



# 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](http://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:**

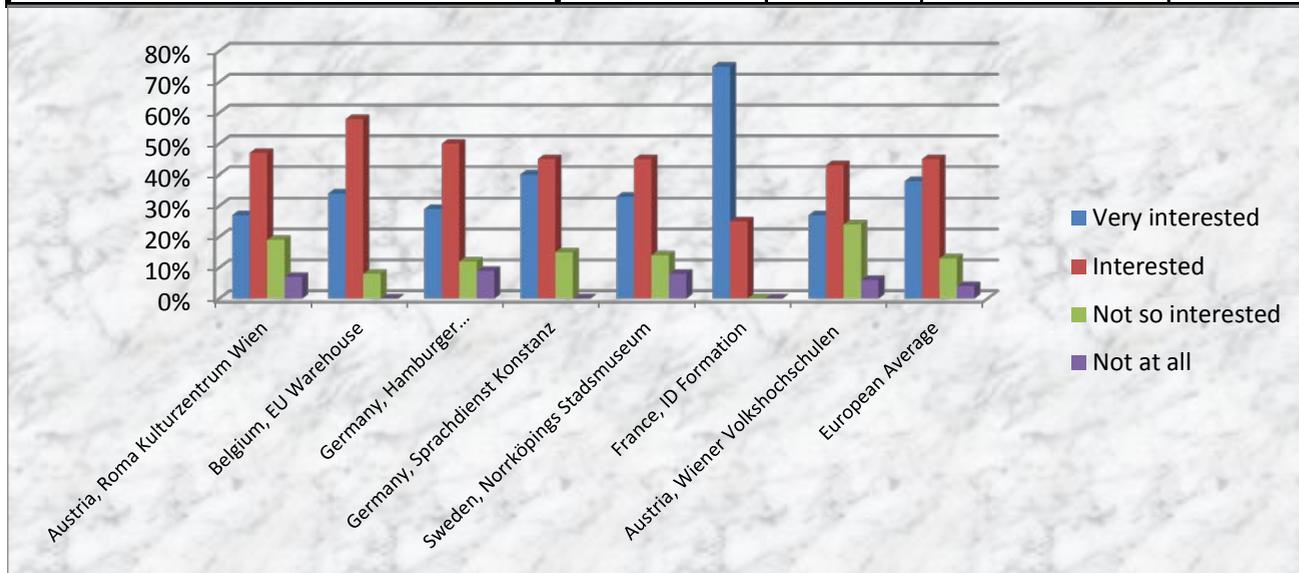
Social integration, migration and information.

AETOFREU



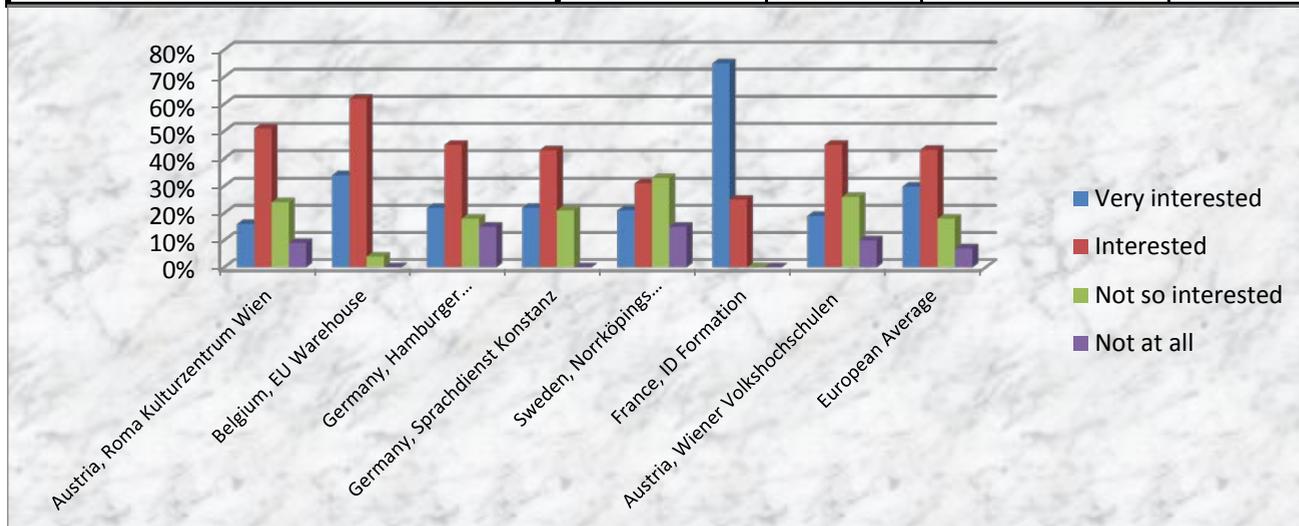
**How interested are you in learning about the European Union? \***

	Very interested	Interested	Not so interested	Not at all
Austria, Roma Kulturzentrum Wien	27%	47%	19%	7%
Belgium, EU Warehouse	34%	58%	8%	0%
Germany, Hamburger Volkshochschule	29%	50%	12%	9%
Germany, Sprachdienst Konstanz	40%	45%	15%	0%
Sweden, Norrköpings Stadsmuseum	33%	45%	14%	8%
France, ID Formation	75%	25%	0%	0%
Austria, Wiener Volkshochschulen	27%	43%	24%	6%
<b>European Average</b>	<b>38%</b>	<b>45%</b>	<b>13%</b>	<b>4%</b>

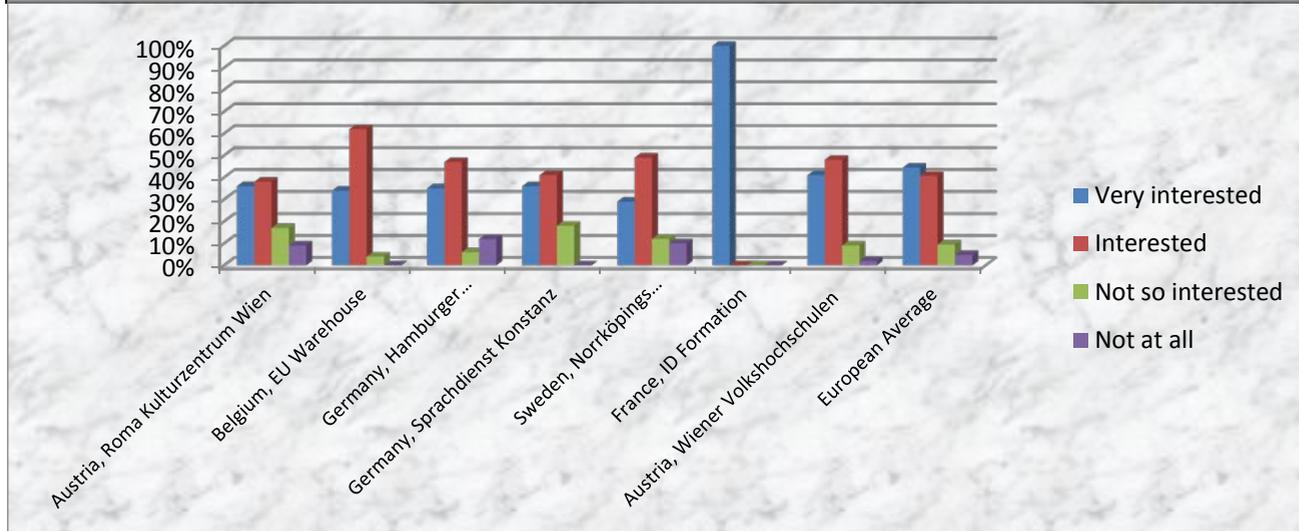


**How interested are you in attending a lecture about European history, politics or values?\***

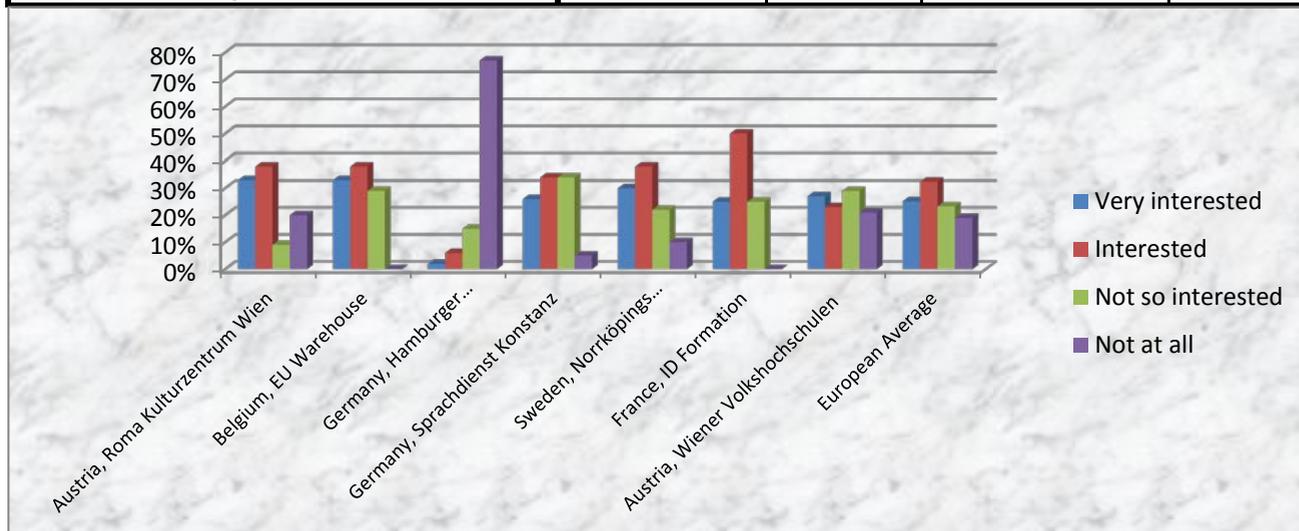
	Very interested	Interested	Not so interested	Not at all
Austria, Roma Kulturzentrum Wien	16%	51%	24%	9%
Belgium, EU Warehouse	34%	62%	4%	0%
Germany, Hamburger Volkshochschule	22%	45%	18%	15%
Germany, Sprachdienst Konstanz	22%	43%	21%	0%
Sweden, Norrköpings Stadsmuseum	21%	31%	33%	15%
France, ID Formation	75%	25%	0%	0%
Austria, Wiener Volkshochschulen	19%	45%	26%	10%
<b>European Average</b>	<b>30%</b>	<b>43%</b>	<b>18%</b>	<b>7%</b>



How interested are you in learning about another EU country ?*				
Location	Very interested	Interested	Not so interested	Not at all
Austria, Roma Kulturzentrum Wien	36%	38%	17%	9%
Belgium, EU Warehouse	34%	62%	4%	0%
Germany, Hamburger Volkshochschule	35%	47%	6%	12%
Germany, Sprachdienst Konstanz	36%	41%	18%	0%
Sweden, Norrköpings Stadsmuseum	29%	49%	12%	10%
France, ID Formation	100%	0%	0%	0%
Austria, Wiener Volkshochschulen	41%	48%	9%	2%
<b>European Average</b>	<b>44%</b>	<b>41%</b>	<b>9%</b>	<b>5%</b>



How interested are you in working in another EU country?*				
Location	Very interested	Interested	Not so interested	Not at all
Austria, Roma Kulturzentrum Wien	33%	38%	9%	20%
Belgium, EU Warehouse	33%	38%	29%	0%
Germany, Hamburger Volkshochschule	2%	6%	15%	77%
Germany, Sprachdienst Konstanz	26%	34%	34%	5%
Sweden, Norrköpings Stadsmuseum	30%	38%	22%	10%
France, ID Formation	25%	50%	25%	0%
Austria, Wiener Volkshochschulen	27%	23%	29%	21%
<b>European Average</b>	<b>25%</b>	<b>32%</b>	<b>23%</b>	<b>19%</b>



\*Not all aggregated values result in 100%, because some participants did not answer all questions.



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## The AE for EU contest

To promote students to participate in the AE for EU questionnaire the idea was that all partners should arrange a contest among the ones who filled in all the questions. The price was a trip to the last project meeting in Brussels in July 2015.

The idea was that the winner from each partner country should be withdrawn randomly from the filled in questionnaires and that funding for the trip could be used from the project. The hope was that the competition would draw interest from the general public to the project activities and also attract local media.

In the end each partner adapted the idea of both a contest and inviting people to the last meeting differently.

### Austria

The questionnaire were distributed to all participants at all courses, regardless topics and aims, at the **Wiener Volkshochschulen- VHS Landstrasse** during April and May 2015. 139 questionnaires came back, filled in and answered, and the winner was drawn amongst these. All the questionnaires was put in a big box and the director of the institution, Doris Zametzer, picked the winner, Tabea Gerstgrasser, who agreed to participate at the meeting in Brussels.

45 questionnaires was filled in at **Roma Kulturcenter** in Vienna during May 2014 and the winner was Stanko Marinkovic who also participate at the meeting in Brussels. The drawing of the winner was done by the president of the NGO Mr Milorad Marinkovic.

### Sweden

**Norrköpings stadsmuseum** did not arrange a competition among the visitors who answered the survey. There was different obstacles to do so. To start with the idea of the survey in Sweden was that the person who answered the questions was anonymous. We also found it difficult to invite a random picked visitor for an EU-project meeting in Brussels, concerning both in paying them allowance and insurances for the trip. Since we don't have people coming to the museum on regular basis, as students do to a course, the whole idea of taking on someone randomly picked did not work regarding trust and confidence.

Instead we invited a pedagogue, Lotta Arnå, from a local folk high school that we cooperate with since many years. She was our 13<sup>th</sup> mobility and we pay her trip and accommodation and her own organization pay allowance and insurance.

## **Belgium**

EU WAREHOUSE has used the questionnaire in order to get in contact with clients, participants and learners and has performed this task in small interviews, as it allowed to distribute and disseminate at the same time information on the AEforEU-project (e.g. with the flyers). The question and answers usually took place alongside EU-conferences, EU-meetings and seminars and other related trainings. People interviewed in Belgium were also asked if they were interested to join a competition in order to participate at the last meeting in Brussels. The names of those who were interested were put in a box and the winner was picked randomly.

## **Germany**

The questionnaire was published in the Hamburger Volkshochschule Newsletter. Readers were asked to answer questions concerning their interest in Europe, European history, politics, travelling and working in Europe. Personally the project members went into several courses and asked participants to take part in the competition. They chose language-, politics-, history courses and asked trainers to assist and hand the questionnaire to their participants.

One person was to be picked out by fortune and declared the winner. The winner won participation at our last meeting in Brussels.

Around 300 persons answered the questionnaire sent out by the Hamburg Volkshochschule. The winner was drawn randomly and the winner was Laura Vejselij, a young university student. She was very happy to accompany the team to Brussels, especially because as a student of laws she is very convinced of the European idea. In Brussels she was happy to be able to take part in all the workshops and to see the European Quarter and get expert information through the guide. She immediately exchanged opinions with the European project partners, especially with the younger ones.



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## Evaluation of best practices

Every partner presented one or more examples of best practice concerning the information of their public about questions of European relevance.

The spectrum was as rich and diverse as the institutions of our project:

- An Exhibition about "snuff", presented by Norrköpings City Museum
- Information evening for Roma who are interested in immigrating to another European country by Roma Kulturzentrum
- Politics in the morning, an exciting political debating club in Hamburg
- A teaching unit on the European Unit as special part of a German language course in Konstanz
- A presentation of international working camps in Bastia
- A valorization matrix from Brussels supporting the sustainability of European projects results, and finally
- Europe Talks, a series of portraits of EU member states organised by Wiener Volkshochschulen – VHS Landstraße

We took our time – after the different presentations in the framework of the project meetings – to evaluate extensively the offers, and to answer the most important question if these examples are transferable to one's own institution.

We are convinced that this document will help not only the consortium presented, but any other institution interested in European information policies to find valuable answers to questions of European relevance.



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## Valorization matrix

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

Partner: **EU WAREHOUSE**

### 1. Did the “best practice” reach the intended target group?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	Sprachendienst Konstanz	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes, in Brussels our delegation discovered the usefulness of the matrix. We were very motivated to work with it.	Yes entirely fact, we discovered this best practice in Brussels being the target audience, and it worked perfectly	According to the presentation it did although we did not meet any participants	Yes, it did.	Yes.	Yes.

### 2. What do you think about the educational format presented?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	Sprachendienst Konstanz	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
The matrix is a very helpful tool not only in the process of planning a course, but also in decision making about new offers and evaluation	The form is simple but very effective, and can be declined for other projects or thematic. A very successful tool of transferability.	I think it was very good and interesting and can be used as a matrix for various projects	It is very useful for EU-projects and can be adapted to various kind of projects	It can be used for other working environments as well.	It is a very fine and helpful tool to work on the many many project results. The matrix is an extensive “checklist” valuable for the transfer of innovation.

3. Generally speaking: Do you think this best practice could work in your country?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	Sprachendienst Konstanz	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes, of course and in any other European country. The matrix is useful for institutions involved in different European projects.	Yes, and in all countries involved in European programs	Yes, in any EU-country	Yes	Yes, and in other countries as well.	Yes, and in any other institution involved in European cooperation projects.

4. If yes: Is this best practice transferable to your country?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	Sprachendienst Konstanz	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes, as a very useful tool in program work.	Yes of course, without any difficulties	Yes, see above	Yes	Yes.	Yes, it just has to be done

5. What are the conditions and circumstances that may lead to offer this best practice in your institution?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	Sprachendienst Konstanz	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
The decision making process can be supported; starting with the questions about motivation. It is helpful for	In our institution, no conditions to use it! It is directly applicable in our future European projects, we	Since we are in transformation of the museum in two years ahead I think the matrix could be used as a guideline	The matrix will be used for the current EU-projects and as well for projects Sprachendienst is involved at local or	We will use the matrix for our next project!	We will use this matrix for the European projects finishing this year. After the evaluation of the project results and the decision if and which result we will import to our institution we will start with the valorisation matrix.

program offers on political issues and with some adaptation also for others. As an evaluation tool after the program has been launched, too: Have our expectations come true, did the expected outcomes occur?	think successfully		regional levels		
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6. If this best practice is not transferable to your institution: Do you know any institution in your country that might be interested in the idea of this best practice?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	Sprachendienst Konstanz	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Any organization ready to work on European level with motivation to implement new offers and formats and to evaluate can use the matrix.	Any institution working with other European countries. The matrix can also be broken down to the local level. In short, a best practice transferable really easy!	I think the matrix is useful to many kinds of organisation, if used in a flexible way adapted to the circumstances	Any institution that deals with EU-projects	Any other European education provider.	Any institution involved in European projects can use the matrix.

## Teaching Unit on the European Union

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.

Partner: **Sprachendienst Konstanz**

### 1. Did the “best practice” reach the intended target group?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
The material was very thoroughly developed, supported different methods and engaged students actively with their pre-existing knowledge. It showed different opinions and background information. Very well done!		yes	Making EU-matters the topic of a language course is a very good idea and fits very well the target group.	Yes.	Yes. It is a clever idea to integrate the information about Europe in the German language courses.

### 2. What do you think about the educational format presented?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
The format was varied and of high quality: it combined different challenges: reading, understanding, discussing, presenting, was lively		Very good	The format was very appealing, the was a broad variety of techniques and instruments in order to learn languages – and at the same time learning about the EU	Interesting and well prepared course.	Perfect, it fits in the intentions of the course participants, to learn firstly about Germany, but secondly about Germany as part of

and adequate for the target group.					the European Union.
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3. Generally speaking: Do you think this best practice could work in your country?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Absolutely, in fact, it is already given to our teachers in Integrations courses for their use.		Yes	Yes	Yes.	Yes

4. If yes: Is this best practice transferable to your country?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes, one to one without changes		Yes	Yes. In Brussels is quite a big market for offers like those.	Yes.	Yes

5. What are the conditions and circumstances that may lead to offer this best practice in your institution?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
The conditions are the same as in Constance: Integrations courses on B 1 level can easily work with these materials		But not perfect for museum work	We might not offer it directly, as we are not a language school. But I could clearly see cooperation aspects, e.g. providing “mixed” course together	Only in cooperation with VHS.	A decision of the general program management, responsible for the offer of German courses. The curriculum could be adapted, and one lesson could be integrated in the curriculum of the standard German courses offered in Wiener VHS.

6. If this best practice is not transferable to your institution: Do you know any institution in your country that might be interested in the idea of this best practice?

Hamburger Volkshochschule	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
I know many organizations besides us who would like to work with these materials and methods.		Study organisations	Any provider of language courses in various settings	Provider of German language courses.	Any other provider of German language courses.

## Exhibition “International work camps”/The European Voluntary Service

“Etudes et Chantier Corsica”, is an association law 1901, dedicated to the socio-professional integration through Economic activity. The association use the "learning by doing" approche, organizing camps based on sharing values, solidarity and respect of the others.

Partner: **Institut pour le Developpement et la Formation**

1. Did the “best practice” reach the intended target group?

Hamburger Volkshochschule	Sprachendienst Konstanz	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes, it did.	Yes	Yes	Yes	Yes	Yes.

2. What do you think about the educational format presented?

Hamburger Volkshochschule	Sprachendienst Konstanz	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
The EVS gives young people the opportunity to meet and work together with other Europeans.	It is a good experience for young people to learn to respect the nature.	It looked like it worked	The EVS has been a proven successful format to reach young people	The EVS is a fine instrument for young people, mainly interested in working for NGOs.	The EVS is a fine instrument for young people, mainly interested in working for NGOs and social work.

3. Generally speaking: Do you think this best practice could work in your country?

Hamburger Volkshochschule	Sprachendienst Konstanz	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes, it could	Yes.	Maybe	Yes, it does	It does.	It does.

4. If yes: Is this best practice transferable to your country?

Hamburger Volkshochschule	Sprachendienst Konstanz	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes, it is.	Yes.	Not really	Yes	Yes.	Yes.

5. What are the conditions and circumstances that may lead to offer this best practice in your institution?

Hamburger Volkshochschule	Sprachendienst Konstanz	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
In our institution, it is very difficult to integrate a work group of young European volunteers into the structure of our program.	It is not possible to offer EVS in our language school	It would not really fit a museums work	We are not working with the EVS directly, but it always part as a topic in our lectures / trainings etc. with regards to mobility, youth etc.	Introducing a person as EVS in our institution is a difficult task, and it takes time and devotion	Introducing a person as EVS in our institution is a difficult task, and it takes time and devotion. Mainly I can imagine an EVS working on a temporary project.

6. If this best practice is not transferable to your institution: Do you know any institution in your country that might be interested in the idea of this best practice?

Hamburger Volkshochschule	Sprachendienst Konstanz	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
NGOs or social workers' institutions	Institutions that deal with the environment, i.e. BUND, etc. could be interested in this best practice.	No	See EVS target groups – the range is broad	Cultural institutions like theaters	Social welfare companies; cultural institutions like theatres.

## Swedes+Snuff=True

An exhibition about the history of why snuff is such an important cultural 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 examen work.

Partner: **Norrköpings stadsmuseum**

Please answer to the following questions:

### 1. Did the “best practice” reach the intended target group?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Since we could not observe the visitors at other times, we can only detect this from the one day we were there: yes, many people looked at it and it caught my eyes too.	Yes.	Yes	Yes	Yes.	Yes.

### 2. What do you think about the educational format presented?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
An exhibition is a very different learning format than a course. There is no “questions- answers”, no test or other proof that something was	The best practice was presented with a good and fitting educational format.	I think it was an appropriate educational format.	The educational format was very inspirational. Not only in the way has it been pedagogically delivered. The	It is very specific and it is possible to introduce some of the ideas in a museum.	An inspiring best practice! VHS would have to look for a partner to cooperate = a Museum to realise a task like the one

learned. At the same time, it is lively, illustrating history, giving the opportunity to do something and work at one's own pace: that is very good.			choice of the topic was excellent, showing the "emotional" side / value of a European discussion.		presented in Sweden.
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### 3. Generally speaking: Do you think this best practice could work in your country?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes, but not in Hamburger Volkshochschule, at least not in courses.	Not for snuff, as it withholds a specific regional tradition. However, exhibitions with similar topics could be interesting. This could be for example an exhibition about the significance of the "net book agreement" or the German "beer purity law". The latter contradicts the free trade in the EU and has thus been prohibited.	No, it is too specific.	The core of the best practice is very useful for the own practice. In delivering EU-topics, you usually refer to law, facts, cases etc. – whereas your participants need to relate to an "emotional" and tangible aspect of it all. The snuff not only shows the tricky business around law-related issues, but also the power of sentimental value and intercultural aspects.	Yes.	Yes, it could work in Vienna. VHS would accompany an exhibition with additional educational formats (lectures, workshops, a special program for children etc.). The exhibition would be shown in the Museum of the City of Vienna for example. One remark: An anniversary could help to attract the interest of the public to this exhibition (celebrating 21 or 25 years since joining the EU, for example).

4. If yes: Is this best practice transferable to your country?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes, maybe even in cooperation of Hamburger Volkshochschule and a museum, in our facilities or the facilities of the museums.			Yes, it is. This is definitely something to use e.g.intercultural trainings or in explaining the impact of EU on citizens.	Yes	Yes.

5. What are the conditions and circumstances that may lead to offer this best practice in your institution?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
There had to be a good working cooperation, and the topic had to be something that is equally important to Germans: e.g. beer	Unfortunately it is not possible to transfer this best practice to our institution.		No specific conditions needed. The example can be well used in our work	Cooperation with one of the Museums here in Vienna	1. Anniversary celebrating a remarkable date for Austria and the EU 2. Cooperation with one of the Museums here in Vienna, the Museum of the City of Vienna for example, or the Museum of one district of Vienna.

6. If this best practice is not transferable to your institution: Do you know any institution in your country that might be interested in the idea of this best practice?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Local museums or museums of labour	It could be interesting for institutions holding exhibitions, i.e. “Deutsches Museum” in Munich.		This example is really usable in multiple ways.	The Museum of the City of Vienna.	The Museum of the City of Vienna

## Living and working in Austria and in the EU. Information about programs supporting the Roma community

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

Partner: **Roma Kulturzentrum Wien**

### 1. Did the “best practice” reach the intended target group?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Hamburger Volkshochschule	Die Wiener Volkshochschulen – VHS Landstraße
Yes	Yes, according to the text, the target group seems to have been reached	Yes, according to the report	According to the text, yes.	Yes, friends and members of the Roma Kulturzentrum in Vienna were reached and gathered to get information about their opportunities on the labour market in Europe and about three countries in Europe.	Yes, it did.

### 2. What do you think about the educational format presented?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Hamburger Volkshochschule	Die Wiener Volkshochschulen – VHS Landstraße
To receive first-hand information and to enter into discussions then is very fruitful	The way is very interesting: I think the meeting / event allows learners to feel confident, to be free to ask any questions. Concerning the content, it is very useful and that	Info and open discussions are always a good format	Information and exchange is the “classic” way to reach people	Spreading of important information and a vivid discussion among all the gathered people afterwards is a success.	Unbiased information about the situation in the EU is more and more important, so it is a valuable initiative.

	relevant, because knowing most things in the country of exile or emigration is something important for migrants as for the welcoming country				
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### 3. Generally speaking: Do you think this best practice could work in your country?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Hamburger Volkshochschule	Die Wiener Volkshochschulen – VHS Landstraße
Yes	Yes, this practice could of course be developed for our country; it must already be in that direction several cultural groups / nationalities	Yes, and I think it is already done	Supporting programmes are very popular. EU WAREHOUSE as well offers a broad range of seminars with regards to this topics, which are very popular and always fully booked.	Yes, under certain conditions it could work and be a success: If there is a Roma Cultural Center it is possible to find partners and plan an event to inform about European topics that are useful for Roma people	Yes.

### 4. If yes: Is this best practice transferable to your country?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Hamburger Volkshochschule	Die Wiener Volkshochschulen – VHS Landstraße
Yes	Yes, of course, and must already exist directions from various cultures.	Yes, I think it is already done	It already exists in a large variety of formats	Cooperation between Roma Cultural Centers and other partners interested in European topics and the situation of Roma people is possible	Yes, and we at VHS do it with our means.

5. What are the conditions and circumstances that may lead to offer this best practice in your institution?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Hamburger Volkshochschule	Die Wiener Volkshochschulen – VHS Landstraße
Discussions panels of experts and people with personal experiences could be arranged a our school	For good transferability in our institution, it should be first familiar with the target group and motivations. Then it would trainers with a good knowledge of the culture of the target audience	It could be a open programme at the museum	We offer this already	If a Roma Cultural Center in Hamburg is interested in cooperation it should be possible to prepare an event together and inform about European topics and chances for Roma people	One can find different offers of information about the EU in Wiener Volkshochschulen.

6. If this best practice is not transferable to your institution: Do you know any institution in your country that might be interested in the idea of this best practice?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Hamburger Volkshochschule	Die Wiener Volkshochschulen – VHS Landstraße
The vhs, The University	University of Corsica - Other learning centers - Associations working for the Roma, or the integration of migrants in Europe.	It could be done at the museum	Interesting for any institution providing information on fundraising in the broadest sense	Any institution ready to inform about European topics and chances for Roma people	One could transfer this model to other Roma organisations in Vienna and in the Balkan countries.

## Self organised political debate course at HarAlt-Hamburger Volkshochschule

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.

Partner: **Hamburger Volkshochschule**

1. Did the “best practice” reach the intended target group?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes	Sure	yes	As it has been created by the target group: 100%!	Yes.	Yes, obviously. As part of the educational program is created by the target group itself the objective is reached. The course presented during the meeting was interesting, vibrant and full of engagement.

2. What do you think about the educational format presented?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
It was interesting to see that a group of older people was interested to engage actively for politics and in our case for the future of the EU	It was a traditional educational format, but it still works as we could see.	It looked as if it fitted the target group very well	It is the content, not the format that counts. Ownership, interest, motivation etc. are more the essence	The old format is good and gives the required results for the target group	Though it is an „old“ format, the acceptance of the target group is a mark for its success. We are convinced that a classical format like a discussion group works still in days of videoconferencing and e- learning.

3. Generally speaking: Do you think this best practice could work in your country?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes	yes	yes	Yes	Yes.	Yes

4. If yes: Is this best practice transferable to your country?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
Yes. The VHS all over the country would be the right place.		Yes, for both museums and study organisations	Yes	Yes.	Yes, I think so. If the strategy of the institution is interested in this target group and invests time to create old and new educational formats, a special department for the older generation would work in Vienna as well

5. What are the conditions and circumstances that may lead to offer this best practice in your institution?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
It would be applicable in our institution with a group of younger people from all over the world.	It would be necessary to start a cooperation with the VHS to offer this best practice.	To find a suitable space and to attract the target group to attend	We may not use it directly, as we are not working with this kind of target group. But the	In cooperation with VHS.	The strategical decision of the management

			<p>general idea of self-inspired programs and its development is very useful, as it will empower the participants and make them own their works. This is definitely something we can relate to in our work.</p>		
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6. If this best practice is not transferable to your institution: Do you know any institution in your country that might be interested in the idea of this best practice?

Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien	Die Wiener Volkshochschulen – VHS Landstraße
				Associations for older citizens.	Associations for elder citizens

## Europe Talks

The project 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 and thus create a permanent focus point of discussing themes of European relevance, attract people who are interested in European topics and improve the image of the European Union in Austria.

Partner: **Die Wiener Volkshochschulen – VHS Landstraße**

### 1. Did the “best practice” reach the intended target group?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien
Yes, it did, and the audience was very „colourful“: older and younger, politically knowledgeable and less interested. A good mix	Yes.	Yes	Yes	Yes	Yes.

### 2. What do you think about the educational format presented?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien
Very interesting: the three different parts went from „reception“ to „taking part in the discussion“ to “being active“ and that was a good development. The invited speakers were very interesting.	We found the educational format very good.	It was a good performance.	It was entertaining	The format presented was really very interesting and inspiring. In formats like this is always the question how much space you give to the panel and how much the participants can intervene.	Excellent.

3. Generally speaking: Do you think this best practice could work in your country?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien
Absolutely	Yes.	Yes, sure.	Yes, with the right panel I think it could attract an audience	Yes, it will. It is really suited to the "Brussels" work situation.	

4. If yes: Is this best practice transferable to your country?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien
Yes, if we would find equally interesting speakers.	Yes.	Yes	yes	Yes, it definitely is. This has of course to do with working in Brussels in the field of EU-matters.	

5. What are the conditions and circumstances that may lead to offer this best practice in your institution?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien
Finding good speakers/participants in the discussion, finding the right location is necessary (relaxed, not too much school feeling)	In order to offer the best practice in our institution we would have to find politicians, who are interested to have an open discussion for migrants in a language school.	We would need translators in order reach the whole public.	This could work very well for a educational program for the museum	The format is familiar to us, as we have been organizing European debate formats in the broadest sense for a long time. To see the VHS Vienna version was very inspiring	Only in cooperation with VHS.

6. If this best practice is not transferable to your institution: Do you know any institution in your country that might be interested in the idea of this best practice?

Hamburger Volkshochschule	Sprachendienst Konstanz	Institut pour le Developpement et la Formation	Norrköpings Stadsmuseum	EU Warehouse	Roma Kulturzentrum Wien
We have foundations of the political parties who might find this format interesting too. But other VHSen could be interested and the InfoPoint Europe in Hamburg and in other cities					Institutions of similar profile as VHS.