



WORKSHOP REPORT

3rd International Meeting

BARTIN, Thursday 16th May & Friday 17th May 2013

GOOD ADVICE GUIDE IMPLEMENTATION

1. How did you implement the method adopted (popular education) in your local activities, thanks to project experience?

Greek Partner : 'We have been carrying out our ordinary activities since 2004. As you may all know, we are together in concept with that Grundtvig project for about 2 years and it's a great time for the project that we started a new activity mostly for the immigrants and adults. Since Soviet Union time, we have immigrants from Albania, Pakistan, Spain and so on. In our new activity, it contains language courses for those immigrants, drama courses and outdoor organizations such as picnics, snacks. We teach Greek language and other languages. Also, we supply drama workshops. So, some women and a few men prepare a play which they create its theme, song and decoration. At the end, they perform their play especially for children and adults, too.'

Italian partner: 'The methods to achieve this goals are different, because we choose the most effective tools for individual and social growth of our beneficiaries, as popular education and empowerment.

We consider the learners as the SUBJECT, not the OBJECT of the learning process, and through this approach we support our beneficiaries to becoming the subject of society.

The educators and the learners are equal participants in the learning process – all are the producers of knowledge. The learning process is developed through a continuous dialogue between the educators and the learners'.

French Partners : 'Since 1966, we have been serving people. There are 42 nationalities in France and lots of immigrants naturally. We try to supply training activities for the children and their parents. We provide vocational and health support, too. We have a "link system" which informs people about every kind of information. For example, if we hane a new activity, people are directly informed thanks to it and we involve them, not only children but also their parents. In these activities, mediators also participate and they can easily understand abnormal situations.'

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adults among various social groups



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Spanish Partner : 'We serve people as a Primary School in our region. In our school, we have students who are until 12 years old. As we have a border to Morocco, we have many immigrants from there. In Ceuta, considering the fact that there are Muslim, Christian and Jewish people, we always have to involve them in our all activities. So we mostly organize multicultural works and workshops.'

Turkish partner : 'While all other partners have been carrying out their activities especially for immigrants, Turkey is out of that circle. We are generally taking over the parents who both have economic problems and have handicapped/disabled children. We mostly perform our activities in rural areas. In our training activities, presentations, case studies, drama, role play, brainstorming, games, questioning, exercises, practising and dreaming are used.'

2. *The achievement of project objectives realizes together with the direct involvement and participation of target groups to every activity, in order to sustain their educational path, overcoming integrative difficulties and promoting their entrance in the social context.*

How did you involve the beneficiaries in your local activities?

Greek Partner : 'Beneficiaries required to be involved in the activities themselves. They asked and applied us.'

French Partners : 'Men, women and children get involved in any kind of organization. By the way they could get maximum opportunities to show off themselves '

Spanish Partner : 'We organized informative activities, personal appointments and outdoor organizations in order to influence them.'

Italian partner: 'We direct involved beneficiaries in our activities, in order to sustain their educational path, overcoming integrative difficulties and promoting their entrance in the social context. The association organizes free courses of initiation into Italian language and citizenship for immigrants and workshops on the European CV, examples of application letters to seek a job'

Turkish partner : 'We always try to reach people in coordination with all other governmental and state institutions' opportunities. For these workshops and local activities of the project, we used our schools as training classes and halls. We cooperated with the school administration and local government for the announcement of the activities and invited parents who are especially in rural areas. Moreover, the parents who have handicapped/disabled children and



who were socially excluded because of hard child care could be involved in training activities ; by the way they could have opportunities of meeting with other parents.

3. *The project means empowerment as the process of social action through which beneficiaries, organizations and communities gain competences about their life, in order to change their social and political environment to improve equity and lifestyle.*

Which kind of competences beneficiaries, organizations and communities have experienced thanks to the project?

Greek Partner : 'Optimism, Self-Confidence and Being aware of EU projects are the most effective benefits for us'

French Partners : 'Within the concept of that project, we understood and realized that we have more similarities and common sides than the differences that we have as aboriginals and immigrants '

Italian partner: 'The belief that all people have the capacity to become critical thinkers and to work to solve their own problems lies at the heart of popular education methodology. Participants in a popular education setting are active subjects, not passive objects. Taking an active role helps people learn better. It helps them care more about what they are learning. A facilitator who works this way becomes a co-learner with the participants. Indeed, the facilitator should take guidance from the participants throughout the planning and workshop process'

Spanish Partner : 'We are completely get agree with Greek and French Partners and we really got the same profits as well'

Turkish partner : 'As we have been working for totally different target group, we got different type of benefits, too. We could reach the parents who are really in need of education on how to care their handicapped and disabled children. We had information about the importance and methods of acting to disabled children and their families sensitively. We learnt that only economical support was not enough and social support was required the most. Families learnt how to struggle with the problems by sharing the experiences of other families. And we realised the opportunities of government. Finally, society learnt the difficulties of the families who have handicapped or disabled children.'

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4. Have you any advice to other European organizations concerning the adopted method (popular education)?

As project coordinating partners, we are aware how important the sustainability of these multicultural and domestic training activities that we partners are carrying out in order to supply the integration of nations and disabled people to the society. Finally, we warmly invite everybody and every European organization to share good practices and implementations.