kate	0,00	0,00	0,00	0,00	0,00
Bubala	Kika Aime	0,00	0,00	0,00	0,00	0,00
Ratna	Anita Raju	0,00	0,00	0,00	0,00	0,00
Edwards	Shannon	0,00	0,00	0,00	0,00	0,00
TOTAL ENGLAND		0,00	0,00	0,00	0,00	0,00
Mosthaf	Annalena	229,11		229,11	171,83	57,28
Fischer	Selina	229,11	3,00	232,11	174,08	58,03
Brown	Louisa	229,11		229,11	171,83	57,28
Merz	Lea	229,11		229,11	171,83	57,28
Klüber	Theresa	211,78	7,80	219,58	164,69	54,90
Stehle	Natalia	211,78	7,80	219,58	164,69	54,90
Thoma	Valentin	197,25	8,50	205,75	154,31	51,44
TOTAL GERMANY		1537,25	27,10	1564,35	1173,26	391,09
Bruyneel	Gemma	65,80	13,00	78,80	59,10	19,70
Wynants	Jozefien	114,58	18,00	132,58	99,44	33,15
Deblok	Lukas	121,58	34,30	155,88	116,91	38,97

Feys	Maxim	121,58	8,00	129,58	97,19	32,40
Eeckman	Thomas	114,58	3,00	117,58	88,19	29,40
Decorte	klass	121,58	18,00	139,58	104,69	34,90
Opstal	Charlotte	131,08	53,60	184,68	138,51	46,17
TOTAL BELGIUM (ARTEVELDE)		790,78	147,90	938,68	704,01	234,67
Scofferi	Jessica	130,08	16,60	158,00	118,50	39,50
Colman	Jozefien	130,08	16,60	146,68	110,01	36,67
Joly	Jana	130,08	16,60	146,68	110,01	36,67
Rahimi	Ali	130,08	16,60	146,68	110,01	36,67
Vanhaverbeke	Gilles	130,08	16,60	146,68	110,01	36,67
Vanmaele	Delphine	130,08	16,60	146,68	110,01	36,67
Gabriel	Janne	130,08	16,60	146,68	110,01	36,67
TOTAL BELGIUM (VIVES KATHO)			116,20	1038,08	778,56	259,52
Total Erasmus students	7167,80					
Total EEASW students	2389,27					

TABLE 2. TEACHER TRAVEL EXPENSES

SURNAME	NAME	TOTAL FLIGHT	total train/bus	total 100%	TOTAL 75%	TOTAL 25%
Parizek	Michal	259,92	8,00	267,92	200,94	66,98
Fischer	Ondrej	228,35	6,00	234,35	175,76	58,59
TOTAL PRAGUE		488,27	14,00	502,27	376,70	125,57
Katokonienė	Agata	301,21	5,00	306,21	229,65	76,55
Pivorienė	Jolanta	301,21	5,00	306,21	229,65	76,55
TOTAL LITUANIA		602,41	10,00	612,41	459,31	153,10
Narinen	Lauri	364,59	47,30	411,89	308,92	102,97
Salonen	Arto	304,47	60,00	364,47	273,35	91,12
TOTAL FINLAND		669,06	107,30	776,36	582,27	194,09
Deville	Aleidis	114,37		114,37	85,78	28,59
TOTAL BELGIUM (GEEL)		114,37	0,00	114,37	85,78	28,59
Hyland	Christina	0,00	0,00	0,00	0,00	0,00
Palmer	Lisa	0,00	0,00	0,00	0,00	0,00
TOTAL ENGLAND		0,00	0,00	0,00	0,00	0,00
Rais	Christina	214,25	19,00	233,25	174,94	58,31
Groner	Birgit	229,11	99,30	328,41	246,31	82,10
TOTAL GERMANY		443,36	118,30	561,66	421,25	140,42
Lefevere	Jo	145,50	64,30	209,80	157,35	52,45
Monsecour	Frank	194,50	41,10	235,60	176,70	58,90
TOTAL ARTEVELDE		340,00	105,40	445,40	334,05	111,35
Steverlynck	Isabel	130,08	16,60	146,68	110,01	36,67
TOTAL BELGIUM (VIVES KATHO)		130,08	16,60	146,68	110,01	36,67
TOTAL ERASMUS teachers	2369,36					

TOTAL EEASW teachers	789,79
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6.6. Student satisfaction questionnaire

	mikolas romerisk	Thomas More	Evangelish Hochs.	Katho	Newman	Protestan teologic.	Metropolia	Artevelde	Compl	Average
How satisfied were you with the duration of the IP?	4.67	4.00	4.00	4.29	4.00	4.57	4.50	4.40	4.86	4.4
How satisfied were you with the dates of the IP?	4.50	3.75	5.00	4.43	4.60	4.29	4.67	4.40	4.43	4.5
Which were the factors which motivated you to participate?										
Academic	4.33	3.25	4.50	3.86	4.40	4.29	4.40	3.90	4.86	4.2
Cultural	4.83	4.00	4.83	4.57	4.80	4.43	4.50	4.10	4.86	4.6
Practice of foreign language	5.00	4.25	4.50	3.86	3.20	4.29	3.00	3.70	4.71	4.1
Friends living abroad	2.33	3.50	2.50	3.00	2.40	3.00	2.00	2.60	3.00	2.7
Career plans	4.17	3.25	3.33	3.57	4.20	3.43	4.17	3.30	4.57	3.8
European experience	5.00	4.50	4.83	4.57	5.00	4.14	4.00	4.00	4.71	4.6
Other (please specify):										
Where did you hear about the IP?										
Home institution	4.00	4.00	6.00	7.00	5.00	7.00	6.00	7.00	7.00	9.4
Host institution	1.00	0.00	0.00	1.00	0.00	2.00	0.00	1.00	7.00	1.7

Other students	4.00	3.00	2.00	2.00	0.00	3.00	2.00	5.00	0.00	3.6
Former participants	3.00	1.00	2.00	2.00	0.00	4.00	0.00	3.00	1.00	2.8
Internet	3.00	1.00	0.00	0.00	1.00	1.00	0.00	1.00	0.00	1.3
Other (please specify):	0.00									0.0
Did you receive adequate support from your home institution and from the host institution before and during the IP?										
Home institution	4.83	3.25	4.50	3.86	2.20	4.71	4.00	4.50	3.86	3.9
Host institution	4.33	4.25	4.67	4.00	3.40	4.86	4.00	4.20	3.86	4.2
Type of your accommodation in the host country:										
University accommodation	0.00	0.00	3.00	0.00	1.00	2.00	1.00	1.00	2.00	1.8
Apartment or house together with other students	6.00	0.00	1.00	3.00	1.00	1.00	2.00	5.00	0.00	3.1
Private housing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.00	0.8
Other (please specify):										
Were you satisfied with your accommodation?	4.00	4.25	4.00	4.00	3.80	3.71	4.33	3.70	4.00	4.0
Will you gain recognition for your IP by your home institution?										
If yes, How will it be recognised?										
Did you encounter any problems concerning recognition of your IP?	1.83	1.75	1.50	1.17	3.00	1.00	1.00	1.00	2.33	1.7

What kind of costs did you need to contribute to?										
Travel to host institution	4.00	1.00	3.00	0.00	4.00	6.00	4.00	2.00	1.00	5.0
Accommodation	0.00	1.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.4
Field visits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Materials used during the IP	3.00	1.00	3.00	2.00	1.00	0.00	0.00	1.00	0.00	2.2
Social programmes	2.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.7
Judgment of academic/learning outcomes of the IP:	4.00	4.00	3.50	4.00	4.60	4.29	3.33	4.30	4.71	4.0
Judgment of personal outcomes of the IP:	4.20	4.00	3.50	4.14	4.40	4.29	3.33	4.40	4.29	4.0
Did you encounter any serious problems during the IP?	3.00	1.00	1.17	1.14	1.60	1.71	1.17	1.10	1.29	1.5
How satisfied were you with the academic activities and the pedagogical aspects of the IP in terms of the following aspects?										
The number of hours taught	4.33	3.00	3.83	3.14	2.80	4.29	4.17	3.60	4.29	3.7
The equipment used	4.00	3.25	4.17	4.00	3.80	4.17	3.67	3.60	3.29	3.8
The capabilities and expertise of the professors	4.33	3.75	3.67	4.29	4.40	4.14	3.83	3.70	4.43	4.1
The overall quality of teaching	4.17	3.75	3.83	3.86	4.60	3.86	3.50	3.10	4.29	4.0
The expected learning outcomes	3.67	3.75	4.17	4.00	4.20	4.00	3.33	3.70	4.14	3.9
The activities besides the general course	4.50	3.50	4.83	4.29	4.80	3.57	3.67	4.30	4.29	4.2

Do you think participation in the IP will help you in your further studies/career?	4.00	4.75	4.17	4.29	4.00	4.86	4.00	4.10	4.43	4.3
Do you think participation in the IP will help you in finding a job?	3.33	4.00	3.17	3.57	3.60	3.43	2.67	3.60	3.00	3.4
Overall evaluation of the IP:	4.00	4.25	4.00	4.43	4.40	4.43	3.83	4.60	4.86	4.3