A close-up photograph of a person's hands on a black steering wheel. The background shows the car's dashboard with various gauges and controls. A semi-transparent white rectangular box is overlaid on the center of the image, containing the title text.

# **PRE-TRAINING MODULE FOR DRIVING LICENSE**

## **TRAINER'S GUIDE**

**ADAPTED TO VULNERABLE  
PEOPLE WITH LEARNING  
DIFFICULTIES**



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# Table of Contents

<b>Introduction</b> .....	<b>4</b>
The purpose and objectives of this guide .....	4
Aspects of Mob'In Europe project .....	5
Who are the vulnerable people in Romania? .....	5
Who are the vulnerable people at Ateliere Fără Frontiere?.....	6
<b>What is inclusive mobility?</b> .....	<b>8</b>
Mobility .....	8
Inclusion and active inclusion.....	8
Inclusive Mobility .....	9
<b>Mobility skills in Romania</b> .....	<b>10</b>
At national level.....	10
At local level .....	10
Where does Inclusive Mobility stands after all? .....	10
Scattered public initiatives .....	11
The exclusion of vulnerable groups .....	12
Private initiatives .....	13
<b>"Driving license" pre-training module</b> .....	<b>15</b>
Diagnostic .....	15
What method, tools and techniques do we use? .....	17
Adapted training and personalized support .....	19
Worksheet for building a training session .....	21
What topics to address?.....	22
How to do it? - Implementation of pre-training sessions .....	23
<b>Appendixes: Active pedagogy instruments</b> .....	<b>31</b>
Appendix 1 – Rosenberg scale of self-esteem (Rosenberg, 1965).....	32
Appendix 2 – Values and motivation quiz .....	34
Appendix 3 - Examples of exercises at the beginning of performing sessions .....	36
Appendix 4 – Examples of activities and exercises to integrate to the training sessions .....	39
Appendix 5 – Methods and techniques used to adults training .....	45
<b>References</b> .....	<b>48</b>

# Introduction

## The purpose and objectives of this guide

This guide was developed within the Mob'In Europe project, co-financed by the Erasmus+ program, a project aimed at setting up an offer of training for mobility and driving adapted to the needs and resources of disadvantaged people, making policy recommendations for inclusive mobility and creating diagnostic tools on the mobility of people in socio-professional insertion.

The Mob'In Europe project was implemented between 2019 and 2021 by CAIPS, the Wallon Federation of Social and Professional Insertion Operators, in partnership with Mob'In France, the French Network of Mobility Operators and Ateliere Fără Frontiere.

Ateliere Fără Frontiere is an association acting in the circular economy that has as mission the integration of vulnerable people through socio-professional accompaniment. As the association offers the people it serves an individualized path and integrated social services, the need for advice on mobility was addressed within the Mob'In Europe project, thus contributing to the consolidation of the springboard for a dignified and autonomous life for its beneficiaries.

The target audience is represented by disadvantaged and unactivated people on the labour market who are engaged in a course of socio-professional accompaniment and training in the socio-professional insertion sector: people with a low level of qualification, long-term unemployed, NEETs, house working women or affected by domestic violence, migrants, etc.

The collaboration at European level aims at developing transnational pedagogical and intellectual materials, mobilising experience, expertise and professional and associative networks already structured or about to be structured.

Each partner organization within the Mob'In Europe contributed to this project with its specific expertise and its network of adherents or affiliates. The convergence of these three levels of expertise is the added value of this project: each partner organization approaches the project from the point of view of its specialization, which allows building an approach from several angles to the target audience and hence the development of open training processes, adapted to the accompaniment of people with the same need (improvement of individual mobility) but with resources, capacities, obstacles and various projects.

## Aspects of Mob'In Europe project

Within the project, four materials were developed towards an inclusive mobility:

1. A set of recommendations for inclusive public mobility policies addressed to authorities and decision-makers in the field of mobility and transport.
2. A mobility diagnosis consisting of a pedagogical tool that can assess the degree of individual mobility of people away from the labor market, in the form of a brochure and a web platform.
3. A training module for mobility adapted to people with learning, social, economic, psychological difficulties that limits their ability to travel and the use of online tools to facilitate travel.
4. A pre-training module for obtaining a driving license [this guide] for professionals accompanying people with learning, social, economic, psychological difficulties which is an obstacle to access to traditional training provided by private commercial driving schools, in completion of classical training or in obtaining a driving license if the person has failed several times.

## Who are the vulnerable people in Romania?

The government program undertaken in the field of work, social protection, family, the elderly shows how the Romanian state understands to meet the needs and requirements of Romania's development for 2018-2020 in accordance with the strategic directions on the sustainability of the European social model and new agenda for Europe 2020 .

In this sense, the main mission of the government is to strengthen social cohesion and reduce the gaps with the developed states of the European Union and one of the steps taken was to analyze and assess vulnerable groups (homeless people, young people leaving the system). protection, former detainees, evacuees, drug addicts, etc.), in order to establish the need for social services.

The official definition of the vulnerable group can be found in the Social Assistance Law no. 292/2011, according to which the "vulnerable group" designates persons or families who are at risk of losing their ability to meet their daily living needs due to illness, disability, poverty, drug or alcohol dependence or other situations that lead to economic and social vulnerability "(definition taken over later in Law 219/2015 on the social economy).

In Romanian legislation, however, there are multiple references to vulnerable groups, by defining terms such as disadvantaged category, marginalization, inclusion, social need, difficult situation. The "vulnerability situation" is one of the following situations in which the person finds themselves:

- does not earn their own income or their income is not sufficient to ensure a decent living and a safe living environment;
- is unable to carry out the basic activities of daily living on their own, cannot manage on their own and needs assistance and care;
- does not have a home or the possibility to ensure their living conditions based on their own resources.

In another approach, vulnerable people are those who have acquired a form of protection in Romania and who have low potential for self-maintenance. The following are considered vulnerable:

- people with disabilities;
- the elderly;
- single parents accompanied by their minor children;
- victims of human trafficking;
- people suffering from serious illnesses;
- people with mental illness;
- persons who have been subjected to torture, rape or other serious forms of psychological, psychological, physical or sexual violence, or in other special situations, similar to those mentioned above.

In Romanian legislation, however, there are multiple references to vulnerable groups, defined by terms such as disadvantaged category, marginalization, inclusion, social need, difficult situation. Most of the time, vulnerabilities are both cause and effect and lead to a perpetuation of dependency situations - for example, a low level of education, leads to limited access to the labor market, which leads to lack of income, such as lack of income. it can lead to a low level of education (early school leaving) and low access to the labor market or other services.

## Who are the vulnerable people at Ateliere Fără Frontiere?

In order to meet the needs of vulnerable groups identified as such, the Ateliere Fără Frontiere association has developed the RE-INSERT program, where projects carried out under its auspices, the association meets the needs of socio-professional reintegration of people with simultaneous vulnerabilities, sometimes only one person counting up to seven such challenges.

Among the vulnerabilities that majorly affect the chances that they will be able to access training and certification programs (such as obtaining a driving license, regulated by the Romanian State and the legislation in force) are:

- illiteracy,
- low level of education
- alcohol and drug addictions,
- lack of funds for school fees or for the purchase and maintenance of a car,
- mental illness / disability,
- former detainees.

# What is inclusive mobility?

## Mobility

Mobility is the property or character of what can move or move in space and takes on different aspects depending on whether it is associated with a problem or an object of study. Consequently, its lexical variations are numerous: easy mobility, reduced mobility, residential mobility, space mobility, shuttle mobility, digital mobility.

We will focus here on both the **human** and **social** dimension of mobility: human, because the fact of moving is an inherent fact of humankind and in life, and social, because mobility has a strong impact on organizations and models of life.

Mobility is above all a **social fact**. Displacement is what allows people to unite, to access vital and social resources. Moving makes it possible **to form society**. Thus, being interested in mobility means being interested in "all the techniques and behaviors that allow access to the desired social resources". It is a central and transversal phenomenon of daily life.

Mobility nowadays has also become a social norm. Symbol of freedom, fulfillment and prosperity in a certain collective imagination, it turned into a constraint, even an obligation. The spatial evolution of our societies highlights: today, "93% of the population lives in the basin of a city", which concentrates services and jobs, to the detriment of the proximity of services (food, education, care) in rural or peri-urban areas causing an obligation of mobility for their inhabitants. In France, "the average distance per person traveled by car has increased sixfold in forty years." This means that today being mobile and autonomous is mandatory or even required. This is called a mobility order.

Although we were nomadic beings, mobility is not innate and cannot be reduced to the problem of transport services: more and more individual mobility, even individualistic, requires more and more skills, know-how, interpersonal skills, which they are conditioned by individual experiences and learning, by education, by financial, physical and psychological resources. When mobility, an essential tool for everyday life, depends mainly on the cultural environment, there are differences, inequities and people left behind.

## Inclusion and active inclusion

The term "**inclusion**" is increasingly used in many sectors of society. It is interesting to approach the field of disability, where it is widely used, in order to fully understand this notion, comparing it with that of integration.

With the concept of integration, it is up to the person with disabilities to adapt to access the same services as others.

With the concept of inclusion, it is the responsibility of society to adapt to the needs of people with disabilities and to give them access to the services to which they are entitled.

If this definition applies to the most vulnerable, who do not have access to conventional means of transport, it is up to the institutions to make this access possible.

**Active inclusion** is a notion linked to the Charter of Fundamental Rights of the European Union. "It includes the right to work, the right to housing, and the right to social protection, in order to guarantee a decent existence for the less affluent." "It consists of allowing every citizen, including the most disadvantaged, to participate fully in society and, in particular, to exercise a job", being articulated around 3 pillars which are ensuring an income, employment and access to quality services.

As we can see, the notion of mobility does not therefore formally appear as an objective of active European inclusion, while mobility difficulties have long been identified by those involved in social and professional integration as manifestations and causes of precariousness, poverty and exclusion.

## Inclusive Mobility

The concept of **inclusive mobility** seeks to respond to unequal access to "knowing how to move" (having the skills and abilities to move independently and sustainably) and to "being able to move" (having the material means to move).

In our societies where distances have increased, where accessibility and even proximity are no longer the rule for those who are not motorists, the feeling of being part of a society collapses and the social bond weakens. The lack of mobility adapted to this environment creates increasingly important social and territorial divisions. It is de facto an element of exclusion.

**The purpose of inclusive mobility is to adopt a social approach to mobility in order to enable all people to participate in the life of society.**

To meet everyone's needs, inclusive mobility is also defined by actions and a set of solutions created and yet imaginable to eliminate the cognitive, psychological, socio-cultural, material and financial barriers that compromise and reduce the possibilities of movement. It places the individual at the center of systems seen as responses to a need identified by all players.

Therefore, inclusive mobility aims at a horizon that allows individuals to move freely according to their needs with the appropriate means. The notion of support is paramount. It is not enough to create new travel solutions, it is above all necessary to support people who spontaneously do not choose this new mobility offer.

# Mobility skills in Romania

## At national level

The Ministry of Transport, Infrastructure and Communications is the main entity that provides the infrastructure for mobility in Romania. It manages the air, railway, road and naval fields. The Ministry is responsible for the development and implementation of strategies, policies and programs regarding the national network of public roads in Romania, in accordance with national, European and international strategic documents.

The main existing strategies in the transport sector are:

Railway infrastructure development strategy 2021-2025  
Sustainable transport strategy for 2007-2013 and 2020, 2030  
Intermodal transport strategy in Romania 2020.

With regard to transport for certain social groups, different ministries have competences:

The Ministry of Education establishes national or local gratuities for pupils and students  
The Ministry of Labor and Social Protection establishes gratuities and subsidies for people with disabilities or pensioners.

## At local level

When not covered by national strategies, mobility is left to local authorities. Depending on the territorial administrative unit, mobility and transport are provided by the local municipal or departmental council.

The Council provides the necessary framework for the provision of public transport services of local interest. Also in the sphere of the local council is the administration of social services for the protection of children, people with disabilities, the elderly, the family and other people or groups in social need.

The local council can establish strategies for local school transport or for disadvantaged people, allocating a budget for this purpose.

## Where does Inclusive Mobility stands after all?

Inclusive mobility defined at community level is not found in Romania's national strategies. Instead, the problems of inclusive mobility are in the form of transport facilities for disadvantaged groups, especially people with disabilities or pensioners.

Although it is not officially developed or supported by public or private institutions, inclusive mobility exists in Romania, but it is addressed only to people with physical disabilities with reduced mobility.

The definition adopted by the Romanian authorities is limited because it excludes people from disadvantaged backgrounds, in a situation of precariousness or poverty.

Due to the limitation of its definition, Romania does not have a national or local strategy for inclusive mobility, a notion that is not found in the National Strategy for Social Inclusion and Poverty Reduction for the period 2021-2027.

However, in the 2007 Law on Local Public Transport Services, one of the basic principles is to protect disadvantaged social groups by compensating the cost of transport from the local budget.

Inclusive mobility is still a notion that is not really present in the discourse of public authorities, even if there are measures or general guidelines on the right to free movement of disadvantaged groups in society.

The measures implemented by the Romanian state to support the mobility of its citizens are limited and exclude the most marginalized groups. The current legislation does not have a coherent framework that standardizes inclusive mobility at national level and includes all groups that can benefit from these services, without ignoring certain vulnerable categories.

The absence of well-defined concepts and legislation on vulnerable social groups and inclusive mobility continue to marginalize vulnerable groups and deprive them of their right to move freely according to their needs through appropriate means.

## Scattered public initiatives

The absence of a national strategy on inclusive mobility leads to a number of measures that are not uniform and inclusive with all vulnerable social groups.

Inclusive mobility solutions organized to cover the transport needs of certain marginalized categories are not presented as a national platform, but as measures in other laws or strategies, with a severe limitation in terms of size and geographical extent. And, even less is supported and encouraged for these vulnerable categories, autonomous transport (with a car).

A national example is the recent abolition of free rail transport for students. Since 2011, students have benefited from total free train transport, a measure granted by the Ministry of Transport and Infrastructure under Article 205 of the National Education Law no. 1/2011. In 2021, free admission was abolished, in favor of a 50% reduction in the full price, granted exclusively to young people pursuing higher education, while those who are not employed or enrolled in some form of education are ignored.

A similar approach can be found at the Ministry of Labor and Social Protection, where people with disabilities “benefit from free intercity transport, as desired, with any type of train [...], bus or boat for river transport, for 12 trips. per calendar year ”in accordance with Law 448 of 2006. From 2021, persons with disabilities or their legal guardians may also request a refund for fuel if they choose to travel with their own car.

Both models cover a limited number of social categories and modes of transport that they can benefit from, despite the fact that both come from national institutions with national coverage. The lack of uniformity at national level also leads to an increase in the mobility of people with disabilities, while the mobility of other vulnerable groups, such as young people, is reduced in the same year.

Another type of subsidy that supports the mobility of marginalized categories is taken locally and concerns means of transport such as bus or subway in the case of Bucharest. Due to the administrative autonomy and decentralization of the decision, the categories that benefit from discounts or free public transport are established by each city at municipal or departmental level.

The most common categories that benefit from these local services are pensioners and children, the latter also benefiting in small towns from free school transport, where there is a local initiative of schools or town halls.

As the social categories benefiting from these subsidies are decided at the level of local or departmental councils, in the absence of national uniformity, this leads to the continuous exclusion of certain social groups from the free movement plan and, inevitably, to keeping these groups away from the functioning society.

## **The exclusion of vulnerable groups**

Vulnerable groups that are generally excluded from the local inclusive mobility plan are marginalized communities due to poverty, voluntary or unintentional participation in past illegal activities or those facing substance abuse.

Defined over the years in poverty reduction strategies as "other vulnerable groups", these people do not have access to the main means of public transport. Indeed, their location is generally in areas identified on so-called "social" roads, which are considered unprofitable in the 2007 law on local public transport services.

Due to the lack of transport, these vulnerable marginalized groups often turn to public welfare services (Sserviciile Publice de Asistență Socială - SPAS) whose mission is to support people excluded from society. By the social assistance law no. 292 of 2011, all administrative-territorial units (ATU) in Romania have the obligation to set up these public social assistance services as part of the minimum set of public services, necessary and mandatory to be provided at each level territorial administration in accordance with the

same law. However, the legal obligation is most often opposed by the local administrative decision, influenced by limited resources and socio-economic priorities of the moment.

However, these SPAS are present in only 29% of the territorial administrative units in Romania and are missing especially in the most disadvantaged areas, where the most vulnerable groups are found. Moreover, in areas where this compulsory service still exists, local social workers are often deprived of specialized education or training, unable to understand and respond coherently to the needs of marginalized people on the move.

## Private initiatives

Lacking social assistance services that should provide access to adequate means of transport, ignored by most legislative initiatives taken individually by different central or local authorities, vulnerable groups rely on private initiatives that seek to replace the lack of a national mobility strategy. vulnerable through local and, in most cases, one-off initiatives (project with limited duration and funding).

One such private initiative that is increasingly occurring in vulnerable environments around large cities is the transport provided by private companies to employees in those areas where there is no public transport and who would otherwise have to travel daily on their own. transport and financial, to productive entities and other companies in the city.

This means of transport replaces the lack of public transport, as long-distance lines between disadvantaged areas and urban centers are often considered unprofitable.

In the case of non-governmental organizations, when they have the opportunity, group transport is provided for the beneficiaries, to various institutions and services they need at a given time or for participation in various events (shows, visits, trips, etc.).

These types of initiatives usually occur without the support of local government legislation or infrastructure and depend entirely on the economic functioning of private enterprises or the sources of funding and projects of non-governmental organizations.

Another limitation of inclusive mobility in Romania (primarily as a legislative approach and provision (see Road Code: Emergency Ordinance no. 195/2002 on traffic on public roads [http://www.legislatierutiera.ro/legislatie-rutiera/codul -route /](http://www.legislatierutiera.ro/legislatie-rutiera/codul-route/)) is that it does not take into account the lack of access to education for people in vulnerable categories, for example, people who have not attended a formal school path of at least 8 grades, cannot obtain a driving license, which reduces them considerable opportunities for social and professional mobility for disadvantaged people who, in an overwhelming percentage, are either completely illiterate or have a maximum of 4 school grade level.

A partnership between NGOs and the private sector is trying to fill this gap and is currently helping dozens of young people obtain driving licenses for different categories of vehicles.

But this only solves part of the problem, as people who are totally illiterate or have a lower level of education below the 8th grade level also have difficulty using the most appropriate means of transport, given the difficulties in knowing timetables and routes.

In the absence of social services to coordinate and accommodate them with mobility methods adapted to their needs, many people in vulnerable areas cannot access employment, education or housing opportunities because they do not know or understand the means by which they access them.

This indicates a wider problem with the functioning of the state in supporting inclusive mobility, namely that authorities at all levels continue to favor a reactive approach based on subsidizing transport for groups already in extreme situations, rather than promoting approaches focused on prevention, counseling and education by allocating the necessary funding to these initiatives.

# "Driving license" pre-training module

This guide is intended for trainers, insertion professionals in general and mobility professionals in particular. and vocational / socio-professional integration counselors), who accompany disadvantaged people.

The trainer must have a good command of the driving license and the traffic code in order to be able to lead a participatory course, to be able to answer the students' questions and to become their reference in this field during the training. Equally, the trainer must identify and take into account individually and in groups the motivations and obstacles of students in difficulty.

Disadvantaged people need specific, differentiated and personalized support before enrolling in a driving school, in order to gain confidence in themselves and others, to facilitate and lay the foundations for learning, to reduce the risk of dropping out due to stress, fear, lack of self-esteem.

## Diagnostic

The beneficiary of an accompaniment and training contract within a socio-professional insertion course will be oriented towards this module of "Pre-training driving license" after the insertion counselor (instructor, mentor, coach) made a mobility diagnosis where do you come from:

- the need for a driving license for his professional project,
- learning difficulties,
- low self-esteem,
- Fear of failure and
- the need for accompaniment identified or expressed by the beneficiary before enrolling in a driving school.

At this stage, the future student of the socio-professional integration path has already benefited, within the accompanying plan, from the mobility assessment and was advised in learning and improving individual mobility in general (mobility training: awareness of sustainable mobility, efficient use of means public transport, efficient use of on- and offline plans, internet planning and facilitation applications, trouble-free use of ticket vending machines, purchase of tickets and travel tickets online, etc.).

Identifying and valuing students' motivations, taking into account their expectations and fears: motivations depend on each student. A trainer can maintain and enhance the motivations of the students, or he can weaken them, but he cannot create the motivations of the students.

Now is the time to identify and assess the motivations and obstacles of adults and young people in difficulty regarding the learning process so that the trainer can address them during the pre-training module through a personalized intervention.

Disadvantaged people often have educational, family (and emotional), linguistic, cultural, cognitive deficiencies, are often in a situation of social rupture (excluded, marginalized) with addiction problems (substances, gambling, etc.). This public faces significant socio-economic difficulties, an insufficient level of income, material precariousness.

Stigmatized, disadvantaged students have a negative social representation of their own person and their socio-professional category. Moreover, they do not have a life project, long-term projects, a structured family, a professional, social, cultural, sports activity. The level of risk accepted is very high, influenced by living conditions, the desire to impress the entourage to value and the perception of danger in general. Not having a well-constructed future project, this audience occupies a small place in their living environment, and therefore the personal satisfaction of the moment is a priority, regardless of the consequences.

Adults are strongly reluctant to train or learn for several reasons:

**fear of being judged for lack of knowledge**

The idea of conveying a negative image of oneself and one's level of knowledge is often a blocking factor. Which can become a brake on a person's motivation and can have an inhibitory effect on learning.

It is therefore very important that during the training the trainer knows how to develop a training space as a place for thinking, experimenting and playing, and not an atmosphere of competition or test and examination. The trainer will also have to identify all the positive elements of learning for each student in difficulty, explaining the weaknesses in a pedagogical manner, privileging the encouragement!

**fear of not being able to learn or not being able to concentrate**

Depending on the distance from the initial education, the level reached during the school year and the situation of school failure, most disadvantaged adults show difficulties in understanding and concentrating.

The trainer will have to start from the students' experiences, to show them that these abilities are not absent or lost, but that they have moved to other centers of interest that have evolved with age, life experience, etc. Students will be better able to change their attitude and learn if they can reuse what they already know, if they can think with others and exchange experience. The trainer will have to privilege this type of situation, developing a personalization of the training adapted to each group and to each student.

- **fear of public speaking**

During the learning phases, each student will have the opportunity to participate in group activities, and will be put in a position to speak in public, proposing his opinion, experience and his representations.

The trainer will have to make sure that the group gradually becomes a facilitator (the group knows how to listen, to encourage, not to laugh at the speaker, etc.). Active pedagogy tools will be privileged, starting from what each student knows and from his experience.

The exercises should allow each student to express themselves in turn: For example, the trainer will have to establish a set of rules with the group at the first meeting and apply them systematically - no one is allowed to laugh at anyone else, not even insult anyone if others have opinions or beliefs different from ours, we are not allowed to use rude words.

An active student assimilates better, reapplying his knowledge thanks to his own system of references. The more active the student's participation, the more effective the acquisition of knowledge and will favor a deeper change of attitude that will not be experienced as an external constraint.

- **socio-economic factors become obstacles during learning**

Low self-esteem, lack of long-term projects, social breakdown, risk perception distorted by the pressure of the environment, substance abuse (alcohol, drugs), lifestyle and group values.

In order to place each student in the group and facilitate more effectively the group integration of the most vulnerable, the trainer can use at the beginning of the course tools to build the profile of each participant: to identify the values and motivations of each student can use the questionnaire in Annex 2\_Values & Motivation.

## **What method, tools and techniques do we use? - Design and preparation of pre-training sessions**

In designing, developing and implementing adult training and counseling processes, counselors, trainers, coaches it is good to take into account that adults have a different way of learning, to form skills specific to a field compared to children and adolescents.

### **How do adults learn? - Experiential learning in adults**

Because adults have already formed a multitude of lifelong representations through their experiences, they are expected to be able to face their expectations and fears in the face of new learning challenges, so that the motivations to learn something new are very individual, they belong to each student.

A trainer can maintain and enhance students' motivations, or he can weaken them, but he cannot create them.

The learning process in adulthood reflects a situation of restructuring and reorganization, its motivation being much more complex than that of the student. This process leads to a continuous transformation of ideas, the accumulation of new knowledge, independence in the process of structured thinking, based on logic.

The adult has well-formed mental processes and makes more complex associations at the emotional level with the factual material, assumes responsibility for the quality of acquiring knowledge and knows exactly what he wants to learn or know. It is motivated by intrinsic needs or desires. In general, the adult learner participates in training programs because he wants or needs informational content to exercise his profession or develop personally.

Adult learning is achieved when the learning process:

- is directed by the adult;
- responds to recently identified needs;
- is participatory;
- is experiential;
- is reflective;
- provides feedback.

Among the elements that generate an effective process of adult learning are:

individualization of the learning process,

- the existence of a psychological climate of mutual trust,
- the opportunity to express one's point of view,
- the opportunity to associate new knowledge with previous experiences,
- exchange of experience.

Starting from the particularities of the adult learning process, it is recommended to the trainer / mobility counselor that in planning the interaction / training sessions with the participants in the Driving Permit Pre-Training Module to take into account some principles underlying the learning process. in adulthood, to increase the chances of success of the course:

1. Adults contribute to the learning situation with their own life experience. Adult learning is based more on capitalizing on one's own experience, the role of the trainer being primarily to facilitate the process of self-learning. In the learning process, adults sometimes need support in identifying relevant life experiences, such as volunteer work, group work, etc.
2. Adults give the best results when cultivating their independence. The process of adult training is based on a permanent partnership, in which the central role is played by the learners and not the trainer. Thus, it is important for adults to become aware that they can handle themselves in any learning situation.
3. The adult learning process requires the creation of contexts and different opportunities for independent work and reporting of the experience gained, in which adults must learn that they can manage on their own. It is necessary for the trainer to carefully follow the way to create for the students different opportunities

for independent work and for reporting the acquired experience.

4. In adults, learning tends to focus on issues rather than topics, being more practical than theoretical. The adult learning process focuses more on problem solving than on abstract topics and themes, being more practical than theoretical. The theory is useful in forming a framework for understanding the case, but it is difficult to sustain if it is not related to practical aspects. In this process it is advisable to use current cases and situations because they are the main concern of students.
5. Adults learn by putting into practice. The adult learning process must provide a framework in which they can do different things, including mistakes they can learn from. They want to see how they find what they learn in everyday life. This is the only way I can be sure of what I know.
6. The effectiveness of adult learning depends on the clarity of requirements and expectations. This principle is explained by the fact that adult workers need to know what is expected of them, such as deadlines, in what form, to what degree of completion.
7. Adults learn best when approached at their current level of understanding and competence. Each person's knowledge and skills are unique, even if they have similar professional experiences. The role of the trainer being that of facilitator of the learning process. The trainer does not assume the role of expert in the field, but equally, the process of adult training, acquiring the characteristics of a process of Peer Education, ie peer education. The trainer and the trainees build the training program together starting from the concrete experience and the current level of knowledge of the trainees.
8. Training needs assessment is a useful tool in this direction. Learning is not linear - This principle emphasizes that the pace of adult teaching must be adapted to the availability of learners. Adult education is normally based on one's level of competence.

## **Adapted training and personalized support**

The purpose of this pre-training module is to make it more accessible to enroll in driving school and to obtain a driving license for an audience that needs personalized support (with literacy needs, learning social behaviors, health problems and low self-esteem ).

The trainer must help the future students at the driving school and therefore the future drivers in the relationship with themselves; often, this means accompanying the definition of a life project, a professional project, in close collaboration with the insertion counselor. The trainer must help students in difficulty to become aware of and value their own abilities and qualities, in order to allow them to project themselves more easily towards the success of this project (obtaining a driving license), a source of motivation.

Accompaniment in pre-training but also in counseling and accompaniment sessions must also aim at the competence "life in the community / society". Driving a vehicle consists of using a common space, accepting and understanding the differences, mistakes and deviations of other road users, in order to better adapt to situations encountered in traffic.

The pre-training course for the trainee in difficulty must be done with the support of the group, in which each student confronts his values, representations, beliefs, beliefs and opinions with those of the group, the trainer being a facilitator to allow changes in the representations that constitute barriers to learning.

The Group is an accelerator of change, adhering together to the new proposed values, The team allows to experience otherness, social, economic and cultural differences, learning to respect differences, solidarity and sharing, fostering debate, these being the basis of citizenship.

The trainer must pay attention to each student, to show everyone that they have value, that they are socially recognized, that their life matters.

The alternation between the explanations in the training room and the real situation is essential: for people in difficulty, who have often been in a situation of school failure, it is better to do the opposite, from success in a real situation to understanding (the natural way) , rather than from understanding to success and therefore to apply an inverted strategy to classical training. Moreover, in order to facilitate the assimilation of knowledge and the acquisition of skills, it would be best for the training to work in both directions of the "success and understanding" / "understanding and success" process by establishing a permanent "come and go" pedagogy. between practice / theory / practice. Practical training should be based on a pedagogy of error / incident or dysfunction, in order to facilitate the acquisition of skills.

Active pedagogical methods will be mainly used: the student must be the learning actor and not a spectator, sometimes even the author - in situations of search / documentation, experimentation, the student builds his learning, is more autonomous and more responsible.

Given the active involvement of the learner, the trainer can make an assessment at the time and adapt his training and accompaniment, without waiting for the results of a possible evaluation. Active learning methods are also a source of engagement / involvement and allow long-term memorization and assimilation, but also the mobilization and active participation of the learner in training.

Each student must be considered in the globality of his social roles, future worker, future driver, citizen, consumer, etc. This training must strengthen his perception of being an actor in society with a view to sustainable development. An extremely important competence is one that allows the person to adopt and implement an overview in their own activities and to articulate individual competencies with collective ones.

If certain individual gaps or difficulties are identified, the trainer should seek the support of the insertion / socio-professional support counselor to propose individualized support sessions.

### Exmples:

- literacy course: it is necessary to know how to read / identify road signs
- math course: to calculate the braking distance in the exam for example Romanian course: for people who do not speak the language well (migrants, etc.) stress management: very penalizing for more fragile students
- improvement of motor skills, physiotherapy: indispensable for people with mild physical disabilities
- course of computer, telephone, tablet use, because the theoretical exam and driving tests use computer tools.

It is very important to customize pre-training sessions, especially where there are several cumulative problems. To learn stress management, improve self-esteem, effective self-assessment ability as a driver, a diagnostic tool such as the Rosenberg Self-Esteem Scale can be used (see Appendix 1- Rosenberg Scale\_Self-Esteem Questionnaire) to identify the extent to which it is necessary to work on these issues individually in personalized accompaniment sessions.

Individual support will be initiated where needed, which will work specifically on improving self-esteem, openness to change, reducing self-sabotage behavior and allowing an objective self-assessment of past obstacles to achieve the proposed purpose. There are a number of activities and exercises that can be integrated into individual pre-training sessions, such as:

- The Personal Workbook for Breaking the Chain of Low Self-Esteem A Proven Program of Recovery from LSE - Marilyn Sorensen;
- The Self – Esteem Workbook - Glenn R. Schiraldi;
- Or for the entire group: 104 Activities That Build Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills - Jones Alanna.

The first fictitious approach to building a pre-training session has in view the establishment of the session structure, its duration, the topics approached, the number of sessions for a topic, etc. The decision, from this point of view, must be taken taking into account all the factors described above and in accordance with the individual particularities of the learners.

A possible approach to building a training session is presented below:

## Worksheet for building a training session

In developing each learning unit / training session it is recommended that the trainer consider the answers to the following questions (in part or in full) regarding significant stages / components:

- **What?** - name of the topic / subject; topics for reflection, chapters and subchapters;
- **Who?** – trainer and / or participants, guests, number of participants / group etc;
- **Why?** - justification / motivation of the need for the topic; what it uses, what objectives it achieves, what results it aims at;
- **Where, when?** – place and period of deployment; session duration, time of day / week / period, frequency, etc.), the form in which the teaching session will take place (in the classroom, online, in the field / traffic, etc.)
- **How?** – the content and moments of the session (teaching materials, exercises, applications, speakers, presentation, commentary, debate; practical tests: investigation, practical works, project, etc.);
- **With what?** – human resources (formator, insertion counselors, guests, etc.), documentation (manuals, guides, legislation), materials (tools and writing materials, flipchart, video projector, computer, internet, etc.); name, quantities, delivery times
- **How do we evaluate?** – evaluation indicators, means of evaluation (discussion, presentation, oral tests, written tests, applications, etc.);
- **To be continued?** – it is a whole or part of several sessions, what duration, what frequency, what topics to follow, etc..

It is also recommended to use teaching / presentation tools and techniques as diverse as possible and adapted to the level, style and learning preferences of students, as well as the number of students in a study group. (see Annex 5 - Methods and techniques used in adult education).

## What topics to address?

The topics to be addressed in building and implementing pre-training sessions, but not the only ones possible (in addition to the support for building trust, identifying motivations and obstacles and personalized support presented in this guide) can be, in general:

those in the Traffic Code,

specific legislation,

topics in driving school textbooks for driving license B:

- road traffic,
- the driver,
- the road,
- other road users,
- administrative procedures,
- crimes,
- sanctions,
- first aid,
- knowledge of the vehicle,
- mechanics,
- passenger and vehicle safety,
- preventive and ecological management, etc

The first training units within the pre-training sessions will focus on knowing, understanding and assuming the responsibilities deriving from the position of driver's license holder, according to the Romanian legislation in force, respectively the Road Code. This is because often even people who do not belong to vulnerable groups have a distorted, unrealistic and simplified picture of what it means to have a driver's license.

Although there may be differences in the content and approach of the mandatory provisions and legal norms regarding obtaining and using a driving license, driving on public roads, etc. in each country, in terms of responsibility to oneself and to all road users remain same.

Thus, in each country, the counselors, instructors, trainers who will create and support the pre-training modules will decide on which aspects of their own traffic code they will refer in their sessions, depending on the previous experience and / or possible background of the students.

## **How to do it? - Implementation of pre-training sessions**

Valid for any type of training session and in the implementation of pre-training sessions, the use of specific work techniques, such as:

### **Systematic verification of the understanding of the specialized vocabulary**

For each topic addressed and especially the one from the Road Code, in order to master the terminology of the tests and the car exam but also the legislative provisions, it is necessary to be done permanently.

For example, in a group exercise, the trainer divides the students into groups of 3-5 people and asks them to make a list of all the words they are not sure about, which he then explains / translates with more accessible terms. of their level of understanding.

At each topic / session, the comprehension of the vocabulary is verified throughout the activity - using communication techniques such as:

- Active Listening:

Active listening is a useful technique in different situations - when you take part in meetings and workshops or when you have to resolve conflicts.

By active listening we can understand how the speaker feels about a particular topic or situation - we listen to what he is talking about and focus on his emotions, worries and tensions behind the words.

Active listening is done by suspending one's own thought process and making a conscious effort to understand another person's position.

Using body language, eye contact, and, where appropriate, verbal expressions - short comments or questions - we can help the speaker formulate his thoughts and ensure that he is heard.

In a normal conversation we listen differently, just bending our ears to what the speaker is telling us and continuing to think about what we are going to say.

### **Why active listening?**

Active listening means hearing what the speaker actually wants to tell us, not what we want to hear.

Usually the understanding of a conversation is influenced by one's own interpretations, experiences and points of view. Our objective understanding of what we have just heard may differ greatly from what the speaker wanted us to hear.

Active listening shows the speaker that we respect and appreciate what he has to say. Active listening allows us to focus on the important issues in a person's message and thus better understand the speaker.

Signs that you are listening:

- you lean towards the speaker, an interested facial expression and maintaining good eye contact. Facial gestures and small movements such as nodding in approval may suggest interest and support.
- Avoid signs of impatience such as looking at your watch.

To actively listen you need to:

- You create a safe atmosphere for the speaker. Find a suitable space and eliminate any distractions that may occur (turn off mobile phones, TV, computers, etc.).
- Show the speaker that you are listening. Stop talking and be aware of your own body language.
- It creates mental space. Don't think about what you want to say, but focus on the person speaking. Use verbal expressions to outline the thoughts of the person you are talking to, for example: "How did you feel about this? Tell me more."
- Summarize and reformulate what has been said. We can show people that we have heard them well and that we have understood their point of view by paraphrasing the essence of what has been said. It is important not to simply repeat what they said, but to show that we understood any key emotion or concept that they expressed.
- You could say, for example, "it sounds like you're very frustrated with the situation" or "I find that very interesting to do!"
- Be very clear about your limits when it comes to listening - if you have limited time, say so from the beginning. If you are waiting for an important phone call that you need to answer, apologize in advance.
- Last but not least, active listening must be practiced constantly. The more you practice, the easier it will be for you to do it.
- After listening to someone, we can give them a brief summary of what we have heard. This is a method of showing that we have listened and at the same time checking that we have understood correctly. If we do not understand, we give the speakers the opportunity to correct us.

- Wait until the speaker is finished. Present the summary using expressions such as: it seems that your position is ..., what I hear you say is ... isn't it? It would be fair to say that your position is ... If we reformulate ourselves very confidently, such as: so you think that ... and we are wrong, not only do we show that we did not listen, but we risk offending the speaker, misrepresenting it in the discussion.
- Summarize briefly - summarize the discussion and present it in one or two short sentences. This is essential if you intend to clarify a situation and continue the discussion.

Active listening is an essential facilitation tool. There are many situations in meetings or workshops when active listening will help you identify and solve a new problem.

How to deal with annoying behavior In some situations, a certain behavior of a meeting or workshop participant may be considered annoying. The participant may not even be aware that the way they behave is perceived in this way, but even so the whole group is affected. Listen actively to identify the problem and then resolve the misunderstandings behind it, not just the surface.

**Interruptions:** If a person constantly interrupts a conversation or repeats certain points already discussed, it is a sign that he does not feel that his idea or point of view is appreciated. Sometimes it is enough to take the time to listen actively and to offer a tentative reformulation so that the person in question feels listened to and appreciated.

**The talkers:** not everyone can be concise. Some of us use speech to shape our thoughts. Some of us do not have enough confidence to formulate a clear idea or opinion, and this can be reflected in the way we speak. In these situations the whole group becomes confused about what is being talked about. Listen, then give a summary of the speaker's contribution. This will clarify the contribution for the rest of the group and even for the speaker!

Listening for Synthesis: Facilitators often use active listening to formulate and expose the directions of a discussion. This is called synthesis. Here are two examples that show when you could use synthesis: Finding common ground and resolving differences.

- Listen and identify what the common opinion is (what the group agreed on) and what the unresolved differences are (what has not been agreed yet) and summarize them. This can help the group focus and move on to reaching a group agreement. Often misunderstandings in a group are resolved when people are actively listening to each other. They will realize that they are close to an agreement and that the differences are small compared to the similarities of the ideas they have. As a facilitator you need to actively listen and help clarify and resolve the situation.
- On the other hand, following the signs by hand is just as important. It's easy to say, "So we all agree!" Let's move on. " But if you take the time to listen to the more subtle differences in what is being discussed, you may realize that the group has largely reached an agreement, but more sustainable discussions are needed to make a lasting and quality decision.

At some point in most discussions, someone needs to gather all the ideas and continue with a new step in the process or move to another item on the agenda. A facilitator who listens actively can summarize and say how far the discussions have come and what needs to be said to achieve the objectives of the meeting or workshop.

Top Tip: When you write down another person's thoughts and ideas, you need to listen actively. If you accidentally misrepresent what has been said, in addition to the fact that the idea may be lost, the person may feel offended. If you are unsure, check with the speaker that you have scored correctly.

- Constructive feedback:

Feedback is a process in which information about the past or present influences the same phenomenon in the present. Constructive feedback means conveying, in a voluntary / helpful tone, an opinion about the performance of an aspect. We will refer to the method by which you can convey an idea of how the performance of an article is perceived.

Constructive feedback is of several kinds

- positive: by announcing to someone that they are on the right track;
- negative: through which you give advice to improve the quality;
- neutral: an objective observation or a simple analysis.

Two elements make feedback constructive:

- Content

Constructive feedback is specific; focused on the problem itself not on the author's character traits; it is also focused on what can be observed and not on speculation on the author's motivation or attitude; and last but not least, the feedback will contain tips on improving quality.

- The most important thing is how we convey this feedback.

In order to be constructive, feedback must not be transmitted in a way that provokes resistance or hurts the feelings of the recipient. Also, if you provoke a state of repulsion or embarrass the author by drawing his attention to the smallest details or make him think that he has failed - then you certainly do not fall into the category of those who transmit constructive feedback.

That being said, we must not forget that constructive feedback requires that no critical elements be omitted.

Criteria underlying constructive feedback:

- Promptness is essential for the recipient to associate behavior with feedback. Waiting until an annual or even semi-annual performance review will frustrate the recipient and reduce the impact of your criticism. The faster you act, the better.
- Feedback must be specific so that the recipient has a clear understanding of the behavior or approach they need to improve. As we all know, it is much more difficult to receive criticism than praise.

- Explain "why" and "how" - this is crucial for determining the relevance of the comment.
- Put feedback in perspective. Putting feedback in perspective is really important, because if your words and actions minimize the feedback in some way, the recipient will not act as aggressively, in correcting themselves, as if you had them. says their work is in jeopardy. Your responsibility is to send the right message.
- Your tone needs to be considered carefully to send good feedback and to make sure it will be received the way you want it to be.
- When transmitted properly, the individual who received the feedback will feel that and how they received a gift, something that will enhance their career and allow them to be truly successful in the long run.

## Using digital tools

It is necessary to use as often as possible and familiarize students with computer tools (computer, phone, tablet) through games, online applications, familiarization and the format and images of tests to understand the logic / mode of operation and language of tests and car exam.

## Debriefing and continuous assessment

Debriefing and continuous assessment to enable progress and facilitate the acquisition of skills: the assessment must be continuous throughout the pre-training, insisting on a pedagogical feedback that explains the nature of success or failure in a given topic, and systematically emphasizing the positive elements of each student's learning, which will allow him to better solve the points. Encouragements must designate specific situations, explaining, failures and mistakes must be presented as an opportunity to insist on the elements that need to be deepened.

**Why?** The use of interactive methods in training has become commonplace. Interactive exercises offer a wide range of skills development opportunities, but their mere realization is insufficient if it is not accompanied by a deep reflection on the process.

**Debriefing – What did I learn from this session, what is it for me?** An absolutely necessary thing after applying a role play or a simulation is to debrief the activity. We will do the same after the end of a training session. In English translation, to debrief means "to talk to a person who has completed a task and to obtain information about the progress of the process". Within the community of trainers, the term debriefing refers to the stage in which the activity is analyzed and evaluated, thanks to which students have the opportunity to review, clarify, interpret and appreciate the "events" in which they have just participated.

In his turn, the trainer, having as a benchmark the students' perceptions, benefits from the opportunity to complete, correct, adjust the learning approaches. As a result of this dialogue, all those involved in the activity have something to gain.

**How?** For a trainer, debriefing includes several elements: planning it before the activity; selection of tools that would facilitate the discussion, etc.

The trainer's debriefing skills depend on his ability to ask the right questions at the right time. The debriefing questions must follow an algorithm, which begins with the decipherment of the emotions experienced and ends with the decipherment of what happened during the activity.

These will be followed by questions from lessons learned and hypothetical or speculative questions.

## Stages of debriefing

### 1. Feeling analysis

We start from the feelings that the participants had. First question - How do you feel? - aims at their emotional discharge.

Students need a period of "ventilation", emotional release after the activity they performed, in order to later analyze it cold, objectively. In addition, if we do not discuss the emotional reactions at the beginning of the debriefing, the participants will constantly return to them.

We can approach that stage quite creatively, asking them to refer to life situations with similar emotions and their impact. It is an effective way to demonstrate that our actions can affect others.

For example, when debriefing teamwork, a person who has monopolized the discussion may become aware of the consequences of his or her behavior after the frustration and irritation reaction of colleagues, which would make him or her more attentive in the future and reconsider his or her teammate position.

Frequently, trainers start debriefing with the question Did you like the activity ?, sometimes even reducing it to this. We believe that you should avoid such questions, because you indirectly ask participants to evaluate you as a trainer, but not to think about what they have learned. If you want to know their opinion about the activity, it would be good to do it at the end, using more concrete questions, not so general.

### 2. Replay the course activity

The next step involves the participants' observations. We can ask questions like: What happened? or What Did You Notice ?, which prompts them to once again make the film of the activity in search of precious teachings. Try to ask logical and diverse questions to make them pay attention to all the elements of the process. Guide them to understand deep and important things through questions. Record the issues identified by the participants on the flipchart. Avoid "talking" to the board when discussing debriefing.

### 3. Discover the outcomes of the activity

After the participants have expressed their emotions and reconstructed the events, they will be asked what they chose after the experience they went through: that is, WHAT they learned, but not IF they learned something. Usually, they highlight the lessons learned. If it is difficult for them to formulate them, suggest to them what they are, and they will come up with data and facts to support or combat them.

A useful way for this purpose is the technique of unfinished sentences: the trainer writes on the worksheets beginnings - suggestive - of statements, and the participants, extracting the worksheets in turn, try to continue the statements, thus managing to list the elements learned.

For instance:

- It was helpful that I benefited from \_\_\_\_\_.
- The method that made me understand better \_\_\_\_\_.
- The most important thing I learned in the group activity was \_\_\_\_\_.
- It was difficult to understand \_\_\_\_\_.
- What I'm starting to learn is \_\_\_\_\_.

An important question that continues the line is: How can I apply the experiences gained during the training in the subsequent activity or in everyday life?

It is not excluded that participants say that things are different in life and therefore an application of what is learned is not possible.

The next block of questions comes to strengthen the learning process by encouraging participants to speculate, to make assumptions about the activity.

First, ask them about the conditions of the activity:

- Would the results have been different if you had more time?
- Would you have interacted differently if you had been rewarded for being among the first to perform the task?
- Would the presence of evaluators have changed anything?

Secondly, ask yourself if they would do something different now than they did during the activity. At the moment, analyzing the approach in order to improve it, students could be much more self-critical.

Continue with questions about the rules to follow in the activity:

- How can we change the rules to make the activity more efficient?
- What conclusions can we draw from the fact that we let X break the rules?
- What rules would have made the simulation more real? and so on

These questions can generate new discoveries related to processes and relationships, helping learners to examine alternative strategies for action. It is not in vain that debriefing is also called post-learning.

Allow debriefing approximately the same time as the task. If only some of the students participated in the activity, get answers first from them and then from "observers".

Likewise:

- Identify the decisions made and how they were made.
- Highlight and analyze the roles played.
- Build patterns of information, behaviors, and attitudes.
- Clarify problematic, conflicting situations.
- Discuss alternative behaviors.
- Create an environment conducive to free expression of opinions, acceptance of all ideas.
- Avoid attacks on the person.

Make sure you have completed the learning cycle and help students plan the application of what they have learned in real life.

### **Evaluation at the end of the pre-training module**

At the end of the pre-training module, students will be able to complete test sessions from those that are practiced at the theoretical exam for obtaining a driver's license and which are also available online, for guidance: <https://www.drpciv-teste.ro/> and a practical text for the correct priority of the intersection, in the roundabout, respecting the road signs (on foot or by bicycle, if possible) accompanied by the trainer.

Various practical tests can also be designed for students, in the field (for example, how to correctly give priority in an intersection, roundabout, respecting the signaling, on foot, on a bicycle, etc.), possibly accompanied by their trainers.

## **Appendices: Active pedagogy instruments**

The creation of competencies in the pre-training mode for the obtainance of the driving license to facilitate the future learning within the driving school, mat occur by using games and tools of active teaching, involving the attendants in the planning and the deployment of the exercises.

## Appendix 1 – Rosenberg scale of self-esteem (Rosenberg, 1965)

This scale was initially elaborated to measure the overall feeling of the personal value and self-acceptance.

The scale includes 10 items with 4 answer possibilities between full disagreement (1 point) and full agreement (4 points). The items 2, 5, 6, 8, 9 are reversely quoted.

The scores may be included between 10 and 40; the high scores show a low self-esteem. Cronbach coefficient = 0,89m reported by the author, indicates a good internal consistency, and the test-retest fidelity is included to the author's studies between 0,85 (every week) and 0,88 (every two weeks).

When listing the results, the following values will be considered:

10-16 points - low self-esteem

17-33 points - average self-esteem

34-40 points - high self-esteem

### Self-Esteem Quiz

The questionnaire below aims to give you an indication of your self-esteem level. Read carefully each sentence and respond as soon as possible, by marking with a star the variant that comes closest to your point. of current view.

Write down the statements "not at all-agree" with 1 point and 4 "totally agreeing" statements.

Items 2, 5, 6, 8 and 9 are denoted in reverse

	Full agreement	Agreement	Disagreement	Total Disagreement
1. I am generally satisfied with myself				
2. Sometimes I think I am not worthy				
3. I think I have good skills				
4. I am capable of doing things as good as others				
5. I feel that I don't have much to be proud of myself				
6. Sometimes I feel really useless				
7. I think I'm a man of value, at least like other people				
8. I would like to have more self-respect				
9. Given all these, I tend to think I am a loser				
10. I have a positive opinion about myself				

## Appendix 2 – Values and motivation quiz

Define to what extent the following statements are characteristic of you. Write points to the right of each statement

from 0 to 4, after the following scale:

1 point – no

2 points - rather not                      2 points - and yes and no

3 points - more give

4 points - yes:

- 1) I like the tasks I perform on my own, without anyone's control and indications
- 2) In life it is worth fighting for respect and appreciation from others
- 3) The one who earns a lot of money, is certainly happy
- 4) I like organizing other people's work
- 5) I dream of applause and cries of "Bravo" to my address
- 6) I like to find new solutions
- 7) My satisfaction is that other people are satisfied
- 8) The professional activity must give the person chances of full personality development
- 9) Family life is the greatest source of satisfaction
- 10) I would like to be an expert in my chosen profession
- 11) I am "the captain of my ship"
- 12) I want family and friends to recognize the importance of my service
- 13) I like expensive and luxury things
- 14) In a group, I am often the leader
- 15) My professional activity must give me opportunities to advance my career
- 16) Man must be creative
- 17) I like to organize actions to help other people
- 18) Talents from nature should not be "buried"
- 19) The well-being and safety of my family is an important goal for me
- 20) The basic goal of mankind is the development of science and technology
- 21) Work independence is very important to me
- 22) I like executing missions that enjoy respect in society
- 23) The most important for me is the salary
- 24) I prefer leading and not being led
- 25) I want to climb to the "top"
- 26) I'm always looking for original solutions
- 27) I often get involved in helping others
- 28) In work I need to develop my capabilities as a person
- 29) I want to be important in the eyes of my family

- 30) If I'm interested in something, I want to know everything about it
- 31) Working on its own is more interesting than working in a group
- 32) In life it is worth getting professional titles
- 33) First of all I want to not be financially dependent on someone else
- 34) I do a great job with the leading role of the group
- 35) The main thing is to see the result of my work
- 36) I often try to solve problems that others cannot solve
- 37) I admire the work of the volunteers
- 38) It is very important to realize my personal interests
- 39) I can sacrifice interesting professional activity for a happy family life
- 40) I like to enrich my knowledge, to get new information

Calculation of the results: enter the points awarded next to the question number, then add the points horizontally and enter the amount obtained in the "sum" column

A - Independence

B – Social recognition

V – Money

G – Power

D – Success

E – Creation

J – Help for others

Z – Personality development

I – Family life

K – Knowledge

Depending on the obtained score, the most important values of the person are those corresponding to the first 5 items.

## Appendix 3 - Examples of exercises at the beginning of preforming sessions to manage stress, encourage trust and group collaboration

A community training technique could have three distinct but merged goals:

1. Mutual knowledge of the participants and the trainer;
2. Memorization of last names and first names;
3. Recalling the training level of the participants versus the training's subject.

For example: Treasure-seekers technique (variants: Find someone who...; Headhunters), whose essence is to identify colleagues to whom a statement refers

### Algorithm:

- I. The trainer explains the rules (or projects them on the screen) and fixes the time reserved for the activity.
- II. All students receive a sheet with the following chart. The trainer can participate in this joint activity with students or monitor it.  
FIND:  
The person working freely with Excel. \_\_\_\_\_  
The person with email. \_\_\_\_\_  
The person typing with both hands. \_\_\_\_\_  
The person with Facebook account. \_\_\_\_\_  
The person knowing Word soft. \_\_\_\_\_  
The person working freely with Skype. \_\_\_\_\_
- III. Each student may only talk to another student once.
- IV. Moving freely through the room, approaching a person, introducing himself, choosing a statement and asking: Do you have an e-mail address?//Do you operate freely in Skype?//Do you type with both hands?//Do you have a Facebook account?//Do you know the Word program?// Do you work freely in Excel?
- V. Write down on the sheet the name and surname of the person who replied positively. If he has a negative answer, he goes ahead and will have to look for another colleague, until he gets someone who will answer "Yes".
- VI. After a person has answered their question, they too can answer a question.
- VII. The student who filled in the 6 blank lines with the names of some colleagues passes back.
- VIII. At the expiration of time, they all take a seat.

- IX. For a few minutes, the trainer reads the gathered results (participants can take a break) or each reads his result (How many colleagues have you communicated with? How many questions do you have positive answers to? To which of the questions did they all identify people who answer "Yes"? Which of the questions was the most difficult to identify a person who would answer "Yes"? Who hasn't filled any line?) and discusses the opportunities that this form of communication has created.
- X. Simultaneously, if the questions were formulated in close connection with the topic of the training, the picture of the initial training of the trainees for the respective topic is outlined (as a starting point when the group is not necessarily homogeneous and the participants are at their first meeting, between them or with the trainer).

### **The dragon**

Group: 10-20 participants, divided into 3-4 teams

Material: 3-4 ropes to be knotted around the waist of the participants

Duration: 15 minutes

The trainer divides the group into 3-4 teams (for example in the circle each counts 1,2,3,4 to the last one and then those who said 1 form team 1 etc). The participants in each team hold each other with their arms outstretched by the shoulders of the one in front, the last of the team ties his dragon tail around his waist.

The one who is the head of the dragon tries to catch the tail of another dragon and if he succeeds, the two dragons unite.

The game continues until there is no longer just a 'common' great dragon left

### **The popcorn**

Group: 10-20 participants

Material: none

Time: 10 minutes

Each participant is a popcorn grain and jumps through the training room with arms glued to the body. If by mistake or intentionally popcorn touches themselves they must hold hands and continue to jump together.

The game ends when there is no popcorn left alone, but they form a single large crowd of popcorn that is holding hands.

### **Colours**

Group: 10-20 participants

Material: none

Time: 15 minutes

The trainer announces a color and the participants must touch in the training room an object or coat of a participant who has this color.

### **Supporters**

Group: 10-20 participants, divided into 2 teams

Material: blindfolding scarves for 1/2 of the group

Duration: 15 minutes

The trainer divides the group into 2 teams (the blinds and the helpers). Blind people have their eyes tied with a scarf. The helpers quietly choose a blind man without knowing who is guiding him.

The helpers guide the blind to overcome obstacles (chairs, tables, etc.) and to move in the training room from one end to the other.

Then the roles change, those who were helpers become blind and the game resumes that first time.

### **Tree and wind**

Group: 10-20 participants, divided into 3-4 teams

Material: none

Time: 15 minutes

Each team forms a circle around a participant that will be the tree, placed in the middle of the circle, straight with the arms glued to the body. The tree closes its eyes and allows it to fall straight back slowly and will be caught by the group, which will "blow" it from one to the other and at the end it places it straight in the middle of the circle before it opens its eyes.

## Appendix 4 – Examples of activities and exercises to integrate to the training sessions

### 1. First-aid (protection, alert and salvation)

You may use exercises, such as: <https://www.topquizz.com/quiz/Examen-permis-de-conduire-2018-Questions-1er-secours-143958> sau exerciții/imagini video: <https://www.youtube.com/watch?v=hgv1vXEzka8>

### 2. How do you get in and out of the car, how do you adopt the position behind the wheel.

Skill training: Do you know how to open, close and get into the car? The trainer uses images, videos and then a real vehicle to explain to students how to sit correctly in a car (seat, mirrors, seat belt adjustments) and how to use the car's characteristics: windshield wipers, lights, water/oil pressure gauge, etc.)

### 3. Mechanics and equipment (maintenance and repair)

Students understand the operation of the machine and discover the handling or operation of the main commands: the trainer uses images, videos, and then a real vehicle to explain to students how to do basic maintenance and troubleshooting.

### 4. Safety of passengers and vehicles (installation of passengers, equipment for them – seat belts, child seat, etc.)

Ask students to guess what the abbreviations in the new driver assistance systems mean, and ask them to play puns with the abbreviations:

Emergency braking means. The brake safety equipment helps the driver to brake more effectively in the face of imminent danger. We find there:

- ABS: anti-lock braking system
- AFU: Emergency Brake Assist
- ESP: Electronic Stability Program

### 5. Driving means

Named ADAS (Advanced Driver Assistance), this support includes several active safety devices. Here are a few, for example:

- ADS: speed adjustment
- SDR: detection of lack of road grip
- AFL: line-crossing detector

### 6. Environment (Eco-mobility and eco-conduct)

Check your understanding of defensive driving vocabulary and eco-driving: ask students to make a list of the topic they are addressing with words they do not understand in groups of 3-5 people, then translate/explain in terms closer to their level of understanding each time the topic is addressed.

Examples of words that can be problematic: Interior, Aquaplaning, Eco-mobility, Eco-friendly driving, Shock absorbers, Spark plugs.

## **7. Skills and competencies**

Participants learn to plan a trip, on the internet, with a map, using a mobile application such as Google maps, Mappy, Viamichelin, Waze, etc. They also learn to do the appropriate time and travel cost calculations.

## **8. Brainstorming**

It starts from the knowledge of the students, in order to identify the learning difficulties and gaps, but also to be able to correct prejudices, false knowledge, etc.

This tool can be used for all topics in the road code: basically the trainer announces the theme of the training session and writes down at the blackboard / flipchart everything the students say about the given topic, organizing what is right, what needs to be explained and what is wrong in different columns. The explanation of the topic will be made based on what the students said in order to reinforce their knowledge

Example of brainstorming on a topic from the road code: "Crossing risk and dangerous areas": the trainer asks the question "What should we do / what is forbidden when driving on sinuous and narrow routes / when we pass through a tunnel / in a construction site area / at the level crossing with a railway / when we travel around trams / on a dangerous slope / when there are natural obstacles?" and notes on the board in 3 different columns the correct, questionable and incorrect answers of the learners, the trainer gives the necessary explanations starting from the knowledge of the students.

## **9. Cards**

The trainer prints and plasticizes cards with true, false or questionable statements from the topics of the road code, distributes 5 books to each student and asks each student to come in front and put on one table the cards with true statements, in another column the cards with false statements and in another column those that are questionable, and to explain each answer.

The cards allow even the shyest to participate fully, because anyway all the students will do this exercise in turn.

## **10. 'Search the error' images**

The trainer prints image sheets (from the internet for example) according to the topic chosen from the road code and asks the students to identify the offenses or mistakes regarding the rules of the traffic code and to explain their answer.

Few examples of images:



### 11. Abacus of Régnier

An useful exercise to assess the risks, learn more easily the sanctions, etc., the trainer writes on the board 5 statements from the topic of the day and asks the students to rank them; each in a row, has 5 red, yellow, green magnet-plastified tokens that he puts in the column with his name on the board, explaining with arguments the answers.

Based on the results of the group, the trainer can redrap and confirm or complete the students' knowledge.

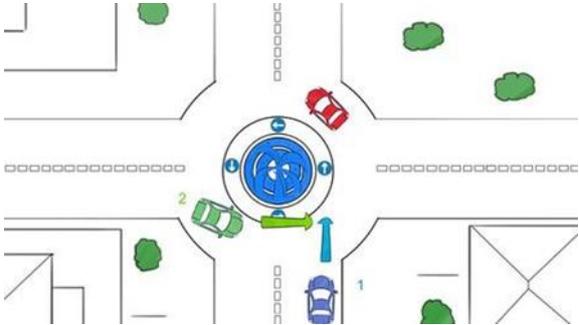
	student 1	student 2	student 3
assertion 1	●	●	●
assertion 2	●	●	●
assertion 3	●	●	●
assertion 4	●	●	●
assertion 5	●	●	●

### 12. Exploratory outings/ observing real situations by bicycle or on foot

Work carried out together with the trainer and the whole group to observe the more complicated traffic rules: for example, comparing a roundabout with an intersection with

traffic lights and with a roundabout / intersection without traffic lights. The trainer first explains the theory on the ground, giving concrete examples that can be seen directly in the situation. Upon returning to the training room, the trainer will make a comparison between field observations and photo or video images, with which they will meet in tests at the driving school or the theoretical exam.

**Examples:**



A. round-about      B. round

**13. GDE Matrix - Goals for Drivers' Education**

Useful to facilitate the knowledge acquisition ( <https://hal.archives-ouvertes.fr/hal-01670583/document> ): The training at the driving school and the theoretical exam for obtaining the driving license are generally at level 1 and 2 of the GDE matrix, therefore the trainer will focus at the pre-training level on level 3 and 4 , using the GDE matrix to carry out a continuous evaluation throughout the pre-training and to structure the acquisition of competences by the learners.

	Skills and knowledge	Risk increase factors	Self-assessment
<b>Life project and skills</b>	Values, behavior styles	Personality and conduct , group's pressure and substance abuse	Control of impulses, lifestyle, values
<b>Objectives and driving context</b>	Constraints, social pressures	Driving purpose (to have a driving license)	Travel planning
<b>Management of traffic situations</b>	Knowledge of the rules, speed adaptation, signaling, safety margin	Inadequate speed, non-compliance with the rules, difficult traffic conditions	Risks perception
<b>Vehicle handling</b>	Handling, features and adherence of the vehicle	Lack of control on vehicle	Vehicle driving in dangerous situations

### 14. Example of activity:

Road traffic: signs, intersections, overtaking, stopping and parking – Tool: card game: plasticized cards are made with the names of the categories of signs (distance, warning, prohibition onlgaren, etc.) and cards with the signs but only with the drawing / imagining without explanation



The trainer places the category cards on a table, distributes to each student 5 cards with indicator images and invites them one at a time to put the picture cards in the column corresponding to the category and explain what each image represents.

**INDICATOARE RUTIERE**

**INDICATOARE DE AVERTIZARE**

**INDICATOARE DE PRIORITYATE**

**INDICATOARE DE REGLEMENTARE**

**INDICATOARE DE INTERZICERE SAU RESTRICTIE**

**INDICATOARE DE OBLIGARE**

### **15. Example of activity**

The trainer uses the cards with the priority, obliging and ban signs to organize a treasure search in the neighborhood: the students who identified in the neighborhood 5 signs out of the 20-25 proposed by the trainer at the beginning of the game win! Attention, the indicator is counted for the one who first signaled out loud!

### **16. Example of activity**

On computers, tablets or phones, participants "play" on mobile applications to learn road signaling:

<https://play.google.com/store/apps/details?id=oiz.labs.quiz.signalisation&hl=fr&gl=US>

<https://play.google.com/store/apps/details?id=com.tomberon.invatasemneledecirculatie&hl=ro>

## Appendix 5 – Methods and techniques used to adults training

Each trainer is encouraged to choose from the list below (which can be completed and added) according to their own desire, experience and teaching style and, especially, to the people to whom they address, one or more of the tools, techniques, exercises and practical activities from those presented.

### 1. Case study

a. Definition - presentation, detailed analysis and discussion of a real or fictional situation, relevant to the group's problems;

b. Usefulness in learning - based on the analysis of a real or fictional situation, the members of the group learn more about:

- the particularities of a certain type of situation (if a conflict situation is presented, the participants can see and understand what are the peculiarities of a conflict situation);
- the problem or difficulty they face; - ways in which a certain type of situation can be addressed and resolved;
- interaction ways within the group solution generation

### 2. Brainstorming

a. Definition - the generation of as many ideas related to a certain aspect as possible, by as many members of the group as possible. The fundamental principles of brainstorming are:

- any person is able to produce ideas. In this form of working with the group it is important to encourage all participants to formulate as many ideas and solutions as possible;
- quantity boosts quality. The more ideas are generated, the more participants, the more successful the brainstorming session will be;
- Utility in learning - are generated as many ideas, solutions, ways to assimilate a situation to:
  - understands that situation as well as possible;
  - -have a large base of solutions, ideas for addressing the situation;
  - -involve all group members in this process.

### 3. Role play

a. Definition - "staging" by two or more people of a game related to the topic of training;

b. Utility in learning

- provides the opportunity for participants to understand the consequences of their actions on other people;
- provides the opportunity for participants to understand how different people feel and react in the same situation;
- provides a secure framework in which participants can discuss certain personal difficulties, which they generally consider difficult to address;

- Participants can understand that there are several ways to address and resolve a situation.

#### **4. Demonstration**

- a. Definition - presentation and step-by-step practice of a technique, skills through which a thing can be done;
- b. Usefulness in learning - learning a certain skill or working technique; step-by-step practice of the working skill/technique by the participants.

#### **5. Simulation**

- a. Definition - the execution of a task related to the work within the training;
- b. Usefulness in learning - helps the participants to learn how to do something "live", without worrying about any mistakes that may occur during the execution; it is an effective way to apply knowledge, to learn new skills and to analyze difficulties within a real work situation.

#### **6. Work in small groups**

- a. Definition - a type of activity that allows participants to exchange experiences and ideas to solve a problem;
- b. Utility in learning
  - participants are given the opportunity to learn from the experiences of the other group members;
  - promotes teamwork;
  - helps to train problem-solving skills;
  - gives the members of the group greater responsibility in finding a solution.

#### **7. Theoretical presentation**

- a. Definition - is an activity carried out by a specialist, who presents to the group theoretical information about a particular topic. The theoretical presentation of a material involves the group differently. Thus, there are theoretical presentations in which the group is only a passive audience, which receives the information. However, there are also interactive presentations of the material, in which the group can intervene with questions and is challenged to answer questions;
- b. Usefulness in learning - informs the participants about the theoretical aspects related to a certain topic; provides a synthesis, a review of theoretical materials.

## **8. Individual work**

A form of activity that can be used by the facilitator when it is necessary to find out the opinion, attitude of each participant towards an event, subject or problem.

The use of individual work allows:

- increasing the involvement of each participant;
- encouraging participants to share ideas;
- listening respectfully to different opinions;
- increasing the confidence of the participants in their own forces and raising awareness of the value of the ideas and opinions supported by them.

Note: it is not recommended to use this form of work frequently, as participants may be bored. After working individually, the facilitator must necessarily implement an interactive working method.

## **9. Warm-up exercises**

The warm-up exercises are used to enable participants to become easily involved in the activity or to recover their internal resources after some difficult activities. It is also used to increase attention, some other time it can complement the actions in the evocation phase of the activity. In the specialized literature, these exercises are also called ice-breakers intended to increase the self-assessment level, the positive psychological climate and the feeling of mutual support.

Note: excessive use of such exercises is not recommended. They must correspond to the age and specificity of the participants.

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# Fédération CAIPS

The CAIPS federation brings together 90 non-profit associations, CPAS and Walloon social purpose companies, active in the fields of socio-professional integration and social economy. In 2017, CAIPS created the "Mobility for All" Consortium, an informal collaborative platform that gathers different non-sales networks of operators specialised in the support of vulnerable people to work on the mobility issue of their audiences.

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# Ateliere Fără Frontiere

Ateliere Fără Frontiere (AFF) is a social enterprise for integration through the social and solidarity economy for people who are very far from the labour market, excluded and marginalised. It offers three workshops: Reconnect (collection, reuse and recycling of computer equipment), Remesh (manufacturing of bags and accessories out of advertising banners) and Bio&Co (organic farm, production of organic vegetables and distribution in short circuit, reuse and composting of food waste). Ateliere Fără Frontiere (AFF) is co-founder and ensures the presidency of RISE Romania, the Romanian network of social integration enterprises.

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# Mob'In France

The Mob'In France federation brings together the 13 regional networks of the same name, which themselves gather hundreds of actors from the French territory who work in favour of inclusive mobility under the Mob'In banner. Mobility platforms, solidarity rental companies, associative driving schools, social garages, transport on demand: Mob'In is more than 150 operators who act and innovate daily to remove the obstacles linked to the lack of mobility of the most vulnerable groups. They work together to develop practices and know-how, in order to achieve equity of services in their territories, with the aim of promoting the social and professional integration of people.

119, rue DAMREMONT | 75018 PARIS | Tel. +33 1 48 07 52 10 | [contact@mobin-solutions.fr](mailto:contact@mobin-solutions.fr)

# Mob'In Europe

## Transnational project for the mobility of vulnerable people

The Mob'In Europe project aims to establish the basis for mobility and driving training offer adapted to the needs and resources of disadvantaged people. It is supported by a transnational partnership involving three organisations:

- CAIPS, a Walloon federation of social and professional integration operators
- Mob'In France, a French network of mobility operators
- Ateliere Fara Frontiere, founding association and president of RISE Romania, the Romanian Network of Social Integration Enterprises

The partners are developing concerted actions and transnational tools in four areas:

- Policy recommendations on inclusive mobility
- Tools and methods of Mobility Diagnosis for the socio-professional integration sector
- Resources for mobility training for socially, financially and professionally vulnerable groups
- Pre-training for the theoretical driving licence for socially and professionally vulnerable people



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<https://www.mobineurope.eu/>