

# Grundtvig Thematic Workshop



La Marlagne  
Namur  
Belgium  
From 11 to 16  
April  
2010



"Literacy, let's speak about it!"



# Introduction

From April 12 to 16, 27 learners gathered together coming from 8 European countries: Germany, Belgium (French Community), Spain (Catalonia), France, Great Britain (Scotland and Northern Ireland), Ireland, the Netherlands and Portugal.

In order to facilitate the work and communication, we were divided into two groups which worked on the same objectives but in a different way. One group of learners worked with the Reflect Action methodology (process which aims at the participation of all, literate and illiterate, to democratic life, to speak and stand. Each is enabled to communicate and to analyze the power relationships). The other group worked through a writing and graphic arts workshop.

Participants	Sabine Ehresmann, Uwe Boldt et Elfriede Haller from Germany ; Guy Dehalleux, Roland Canivez, Ammar Ben H. Inoubli, Yves Huysmans, Fabienne Vandermiege, Erkan Kurucay, Alice Dimla, Cynthia Aliu, Jean-Claude Mantaux, Alexandre Thomas from Belgium ; Adelaida Morte, Maria Antonia Mendez et Natalia Fernandez from Spain (Catalonia) ; Monique Genty, Bernadette Detret, Maurice Chevallier, Dominique Henrichot from France ; Elizabeth Hargreaves, David Hendry, Allan Campbell, Kenneth Harrow from Scotland; Michelle Belshaw from Northern Ireland ; Bridie Daly from Ireland ; Johanna (Hannie) De Heus, Inne Hinne-Pieterse et Peter Bartels from the Netherlands ; Francisco Coelho et Jose Marques Lourenco de Oliveira from Portugal
Workshops facilitators	Reflect Action : Anne Loontjens, Frédérique Lemaitre, Nicola Foroni Writing and graphic arts: Odette et Michel Neumayer
Organizers	Catherine Stercq, Nadia Baragiola, Cécile Bulens and Jacques Bosman from Lire et Ecrire Communauté Française

## Organization of work

Monday	In the morning both groups work together on the theme "to know oneself, to overcome our fears". In the afternoon the theme was group building. Each workshop did it in its own way.
Tuesday	Both groups worked in its own way on training and education.
Wednesday	Both groups prepared separately the visit of the European Parliament which took place in the afternoon, followed by a walk in Brussels and a dinner in an Ethiopian restaurant.
Thursday	Both groups worked on the themes of network, meeting and union.
Friday	Each group prepared the presentation of its workshop and answered to the individual evaluation. Both groups gathered to see and hear what the others had done. Then evaluation panoramas were made and a last common evaluation "I take in my suitcase".

# To know oneself, to overcome our fears

## Map of Europe

**Objective:** to know each other, to know from where comes each of us and to overcome our shyness to be with people from other countries we don't know and whose language we don't know.

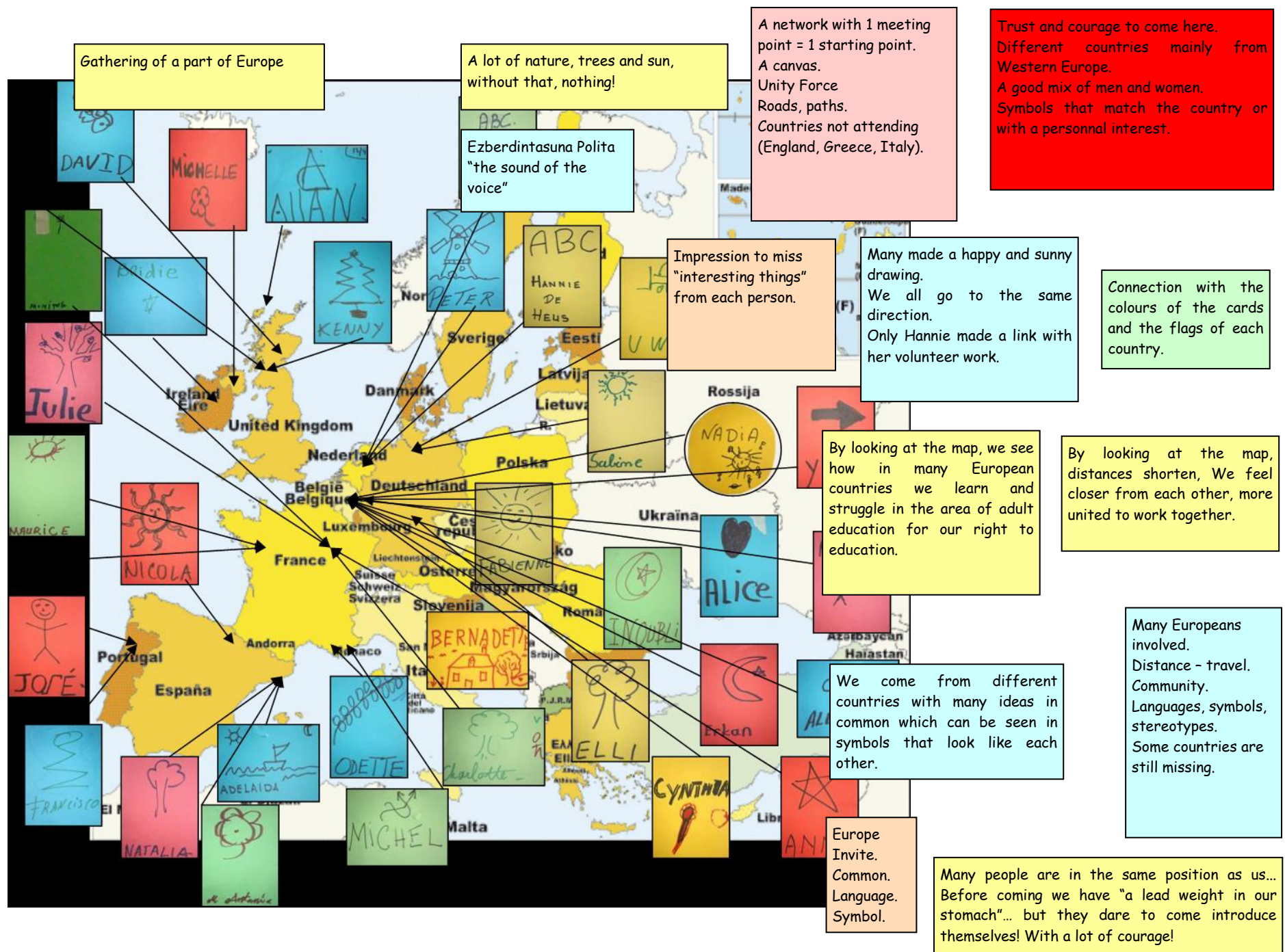


### Organization:

Both groups worked together. Each of us wrote his first name and drew a symbol representing him on a coloured card. We put our cards all around a map of Europe with lines linking our cards to the country where we come from. Then on sheets of paper we wrote our first ideas.







# Little Red Riding Hood

**Objective:** To enter in the other one's language, to overcome the language barrier.

## Organization:

We first heard the story of the Little Red Riding Hood in Italian. Then in language groups we tried to tell the story by using labels representing the story we had heard.

Each group presented in his language a part of the story like he thought he understood it.

Finally we had an exchange to ask ourselves "what do I understand even when I think I don't understand anything?"







**Objective:** to build our group, to set working principles.

### Organization:

Each of us received 4 petals of different colours with which he formed his flower.

In the middle of the flower he put his self-portrait.



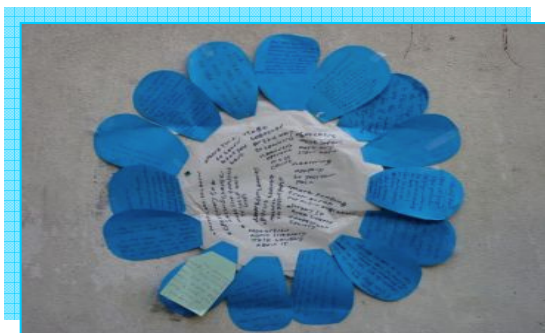
On the yellow petal, he wrote his expectations; on the green petal, something about him; on the red petal, the group principles and on the blue petal, his part of Europe.



We also represented our countries with a symbol.



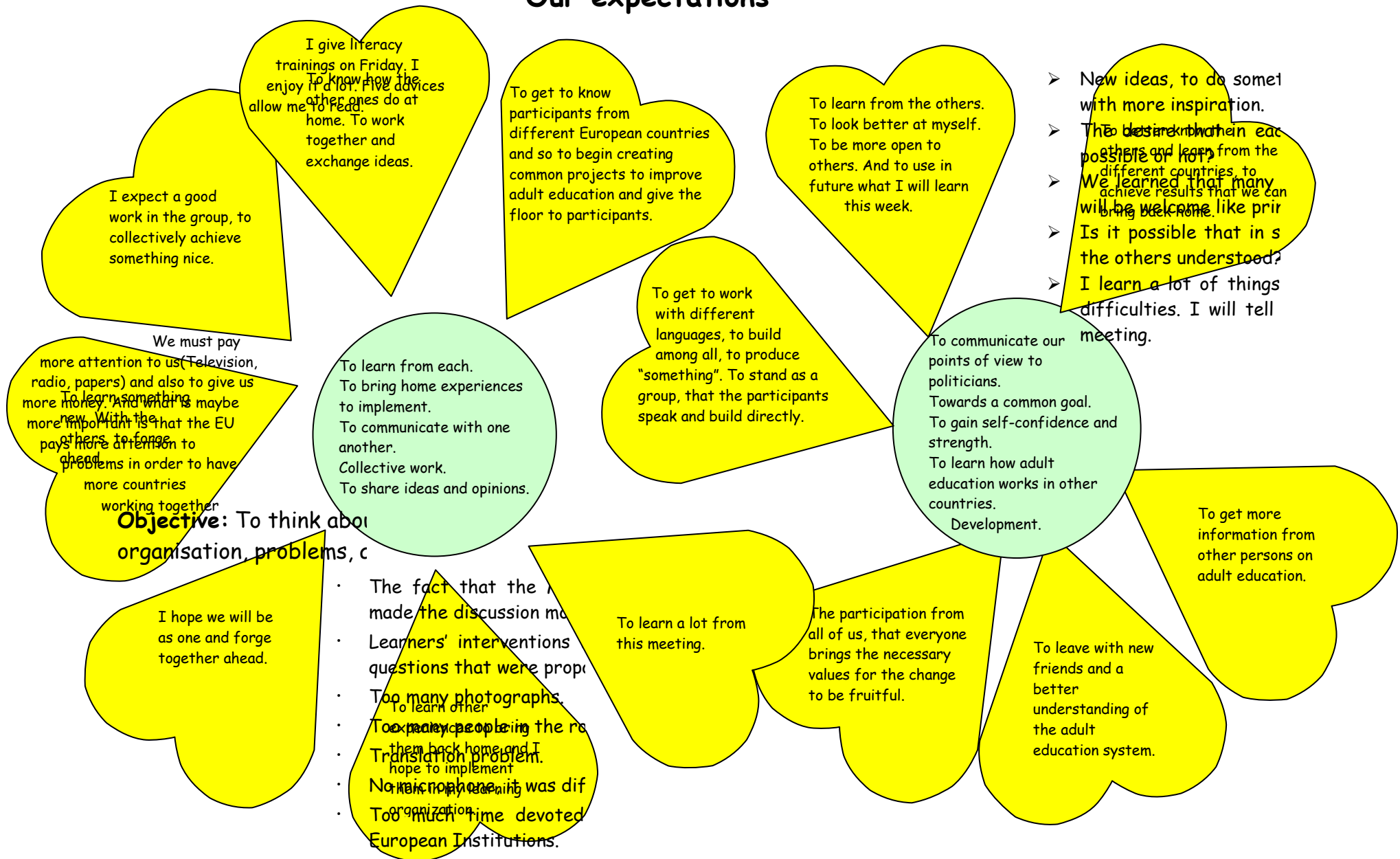
Then we gathered and formed a blue flower, a red one, a yellow one and a green one. In the middle of each flower we wrote the conclusions.



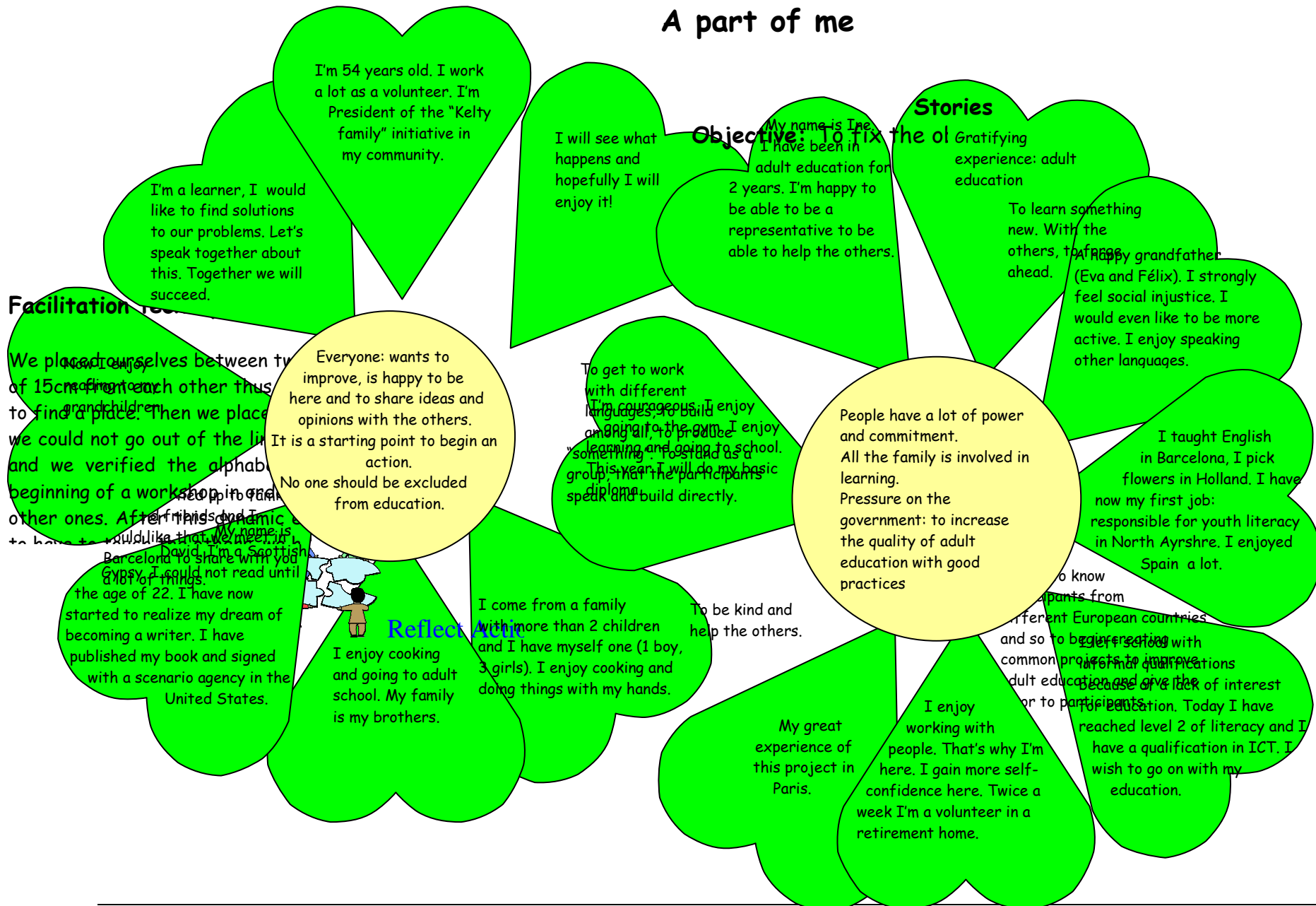




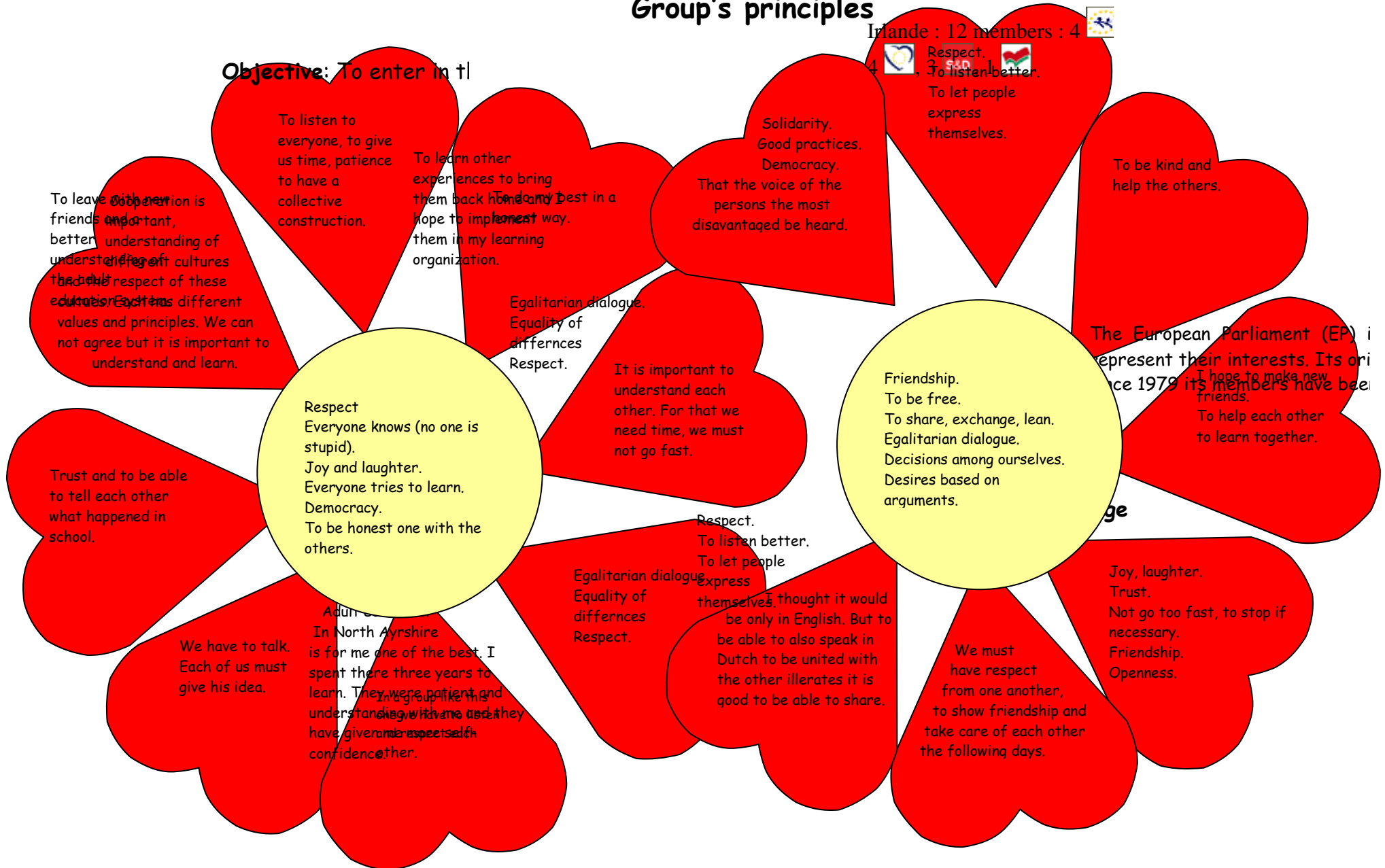
## Our expectations



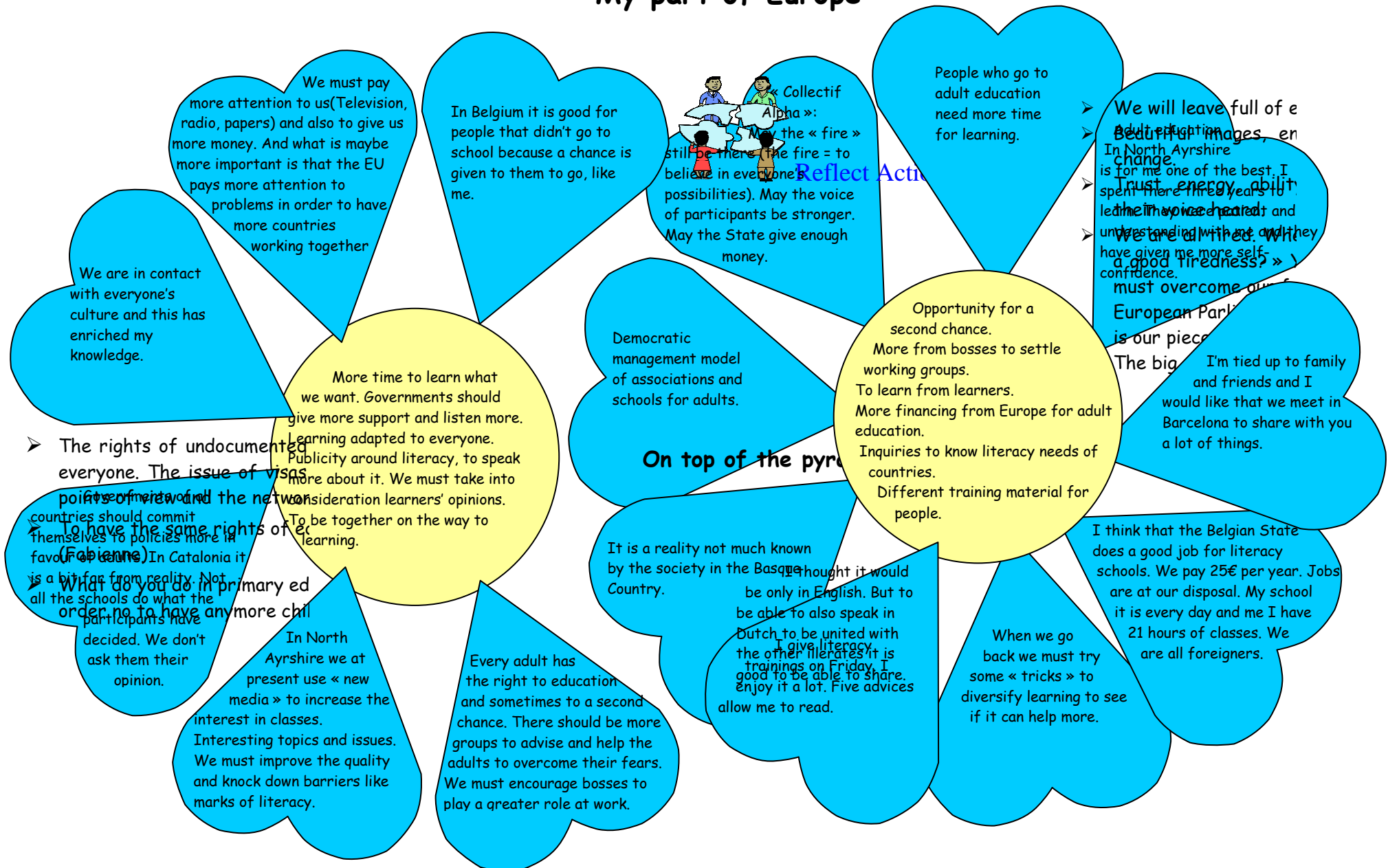
## A part of me



# Group's principles



# My part of Europe



Finally we show our commitment to respect the group life principles during the week by signing with our hands.







## Writing and graphic arts workshop

# Illiteracy, why should we dare to speak about it ourselves?

**Objective:** To fix the objectives and the methodology of the workshop

### Organization:

We first represent through a role play a situation where we think it is important to speak about illiteracy, whether we did it or not. Then we exchange our ideas and arguments.

### Conclusion

- No exploitation
- No fear of IT
- I help my children by learning myself to read and write.
- Give adults a second chance; we will give a real first chance to our children.
- To learn to read and write in order to know and demand law enforcement.
- To act on law and do it as an association.

Then our facilitators presented to us their work proposition: « It is important to start from your audacities and your years of experience which are often told by the others, the trainers, the politicians, the social workers but not by ourselves. To start from your desire to go on communicating and from peace culture. Through writing and graphic arts workshops, we will know about each other, think together, and speak about our strategies to others ».



They proposed to us to represent the advance of our work on a medium « chaos-world » that we will build up every day. The world is not made in one piece, if not a chaos where we can find everything. Creativity will be the key word to fill in our world-chaos.

For us creativity is:

To express oneself in different ways: CD-ROM ; slam ; rap ; letters ; plaster ; painting ; candle ; theatre....



Each of us drew a card he will offer to someone else. For this we had pastels. We could use 3 colours and the instruction was that we could not draw something concrete. On the other side of the card, each wrote "it is me today with the colours of my mood".

We exchanged cards explaining what we had drawn and written, we put them on the medium and we discussed on what each of us discovered on the group today and on our way of working.



**Our mood:**

- The world is sinking. What do we do to hold it?
- Why prices in shops go up and the salaries don't?
- To improve teaching.
- Why the government does not give more grants to Lire et Ecrire?
- Why Belgian consultants had to give their papers to come to Belgium for our visit to the European Council ?
- Why in a wealthy world full of technologies are there so many persons who do not benefit from it ?
- How motivate adults to learn to have a better world?
- Why in a world where everything is done to communicate with everybody do we isolate ourselves more ?
- Why in the world do women have fewer rights?
- What is the use of wars and disagreements? There is too much suffering on earth!
- Why are there still poor people in the streets and in the world in 2010?
- What can I do myself and with the others on the issue we raise here?
- Why is there still AIDS in Africa whereas we have drugs to heal this disease?

# To read? To write? Training?



Writing and graphic  
arts workshop

**Objective:** To see what enables me to learn, to exchange on our relation to reading and writing

## Organization:

We first each wrote on a post-it what we like about training, what allows us to learn.

I'm happy to learn to read and write another language than my Turkish language.  
For me a good training is to find resistance to evolve and to find energy to go on evolving.  
I follow the training to discover several things: to write properly and understand computing. If I have this, the rest follows.  
I enjoy training, to be able to speak properly in front of people. I enjoy writing without needing anyone.



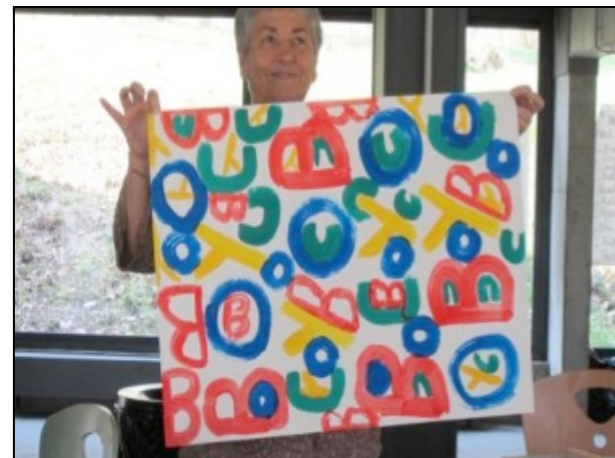
Then we made a gouache workshop « the four colours, to find a place while respecting the others ».

Each of us had to choose a letter he liked. He had to draw it several times in different sizes and shapes. Then he chose the shape and size he liked the most.





Then by groups of 3 or 4 persons, we made a poster. First each of us drew his letter several times in order to fill in the poster.



Then we received the instruction not to leave any blank space on the poster. In order to do that, we had to go over the other ones' letters. In this way we learned to communicate beyond languages.





After we discussed on the theme of the meeting by making two columns which will allow us to see what each of us felt during this activity.

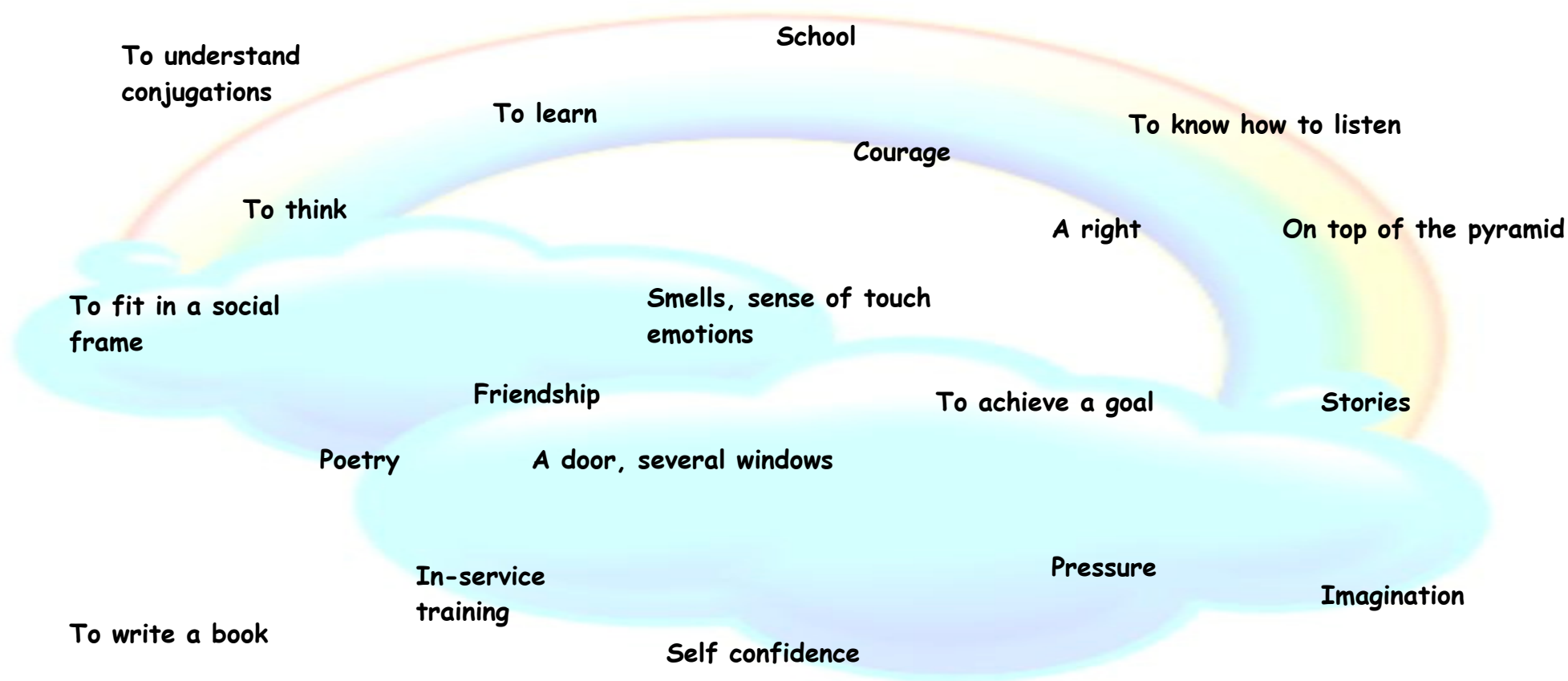
For some the meeting is:	For others the meeting is:
Easy	Difficult
Immediate	is time consuming
To negotiate	to reject, NO!
Pleasant	Unpleasant
To decide	



We then exchanged our points of view on reading and writing. For that our facilitators presented to us cards with drawings. Each of us had to choose the drawing which for him represented the best what does reading and writing mean. Then he had to reproduce this drawing.

Then our facilitator gave us words and we completed with words that came to our mind in relation with the words "to read" and "to write". On the drawing we reproduced we wrote on the different parts words that we associate with this theme. On top of the drawing we wrote the objectives we wanted to reach.

Each of us explained to the group why he had chosen this drawing, why he had written these words and why at this place.





**Objective:** to exchange on our training paths, the problems we had, how we have decided to go back to training.

### Facilitation techniques: the sky way

We placed ourselves between two parallel strips pasted on the floor at a distance of 15cm from each other thus forcing all of us to hold tight in order for everyone to find a place. Then we placed ourselves in alphabetical order of first names but we could not go out of the lines when moving. Each of us then said his first name and we verified the alphabetical classification. This dynamic is used at the beginning of a workshop in order for everyone to remember the first name of the other ones. After this dynamic each of us expressed his feeling: it bothered me to have to touch the others, we had to coordinate ourselves,



Objective

### Facilitation techniques: the memories circle

We formed two concentric circles made of the same number of participants, each turning the other way around. At a certain time we stop walking. Each of us has in front of him a participant and exchanges with him a learning memory of his childhood. Then we start again turning by walking. We stop a second time and exchange with the person in front of us a recent and positive learning memory. We then represent with a symbol the learning memories exchanged. This dynamic allows everyone to be centred on him and particularly on learning made in his life.



We have a rich  
exchange of views

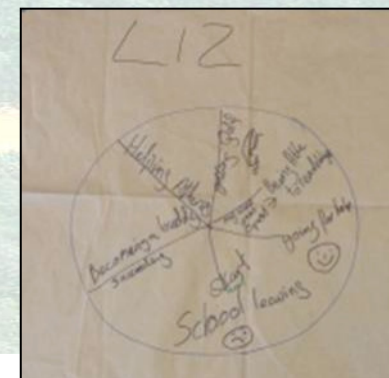
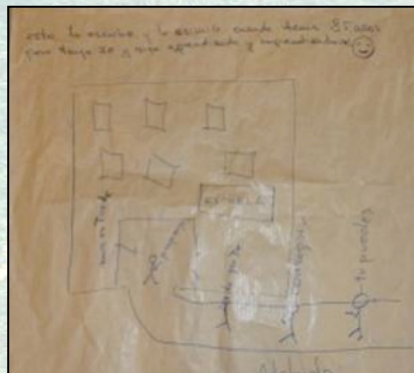
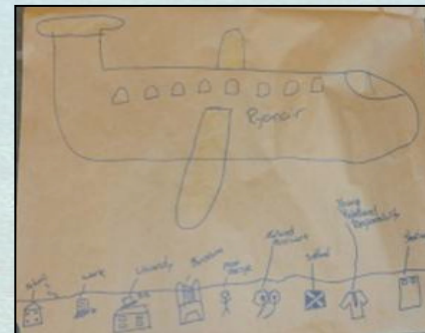
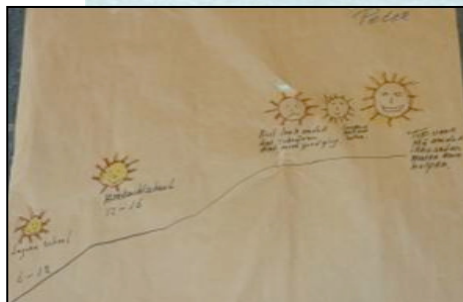


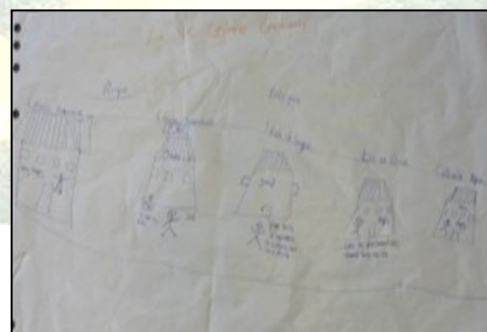
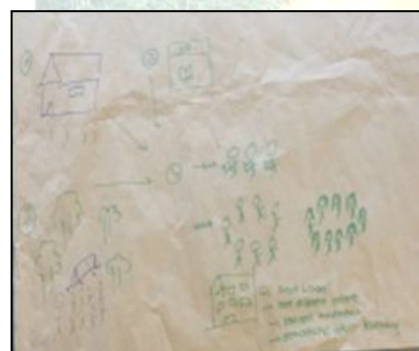
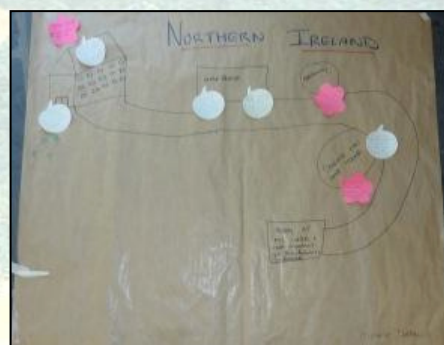
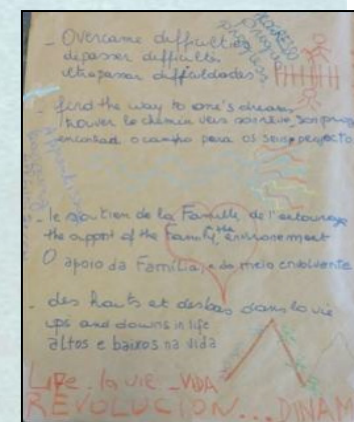
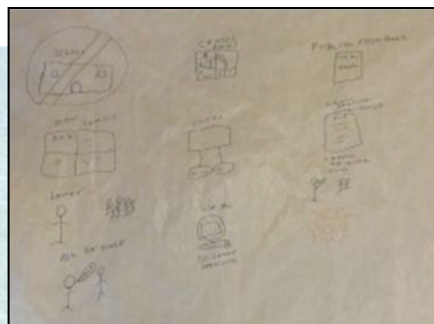
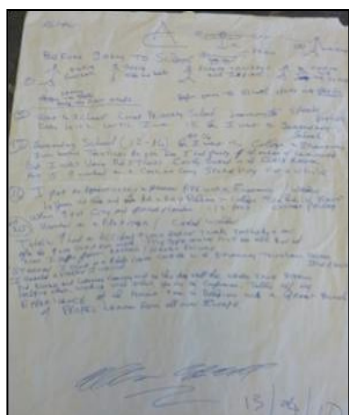
## Facilitation techniques: Relaxation-evocation

Before drawing his training path, we form a circle and close our eyes. The facilitators tell in a metaphoric way a training path while proposing a large choice of images, landscapes in order to enable everyone to visualize his training path. Once this moment of relaxation is over, each draws his training path and we present it in small groups. When each small group has finished, we form a big group to present the conclusions of our exchanges.

How do we war

### Our training paths







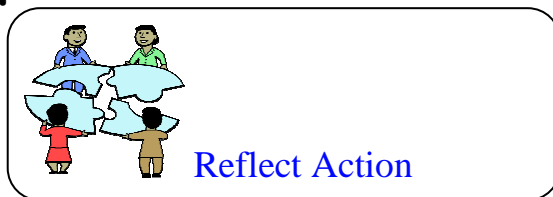
## **Conclusions**

In our training path, each of us could overcome difficulties to find the way to his dream, his project. The support from the family and friends is important. Sometimes we are the victims of discrimination and this situation has negative effects on our training path, on our school career. We all have the right to a second chance.

# Our voice at the European Parliament

**Objective:** To meet Members of the European Parliament. To make our voice heard at the European Parliament.

## Preparation of our visit



### Facilitation techniques: the little train

We form a little train made of 3 coaches (3 persons holding each other by the shoulders). The first 2 persons close their eyes and let themselves be guided by the third person (train driver) who is at the back of the train and who without speaking guides his companions by pressing the right or left shoulder to tell them when to turn. Each was in turn the train driver. Once the dynamic was over we expressed our feelings. This technique enables to think about self confidence and the trust we must give to the others.

By looking at the

### Our thoughts

It is important to trust the other one.

I felt like when you cannot read and write: you are told to go left; right and you must be trusting. The train driver is a little bit like a trainer, he has a big responsibility.

I felt like someone who learns to walk, like someone who is blind.

It is like the learning path. We don't always know where we go but we take a way.

How to progress in a society when you cannot read and write? How can we help the others and progress yourself in learning? We must rely on each other.

Each person could be the train driver and the coach which had to be driven. Each of us could experiment different roles. It promotes equality.



## Facilitation techniques: the song

Each of us has first chosen a word, a sentence among everything on the wall. He presented it to the other ones. Then we formed small groups and put our words together to make a song and sing it in front of the others. It is the group « The voice » who won the contest of the most beautiful song!!!

This dynamic allowed remembering everything we had already done and said, to practice speaking in public, to build a text, a song, to find coherence from different elements.

Conclu

## Building our demands

We gathered by country and wrote on a cardboard ideas, demands to communicate to Members of the Parliament (one idea per cardboard). In a big group we read our cardboards and put them together. Then we decided who will speak to the Members of the Parliament: Adélaida will present the EUR-ALPHA project. Michelle, Bridie and David will present our demands.





## Our demands

- More trainers well trained in adult education.
- The trainers in adult education must receive a more specific training.
- Specific methodologies and material for adult education must be promoted.
- More professionalization of the teaching community in the education for adults system.

- Recognition by the European Parliament that there is a lot of illiteracy also in Poland, Hungary, Romania and Italy.
- There must be a visibility of the educational situation of adults in European countries.
- Realities are different in Europe.
- More financing for adult education.
- To increase help to literacy/numeracy associations: stable and sustainable financing. It must be one of the priorities of the countries.
- Investing in basic skills.

- There must be projects where learners decide and organize directly.
- Democracy.
- Educational politics must take into account the learners' voice in order to answer to their needs.
- Politicians must strongly include basic education in their political program.
- Strategies to work with migrants.
- Promotion of learners' networks.
- To learn how adult education work in other countries.
- More cooperation between EU countries.
- Relationship between the peoples.
- To work together towards a common goal.

- When everyone has access to basic education it increases the development of the country.
- Basic education is not superfluous. It is as important as everything else (to build a road, to organize the football world cup). Basic education is a serious matter!
- Equality in access to education.
- Basic education must be accessible for everyone whatever the nationality, gender, social status.
- Schools and associations must take into account the learners' needs.
- Education in places of work.
- To stimulate promotion and production.
- It must help to become more productive in the community.
- There is a lack of civic participation because of illiteracy.
- Education gives confidence, strength and self-esteem.
- Certification which has a value in firms.
- To reinforce training measures in order for all learners to have access to a quality declared job not to be exploited anymore.



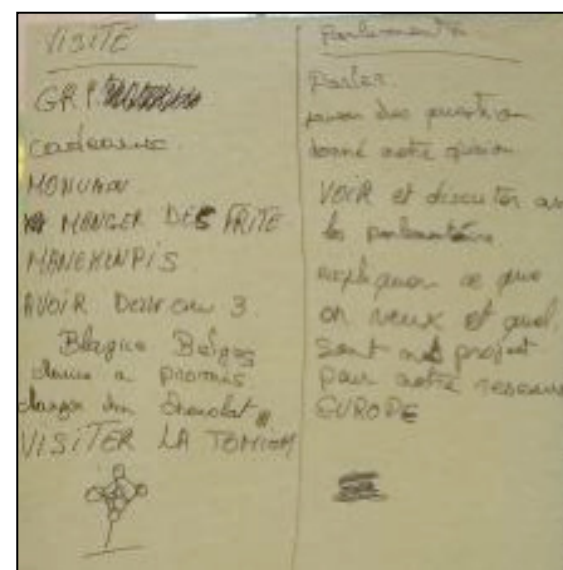
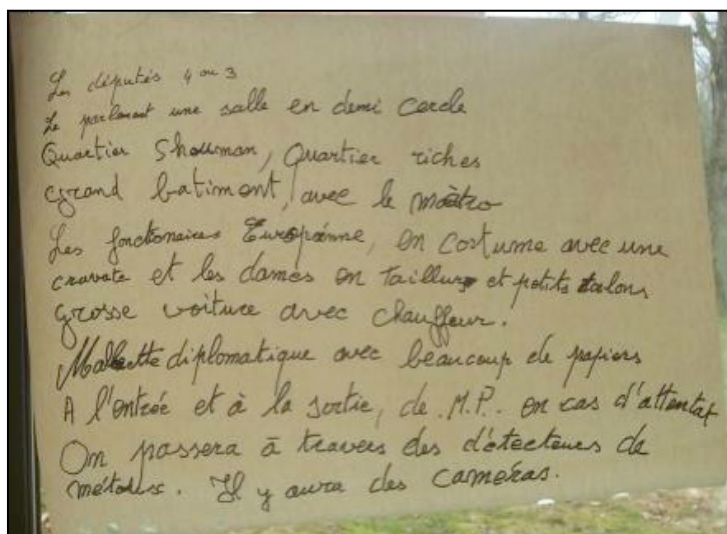
## Writing and graphic arts workshop

We first learn the myth on the word's origins.

### Who is Europe? Where does this name come from?

- Princess raised by Zeus who appeared as a white bull.
- A myth, a legendary story of a wrench but with an attraction to new things.

We then evoked what the words « visit » and « European Parliament » meant for us.



And we prepared the questions we will ask to the Members of Parliament.

## Our visit

Doris Pack, President of the Commission Education, Culture, Media and sports welcomed us and first briefly presented the Parliament and the European Institutions. You will find in annex a presentation of these institutions.

### The Members of Parliament we met



Doris Pack is German. She is member of the PPE, of the CDU in Germany. She has sat in the European Parliament since July 1989. She is President of the Committee Culture and Education. She is member of the delegation for the relations with Albania, Bosnia-Herzegovina, Serbia, Montenegro and Kosovo and member of the Committee for women rights and gender equality. For more information, see her website: <http://www.dorispack.de>

Marc Tarabella is Belgian, Member of the group Progressive Alliance of Socialists and Democrats. He is member of the Committee for Agriculture and rural development, of the Committee for women rights and gender equality and of the delegation for the relations with South East Asia countries. He was Minister of training for the Walloon Region and Minister of Continuing Education and Youth at the French Community. For more information, see his website: <http://www.tarabella.eu>



Malika Benarab Attou is French and Algerian. In the 80's she worked 5 years as an adult trainer for people in integration in Lyon and then 4 years and a half for workers of Renault when the Quality policy was implemented in the firm. She is particularly aware of the illiteracy problem as there was some in her family. She is member of the Green group, member of the Committee Culture and Education and of the delegation for the relations with the Maghreb countries. For more information, see her website: <http://www.malika-benarab-attou.eu>

Isabelle Durant is Belgian, member of the Green group. She is Vice President of the European Parliament and member of the European Parliament Bureau, of the Budget Committee and the delegation for the relations with Iran. She worked as a nurse, in the professional teaching and was Minister of Transport. For more information, see her website <http://www.isabelledurant.be>





## Our voice at the Parliament

Both groups had prepared questions and demands.

Here is a summary of what we said:

- All countries have to promote and develop access to education for adults. Human rights and in particular those in link with adult education must be a priority for each country. Political measures must be taken: skilled labour, reduction of least skilled workers exploitation, promotion of migrants' integration, adaptation of measures according to needs, consideration for the learners' voice, and development of specific strategies in favour of a specific public. Education is the way by which each can join a project and access a quality life. Nobody should miss such an opportunity.



- A lot of participants didn't have the chance to go to school or to get a diploma. To follow an adult training is therefore a second chance. Each government has to develop a help in learning programs of basic skills and allow each to have access to a quality job. It is not about asking for charity but claiming for an access to a quality life long training.
- It is important that politicians and our representatives in the European Parliament are aware of the extent of illiteracy and training and education must be a priority at the European level. Networks must be created; we must have common objectives and take into account welcoming of migrants.





- Adult training and education must be democratic. They must take into account the learners' needs; they must be able to voice their opinion. That is why we are working on creating a Charter at the European level.

And our questions:

- In your opinion what should be done to have a successful literacy in Europe?
- Which ICT material could we have at our disposal?
- To hire trainers for Lire et Ecrire learners, therefore which training plan in Europe? Which financing?
- What do we have to do to introduce our Charter (Euralpha) to the Parliament? What are the procedures? What are the deadlines? Which office? Which layout? How do you help a European network to set up?

- The rights of undocumented immigrants to be treated and trained like everyone. The issue of visas to be obtained quicker in order to extent points of view and the network.
- To have the same rights of education in all European countries. (Fabienne)
- What do you do in primary education concerning learning of read-write in order no to have anymore children who do not know?



## Relaxing break

After the Parliament we made a walk in Brussels and then we went to eat in an Ethiopian restaurant.



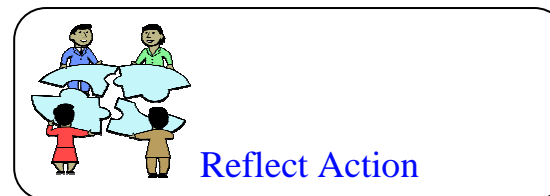
# Evaluating the visit to the Parliament

## Organization:

We evaluated our visit on the basis of 4 questions:

### How did we feel?

- For us Marc Tarabella and Doris Pack were not concerned enough by illiteracy.
- Happy that the Parliament listens to the participants.
- It was a very important moment for all learners at initial level.
- First worried because of the responsibility we had and the importance of the event.
- Excited, nervous.
- Disappointed.
- We are grateful.
- We felt camaraderie, we were one.
- We felt well after having given our request.
- We got a warm welcome, it was nice.



## How did our visit go?



- The fact that the Members of Parliament followed one another made the discussion more difficult.
- Learners' interventions were well organized; we could ask all the questions that were proposed although time was missing.
- Too many photographs.
- Too many people in the room.
- Translation problem.
- No microphone, it was difficult to hear.
- Too much time devoted to the issue of the functioning of the European Institutions.
- Excellent participation of those who spoke.
- Well organized visit.

## Did we say everything we wanted to say (content)?

- Yes everything was said but there was not enough time to allow people to ask questions.
- We successfully transmitted our message.
- This message had a different impact depending on the Member of Parliament. Some were very receptive, others less. Malika Benarab Attou and Isabelle Durant feel concerned by our problems.
- The impact was greater with Member of Parliament having practical experience.
- A good preparation enabled a good transmission.
- There is still a lot to say.
- We could have said more, go deeper.
- We were not prepared enough.
- Some didn't understand our questions.



## What are the results?

- To go on informing ourselves to develop and adapt our strategy.
- We are at the starting point.
- To go to the European Parliament is a learning place.
- To communicate at the national and local level.
- To take into account what was said.
- To ask questions to the Commission, to reach a larger audience.
- We hope that the present Members of Parliament will think about and collaborate at our objectives.
- That we can meet each other more often.
- We must work on the Charter in order to reach the Parliament and to be heard.
- We have new allied; we have successfully made some Members of Parliament feel concerned, some more than others.
- We can have important communication channels.
- We must go on putting pressure.



## Conclusions

- More time to be better prepared.
- To better know the details of the program.
- To have a microphone in order for everybody to hear and to better organize the language groups for the translations.
- To tell the media.
- To ask questions to the right persons, to go to the right place.
- To go on working at different levels: local, national, and European.
- To question Members of Parliament in each own country.
- To create a movement from the grass roots.

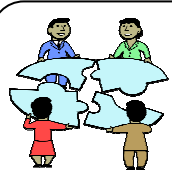


## Writing and graphic Arts workshop

We exchanged our points of view on the day spent in Brussels: what memories, what strong words, what feelings

### **Conclusions: To meet each other? What for?**

- To solve problems together.
- To exchange, give and receive and better understand.
- To share traditions, cultures, knowledge.
- To be friends.
- To learn to work together and learn to maintain peace.
- For our children.
- To open ourselves to the others,
- To respect the others' values,
- To be united against mischance, injustice.
- To trust
- Discussion



Reflect Action

## The network

**Objective:** To think about the learners' network: what already exists, the organisation, problems, and concrete ideas.



### Facilitation techniques: the giraffe, the elephant and the crocodile

When the facilitator said 'giraffe' pointing out at someone in the circle, this person had to raise his arms to show that the giraffe has a long neck and his right and left neighbours had to make the legs.

When we said 'crocodile', the person at the centre had to show with his arms the big mouth of the crocodile and his neighbours had to represent the little ears.

When we said 'elephant', the person in the centre had to imitate the elephant's trunk with his arms and his neighbours had to represent the big ears.

This technique enabled us to wake us up, it also allows showing the importance to be careful to be coordinated with the others and build together.

Many made a friendship.

Portugal:  
22 Members.

### Facilitation techniques: the tiger, the hunter and the little old

woman  
10, 7, 5

We formed two groups. Each group had to choose to represent one of the three characters, the tiger, the hunter or the little old woman.

The tiger eats the little old woman but is killed by the hunter. The hunter kills the tiger but is defeated by the old woman. When a signal is given we turn over the other group miming the character we have chosen.

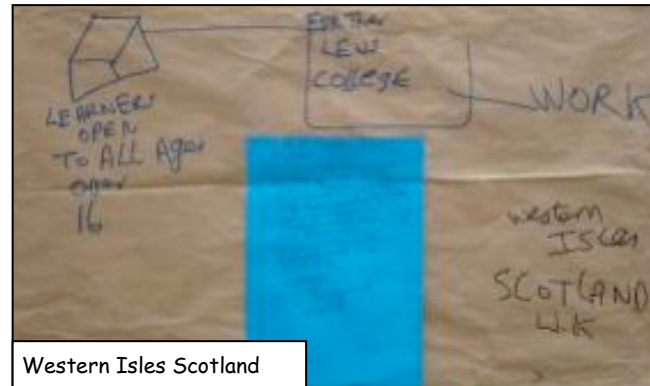
This technique shows us the importance of agreeing and that it is not always the strongest ones who win.



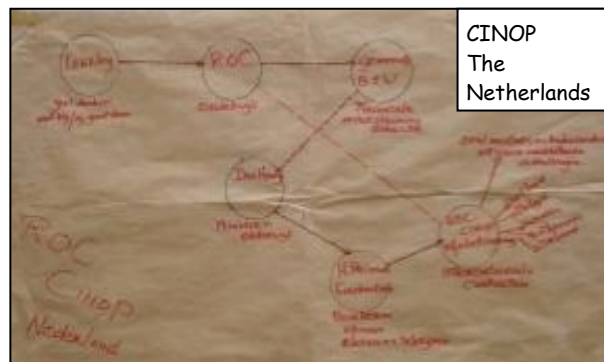
**Organisation:**

By region, we drew our perception of the network at home and we discussed on the basis of questions:

1. What is the network going to bring us?
2. What content for the network?
3. How do we want to be organized?
4. What difficulties are we going to meet?
5. What concrete ideas to star?



## Western Isles Scotland



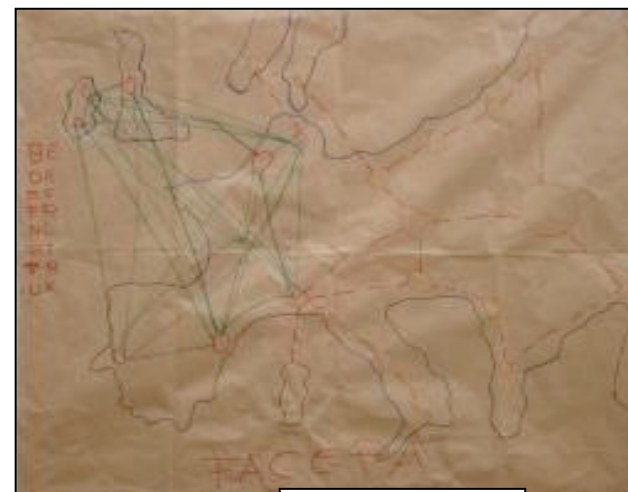
CINOP  
The  
Netherlands



Collectif alpha Belgium



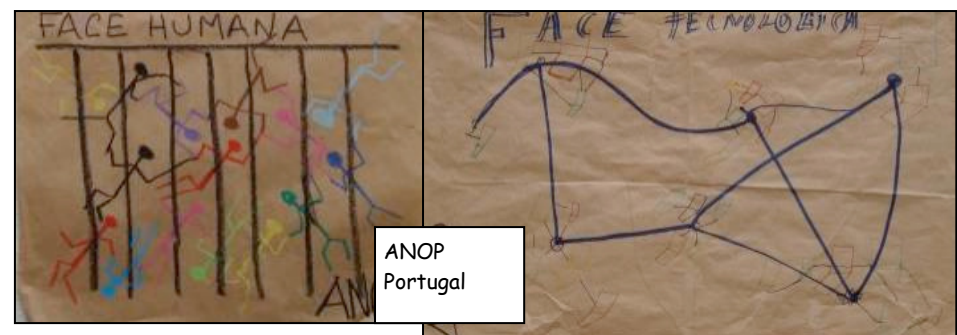
North Ayrshire Scotland



FACEPA Catalonia



Lire et Ecrire Belgium

ANOP  
Portugal



**Then** Jacques Bosman and Nadia Baragiola who are responsible for the Grundtvig project at Lire et Ecrire explained to us how the project started.

The EUR-ALPHA project groups together 17 associations from 11 countries. EUR-ALPHA is a European network of associations which organizes exchanges between literacy/numeracy practitioners, learners, trainers, researchers, authorities... It was created in 2009 and aims at supporting and developing the quality of literacy/numeracy in Europe by

- The development and support of the learners' voicing of opinions and participation,
- The improvement of pedagogical practices of trainers by promoting those which advocate empowerment and learners' participation.

To favour exchanges and the promotion of tools between literacy/numeracy practitioners, the EUR-ALPHA network organizes:

- Training workshops gathering learners and trainers,
- Collection, analysis, selection and dissemination of good practices;
- **Publication and dissemination** of results in Europe in the sector of literacy/numeracy and to the authorities.

One training workshop per year is foreseen so 3 meetings for the learners: the one is Namur now, one in 2011 in Barcelona and one in 2012 probably in Edinburgh. As well as three meetings for trainers

### **Namur 2010**

The invitation was put on the Grundtvig website and was sent to other associations. All applications were supported by one association member of the network. The number of participants was of 2 or 3 persons per country plus members of the scientific committee.

Some countries asked that a trainer goes with the learners, either for the translation or because of the distance.

Lire et Ecrire also decided to invite 10 Belgian learners even though they are not financed by the Grundtvig project.

In the project it is foreseen that each time it will be different persons who will come to the 3 workshops planned. There is not necessarily links between the 3 workshops.

We can also see how to go forward with the network either by sending propositions to the scientific committee of learners or by finding the possibility of other European financing for another project.

During this day we welcomed Géraldine Libreau who works at the European Commission and Mélanie Mignot who works for the Executive Agency training Europe, who have both enjoyed meeting us and have confirmed their support to the project.



## Conclusions on the network

### What is the network going to bring us?

- 💡 More information,
- 💡 The chance to meet other learners who come from other countries, a better knowledge of different realities,
- 💡 Propositions of possible actions,
- 💡 Different ideas,
- 💡 A better work together,
- 💡 To touch more people,
- 💡 Examples of good practices from learners,
- 💡 Examples of works from learners,
- 💡 Deep reflections on educational processes,
- 💡 A good Charter,
- 💡 To transform in reality a democratic adult education where the voice of participants and learners are listened.

### What content for the network?

- 📖 Answers to learners' needs,
- 📖 Evaluations of member organisations,
- 📖 On literacy/numeracy in general,
- 📖 Access to services,
- 📖 To ask support to governments such as money, material...
- 📖 To support our projects,
- 📖 To make our voices listened,
- 📖 To build the « Charter »,
- 📖 Questionnaires, surveys, inquiries,
- 📖 Pictures and videos,
- 📖 Reflections,
- 📖 Artistic and creative productions





### How do we want to be organized?

- 🌱 That the network has a website with information from all those shaping it.
- 🌱 To promote analysis and reflection.
- 🌱 To think about strategies to facilitate access to the content for learners.
- 🌱 To organize varied « spaces » to group together contents provided by the learners.
- 🌱 To develop a space for exchange of opinions, ideas, problems and possible solutions.
- 🌱 That learners send information through the coordinator.
- 🌱 A constant updating.
- 🌱 Members of the Committee of each country.

### Which difficulties are we going to meet?

- Q. At the level of computer knowledge
- Q. At the level of translation
- Q. The distance to organize meetings
- Q. The fact to travel alone.

### Which concrete ideas to start?

- 🌱 An appropriate website,
- 🌱 Inquiries on the website themes at different levels,
- 🌱 A work in small groups,
- 🌱 To have evaluation tools,
- 🌱 To work on the same themes in the different countries,
- 🌱 That the teachers, volunteers and learners work together for a quality adult education,
- 🌱 A meeting at least once a year of all learners by video conference.



# Singular points of view



Writing and graphic  
art workshop

**Objective:** To understand in what our way to look is different.

## Organization



There was a still life. The instruction was to draw one of the painting's elements like we wanted to, to paint it with watercolour by mixing the colours. We could not be concrete. Then we gave our card to our neighbour who wrote what he saw in our drawing.





We put in common our points of view

**Our discoveries while making watercolour**

- *The colours set and their mixing.*
- *Meeting between colour, water and oneself.*
- *I did not know that we could mix colours.*
- *We made something that we can recognize.*
- *Green, blue, mauve make me think of nature.*
- *The possible mixing of colours makes one think of the possible mixing of people.*
- *I discover a rainbow with colours put together.*
- *I was shy at the beginning because I did not know how to do. After I did my own mixing, I invented my methods.*
- *I liked the combinations of colours, a little bit like a group that meets.*
- *Watercolour work is a metaphor for meeting.*



# Evaluating our week

Gratifying  
experience: adult  
education

## Facilitation technique: Ping - pang -ball

In order to wake us up we form a circle and pass a virtual ball to which a gesture is associated depending on whether the ball makes PING, PANG or BALL.

This technique forces us to be mindful, to take quick decisions.

Objectiv



## Facilitation technique: The node

We form a circle. Then the eyes closed we approach the centre by putting our arms forward. When we met hands, we took them. So we formed a huge node we tried to undo to reform the circle, all this without letting go of hands.

This technique enables us to see how links are made, how with collaboration we can undo problems and that we must be careful to create new links.

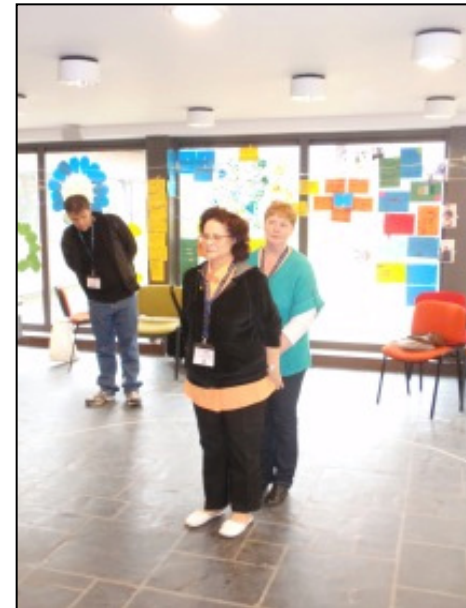


## Organization

We first have filled in an individual questionnaire requested by the subsidizing body. From these questionnaires it comes out that a big majority of us think that the objectives have been reached and that the content of the workshop was excellent: the subject was interesting, the workshop was culturally rewarding and a useful and interesting European experience. We enjoy the workshop's methodology as well as the trainers' work. This workshop will be a plus for our studies and private life.

Then we finished our evaluation wall that we built every day. This wall enabled us to visualize all along the workshop what we had created, said and felt. It also facilitated the use of the space and enabled the participants of the other workshop to see what we were doing.

Then with an activity hot/cold we evaluated different aspects of the week. We all formed a line in the middle of the room. At the right side it was hot; at the left side it was cold. Nicola said a word and depending on how we took it we had to go to the hot side if we enjoyed it or to the cold side if we didn't.





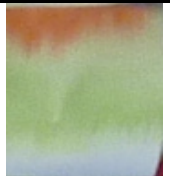













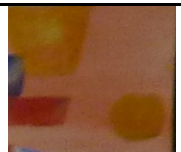
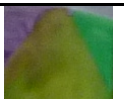








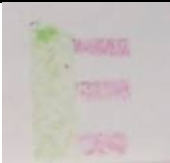







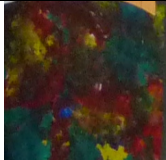


We then completed the individual questionnaire and we prepared the presentation of our workshop to the other group.





	The meeting is made around a work like the painting at four	I am happy to learn to read and write another language that my language Turkish	The world is sinking. What do we do to catch hold of it?		Why do prices go up in shops and the salaries don't?	Because there is a nice atmosphere, because everybody smiles, because everybody communicates with each other	To explain to those who don't understand and to go further into mine.		To improve teaching.
				To ask when it is forbidden.		Why the government does give more grants to Lire et Ecrire?	For me a good training is to find resistance to evolve and to find energy to go on evolving		
	Why the Belgian consulates had to give papers to come to Belgium for our visit to the European Parliament?		I follow the training to discover several things: to write well and to understand computers. If I have that, the rest follows.	Why in a wealthy world full of technology are there so many persons who don't benefit from it?	The meeting served to build a powerful wall and to be respected by the others who don't understand what we say.	How to motivate adult to learn to have a better world?	To decide not to get upset anymore		My success is to make my administrative procedure and to go to the doctor alone, to take the bus and also my bank card. Everyone does the same.
It is difficult to say what we think but the others are there to help us. Each says something.					I can now read the road signs alone. So I enjoy the training when it makes me become autonomous, when we are able to speak to strangers.		Success To know how to read and write, to thank the association, to dare to progress. The atmosphere is wonderful, I'm happy to learn new things.	What is the use of wars and dissensions? There is too much suffering on earth.	
								We have to meet politicians in order that they give more help to job-seekers.	Even if we don't understand each other very well we can work together.

	I have evolved in my contacts with other people. I speak more easily. I'm implied in projects like raising awareness.		Why are there still so many poor people in the streets in 2010?			To do again the training. The work is well done, to understand it and to do it again. The training is a success when we will all help each other. In group training we did a festival based on a year of work, readings and activities such as walking.		What can I do myself and with others on the issue we raise here?	
To work together and not give up, to fight for ourselves and for others who will come after us. The self respect and respect of the others. And with the Europeans we will be stronger.							To see that the others help the one who cannot read and write. He cannot but he helps anyway and says to himself I also learn. He knows he cannot read but he can say it as he is using his memory.		
		Why in a world where everything is done to communicate we isolate ourselves more. Why in the world do women have fewer rights?		Why is there AIDS in Africa when we have the medicine to treat it?		The other is not in possession of my solutions.			
I enjoy the training, to be able to speak well in front of people. I also enjoy writing without help from anyone.				The meeting is a pleasure because we go out with people to do a lot of things.		I don't have to agree with you.		I'm happy to be able to read thanks to the others and to my trainer. With the training we have also found a second family and our trainers are great. We can also learn while having fun.	

# Let's look at both workshops

## Presentation of each workshop

Each workshop presented to the participants of the other workshop the work done during the week.

## Building of a common fresco

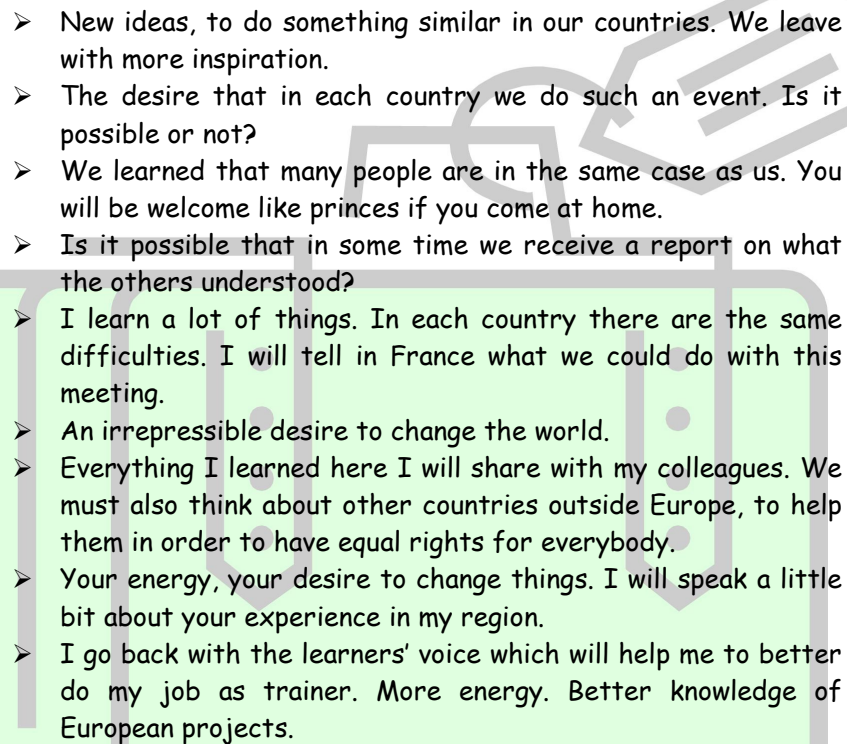
There were 3 tables and on each of them there was a big paper cloth. Each of us had to let a mark on each cloth with a pencil, paint, modelling clay by sticking on, cutting up... Then we looked at the 3 fresco we created and we commented some aspects inspiring us.

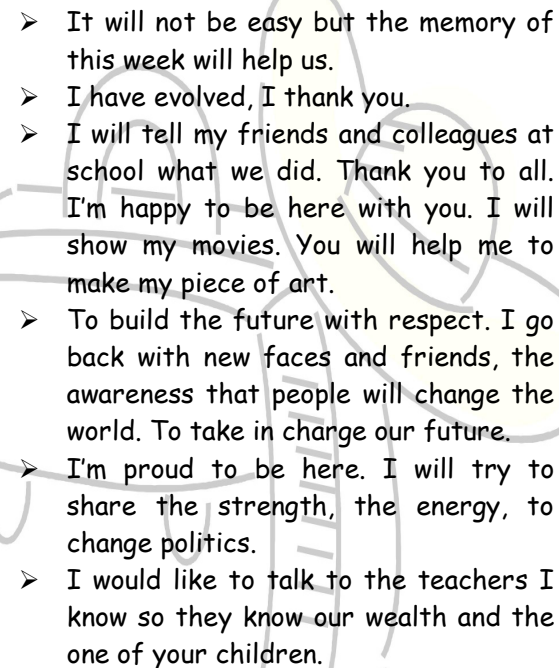




## I bring back in my suitcase

Both groups together we explained what we will bring back home from this workshop.

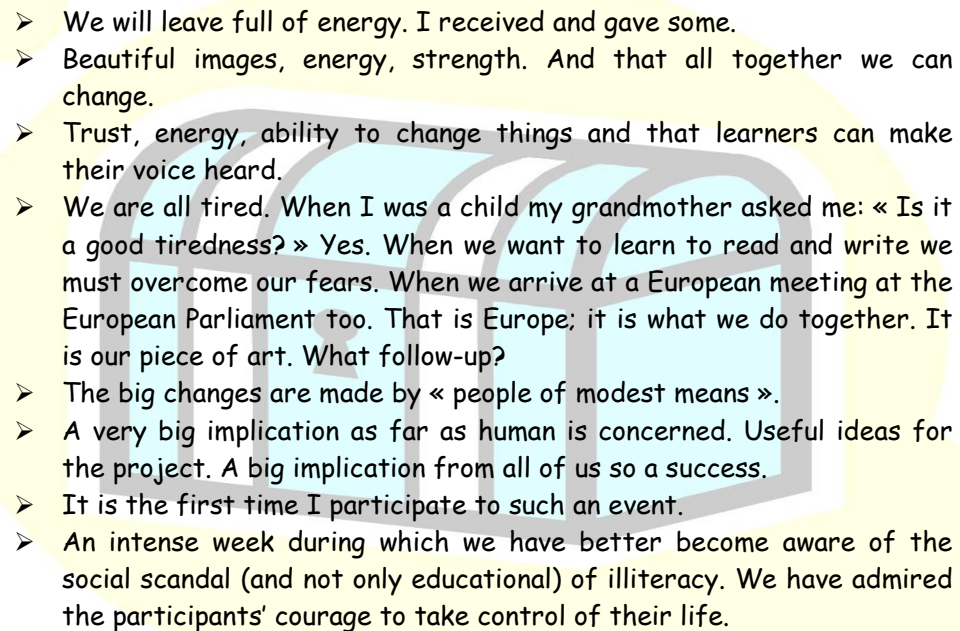
- 
- New ideas, to do something similar in our countries. We leave with more inspiration.
  - The desire that in each country we do such an event. Is it possible or not?
  - We learned that many people are in the same case as us. You will be welcome like princes if you come at home.
  - Is it possible that in some time we receive a report on what the others understood?
  - I learn a lot of things. In each country there are the same difficulties. I will tell in France what we could do with this meeting.
  - An irrepressible desire to change the world.
  - Everything I learned here I will share with my colleagues. We must also think about other countries outside Europe, to help them in order to have equal rights for everybody.
  - Your energy, your desire to change things. I will speak a little bit about your experience in my region.
  - I go back with the learners' voice which will help me to better do my job as trainer. More energy. Better knowledge of European projects.

- 
- It will not be easy but the memory of this week will help us.
  - I have evolved, I thank you.
  - I will tell my friends and colleagues at school what we did. Thank you to all. I'm happy to be here with you. I will show my movies. You will help me to make my piece of art.
  - To build the future with respect. I go back with new faces and friends, the awareness that people will change the world. To take in charge our future.
  - I'm proud to be here. I will try to share the strength, the energy, to change politics.
  - I would like to talk to the teachers I know so they know our wealth and the one of your children.



- I will talk about it to my children and grandchildren.
- We will organize a conference in Germany and we will invite Sabine and Uwe who will talk about what happened here.
- When we first talked about this beautiful project of thematic workshops, the persons responsible told us: but how are you going to do this? And now it is done and it is nice.
- I am very happy to be here. I hope the EUR-ALPHA will be fruitful.
- We all came with some knowledge and we all leave with a greater knowledge.
- What to say more than what was already said. I met the persons from Catalonia and they told me about a project with tziganes. We are all able to strive towards the same goal... Nadia a few free beers ????
- I bring back a lot of hope that a lot of things will come from this meeting. It would be good to know about the others later even though we are not always together.

- To say that each brought something and if we are if we are more numerous our children will go on building.
- I came with desires and illusions but I leave with even more desires.
- I came reluctantly. I go back with many ideas and friends.
- I came without knowing where exactly. But we worked a lot. I commit to bring all this back in Holland.
- Thank you to all of you; I enjoy a lot meeting you. It was interesting meeting people from other countries.
- With the other group it is a pity we could not exchange more.
- We will talk about this country where we had a lot of warmth. I am happy to have participated.
- It is an old dream for me these international meetings. The dream begins!

- 
- We will leave full of energy. I received and gave some.
  - Beautiful images, energy, strength. And that all together we can change.
  - Trust, energy, ability to change things and that learners can make their voice heard.
  - We are all tired. When I was a child my grandmother asked me: « Is it a good tiredness? » Yes. When we want to learn to read and write we must overcome our fears. When we arrive at a European meeting at the European Parliament too. That is Europe; it is what we do together. It is our piece of art. What follow-up?
  - The big changes are made by « people of modest means ».
  - A very big implication as far as human is concerned. Useful ideas for the project. A big implication from all of us so a success.
  - It is the first time I participate to such an event.
  - An intense week during which we have better become aware of the social scandal (and not only educational) of illiteracy. We have admired the participants' courage to take control of their life.

## And the evenings?

During two evenings we could exchange on our countries. Learners presented us how literacy/numeracy works at home. We also had the opportunity to better know the EUR-ALPHA project. The trainers who participated at the Summer University of Lire et Ecrire joined us these evenings.

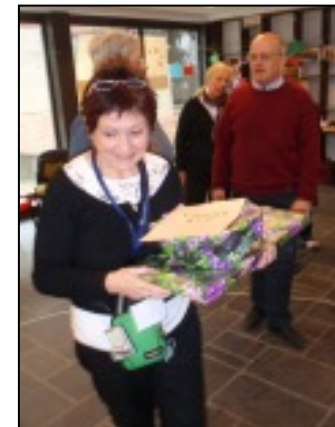


## And the departure?

The Icelandic volcano prevented some of us to leave as planned. Some left by bus, others by train, truck or boat.

Those who had to stay visited Namur.

But, sometimes a few days late, everybody arrived home safely.



## Annex 1

### The European Institutions

(Information found on the EU website)

#### 1. The Parliament

##### What is the Parliament?

The European Parliament (EP) is elected by the citizens of the European Union to represent their interests. Its origins go back to the 1950s and the founding treaties, and since 1979 its members have been directly elected by the people they represent.

Elections are held every five years, and every EU citizen is entitled to vote, and to stand as a candidate, wherever they live in the EU. The latest elections were in June 2009. The present parliament has 736 members from all 27 EU countries.

Members of the European Parliament (MEPs) do not sit in national blocks, but in seven Europe-wide political groups. Between them, they represent all views on European integration, from the strongly pro-federalist to the openly Euro sceptic.



The Group of the European People's Party (EPP Group) brings together centre and centre-right pro-European political forces. It brings together in Ireland the FG, in Portugal the PSD and the CDS-PP, in Spain the PP, in The Netherlands the CDA, in Germany the CDU and the CSU ; in France the UMP. It currently comprises 265 Members from 26 countries.



The Group of the Progressive Alliance of Socialists & Democrats brings together representatives of socialist groups: PS in France, Belgium French-speaking and Portugal, the « Labour Party » in Ireland and Great Britain, the PSOE in Spain, the SPD in Germany and the Partij van de Arbeid in The Netherlands. It currently comprises 184 Members from 27 countries.





The Alliance of Liberals and Democrats for Europe brings together Liberal groups, in Germany the FDP, in French-speaking Belgium the MR, in Spain la Convergencia Democratica de Catalunya and the National Basque Group, the mouvement Démocrate in France, the Fianna Fail Party and the Independent in Ireland, Democraten 66 and Volkspartij voor vrijheid en democratie in The Netherlands, Liberal Democrats Party in Great Britain. It currently comprises 85 Members from 19 countries.



The Greens/European Free Alliance is made up of Greens and representatives of stateless nations : Ecolo in French-speaking Belgium ; die Grünen in Germany ; ICV and Verdes in Spain ; Europe Ecologie in France ; Groenlinks in The Netherlands ; Greenparti, Wales Plaid Cymru and Scotland SNP in Great Britain. It currently comprises 55 Members from 14 countries.



The European United Left brings together non socialist left groups such as Die Linke in Germany, Front de gauche in France, Bloco de Esquerda and Partido comunista in Portugal, Socialistische partij in The Netherlands, Izquierda Unida in Spain, Socialist Party and Sinn Fein in Ireland. It currently comprises 35 Members from 15 countries.



The European Conservatives and Reformists Group believes in a non-federalist Europe. It brings together conservative groups such as Christen Unie in the Netherlands, Conservative Party, Ulster Conservatives and Unionists in Great Britain. It currently comprises 54 Members from 7 countries.

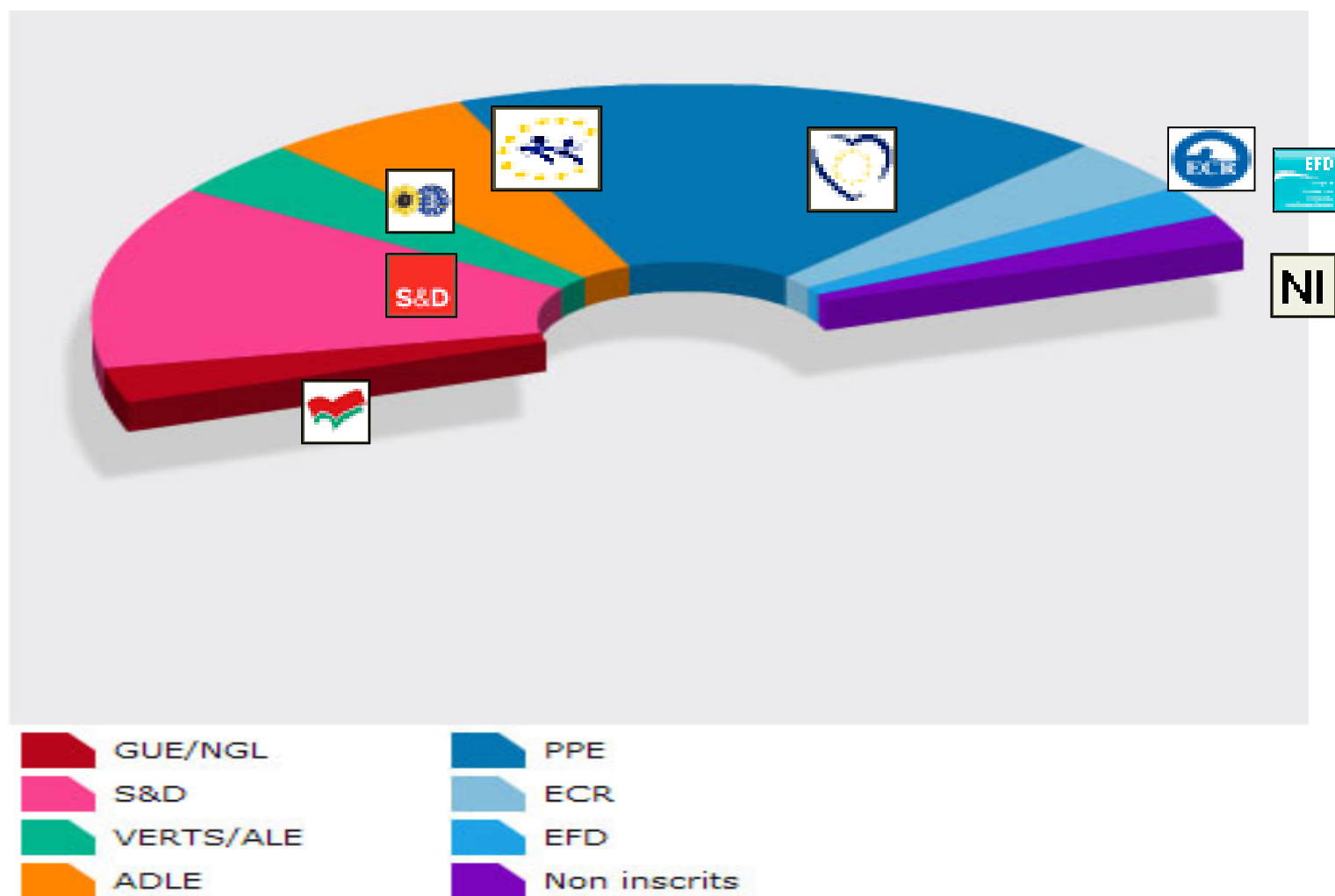


Europe of Freedom and Democracy are the Euro sceptic. In France they are called mouvement pour la France; In the Netherlands, Staatskundig Gereformeerde Partij; UKIP in Great Britain. It currently comprises 32 Members from 9 countries.

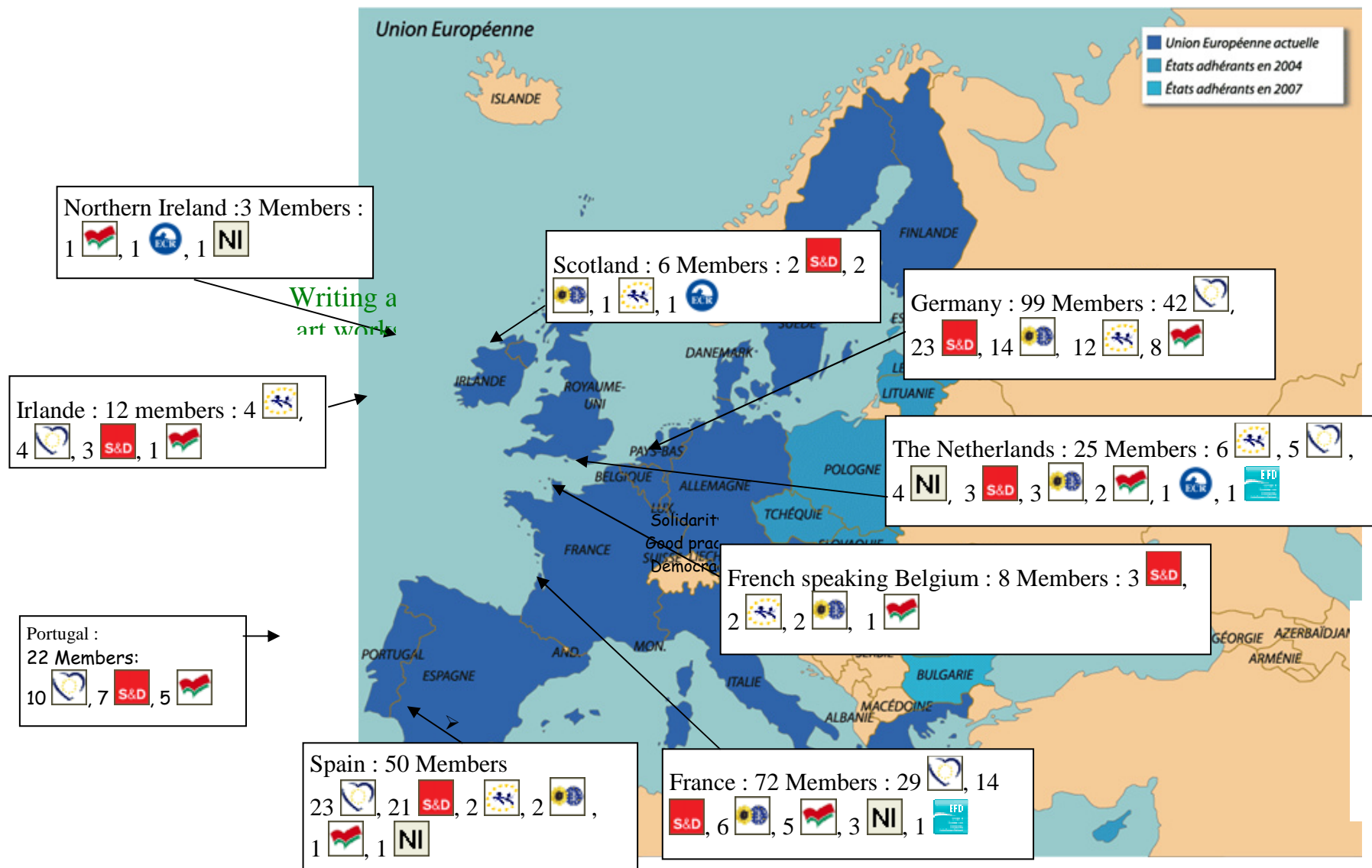


27 Members are not registered that is they are not part of any group mentioned above. Most of them come from Far-right groups.

If we look at the current composition of the Parliament



## And our countries and regions, who represents them?



## Where sits the Parliament?

The European Parliament has three places of work: in Brussels (Belgium), in Luxembourg and in Strasbourg (France).

The administrative services (the General Secretariat) are in Luxembourg. The « plenary sessions » which all Members attend take place in Strasbourg and also in Brussels. The Committees' meetings and parliamentary groups take also place in Brussels.

## What does the Parliament?

The Parliament has three essential roles:

- **Legislative power.** With the Council, the Parliament adopts directives and regulations. Directives establish common objectives for all Member States but let the national authorities decide on the form and methods to be adopted to reach the objectives. Member States have normally from one to two years to apply a directive. Regulations have to be directly applied in the whole European Union when as soon as it comes into force without supplementary intervention from the Member States.
- **Democratic control** on all European Institutions and notably on the Commission. The Parliament can approve or refuse the designation of Members of the Commission and is authorized to censure the whole Commission. The Parliament regularly examines the reports addressed by the Commission.
- **Budgetary power.** The EU annual budget is established jointly by the Parliament and the Council of the European Union. It is debated in Parliament following two readings and is not implemented before having been signed par le President of the Parliament. The Committee on Budgetary Control of the Parliament (COCOBU) monitors the expenditure and each year the Parliament decides to approve or not the implementation of the budget by the Commission.



## How is organized the work of the Parliament?

The work of the Parliament consists of two main steps:

- **The preparation of the plenary session.** It is taken in charge by the Members of the Parliament reunited in different committees specialized in particular EU area of activity. The themes of the debates are usually discussed in political groups.
- **The plenary session itself.** The plenary sessions take place in Strasbourg (one week per month) and also in Brussels (two days). During these sessions, the Parliament examines the legislative propositions and adopts amendments before deciding on the whole text (as amended) in plenary session.

## The Culture, Education, Media and Sport Committee

Committee responsible for:

1. the cultural aspects of the European Union, and in particular:
  - (a) improving the knowledge and dissemination of culture,
  - (b) the protection and promotion of cultural and linguistic diversity,
  - (c) the conservation and safeguarding of cultural heritage, cultural exchanges and artistic creation;
2. the Union's education policy, including the European higher education area, the promotion of the system of European schools and lifelong learning;
3. audiovisual policy and the cultural and educational aspects of the information society;
4. youth policy and the development of a sports and leisure policy;
5. information and media policy;
6. cooperation with third countries in the areas of culture and education and relations with the relevant international organisations and institutions.

## 2. The European Commission

### What is it?

The Commission is independent of national governments. Its job is to represent and uphold the interests of the EU as a whole. It drafts proposals for new European laws, which it presents to the European Parliament and the Council.

It is also the EU's executive arm - in other words, it is responsible for implementing the decisions of Parliament and the Council. That means managing the day-to-day business of the European Union: implementing its policies, running its programmes and spending its funds.



### Where is the Commission based?

The 'seat' of the Commission is in Brussels (Belgium), but it also has offices in Luxembourg, representations in all EU countries and delegations in many capital cities around the world.

### What does the Commission do?

The European Commission has four main roles:

1. to propose legislation to Parliament and the Council;
2. to manage and implement EU policies and the budget;
3. to enforce European law (jointly with the Court of Justice);
4. to represent the European Union on the international stage, for example by negotiating agreements between the EU and other countries.

### Who appoints the President of the Commission?

The President of the Commission is appointed by the governments of the Member States, and then approved by the European Parliament. This dual legitimacy gives the President political authority, which he exercises in a variety of ways.

### What are the tasks of the President?

The President must try to provide forward movement for the European Union and to give a sense of direction both to his fellow Commissioners and, more broadly, to the Commission as a whole. He calls and chairs meetings of the Members of the Commission, and can assign responsibility for specific activities to them or set up working groups. Lastly, he represents the Commission.



### 3. The European Council



It is the meeting of Heads of State or governments of all countries members of the European Union and of the President of the European Commission (the participant is the President and/or the Prime Minister depending on the political system of each country). The European Council meets in principle four times a year in order to set the general political orientations of the European Union and to analyze the progresses done. It is the highest-level policy-making body in the European Union, which is why its meetings are often called summits. Since January 2010 Herman Van Rompuy was chosen as permanent President of the European Council.

### 4. The Council of the European Union

This authority is made up of Ministers from governments of all countries members of the European Union. The Council meets regularly to take detailed decisions and adopt European legislative acts. It represents the Member States of the European Union and one Minister from each national government attends its meetings. The choice of the Ministers who attend the meetings depends on what subjects are on the agenda.

The Council has six key responsibilities:

1. To pass European laws - jointly with the European Parliament in many policy areas. It legislates jointly with the European Parliament.
2. To co-ordinate the broad economic and social policies of the member states.
3. To conclude international agreements between the EU and other countries or international organisations.
4. To approve the EU's budget, jointly with the European Parliament.
5. To develop the EU's Common Foreign and Security Policy, based on guidelines set by the European Council.
6. To co-ordinate co-operation between the national courts and police forces in criminal matters.



Decisions in the Council are taken by vote. The bigger the country's population, the more votes it has, but the numbers are weighted in favour of the less populous countries.

## Annex 2

### EUR-ALPHA

#### *A Literacy/numeracy European Network*

2009 -2012

#### *Aims*

To set up a European Network about literacy and numeracy to promote exchanges between practitioners, learners, researchers, policymakers,...

in order to: Support and develop best quality practice in literacy and numeracy in Europe

- by
- improving the educational practices facilitating learners empowerment, citizenship and participation
  - developing and supporting the learners voicing of opinions

#### *Actions*

We propose you to reach these objectives through

- Workshops: trainers training and learners training
- Working groups to collect, analyze, select, disseminate good practice
  - Scientific committee "Learner's Voice and Participation"
  - Scientific committee "Trainers Training aux pratiques pédagogiques émancipatrices"
- Publication and dissemination of the results in Europe in the literacy/numeracy sector and towards the politics



## ***Partnership***

BE - Lire et Ecrire Communauté française asbl  
CH - Fédération Lire et Ecrire Suisse  
CY - Syndesmos Ekpedevsis Enilikon Kyprou  
DE - DIE - Deutsches Institut für Erwachsenenbildung e. V.  
FR - AEFTI - Fédération nationale des Associations d'enseignement et de formation pour les travailleurs immigrés et leurs familles  
FR - Guyane - CFAES Georges Rapon - Centre de ressources KALEDA  
GR - UOM - University of Macedonia -  
IE - WIT - Waterford Institute of Technology  
LV - LAEA - Latvijas Pieaugušo izglītības apvienība  
NL - Stichting voor Volkshogeshoolwerk in Nederland  
PT - ANOP - Associação Nacional de Oficinas de Projectos  
SP - Catalunya - ACEFIR - Associació Catalana per a l'Educació, la Formació i la Recerca  
SP - Catalunya - FACEPA - Federació d'Associacions Culturals i Educatives de Persones Adultes  
TU - AÇEV - Anne Çocuk Egitim Vakfi  
UK - Scotland - Learning Connections, Education and Lifelong learning Directorate, Scottish Government  
UK - Northern Ireland - QUB - The Queen's University of Belfast - School of Education  
UN - UIL - Unesco Institute for Lifelong Learning

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## Thematic Workshop Grundtvig G 09A001

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