



Norway



Belgium



Turkey



Finland  
(Associated partner)



Education and Culture DG

Lifelong Learning Programme

## Grundtvig project

# Getting together

-new ways of including newcomers in the local community

Newsletter 4 - September 2013

### FOURTH MEETING IN BRUGGE, BELGIUM 28<sup>th</sup> May - 1<sup>st</sup> June 2013

The final meeting of the Learning Partnership "Getting together: New ways of including newcomers in the local community" was held in Brugge from May 28<sup>th</sup> till June 1<sup>st</sup>. This meeting marked the end of the Learning Partnership. After the 2-years LP, we looked back at what we have achieved. We enjoyed the Walk the Talk in Norway, joined in with the Finnish sports lessons and learnt some Finnish words, worked on ewallah and dicovered the Turkish handicrafts. Despite the language differences and the cultural barriers, we have worked together on our primary objective of creating new informal language learning environments for migrants.



### Grundtvig program

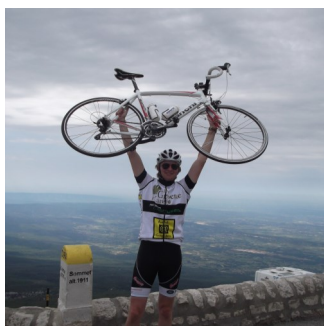
Grundtvig is part of the European Commission's lifelong learning program, a European funding program, which support education and training across Europe.

#### In this newsletter:

Final meeting in Belgium	1
Cycling up the Mount ventoux	1
How did the locals enjoy Walk the talk?	2
Women on the track	3
Environment through sports	3
Outcome from the handbag project	4
Contact information	4

### CYCLING UP THE MONT VENTOUX

Belgium



At De Groene Kans we had taken a particular interest in the combination sports-language learning and had taken on an ambitious challenge of cycling up the Mont Ventoux as part of the festivities of the 20<sup>th</sup> anniversary of De Groene Kans. The climb up the Mont Ventoux was used as a symbol of our work. For disadvantaged groups the pathway to paid employment can feel like a steep climb up a mountain.

The preparations started in the autumn of 2012. A group of 30 cyclists took on the challenge. We spent hours in the saddle, all through a cold winter and a very wet and windy spring. On June 15<sup>th</sup> we set off to Sault for the climb up the Mont Ventoux. It was a nice day. The road was newly paved. Beautiful scenery was all around. The first 20 km were kind of manageable, with an average gradient of 5%. We reached Chalet Reynard and had another 6 km to go with a maximum gradient of 11%. After the Tom Simpson

memorial, the observatory at the top of the mountain looked quite close. A yellow sign indicated a 1 km to the Arrivée. Then, the final bend and we reached the summit. We'd done it. All that training over the months got us on the top of the Mont Ventoux. This cycling event has taught us a great deal about learning, motivation and about the hurdles to take. The Road to Ventoux and the Learning partnership may have come to an end, but where is that road leading over there?



## HOW DID THE LOCALS ENJOY WALK THE TALK?

Norway



**Walking friends and immigrants visiting the mayor in Ringsaker**

At the end of the project period we evaluated the activity Walk the talk. We wanted to know how the local walking friends benefited from and enjoyed the walks. Here are some of the answers:

*It is useful and nice to get to know people from other countries and cultures.*

*Through conversations, I have greater understanding of the challenges many of the immigrants face when they come to Norway.*

*I have increased respect for asylum seekers' situation and understanding of the role that we as Norwegians can play in their new life.*

*The number of walking friends increases and that is surely a sign that we enjoy this activity.*

*I meet nice people and learn about other cultures and religions. I also learn about how it is to be an immigrant in Norway.*

We also asked them how they thought this activity could stimulate integration in the local community. Some of the responses were

*Walking friends and immigrants may meet at the store or other places in town, and can have a chat.*

*The integration is stimulated through knowledge, cultural exchange, understanding and respect.*

*This activity helps to reduce xenophobia.*

*It will contribute to a much faster integration in the community.*

*Language training is the most important way to get integrated. It must be important and useful that immigrants meet Norwegians and get familiar with our way of thinking. The Mayor's lecture on democracy and the organization of the society was helpful for everyone, including us Norwegians. Maybe some of the immigrants get a circle of acquaintances among Norwegians?*

This evaluation shows clearly that Walk the talk is an important step in the integration process in the local community. The activity breaks down distances between locals and immigrants and provides useful settings for combining learning with daily life.

## "WOMEN ON THE TRACK", - A NEW PROJECT

Norway



Voksenpedagogisk senter has initiated a project for women called "Women on the track", to run from August to December 2013. The participants are seven women from the introductory program (refugees) and three women who are other immigrants. These women have low or no education, and they are slow learners. These learners have normally problems to get further education, and therefore it is not easy for them to get employment. We hope they will improve their skills in Norwegian and get the opportunity to get a job after this project.

In this project we give the women an individual plan which suits the abilities of every single person. Two days a week they work in a kindergarten, at a hospital or at a restaurant. The teacher visits them at their working places and connects the education at school together with what they learn at work. The teacher has also a close cooperation with the adviser from the local Norwegian labour and welfare service.

Once a week these learners "walk the talk" with their walking friends, and they learn to know each other better. Thus, the "Walk the talk" continues to expand. The results of this project will be shared and reported to a national agency of integration.

## EMPOWERMENT THROUGH SPORT

Finland

During "Getting Together" project, Kirkkonummi Adult Education Centre has developed sport courses for immigrant students. One of our objectives was to make it easier for immigrant students to participate in our sport groups and other study groups. During the spring of 2012 we interviewed our female students to find out their feelings about physical exercise courses. Participating in a women's sport group seemed to empower the students. Doing physical exercise was perceived beneficial for health and well-being. Feeling good about exercise and their own bodies clearly made women feel empowered. "Exercise makes me feel good. Stress goes away." "When we come here, pain goes away. My shoulders feel relaxed." Students also felt that relaxed atmosphere enabled social contacts in the group. "Sometimes we laugh a lot when we are too tired to exercise." "This group has good energy. Here I meet people from other nationalities." Physical exercise seemed to strengthen women's self-confidence. This may have a positive effect on other areas in women's lives. Also, taking part in one activity seemed to make it easier to participate in Education Centre's other study groups. "I will join this course again. Are there other sport courses that we could participate in? Maybe zumba?"



Kirkkonummi Adult Education Centre worked as an associated partner in Getting Together project. We concentrated on assessment - on the issue of empowerment of immigrant students through sports.

And what results have we achieved! In 2013 our institute will continue the assessment; now on a wider range of courses; what kind of social, mental and health influences our students get through their non-formal studies at Kirkkonummi Adult Education Centre. We are also thankful to have been able to combine different projects in the assessment done in Getting Together. University of Jyväskylä had a great impact on the assessment work done. Our visits to all the participants in Belgium, Norway and Turkey were important and widened our view and frame on the assessment work.

As a result of all this work, Kirkkonummi Adult Education Centre received a lot of confidence and clarified it's own identity in the immigrant education done: guidance, flexibility within different networks, Walk the Talk, non-formal learning through handicrafts and food education and sports. Looking forward to Getting together again!



## Outcome from the Handbag project involving prisoners

Turkey





Some of the objectives of the handbag project are to qualify prisoners' (age 18-30) handicraft skills, encourage them to be aware of their capacity building potential, and to make them feel part of the society. Thus some results from the project are

- Prisoners' behaviour in terms of working in groups is upgrading, and they
  - have been responsible for organizing the volunteer work
  - get pocket money for living and being independent
  - are informed about the involvement of social assistance programs
- They get better self-esteem and respect for their instructors and coordinators
- The result of their presence at work leads to reduced crime rate.



Hence the outcome of the project, where prisoners participate in producing handbags, and through that are involved in and get integrated in the society, illustrates that this approach to learning may be highly beneficial.

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