

Good Practice: DE GP2

Beate Schmidt-Behlau
Francesca Endrizzi



"Culture and Integration"

Main features of the GP programme:

| Type of programme | Type of organisation | Field of practice for organisation | Programme scope | Programme duration | Programme occurrence/frequency | Type of funding for GP |
|-------------------|-------------------------|------------------------------------|-----------------|--------------------|--------------------------------|-------------------------------|
| Non-formal | Non-profit organisation | Adult Education | Local level | Continuous | Continuous | State funding + local funding |

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

© EduMAP, 2018

The sole responsibility of this working paper lies with the author/s. The European Union is not responsible for any use that may be made of the information contained therein.

1. What – Focus (theme, orientation)

The programme was initiated by the director of the Adult Education centre and is run by the institution. The aim was to establish a good network between the AE sector and cultural institutions in the city so that refugees and migrants can have better access to the latter. On Friday afternoon entrance to the museums is free for them. The aim is to stimulate curiosity through access to culture which is possible only because of the special conditions established through institutional cooperation.

2. For whom – Target group(s)

The centre is one of the larger providers for German language courses with about 6.000 students in 2016. About 90% pass the test B1. Learners' backgrounds are totally diverse and the centre caters to different language courses with different offers. Depending on their status some have free access and some have to pay course fees.

The percentage of young learners about 40%, especially because of refugee participants. Also a lot of participants from Southern European countries are young people and they are basically looking for a job. These are highly motivated also to reach higher levels.

3. Requirements and access

Access to courses occurs either through the Job Centres or through the Office for foreigners. Learners receive a list of education providers among which they can choose. Young refugees are especially attended to through the German social security code (SGBIII, §78) which defines specific groups of young people as in need of funding to enable them to start or complete a vocational training or promote their employment after vocational training. The Culture and integration project is voluntary. Participants are informed about the possibility to visit cultural institutions of the city for free.

4. Elements of good practice

The contribution to AC for vulnerable people is defined in the opportunity for participants to look at different institutions and associations across the city to see how they work. The guides also mention that it is possible to be engaged voluntarily. This is seen as a bridge to keeping up German language competency instead of only being within their own language communities. For example cooking tandems are organised (but only once a year) – the centre gives support by selecting a German family and migrant family to invite each other. The idea of active citizenship is offered in the form of getting to know the potential of what experiences can be made as an active person. A contract of cooperation exists between the AE centre and different cultural institutions. There is guidance to the cultural objects by staff of the cultural institutions. The director is supportive to the project/programme and all programme directors meet on a regular base. There is also a cross-departmental cooperation and networking and understanding of different programme sectors is seen to be important for a mutual understanding. Also excursions are organised for participants.

5. Perceived challenges

- the pre-requisites are missing: the language level is often too low
- everyday contacts with people born or living for a long time in Germany are missing and consequently the access and the motivation to be more active (e.g. be part of an association) is difficult to generate
- the adult education centre offers possibilities of contacts e.g. tandem cooking groups are positive examples of building up relationship but they involve small groups of people
- offers are present but not often and completely exploited: people are often busy, have different priorities, live in the countryside
- finding extra money to implement the project is a constant challenge

6. Testimonials

“As an adult and having to learn the language I had difficulties to communicate freely, because sometimes I was ashamed about my mistakes. Through the possibility to talk about the artefacts (in the museum) this helped me a great deal. This was stimulating and I was not so much under pressure. Besides coming from a large city (Kiev) and having grown up in a communist regime without these offers, I was looking for a possibility to become more engaged in my new environment (a small city) and that was enabled through the programme.” (Learner participating in the Culture and integration project)



7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)