



AEforEU WELOVEN

Grundtvig Learning Partnership- AEforEU: Adult education offers on European policies and contents: A catalogue of best practice

GUIDELINES



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INTRODUCTION

The Grundtvig learning partnership "AEforEU" endeavored to investigate into European adult education offers with regards to European policies and to European contents. Seven partners from Austria (VHS Wien / VHS Landstraße, Roma Kulturzentrum Wien), Sweden (Norrköpings Stadsmuseum), Germany (Sprachendienst Konstanz, Hamburger VHS), France (ID Formation) and Belgium (EU WAREHOUSE) have assembled a catalogue of good examples and best practice from their work spheres. A strong motive for all partners to do so is to create and provide innovative education and information offers on European topics and issues.

The exchange of information lead the project partners to present new ways of information, to find new target groups, to detect new ways of organizing educational offers. The common goal is to improve –among other- the image of the European Union. The attitude towards the European Union has declined in the Member States.

Due to a comparison of figures (Eurobarometer 2001 and 2012) the image of the EU (42% positive and 18% negative in 2001) is almost balanced ten years later: 31% positive and 28% negative in the Member States. Trust in the European Union, its institutions and organs went down from 41% to 31% within a decade. At the same time, only 21% of EU citizens feel well informed about the EU!

The best practice **exchange** in AEforEU was particularly fruitful, as the partners contributed an expertise from very different angles. In that way, we touched upon a broad variety of settings, which showed, how difficult, challenging and demanding it is, to offer “good” learning experiences in that field. And, we also managed to achieve a deeper understanding of the needs and of what might be necessary, to make our offer (more) attractive.

The following partner examples show best practices, focusing on essential aspects, which become important in **delivering “EU-content”**: from policy debate (moderated / self-organized), to the strong impact of emotional intercultural aspects (forbidden substances) to the benefits of EU-mobility, examples of EU-input in the framework of language training, the use of EU funds, creative methods to deliver EU-content and finally also an example how to valorize our best practices and implement it into our ongoing work (valorization matrix).

At hand you find our **catalogue of best practice** examples of adult educational offers on European issues, which have inspired a fresh touch for our respective work programs – and hopefully also will for yours. All partners involved are happy to answer your questions with regards to that and / or provide more information.

Best practice example:

Europe Talks

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Institution carrying out the best practice:

Die Wiener Volkshochschulen – VHS Landstraße

Executive Summary:

How all started with this best practice?

Wiener Volkshochschulen are involved in EU-cooperation projects since 1995 when Austria joined the EU.

So we are used to the exchange of innovation and cooperation throughout Europe.

Our new series Europe Talk started in 2012. It aims at bringing Europe to Vienna: We wanted to create an opportunity for the Viennese population to learn more about the different EU-member countries.

What were the initial aims of this best practice, who was the main initiator and why?

We want to reach three different target groups:

- The "European critical mass": Existing prejudices can be reinforced, challenged or even refuted
- The view from the outside for those interested citizens who are curious to hear what "the others" think and say about Austria's role in the European Union
- Apprentices. We want to reach out to 15-18-year old people who do not know enough about the different exchange programs and mobility projects offered by the EU. While the Erasmus-program is widely used by students and pupils of different colleges apprentices even do not know about their chances of European mobility and working visits.

The main initiators were Herbert Depner, Department of project management and Doris Zametzer, Director of Wiener Volkshochschulen GmbH – VHS Landstraße.

Was the best practice a planned and official activity/aim or it simply emerged?

Europe Talks was a planned activity that took 3 months of intensive preparation.

Was it a national, regional or local initiative?

A local initiative.

What actors were involved and actively supported the best practice?

We prepared a local network with representatives of the “House of the European Union” here in Vienna; the embassies of the different countries; IFA – the association organizing the work and study visits for Austrian apprentices in Europe; Wiener Zeitung, a national newspaper.

How long it took, what resources were used and by whom (stakeholders) to implement the best practice?

It took us three months of preparation, beginning with the discussion and consent of the general manager of Wiener Volkshochschulen; followed by intensive talks with the “House of the European Union”, and the IFA.

We printed invitations for the different Europe Talks as supplements of our media partner Wiener Zeitung, and used the different media channels of VHS Landstraße.

What were the main benefits of the activity and why it is considered successful?

Firstly, every partner was welcoming the initiative: It is important to work permanently on the European idea, and to offer discussions and events for the interested public.

Secondly, we reached out to target groups that are often forgotten in a European context, like apprentices.

Thirdly we reached the community of the countries we portrayed: Many Portuguese came to VHS Landstraße in April 2013 for example to hear the opinion of Austrians about their country, and many Austrians interested in the actual situation of this country at the “far end of Europe”.

Please give reasons why the best practice you are sharing as a success story is considered as significant.

VHS Landstraße has set out to portray the individual Member States of the European Union in a series of lectures and events. The approach is done from several directions: Mini-language-courses of the host country; Information about country and people; a buffet with food typical for the respective country, and a discussion with representatives of the host country in cooperation with the embassies in Austria. The focus of this discussion is the question: What can we learn in Austria and Europe from the other EU Member States?

Context of implementation:

Information about European issues for the population of Vienna.

Target group:

- The "European critical mass": Existing prejudices can be reinforced, challenged or even refuted
- The view from the outside for those interested citizens who are curious to hear what “the others” think and say about Austria’s role in the EU

- Apprentices. We want to reach out to 15-18-year old people who do not know enough about the different exchange programs and mobility projects offered by the EU. While the Erasmus-program is widely used by students and pupils of different colleges apprentices even do not know about their chances of European mobility and working visits.

Objectives:

- Create a permanent focus point of discussing themes of European relevance.
- Attracting people who are interested in European topics.
- Improve the image of the European Union in Austria.

Outcomes:

Education and information in a new format.

Perspective of implementation / dissemination:

The format can easily be exported to other institutions, nationally and European.

Activities related with this best practice:

- Presentation of the Europe Talks during the first project meeting in Vienna
- Adaption of this successful best practice in the next years by focusing on topics of European relevance: Social integration, immigration, Education.

Best practice example:

Self organised political debate course at HarAlt-Hamburger Volkshochschule

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Institution carrying out the best practice:

Hamburger Volkshochschule

Executive Summary:

HarAlt means educational work with people over 60. It is a department of the Hamburger Volkshochschule(VHS) – the largest municipal centre for adult education in Hamburg . About 2000 participants book courses at HarAlt´s every year. HarAlt was founded in 1986 when older people approached the Hamburger Volkshochschule with their ideas. They wanted to keep on learning and developing themselves after retirement. From the beginning the participants were involved in planning opportunities according to their needs.

50 % of the courses at HarAlt´s are self-organised and led by volunteer tutors.

There is a very lively political debating club “Politics in the morning” where members from all political parties and opinions gather information and utter their opinion without losing the face. They discuss political and social topics. Before elections the candidates of the democratic political parties would present their programs at HarAlt´s and discuss with the group about it. In April 2014 before the European election they invited the members of our Learning Partnership AeforEU to discuss European issues of interest: Migration, right wing extremists in the European Parliament and why it is important to vote for the European Parliament.

None of the participants doubted the significance of the EU as a Peace project, the Euro and the European Partnership in general.

They regard it as important to gather and share knowledge about Europe and to plan events on European issues regularly: “We cannot sit down and think the European Union is organised and done. Peace is not for granted, not even in Europe, as we can see at our Eastern borders.”, one of the group said.



30 people are member of the group. Their age is between 60 and 85. Last year they gave an interview and were heard on a local radio station with the issue how to meet the needs of older people. Some of the group are members of the regional advisory board of seniors in South Hamburg. Education, participation and political commitment for the community of seniors and for Europe are a fine mix of good practice.

Context of implementation:

Self organized course, group of HarAlt's, one of the departments for seniors at VHS.

The Hamburger Volkshochschule has a central planning department. They are supported and inspired by ideas of the volunteer group leaders and participants at HarAlt's. The VHS is a member of different networks of organisations that work with older people.

Target group:

- Central planning department at VHS
- People over 60 All participants of VHS courses and events
- Citizens interested in European affairs
- EU-doubters
- Young people, students and apprentices, interested in European exchange programs

Objectives:

Reach as many younger and older EU-doubters as possible, get them into discussion on certain topics of European relevance and convince them of the European Spirit through a wider range of offers (courses, lectures, discussions) on European issues.

Personal growth and participation of the 60+ generation through political discussion and dissemination of their knowledge and experience.

Outcomes:

- Higher consciousness for European issues at planning department.
- Several colleagues took part/will take part in Aefor EU meetings.

Perspective of implementation / dissemination:

Our website: www.vhs-hamburg.de

Meeting with colleagues from our central planning department. Topic: Adult Educational offers on European policies and contents: Taking part in the Learning partnership will increase the efforts for European topics in the VHS-program.

Meeting with “europe direct Info-Point Europa” from the Europa-Union-Hamburg, whose manager Bettina Thöring is interested to advertise with VHS for each other’s events and to come to VHS and speak about the advantages of European Programs for younger people, the exchange programs for students and apprentices and other topics if wanted.

Cooperation between them and VHS started.

Activities related with this best practice:

Exhibition “Never again war- Europe as peace project” made by Wiener VHS and shown in two Hamburg VHS-houses.

Visit the event “Discussion with members of European Parliament” before elections and Meeting with Mr. Roggenkamp, researcher for “Connect Europe”, discussion on his pre-research activities and plans regarding Adult education in Europe for networking.

Best practice example:

Forbidden substances and EU restrictions

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Institution carrying out the best practice:

Anette Kindahl, Norrköpings stadsmuseum, Sweden

Executive Summary:

Work shop about cultural habits versus restrictions and law. In Sweden liquor can only be bought in special stores, why?
Snuff is a Swedish cultural habit connected with the Swedish identity but forbidden in other EU-countries, why?

Context of implementation:

Lecture and group discussion trying to identify things that are forbidden in some EU- countries but important for identity in others.

Target group:

Both young adults and adults.

Objectives:

To make people reflect about national identities, how they are constructed, both historical but also be aware that it is an ongoing process.

Outcomes:

Eye-opener to what is “the truth”. What is forbidden and restricted can varied in different EU-countries and many times this has to do with history and how the national identity is constructed.

Perspective of implementation / dissemination:

To be aware on how your own national identity is constructed can make you more capable to work against prejudices and ignorance.

Activities related with this best practice:

Lectures, group discussions, study-visits.

AETOREU

Best practice example:

Swedes+Snuff=True

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Institution carrying out the best practice:

Anette Kindahl, Norrköpings stadsmuseum, Sweden

Executive Summary:

An exhibition about the history of why snuff is such an important cultural mark for Swedish people and how it became a part of the EU-debate when it was heard that maybe snuff would be banned for Swedes when entering the union in 1995. The exhibition was produced by the museum and curated by a student from the University of Linköping- Campus Norrköping, as her exam work.



Context of implementation:

Objects, texts, pictures and a film.

Target group:

Visitors of the museum.

Objectives:

To make people aware of the history of Swedish snuff and how it could turn into such a delicate matter within the EU-context.

Outcomes:

The exhibition was covered very well by the local medias and during 27.4, opening day until, and 7.9 2014, the museum had 19900 visitors.

Perspective of implementation / dissemination:

Remarks from the museum visitors:

- "Very interesting."
- "Don't touch my snuff!"
- "Stop using snuff, I don't want to kiss anybody how uses it."
- "Beautiful snuff cases from the 1900th century".

Activities related with this best practice:

A lecture given about snuff at the opening day 27.4 2014.

One work shop for the employees of the museum with the curating student 14.05.2014

One guided tour for visitors, free of charge, 05.06.2014

Best practice example:

Workcamps young international volunteers in Iles Lavezzi, Corsica

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Institution carrying out the best practice:

Etudes et chantiers Corsica

Executive Summary:

Essentially intervening in rural areas, in the field of built and environmental heritage, Etudes et Chantiers Corsica implements, from a pedagogy of concrete action and learning by doing activities, hosting and sending young volunteers (16 to 18) in international projects through European countries.

It promotes and develops volunteer activity of young European adults, human adventure in which each and every one can take part, depending on his motivation: investing in a useful local project, learning specific techniques, experiencing a European international experience, discovering a country, territory, meet people of all origins ...

International work camps consist of groups of young people from different backgrounds, did not knowing each other, wanting to meet and live together for several weeks and participate in a European solidarity mission. International work camps generally extend over a period ranging from two weeks to several months. They allow to realize projects lead to concrete results on the social, educational (non-formal education), cultural, artistic or environmental.

The renovation project of dry stone structures and the restoration of the chapel Santa Maria di Lavezzi wants to lead at first, for the establishment of a multi annual program for three years in the form of worcamps of young volunteers, composed of six national volunteers (including 4 children Corsican) and international volunteers. The work to be carried out concerning: the restoration and / or consolidation of dry stone walls, site cleaning and sorting of existing stones of the chapel.

Context of implementation:

Lavezzi Archipelago is a nature reserve that is part of the International Marine Park Corse-Sarde. Lavezzi Islands are located off the southern tip of Corsica. It covers 66 ha with a maximum altitude of 40m.

Archipelago Lavezzi has environmental, maritime and archaeological exceptional characteristics.

On one of the islands exists a primitive abbey chapel Santa Maria di Lavezzi, built by Benedictine monks to VIIs. Discovered by FAGEC through research work, she has been the subject of consolidation works of existing masonry, ground clearance and repair the northwest corner of the chapel (1973). This chapel will be restored nextly.

Etudes et Chantiers Corsica intends to continue 40 years after the safeguarding and pre-restoration of this unique structure, taking into account in the same time the interest of implement International Work camps of Young Volunteers, enabling European youth to meet each other.

Target group:

Young Europeans of 16-18 years.

Objectives:

- Using heritage as support of discovery, research, learning and knowledge transmissions.
- Raising the ability, sense of observation and the desire to learn
- Encouraging European intercultural exchange
- Discovering another country, another culture, another European way of life
- Encouraging the construction and consolidation of European solidarity, the educating of citizens, development of European citizenship

Outcomes:

- Concrete Intervention on the ground diversifying educational activities such as work sites for young volunteers
- Raising awareness of young people to their heritage reappropriation of this living heritage.
- Exchanges and creation of links between young Europeans
- Open-mindedness and openness to Europe with the discovery of a country and a culture
- Development of a stronger sense of belonging to Europe

Perspective of implementation / dissemination:

<http://www.ec-corsica.eu/>

<https://www.youtube.com/watch?v=9-vo0HB02v4>

Articulated within a scientific framework, this operation will have an educational objective creating a living link between young people and their heritage.

Activities related with this best practice:

The intervention on this heritage can be supplemented by other related work, such as the restoration of dry stone walls, and can serve as the basis for a larger project articulating educational, awareness and training actions.

AFFOREU

Best practice example:

Teaching Unit on the European Union

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Institution carrying out the best practice:

Sprachendienst Konstanz

Executive Summary:

The project takes as its starting point the observation, of the negative representation of the EU in day-to-day conversations („inefficient bureaucracy“). At the same time, its population frequently perceives and uses its benefits, as taken for granted (“freedom of movement”).

As current textbooks treat the thematic only briefly, a Working Group of three teachers took over the responsibility of conceiving new teaching material on its behalf.

The resulting Teaching Unit is over 90 minutes long and covers the following questions:



Where do we meet the EU in our daily lives?
What are the advantages and disadvantages of the EU?
How is the EU perceived in their/your home countries?
What does differentiate the diverse EU countries? How does it come that taking political decisions in the EU seems to be so difficult?

Beside the careful examination and discussion of the upper input “EU in relation to our daily life”, the course participants shall also reach a certain knowledge level about the relevant institutions and decisions-makers in the EU. Furthermore, they shall also comprehend its objectives and structure. Finally, the participants should also be guided to a critical reflection on the EU.

Context of implementation:

Orientation Course (60 Teaching Units), following an Integration Course (600 Teaching Units)

Target group:

Participants of the Orientation Course

Objectives:

- Inform participants on the objectives and structure of the EU
- Sensitize the participants for a critical reflection on the EU

Outcomes:

The participants pay more attention to:

- Where they encounter the EU in their daily lives
- Which benefits/advantages the EU has nowadays in contrast to earlier stages

Perspective of implementation / dissemination:

The participants discuss questions like:

- Is the EU and Europe the same thing?
- Why (not)?
- How does the people in their/your home countries think about the EU?
- What does differentiate the diverse EU countries?
- What do you think about those differences?
- How does it come that taking political decisions in the EU seems to be so difficult?

Activities related with this best practice:

The Orientation Course finishes with the test “Living in Germany”. This test includes questions concerning the political system in Germany, the religious diversity and the situation of equal rights for men and women.

Best practice example:

Valorization matrix

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Institution carrying out the best practice:

EU WAREHOUSE

Executive Summary:

The “matrix” is a best practice example from the Grundtvig learning partnership “MATRIX EU-loaded - <http://www.eu-warehouse.be/Grundtvig-MATRIX-EUloaded.html>). The valorization matrix is a (project) management instrument designed for EU work in order to valorize European “products” and best practice and to transfer it into the own national practice / organizational work.

“Valorization” describes basically a process of exploitation and optimization of project findings and results with the goal of optimizing their value and impact. The matrix enables discussion how to capture the various aspects of valorization for one’s own use of an external best practice example, as e.g. bringing an added value, having the potential to make things (products, results etc.) more beautiful / nicer, more useful, more attractive, having the potential to “freshen up” and an investment to make something more valuable...

It is also very helpful in order to deal with the complex requirements of European work tasks.

Context of implementation:

Can be used in all kind of EU-related work (valorization, sustainability of products).

Target group:

All kinds of adult education providers in the broadest sense (organizations, associations, institutions...).

Objectives:

To provide an instrument in order to make best practice transferable to own national work environment and own organizational goals and needs.

Outcomes:

The “matrix” can be an “eye-opener” with regards to use and implement European results and best practice. It can be used in all kind of other settings of EU-related and complex work-situation, as can make the results more accessible, tangible and transferable.

Perspective of implementation / dissemination:

Instrument can be used in a large variety of situations, as it can be adapted to the specific situation. Using this tool / showing this tool / teaching this tool to organization with EU-related work, the feedback has always been very positive and people continued to use it in their work.

Activities related with this best practice:

- EU-project management topics;
- Working with complex settings (stakeholders, organizations, institutions etc.);
- EU-related valorization, sustainability issues, implementing best practice etc.

Best practice example:

EU-creativity slam

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Institution carrying out the best practice:

EU WAREHOUSE

Executive Summary:

The "Creativity slam" is based on the idea of slamming. Slamming is a type of competition open to all who wish to compete, given the number of slots available. Creativity slams can feature a broad range of means of expression as well as approaches to learning, writing and performance and all other kind of expressive learning techniques. A group's fantasy and imagination can be fueled by having the chance to present their idea of in their very own way. It is a great opportunity to get creative in a non-formal / informal way. The styles of expression can be open to the learner group. The decision how to perform is a vital part of the learning experience.

The method contains has a massive element of empowering, expressed in the extraordinary performances shown by the team members. The more trust there is in the group, the more daring the performances will be.

It is advisable to use this method to group which have been working together for a while and use it e.g. to reflect in a creative way on their formal, non-formal or informal learning experiences. Participants can be hugely challenged to go out of their comfort zones.

Context of implementation:

Can be used in all kind of EU-related work, where groups are working on innovative ideas, are creative or where the "leaving of the classic classroom" could provide an added value.

Target group:

All kinds of adult education providers in the broadest sense (organizations, associations, institutions...). It might be advisable to work with learner's group, who have been working together before (in a course, alongside in a project – but it depends on the kind of group and slam-topic).

Objectives:

To provide an open non-formal / informal learning / workshop situation, where AE-learners can express their ideas freely and in an artistic way. The method can also inspire innovative ideas, as participants can think and work completely outside the usual "box". The method also allows full participation and is very rewarded, as people will completely own their work.

Outcomes:

The "EU-creativity slam" can bring out literally the best of your participants. As everybody is basically pushed out of his / her comfort zone, people will come up with fresh and new ideas and will dare to do different things.

Perspective of implementation / dissemination:

Instrument can be used in a large variety of situations, as it can be adapted to the specific situation. It is very helpful in European work groups situations (but also in groups, which have to deal with complex topics) in order to deal in a creative manner with complexity.

The slamming questions have to be prepared carefully and the facilitator should think about the group composition.

Activities related with this best practice:

- All kinds of EU-related meetings, events, seminars;
- EU-project management;
- Working with complex topics;
- Non-formal, informal learning

Facebook: <https://www.facebook.com/Adult-Education-for-the-European-Union-1564145667136851/timeline/>

Best practice example:

Leben und Arbeit in Österreich und EU, Informationen zum Fonds für Roma EU Projekten

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Institution carrying out the best practice:

Verein Roma Kulturzentrum Wien

Executive Summary:

The aim of the event was the information of friends and members of the Roma Cultural Centre on the labor market in Europe and possible funding specifically for Roma.

The idea arose in a meeting with the coordinator of this project and the members of the Board of Romakulturzentrum.

Another aim was to inform those about the labor market in Europe, who are interested to migrate to another EU country.

The 3-hour discussion was lively and the participation of almost all those present. The main topics of the discussion were the opportunities and risks of emigration, various comparisons between the situations here in Austria and in Germany and Sweden and France.

Everyone agreed that the event reached its goals and should be continued. Honest and complete information about Europe is the basis for the commitment to the EU, and is also the prerequisite and basis for such a far-reaching decision as it represents to emigrate to another country.

Context of implementation:

Invitation of the members and friends of Roma Kulturzentrum.

Target group:

Roma and migrants who are interested in information about other EU-countries, and who are eager to fill their lack of information.

Objectives:

Information about the labour market in selected EU Member States

Information on national and European funding for Roma

Realistic assessment of their own abilities, opportunities and risks of immigrating to another EU country.

Outcomes:

Inform and exchange of information and support for uninformed people.

Perspective of implementation / dissemination:

Forward of information and the compiled dossier compiled explicitly for this discussion to other Roma associations in Vienna.

Activities related with this best practice:

Social integration, migration and information.

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