



Jean MONNET

**Good practices in the context of
“A Union of shared values —
The role of Education & Civil Societies”**

Jean MONNET Cluster Meeting
Brussels 15 April 2016



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Education Audio-visual and Culture Executive Agency Jean Monnet Activities

Cluster Meeting

Jean Monnet Good Practices in the Context of "A Union of Shared Values – the Role of Education and Civil Society"

15 April 2016

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EXECUTIVE SUMMARY

Introduction

Cluster meetings have been regularly organised in the framework of the Jean Monnet Activities, and have focused either on thematic areas or on project schemes. In 2012 meetings focused on themes of European integration history and learning Europe at school, and in 2013 on larger topics, trends and developments in the field of European Studies. No Jean Monnet cluster meetings took place in 2014 and 2015.

With regard to the general context and challenge of the present European political landscape, the 2015 Jean Monnet conference in November 2015 was held under the theme "A Union of Shared Values– the Role of Education and Civil Society".

In this context, a Cluster of Jean Monnet projects was organised on April 15th 2016 to discuss and demonstrate how and to which extent Jean Monnet Activities contribute and address the topic of "A Union of shared values – the role of education and civil society". The 2016 cluster meeting adopted a practical approach to this matter, by reflecting on good practices and making recommendations on how Jean Monnet Activities can help deal with challenges to a Union of shared values.

This document gives a comprehensive summary of the discussions and suggestions made.

Purpose of the Event

The objective of the cluster meeting was to identify how the Jean Monnet Activities can address the issues around the topic of a Union of Shared Values. These include declining civic participation and rising disenchantment with democratic politics, increasing challenges to fundamental rights by governments, and growing difficulties for intercultural understanding within nations, Europe, and the world.

By bringing together Jean Monnet Academics who work on the themes of democratic values, fundamental rights, and intercultural aspects, the cluster meeting created an environment where best practices could be shared and where concrete proposals could be made on how to improve the Jean Monnet Activities and the field of European Union Studies.

Method of the Event

The format of the Cluster Meeting aimed to provide a participatory environment for the discussion of key themes linked to the topics of "A Union of shared values – the role of education and civil society", in order to foster open and free-flowing debate, before gathering reflections in the form of tangible proposals.

The discussions took place **in several sessions:**

First session: during the first session, the keynote speaker, introduced the general policy context and sought to enhance participants' understanding of how European Integration Studies can help deal with the challenges that a union of shared values is currently facing.

Second session: the second session took place in the form of a World Café. This discursive approach aimed to overcome the problems of conventional formats such as panel discussions and question and answer sessions, and instead allowed all participants to contribute to the debate in an open and relaxed atmosphere.

Participants were divided between 6 tables, and discussed the following questions:

- Why is Jean Monnet important for supporting shared European values?
- How could you make Jean Monnet better known outside the academic world?
- What concrete contributions can the Jean Monnet Community make?

Third session: the third session took place in the form of an Open Space. This allowed the wider discussion of the morning to be funnelled into a more closely-defined framework. Here the focus was on discussing four main topics (Policy, Activities, Impact and Community) which resulted in concrete proposals being made on how to improve the ability of the Jean Monnet Activities to help tackle the various challenges towards democratic values, fundamental rights and intercultural harmony.

Fourth session: Finally, the results of these discussions were harvested and presented in the form of specific recommendations by a panel of Jean Monnet Academics, representatives from students and civil society.

Conclusion

The Jean Monnet Cluster meeting 2016 was an opportunity to discuss to which extent Jean Monnet can contribute to the challenging situation in our societies, with a focus on a Union of Shared Values. The participants, mainly academic discussed together with students, EAC staff and the Jean Monnet

team from the Agency not only the nature of Jean Monnet Activities as such, but also their impact and the role of the Jean Monnet Community. Policy aspects tackled the questions; such as how European Studies could better support the EU Commission's and which activities could reach to a wider audience. The event was a fruitful working day and resulted in numerous and concrete suggestions and recommendations for the future, which are described in chapters 4 and 5.

DETAILED REPORT

1. Keynote Speech: How can the Jean Monnet Activities help deal with the challenges that a Union of shared values is currently facing?

Michael Gaebel, Director of Higher Education Policy Unit, European University Association

After a brief presentation of the membership and the role of the European University Association, Michael Gaebel introduced the subject of the cluster meeting by reminding the values promoted by the Treaties.

He first presented the Articles 2 and 3 of the Treaty on European Union stressing that the European Union is founded on peace, democratic values and respect for human rights. Secondly, the Declaration of Bologna, pointing out that a Europe of knowledge is an indispensable component to consolidate and enrich the European citizenship.

Mr Gaebel highlighted that in practice, the reality we are facing is different and the current policy context has led to a loss of European values and an infringement of human rights and fundamental freedoms. Confronted with this situation, are the values emphasized by the Treaties taken for granted? In this regard, one may wonder: what is the role of Education? Has Education failed?

There is now a great pressure and challenge to define, explain and demonstrate that these values are shared by all European countries.

To respond to these challenges, the European Union has revised its priorities and has implemented initiatives with a great emphasis on social skills and inclusiveness. The Yerevan Communiqué in 2015 is a good illustration of these new priorities, such as making European Education systems more inclusive. This is an essential aim for the European Higher Education Area as European population become more and more diversified, also due to immigration and demographic changes.

In this context, the European University Association (EUA) stands up for University values such as openness, tolerance and inclusiveness. Diversity of opinion and the free exchange of ideas are the basis of all academic teaching and research. By supporting a range of activities promoting and protecting fundamental university values, EUA expects, among others, to assist students and scholars affected by Europe's refugee crisis and to protect students and academic staff from violent attacks, improper external influence or intimidation.

Among these activities, EUA has launched a campaign to support inclusiveness of migrants and refugees and to create an interactive "Refugees Welcome Map".

This "Refugees Welcome Map" (<http://refugeeswelcomemap.eua.be/Editor/Visualizer/Index/34>) aims to increase visibility for initiatives of Higher Education Institutions supporting the refugees and to exchange good practices and opportunities for learning and exchange (<http://eua.be/activities-services/eua-campaigns/refugees-welcome-map>).

Michael Gaebel also presented the Observatory Magna Charta Universitatum signed by 802 Universities from 85 Countries that provides opportunities for discussion and debate for universities seeking to meet societal goals and face crisis. The Observatory also cooperates with organizations such as "Scholars at Risk" (<http://scholarsatrisk.nyu.edu/>), an international network of institutions and individuals promoting the academic freedom and defending the human rights of scholars worldwide.

In a period where cultural diversity is seen more as a threat rather than an asset, changing the paradigms and the teaching methods at school and at the University is essential to develop and to transmit the correct social and cultural skills.

2. World Café Session

The following chapter reflects the discussions, considerations, suggestions and statements made by the participants.

2.1 Why is Jean Monnet important for supporting shared European values?

The role of Jean Monnet Academics

Jean Monnet Academics are European Ambassadors, advocates of European values, passing their knowledge and sharing it with other participants. They are the ones who know about European problems, debates and values Jean Monnet Academics bring EU topics closer to society, spread EU values and push Political Leaders to make an impact. In their role as JM Professors they have first to share European Values, then explain them and the link between one another and last being also critical The Jean Monnet Network can help and improve the debate and spread knowledge in the triangle: Research – Teaching – Society.

Jean Monnet activities are established to support European integration studies and by extension they support European values - currently it is a bigger challenge than in the past. The Jean Monnet

Academics have a responsibility to stay impartial and apolitical but also to comment on the current situation in Europe.

Jean Monnet has a crucial role in supporting the European values particularly at the moment. The education should be objective, critical and pluralistic. Nevertheless, even with the principle of freedom of thinking, certain core elements, fundamental values should be considered as paradigms and should not be put into question, even in the name of tolerance (e.g. Human Rights).

The definition of European Values

A further focus of discussion was the existence of EU values. *Do they really exist? Are they specific?* These were the main questions the participants asked themselves. Most citizens think that EU values are not their values, since they do not correspond to their national values. Since the '50s there has been a shift in the EU values, therefore they should be updated and due to the current crisis it is difficult to understand their added value. Do we really share the European Values amongst us?

Jean Monnet is a "niche" of the E+ programme: it is the European programme having most the EU values at the centre of its mission. It enables the debate to take place and acts in the role of facilitator. This is particularly important in countries where strong anti-European sentiments are emerging that are questioning the EU within inside - or in those where a strong public opinion is emerging against the arrival and acceptance of refugees. During the discussion it was proposed that Jean Monnet should open a debate on European values and align values with reality for a constructive debate. Jean Monnet should explore the demand for important issues within society to be discussed and tackled.

Jean Monnet Activities

Jean Monnet Activities can promote tolerance, stemming from the shared principles, fixed in the treaties. Many EU Member States do not implement Art. 2 of the Treaty and European Union experiences a difficulty to have one clear, objective view on how to achieve European integration.

Without Jean Monnet activities everything related to EU integration would be left to the mass media and general information players. There won't be a framework in the academia in which general echo would be fine-tuned properly.

The Jean Monnet support allows the preparation and creation of teaching materials to be used by teachers and students in the lectures and activities.

Jean Monnet is crucial for values: paradox of education necessary for democracy vs. education as social engineering. Jean Monnet can reconcile the two and provide core elements, which promote stability.

Jean Monnet with a focus on inter-disciplinary approach can reach out to a larger audience, involving academics from different core subjects.

The outreach of Jean Monnet activities to citizens is essential to have fundamental rights and to defend them. Young people should be educated in this context and the strength of Jean Monnet is that it provides an impartial, objective and apolitical support.

Jean Monnet activities can foster tolerance and it supports European values but it must ensure that it reflects the current reality.

It was proposed to explore the media and establish mechanism to increase the interest of media in European affairs in order to enhance communication at local and regional level; the Jean Monnet community should more disseminate the information on European values outside the community.

Jean Monnet should involve emotionally people in the debate through using untraditional methods of communication (online games, blogs etc.). The use of new technologies to spread content and link between teaching and research and society could be increased.

Jean Monnet focuses primarily on students and professors who are already interested in European studies and it contributes to promotion of European studies within the universities. It is important, to reach out to the new disciplines at higher education level. In this context, it would also be important to reach out to primary and secondary schools and provide information and training for pupils and teachers in order prepare them even more for teaching European values (Introduction of European hours' at school e.g.).

Jean Monnet could increase the outreach towards the citizens, in the current situation in Europe Jean Monnet can support initiatives for the refugees (example of a university offering open Jean Monnet lectures, for which the refugees are invited).

As Jean Monnet is also an element of cultural integration, it could be instrumental in the refugee crisis: by providing civic education it can help refugees to better understand EU values thus facilitating their integration into our society.

In this context, Jean Monnet could help to enhance the cultural richness and diversity of refugees wanting to enter the European job market. The founding principle: "unity in diversity" must be recalled, we are now facing different cultural realities that should be perceived as enrichment rather than a threat to EU societies.

Jean Monnet is an instrument to promote "European citizenship and integration". Tailor made courses could be promoted or become compulsory teaching for certain professions and sectors (i.e. journalists, teachers, NGO's)

Jean Monnet is important in taking a stance that is more flexible, that takes into account new realities and interpretations of fundamental right from an impartial and apolitical point of view.

2.2 How could you make Jean Monnet better known outside the academic world?

The role of Jean Monnet Academics and students

Jean Monnet should contribute to public debate. Universities and Jean Monnet Academics should promote Jean Monnet achievements and outcomes in the press and develop a communication strategy with the Media at local, regional and national level, in order to reach a larger general public; It would be pertinent to "recruit" journalists given their fundamental role in "tendency setting" and their strong influence in shaping public debate (most often against the EU).

The mobility of academics and students between different Jean Monnet chairs should be encouraged. Jean Monnet activities should strengthen the cooperation between universities and business, think tanks and politicians. Representatives from the business sector and the political class should be encouraged to participate in Jean Monnet conferences and other activities.

Allies should be sought within institutions to act as "multipliers" in helping to shape favourably the public debate about the EU. This could be a role taken up by Jean Monnet Centres of Excellence. They should act as facilitators seeking to promote a wider outreach: schools (even at primary level), pedagogics, civic society, elderly...etc.

Jean Monnet should seek to better communicate the EU issues outside its geographical boundaries.

Jean Monnet Activities

In order to improve the outreach of Jean Monnet activities, there should be a tightening of the relations with the civil society. Jean Monnet projects should be a bridge between universities and the civil society, in order to put together different kind of people

Jean Monnet should promote a new generation of scholars which aim to promote the EU in new fields of study thus broadening the base of EU studies, Jean Monnet networks could be a good instrument to do so.

The EU ideals and values have become a source of inspiration for academics world-wide and should be supported by the Jean Monnet activities especially in conflict regions or/and in areas not adhering to democratic values and fundamental rights.

Dissemination and exploitation of results

The development of materials on European values for schools and civil society should be encouraged. Jean Monnet activities should be promoted to a greater extent as means to strengthen branding and increasing visibility outside academia. The title of "Jean Monnet lecturer" should be kept for a longer time. The Jean Monnet title is a symbol of prestige and public recognition much sought by academics.

Involvement of civil society, stakeholders

Jean Monnet as a representative of academic opinion sought after in political debate – as an informed opinion that is valued especially in the current economic and political climate. The activities as an outreach to citizens and to other non-academic players for whom Parliament is closed – Jean Monnet provides an important forum for debate.

The Jean Monnet actions should be presented to other national professionals, such as lawyers. Most of the participants agreed that Jean Monnet actions should not just focus on universities, but also on schools, involving students, together with their parents. This could be a way to open and link the academic world to the civil society.

It would be important to teach EU studies to students on journalism and teacher careers because they will be multipliers in their professional life. Need to use Jean Monnet more in the context of training trainers for the multiplier effect that would result and ensuring a direct impact outside academia.

In order to attract also entrepreneurs, a Jean Monnet profile with activities for this target group should be designed, including the support to re-qualification of refugees.

The National Agencies should be trained and to be more involved in the dissemination of Jean Monnet activities and their link to civil society could be used much more in order to spread information on European values.

Use of new technologies

Another proposal was the use of technologies, digital tools (e.g. face book, websites, platforms etc.) for dissemination of outcomes and results (e.g. using the EC website for teachers "School education gateway "or; connecting existing platforms for dissemination); the outreach could also be enlarged via a new audience from art and culture.

2.3 What concrete contribution could the Jean Monnet community make?

The role of Jean Monnet Academics and students

Ministers of Education should be targeted systematically (by the Commission, Jean Monnet Academics) to preach for the introduction of EU studies in various levels of education (particularly High Schools). Members of European Parliament should be approached in order to increase their aware about the importance of EU studies. This type of discourse is often branded as EU propaganda but it seems that here are also a number of strong voices against the EU, systematically working to destroy the EU legacy. In order to counterbalance effectively, the Jean Monnet community could play an instrumental role.

The participants agreed that there should be more occasions for Jean Monnet Academics to communicate among them, a part from the Annual Conference and the Jean Monnet Network. Jean Monnet Academics and students should be used as Ambassadors.

The community can foster the creation of links between researchers and communities – creating "bridges".

Jean Monnet Activities

Regarding the Jean Monnet Activities, the "Europe at School" initiative should be brought back as a distinctive action of the Jean Monnet activities. This would be a way to incentivize universities to widen the audience from university students to a much larger student population.

EU funded courses and initiatives are required to use the EU logo as a contractual obligation but this is insufficient. They could be accompanied additionally by generic explanations or/and short on-line courses prepared by Jean Monnet Academics. The European Commission should be a more "outspoken" and insistent on the visibility of Jean Monnet.

European Values

There is an urgent need to create an Action Committee to defend European values. Everyone has taken for granted for years that Europeans share a common set of values and that is now being put in question.

Use the ECSAs to transmit the message of shared European values in a more active way.

Dissemination and exploitation of results

In order to increase the **dissemination** of Jean Monnet activities, Jean Monnet Academics should institutionalize the Jean Monnet Community, by defining common Jean Monnet objectives, which should create an impact to the real world. For instance it was suggested to create mobility between Jean Monnet chairs and to open up to other communities.

The relationship with the media (TV, radios newspapers etc.) should be strengthened, in order to have an impact on public opinion.

The outcomes of Jean Monnet research could be presented at top level political forums and meetings. Many Institutions have a weight that can be exploited.

A task force could be set up to promote public debate aimed to reach a broad audience: enterprise committees, teachers...etc. To tackle these different audiences a new "narrative" should be used that can be easily understood by recipients, it is essential to adapt the language to the targeted audience.

Community could support professional training for webinars/mock courses in cooperation with DG EAC – sessions via the platform and/or combine this activity with the Jean Monnet project activities

that involve this type of initiative any way to the mutual benefit of the Jean Monnet community as a whole.

Involvement of civil society, stakeholders

A further suggestion was that the European Commission supports the organisation of trainings on new teaching methods, different kinds of usages (e.g. in the format of summer schools)? National Agencies in Member States and EU-Delegations could organise national events, in order to network with Jean Monnet professors outside the capital, and to support the dissemination of project results outside the academic community.

The Committee of Regions, in spite of its consultative nature, would be a naturally in spreading the word and could also be targeted. They could be involved in the organization of "mock" exercises promoted by the Jean Monnet community. Any public invested authority starting with local authorities should be approached in order to create public spheres of influence among European networks.

Jean Monnet could support training of teachers and journalists as potential multipliers and stronger links between the industry and academic community should be realised.

Use of new technologies

Jean Monnet community could exploit new technologies and methodologies to foster a greater sense of community through shared training sessions. It should open joint initiatives to a wider audience within the community through greater promotion of national meetings and networking activities.

Regarding the Jean Monnet Community Platform, there should be (more) encouragement to become an active contributor to the Jean Monnet network, which can create bridges between existing research. In this context, the European Commission has an important role to motivate academics.

The use of open educational sources should become an obligatory element of Jean Monnet activities. Online engagement requires more effective work than networking with people in "live" – example: preparation and organisation of webinars as a new kind of learning tool.

3. Open space debate Session

The second session developed in form of Open Space debate on the Jean Monnet Activities that were gathered during the cluster meeting and can be divided into four categories: policy, activities, impact, and community. Each topic comprises several questions further investigating the subjects.

3.1 Policy

Regarding the Policy topic, the participants made several recommendations to the European Commission on how the Jean Monnet Activities should be structured in order to promote a Union of shared values. This included a change of focus from supporting teaching and research in the areas of European Union Studies that are already well-established in higher education institutions, such as Law, Economics, and the History of European Integration, to fields that are currently under-developed or have a greater potential to reach an audience beyond the confines of academia. This could be achieved by creating a separate activity of the Jean Monnet Activities that would be devoted to priority themes established by the European Commission, such as migration, democratising the EU, and upholding fundamental rights.

A further idea was to support participation in events rather than teaching activities, in order to create a role for Jean Monnet Academics and students as "ambassadors" for the European Union, who by taking part in workshops, info days, and conferences would better be able to disseminate their expertise on European affairs. In order to foster greater interaction and understanding between citizens and the European Union, these events could include training sessions for young people or "Europe cafés", regular forums in which the public can come and discuss questions related to Europe with an informed and independent interlocutor.

3.1.1. How can European Studies better support Commission Policy?

The participants stated that the European Commission is not incisive enough in defending EU values. There should be coherence between its policy objectives and its actual implementation, a more pragmatic approach is therefore needed.

"EU Studies" has a unique status as chief promoter of European values. There is a common standard of values inherent in the Jean Monnet Community; they could be instrumental in bringing the European dimension into each sphere of public life.

The added value of Jean Monnet Academics is their academic independence; the European Commission should avoid to be seen as imposing a model. They could give a "sense of direction" to the European Commission and act as "knowledge providers" at policy level, to be perceived as Ambassadors for Jean Monnet Activities.

A list of Jean Monnet Academics specialized in different policy fields could be set up and be put at disposal of EU consultative and legislative bodies (notably the European Commission, the European Parliament and Committee of Regions).

The European Commission, during the Annual Jean Monnet conference, could analyse solid proposals coming from Jean Monnet Academics, leading to concrete outcomes.

3.1.2. Quantity versus quality

The participants suggested that Jean Monnet Activities should not focus in promoting exclusively research, but they should also build upon their capacity to disseminate the results of such research. The question of "quality" and "who" should be trained is very relevant; the proposal that came up from the discussion was to train prominent journalists as well as young students, as they will be important multipliers for the target group.

Jean Monnet courses and activities should be built to best meet the prerogatives of the targeted public. Some ideas can be extremely effective and have a great multiplier effect when addressing certain segments of population (i.e. connection between youth and social media).

3.1.3. Which activities would reach a wider audience?

It was discussed that activities with a new narrative, moving away from the "eurocratic" jargon, could reach and attract a wider audience. A "Back to School" initiative for Jean Monnet Academics could be a good opportunity in order to inform the young generation about their personal and professional experience.

For younger audiences, communicating via alternative sources (such as social media, art or music) has proven to be very effective for some "EU at School" projects; exploring new ways to communicate with younger audiences should be incentivized.

Increasing meetings and consultations with stakeholders in specific sectors enabling the creation of "sectorial communities" could also be effective. The targeting of specific sectors in the arts and culture, general education, sport domain, in the public administration and especially in the business sector, will widen the reach out to civic society and the population at large.

Activities such as the sharing of good practices and the exploitation of the results of excellent initiatives promoted by other international organizations or other successful EU programmes and initiatives could be also a way to broaden the general audience.

3.1.4 Policy feedback participants and voting

After the discussion and the elaboration of numerous recommendations the participants were asked to express their preferences by voting their favourite proposals.

On the first question: How can European Studies better support Commission Policy? The most voted proposals were three¹: first, the establishment of common knowledge, by the creation of a common knowledge database/ website to use for broader public and education in schools; second, the strengthening of the link between European Studies information and EU communication; and last one, the use of Jean Monnet knowledge in designing policies.

On the second question: Quantity (numbers of participants) vs. Quality (content), the most voted proposals were two: Improving EU knowledge, by having two basic lessons on EU in all training courses funded by structural funds; and the possibility to flexibly adapt the content of the projects to the changing of the world situation.

On the third question: Which activities could reach a wider audience? The most voted proposals were: Creating a specific "Learning EU at School" Call; Organise a "Back to School" Initiative, asking Jean Monnet Academics and their students to go back to their secondary school and speak about European values and their work; and enhancing the use of media, which combines "easy access"/"low threshold" message with access to background information.

3.2 Activities

Jean Monnet Activities should identify their intended target groups more precisely; this is especially necessary when approaching "civil society", in larger terms. Co-operation between Jean Monnet actions and activities of the Aid Volunteers and Youth Cooperation programmes of the European Commission would also be valuable. Jean Monnet Activities should also offer more Massive Open Online Courses (MOOCs) in order to reach target groups interested in learning about the European Union and its values, but who do not have the opportunity to attend classes in a formal setting. Where possible, activities could also play an important role in assisting with the integration of refugees in their societies.

3.2.1. Which activities would create synergies with other programmes?

The participants during the discussion suggested the promotion of a stronger synergy between Jean Monnet Activities, the European Commission Representations and National Agencies. Information on Jean Monnet Activities in each country is available via the Jean Monnet Directory² and the different country fiches produced by the Executive Agency; in this way, Jean Monnet Academics can be used as a valuable source of expertise.

¹ For the full list of proposals and votes see point 5.

² Jean Monnet Directory link <<<https://eacea.ec.europa.eu/JeanMonnetDirectory/#/search-screen/>>>

Jean Monnet Activities should insist on the obligation to organise activities connecting universities and civil society, involving different stakeholders on a more formal level (i.e. Consortium including both actors).

Furthermore, it was proposed the introduction of mobility between Jean Monnet Academics and students, in order to enhance the exchange of European values and cultures.

3.2.2. Which activities would counter EU-sceptics or integrate migrants?

It was confirmed that Jean Monnet Activities have an important role in overcoming the stereotypes on the refugees; its activities should help to create situations of actual encounter between the society and the immigrants, re-educating the perception of immigrants as people and not as statistics. In this framework since teaching students about EU-scepticism is not sufficient, studies on multiculturalism should be stimulated within Jean Monnet Activities. It would be interesting to conduct an analysis on the reason why some countries are more open to refugees than others, and organise meetings between scholars from different countries on that subject. Furthermore, Jean Monnet Academics should be involved in the organisation of meetings with municipalities, to help establishing contacts between schools and refugee centres.

3.2.3. Could activities make better use of new tools and technologies?

It was suggested that Jean Monnet Academics should explore innovative and participatory teaching and communication methods. Art should be a vehicle for transmitting the message on European Union (i.e. live blogs on EU, competitions and different social media tools); E-Twinning could be used as a platform for discussion.

Moreover, a website including "theming" of current Jean Monnet Activities on subjects such as integration of refugees etc. could be created and linked with the European Commission and the Agency website to ensure visibility within the Jean Monnet community.

3.2.4 Activities feedback participants and voting

After the discussion and the elaboration of numerous recommendations the participants were asked to express their preferences by voting their favourite proposals.

On the first question: Which activities would create synergies with other programmes? The most voted proposals were: the creation of a Programme which could link Jean Monnet activities with "Europe for citizens; Encouraging teachers to use eTwinning and pile up projects dealing with similar topics.

On the second question: Which activities would counter euro scepticism or integrate migrants? The most voted proposals were three: create an "EU Application" with answers to the most often asked questions by Eurosceptics, in order to debunk prejudices; insert Inter-cultural approach in curricula and organise Inter-cultural events, bringing immigrants and locals (or ERASMUS students) in contact.

On the third question: Could activities make better use of new tools and technologies? The most voted proposals were two: create an online WIKI on Jean Monnet projects spreading different European Values; and encourage the use of new tools and technology.

3.3 Impact

Within this subject, a better use of IT tools was identified as a fruitful area for a better impact of the activities' results and outcomes. It is vital for each project to have its own regularly updated website through which it can publish information on its work and public activities in an accessible manner. In addition, the European Commission could create and maintain a central Jean Monnet website (e.g. www.jeanmonnet.eu) that would link to the websites of the respective activities and would provide easily accessible information on the breadth of the Jean Monnet network and an up-to-date guide to activities' events, as well as facilitate communication and collaboration between projects. Jean Monnet Activities need to communicate more through social media.

3.3.1. Can Jean Monnet Activities make you feel more European?

The participants suggested that Jean Monnet Activities can make you feel more European if the debate on European values is constantly updated in response to the reality and an impact is possible if the policy is fed by results achieved.

3.3.2. How can this be transmitted to a more diverse audience?

It was proposed that the Jean Monnet Community should explore methods for regular exchanges with the European Commission, European Parliament and the European Council in order to communicate ideas; while Jean Monnet Academics should not target just university students, and on the most common domains (i.e. languages, political science, history etc.) but they should reach also to: schools, enterprises, civil servants etc.

3.3.3. Will Jean Monnet students become European ambassadors?

It was confirmed that students could become European ambassadors, but they should be involved much more actively in Jean Monnet Activities. In addition, Jean Monnet Activities themselves should reach out to primary and secondary school, involving the families of this young generation.

3.3.4 Impact feedback participants and voting

After the discussion and the elaboration of numerous recommendations the participants were asked to express their preferences by voting their favourite proposals.

On the first question: How can Jean Monnet foster democratic values? The most voted proposals were two: Identify what topics related to EU are missing in school curricula help filling the gaps and create a Jean Monnet Student Network.

On the second question: How can these be transmitted to a more diverse audience? Two proposals received most votes: promote digital innovation, especially social media and MOOCs as useful tools to raise awareness on the importance of European Values; and Foster debate on current European issues with societal impact.

On the third question: Will Jean Monnet students become European ambassadors? The most voted proposals were two: use Students as "Values Ambassadors", empowering students, having their own opinion on the European history, policy etc. to be "Values Ambassadors" for various audiences; and involve Students attending EU courses and Jean Monnet Modules in research and dissemination outside the academic world.

3.4 Community

It was stressed that more can be done to strengthen the Jean Monnet Community and raise its profile vis-à-vis policy makers, civil society organisations, students, and the general public. This could begin by creating a network of Jean Monnet ambassadors composed of former beneficiaries and students that could communicate the achievements of Jean Monnet Activities and play a role in promoting the values that Jean Monnet represents. Moreover, the political interest of the European Commission towards the Jean Monnet Community should be rekindled, through more opportunities to build contacts between professors and European Commission officials, as well as the production of policy papers and reflections on solutions to challenges that the EU may be facing.

3.4.1. How can we reinforce the Jean Monnet community?

From the discussion it came up that the Jean Monnet Community can be reinforced through two actions: a collective and formal recognition awarded by the European Commission and the European Parliament to the Jean Monnet community members that would enable the latter to "disturb", etc. and by creating National chapters and organising meetings and events. Moreover, to improve the dissemination of Jean Monnet activities by the universities themselves, the participants suggested to facilitate the administrative tasks the Professors have to perform, for instance including tips on how to create a website (to ensure consistence and to be recognizable, there could be a fixed template).

3.4.2. Could the Commission make better use of the community?

The participants confirmed that Jean Monnet Community can be seen as a lobby for the spread of European values. The European Commission should strengthen the Community in each country, in order for Jean Monnet Academics to be recognized as experts on European values.

3.4.3. Should the community take a more proactive role?

It was suggested that the Community should take a proactive role not only teaching but being active in the (re)construction of the EU.

3.4.4 Community feedback participants and voting

After the discussion and the elaboration of numerous recommendations the participants were asked to express their preferences by voting their favourite proposals.

On the first question: *How can we reinforce the Jean Monnet community?* The most voted proposals were three: the creation of National Chapters where Jean Monnet Academics can meet and exchange best practices; Badging and Branding Jean Monnet Community in order to become better known to the wider public; and, enable the mobility of Jean Monnet Chairs from one University to another.

On the second question: *Could the Commission make better use of the community?* The most voted proposals were three: giving official recognition to the Jean Monnet community with a license to disturb and to have a direct impact; Use the community's consultative capacity and present the community as a community of experts: and, Increase Jean Monnet visibility and dynamism also at national level.

On the third question: *Should the community take a more proactive role?* The proposals made, were just two and did not receive any votes: Create a Jean Monnet Lobby to let Jean Monnet Academics propose their own strategy and open a discussion among the Jean Monnet community, the European Commission and the European Parliament.

4. Thoughts for the future

Numerous proposals and various reflections were made during the World Café questions and the Open Space debate on how Jean Monnet Activities contribute and address the topic of 'A Union of shared values – the role of education and civil society'. The following items reflect the main thoughts discussed and evocated:

- Jean Monnet Activities as a 'niche' for European values

This action having most the European Values at the centre of its mission enables debates and acts in the role of facilitator and becomes particularly important where strong anti-European sentiments are emerging and where societies are confronted with challenging situations.

- Jean Monnet Academics could be more used by EU-Institutions

Jean Monnet Academics specialised in different policy fields could be at the disposal of the European Union legislative and consultative bodies, notably the European Commission, the European Parliament and the Committee of the Regions. They could give a 'sense of direction' to the European Commission and act as 'knowledge 'providers at political level, perceived as 'Ambassadors' for Jean Monnet Activities.

- Jean Monnet activities could reach out to broader audience

Jean Monnet academics could increase the dissemination of their knowledge and the outcomes of their projects outside the community by strengthening the relationship with the media (TV, Radios, newspapers) at local and regional level in order to have an impact on the public opinion.

Jean Monnet activities could support trainings for teachers and journalists as potential multipliers and foster stronger links between industry and the academic community.

Concrete examples: the creation of a "Back to School" Initiative, by asking Jean Monnet Academics and their students to go back to their secondary school and speak about European values and their work; and the Pile up of projects dealing with similar topics. Within Jean Monnet activities with very similar content networks between-them (Universities/organizations) could be established.

- Jean Monnet activities could include more alternative sources of communication

For younger audiences, communicating via alternative sources (such as social media, art or music) has been proven to be very effective and should be encouraged.

Concrete examples: the creation of an "EU APP" with answers to the questions most often mentioned by EU-sceptics, in order to debunk prejudices; the creation of an online WIKI, an online manual giving examples of Jean Monnet projects spreading different European Values.

- Jean Monnet community more active in networking

The Jean Monnet community could become a more active contributor to the Jean Monnet community through greater promotion of national meetings and networking activities and exploit new technologies and methodologies to do so.

Concrete examples: the creation of National Chapters where Jean Monnet Academics could meet and exchange best practices; badging and branding Jean Monnet Community in order to become better known to the wider public; giving official recognition to the Jean Monnet community with a

license to disturb and to have a direct impact; using the community's consultative capacity and present the community as a community of experts; creating a Jean Monnet Student Network, where there could be impact of fundamental values between Professor, Students and the Civil Society at personal and individual level (starting at primary school level).

- Jean Monnet mobility of Academics and Students

The mobility of academics and students between different Jean Monnet chairs should be encouraged. Concrete examples: the creation of Chair-to-Chair projects, in order to increase intra Jean Monnet mobility. The Commission should enable the mobility of Jean Monnet Chairs from one University to another.

- Jean Monnet an element of – cultural - integration

The action could become one side an important tool in the refugee crises, by providing civic education supporting refugees to better understanding EU and on the other, a tool of information for certain professions and sectors (journalists, teachers, NGOs' etc.) facing different – cultural – realities and promoting 'European citizenship and integration.

- Jean Monnet – develop material on European values for schools and broader public

Within Jean Monnet activities, the development of material on European values for schools and civil society should be encouraged.

Concrete examples: the creation of a common knowledge database/ website, in order to have consensus in knowledge, to use for broader public and education in schools; identify what is missing in school curricula: Jean Monnet activities should identify what is missing in school curricula (topics related to EU), draw attention on them and help filling the gaps. Renew the discourse on European Values: lesson from the past and current concrete meaning of values.

- Jean Monnet basic lessons on EU subjects

By offering two basic lessons on European issues in all training courses funded by structural funds, the interest and knowledge could be improved.

- Jean Monnet Activities – Introduction of new narrative jargon

A new narrative jargon, moving away from the 'eurocratic' one could reach and attract a wider audience.

- Jean Monnet Activities build up synergies with the labour market and National Agencies

Jean Monnet Activities could establish a closer link towards the labour market/ business and the National Agencies in each country in order to spread information and exchange of good practices. Concrete examples: the creation of a partnership between a university and public/private

organizations/associations, where the university organizes conferences/seminars stressing the theories of European Integration, while the organizations/associations gathers citizens for direct participation. This could be done by linking together "Jean Monnet Projects" on the one hand and "Civil society projects" in the framework of "Democratic engagement and civic participation" on the other hand.

Another example could be eTwinning, encouraging teachers to use it, in order to promote further collaboration between schools from different EU countries and to develop projects together. This could push students from all around Europe to discuss EU topics.

- Jean Monnet title – a symbol of prestige and public recognition

The Jean Monnet title for Academics should be strengthened and the visibility increased outside academia. It is a symbol of prestige and public recognition.

5. Concrete Ideas and Suggestions brought forward

During the event the following ideas and suggestions, related to the main topics, were raised and voted by the participants.

Policy

1. How can European Studies better support Commission Policy?

- Create common knowledge. Create consensus in knowledge, to use for broader public and education in schools. A common knowledge database/ website should be created. (Total: 6 Votes)
- Use Jean Monnet knowledge in designing policies (Total: 3 Votes)
- European Studies information is complementary to EU communication. It discusses pros and cons. (Total: 5 Votes)
- Target the audience. European studies should target the audience, linking students from various levels of education, but also horizontally from different sectors/ areas. This will enhance active involvement of students. (Total: 1 Vote)
- Commission Representations as mediators in between JEAN MONNET and Commission policy. (0 votes)
- There should be an overlap between Commission priorities (JEAN MONNET/ Erasmus+) and own objectives and priorities. (0 votes)
- Consensus on higher education policy. The Commission should first achieve a preliminary consensus on what higher education policy should be about. (0 votes)

- Support the process and not the outcome. Involve JEAN MONNET stakeholders in ERASMUS + Regulation; facilitate protest against JEAN MONNET Chairs that run against Art. 2. (0 votes)

2. Quantity (numbers of participants) vs. Quality (content)

- Improve EU knowledge. Have 2 basic lessons on EU in all training courses funded by structural funds. (Total: 3 Votes)
- Flexible use of content. If the current situation changes, beneficiaries should be able to work on other topics than the ones foreseen in the project application. (Total: 1 Vote)
- The quality of participants is important. (0 votes)
- Focus on the content and not on the quality and number of participants. (0 votes)

3. Which activities could reach a wider audience?

- Bring back a specific "Learning EU at School" Call (Total: 5 Votes)
- "Back to School" Initiative. Ask Jean Monnet Academics and their students to go back to their secondary school and speak about European values and their work. (Total: 3 Votes)
- Media. The use of media combines "easy access"/"low threshold" message with access to background information, together with further readings. (Total: 3 Votes)
- SMEs. Establish a contact between SMEs and Jean Monnet communities, also through the help of the Chambers of Commerce. (Total: 2 Votes)
- "European Awareness Day". Exploit its format in the EU communication campaigns. (Total: 2 Votes)
- Use Jean Monnet Community as "Europe Team of Experts" for Commission Representatives and Media. (Total: 2 Votes)
- Local Communities. Be in touch with organised interests in the local communities. (Total: 2 Votes)
- Involvement of relevant civil society. Jean Monnet projects and networks should have a requirement or should be given extra points for involvement of relevant civil society NGO's or there should be the possibility to do joint projects between Jean Monnet and "Europe for citizens" programme. (0 votes)

- Cross-fertilisation. The cross fertilisation of different disciplines, from politics to the arts, could reach the civil society, SME's administration civil servants, and they could exchange ideas on Jean Monnet portal: Jean Monnet own website. (0 votes)

Activities

1. Which activities would create synergies with other programmes?

- Link Jean Monnet with "Europe for citizens" programme. In order to create a higher impact Jean Monnet Activities could be linked with "Europe for citizens" programme. Since Europe for citizens does not deal with academic programs, but it has a direct impact on the civil society, while Jean Monnet activities deal more with academic programs, and has a higher impact on students, we could create a programme which links the two.
- The two activities that could be easily linked are: "Jean Monnet Projects" on the one hand and "Civil society projects" in the framework of "Democratic engagement and civic participation" on the other hand. A partnership between a university and public/private organizations/associations could be established: where the university organizes conferences/seminars stressing the theories of European Integration, while the organizations/associations gathers citizens for direct participation. (Total: 4 Votes)
- eTwinning. Encouraging teachers to use eTwinning, in order to promote further collaboration between schools from different EU countries and to develop projects together. This will push students from all around Europe to discuss EU topics (Total: 4 Votes)
- Pile up projects dealing with similar topics. When we receive Jean Monnet activities with very similar content we could contact the Universities/organizations in order to create a network. (Total: 4 Votes)
- National Events. Organising national events on European topics involving several programmes, for ex.: How can Erasmus+ better contribute to the European idea? (Total: 2 Votes)
- Link Jean Monnet projects with other Erasmus+ projects. Bring different projects and organisations in contact by enlarging mobility. Stimulate concrete exchange and cooperation between projects, workshops Total: 1 Vote)
- Creating centralised application platform system. (0 votes)
- Link with activities involving Human Rights. (0 votes)

2. Which activities would counter EU-scepticism or integrate migrants?

- EU APP. Create an "EU APP" with answers to the questions most often mentioned by EU-sceptics, in order to debunk prejudices. (Total: 9 Votes)
- Inter-cultural approach in curricula. Review practice to ensure curriculum, pedagogy & assessment has an inter-cultural orientation. This will enable migrants living in EU to familiarize easier with EU values (Total: 4 Votes)
- Inter-cultural events. Bring immigrants and locals (or ERASMUS students) in contact with each other by organising events to discuss EU topics, including both parties but also teaching students where immigrants come from and why they left. This will show locals the struggles immigrants face. (Total: 2 Votes)
- Interculturalism as a subject. Insert interculturalism as a topic of teaching, in order to make it easier for migrants to integrate (Total: 2 Votes)
- Debate on EU-scepticism. Open up debates, as "safe contact zones", between EU-sceptics and pro-Europeans to let people share their arguments in a respected way. The debate will teach how important the EU is. (Total: 1 Vote)
- Syrian War virtual reality. Create a virtual reality "Syrian Civil War" in order to foster empathy for refugees (Total: 1 Vote)
- Documentaries and exhibitions on EU topics and on good examples of integration of immigrants in EU societies. (0 votes)
- MOOCs. Creation of free online courses that cover topics of European integration and integration of refugees (0 votes)

3. Could activities make better use of new tools and technologies?

- Online WIKI. An online manual giving examples of Jean Monnet projects spreading different European Values (Total: 4 Votes)
- Use of new tools and technology: new tools should be more user friendly and contribute to the content of the activities, supporting their spread Total: 3 Votes)
- Chatbox "Miss Europe". Create a chat to answer questions about all funding opportunities from EU institutions (0 votes)
- Instagram contest/photo contest. Competition targeting different age groups, provoking/ pushing them to think about European Values from different perspectives. (0 votes)

- Social Media. Use more social media in order to increase the visibility of the projects to the wider public and the "non" academic world. Other useful tools could be: webinars, competitions, platforms, life blogs or videos. (0 votes)

Impact

1. How can Jean Monnet foster democratic values?

- Identify what is missing in school curricula. Jean Monnet activities should identify what is missing in school curricula (topics related to EU), draw attention on them and help filling the gaps. Renew the discourse on European Values: lesson from the past and current concrete meaning of values (Total: 9 Votes)
- Jean Monnet Student Network. Create a Jean Monnet Student Network, where there could be impact of fundamental values between Professor, Students and the Civil Society at personal and individual level (starting at primary school level. (Total: 6 Votes)
- Long-term sustainability. Need to ensure long-term sustainability of results of Jean Monnet projects. (Total: 2 Votes)
- Jean Monnet Chairs mobility. The impact of the Jean Monnet Chairs can be reinforced by more collaborative work and exchange in the community of Jean Monnet Chairs. (Total: 2 Votes)
- Create a Jean Monnet Activity having the impact already in mind. Thinking about the impact from the beginning of the projects in order to make them sustainable (0 votes)
- Give more resources (0 votes)

2. How can these be transmitted to a more diverse audience?

- Use digital innovation. Using digital innovation, especially social media and MOOCs as useful tools to raise awareness on the importance (and concrete results) of European Values to a wider society. (Total: 4 Votes)
- Foster debate. Fostering debate on current European issues with societal impact, this will create a well-informed society with critical mind-set. (Total: 2 Votes)
- Especially designed activities for target groups outside the project (Total: 1 Vote)

3. Will Jean Monnet students become European ambassadors?

- Students as "Values Ambassadors". Universities should empower students, having their own opinion on the European history, policy etc. to be "Values Ambassadors" for various audiences (schools, NGOs, Civil Society) (Total: 12 Votes)
- Dissemination through Jean Monnet students. Students attending EU courses and Jean Monnet Modules should be involved in activities in research and dissemination outside the academic world. (Total: 3 Votes)

Community

1. How can we reinforce the Jean Monnet community?

- National Chapters. Create National Chapters where Jean Monnet Academics can meet and exchange best practices. (Total: 4 Votes)
- Jean Monnet Toolkit. Badging and Branding Jean Monnet Community in order to become better known to the wider public (Total: 5 Votes)
- Chair-to-Chair projects/ To increase intra Jean Monnet mobility. The Commission should enable the mobility of Jean Monnet Chairs from one University to another. (Total: 3 Votes)
- Common web template. The Commission should provide common web templates in order to enable integration, to alleviate administrative burden and improve internal/ external visibility. (Total: 2 Votes)
- Jean Monnet project patron. The European Commission should create an intermediary between EACEA & individual project manager (Total: 1 Vote)
- Social Media. A better use of Social Media (Total: 1 Vote)

2. Could the Commission make better use of the community?

- Official recognition. The Commission should officially recognize the Jean Monnet community with a license to disturb and to have a direct impact (Total: 10 Votes)
- Community of experts. Use the community's consultative capacity and present the community as a community of experts (Total: 5 Votes)
- Increase Jean Monnet visibility and dynamism. The Commission should increase Jean Monnet community visibility as well as its dynamism, also at national level. (Total: 3 Votes)
- Make use of the Jean Monnet community against anti-European threats

3. Should the community take a more proactive role?

- Jean Monnet Lobby group. Create a Jean Monnet Lobby to let Jean Monnet Academics propose their own strategy. (0 votes)
- Open discussion among Jean Monnet community, the European Commission and the European Parliament (0 votes)

ANNEX 1 – Feedback Survey Result Cluster Jean Monnet Cluster Meeting

At the conclusion of the Jean Monnet Cluster meeting, an online survey was submitted to all the participants in order to provide feedback and assess the participants' satisfaction with the format of the event and the event as a whole.

The survey was conceived by Unit EACEA R.1 which also provided detailed statistics and feedback.

1. Survey Feedback - General overview

45% of participants responded to the survey. The feedback was very positive: 85% of survey respondents considered the event to be useful (14%) or very useful (71%), while 100% of participants stated that the format of the meeting fulfilled (86%) or partially fulfilled (14%) their expectations.

Logistics, the practical organisation and the pre-conference information were also rated very positively. While the content and structure of the day also scored well, some respondents suggested possible improvements in this area.

100% of survey respondents appreciated the themes and formats of the different sessions, indicating that they fulfilled (86%) or partially fulfilled (14%) their expectations.

Of note that 86% of survey respondents indicated that the support they received from EACEA staff fulfilled expectations.

29% of survey respondents attended the Cluster meeting to learn more about the topics covered, 29% attended to network, while another 38% provided other reasons, such as providing ideas on the improvement of the programme and to share experiences.

2. Survey Feedback – On-site Participation

The Erasmus+ Jean Monnet Cluster meeting was attended by a total of 52 participants (35 excluding staff), 17 were EACEA staff, of which 5 were part of the hosting team.

A survey to assess the satisfaction of event participants was carried out between 18th and 25th April 2016 using the platform EUSurvey.

A total of 21 participants responded to the survey, 45% of the participants present at the event. As stated before, the majority of the respondents (combined 85%) considered the event to be very useful or useful; and the same for the information provided before the event (combined 76%).

It can be said that the choice of topics has been very successful since 86% of respondents indicated that the themes of the different sessions fulfilled their expectations.

The keynote speech was also appreciated by the majority of the respondents, but they were less enthusiastic and some commented that there was no link between the keynote speech and the event as a whole.

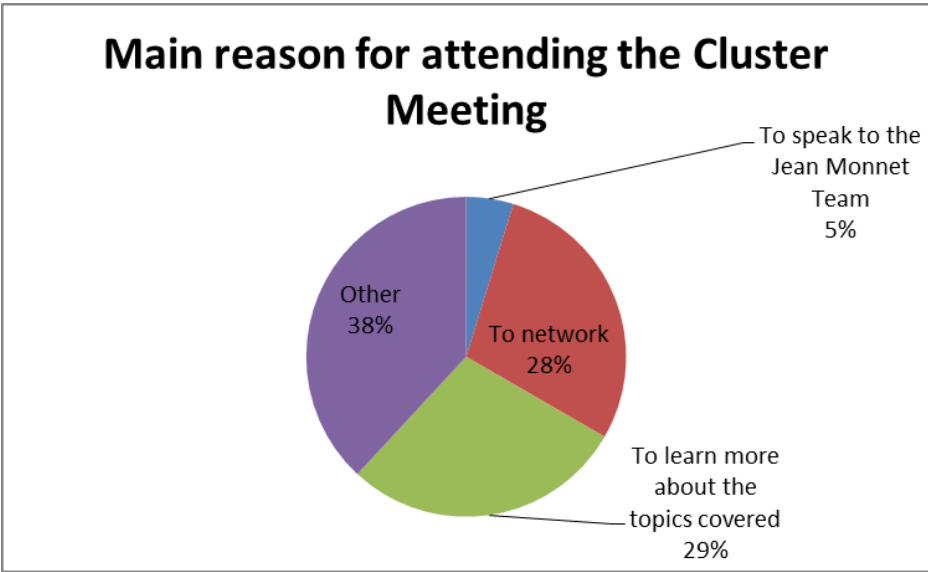
Concerning the World Café session, most of the respondents indicated that all the three questions fulfilled their expectations.

The Open Space session let the respondents slightly less enthusiastic than the World Café, although it can be said that all the topics chosen fulfilled the expectations of the majority of respondents.

The vast majority of survey respondents (86%) indicated that the format of the meeting fulfilled the expectations. And even a wider majority (90%) was very satisfied with the practical organisation of the event. Survey respondents praised the logistics, the practical organisation and the meeting rooms (95%).

The EACEA staff was also praised by the majority of the survey respondents (86%) which indicated that the support from Agency staff fulfilled their expectations.

Finally, the survey respondents indicated the main reasons for attending the Cluster Meeting, which were pretty varied as it can be seen by the graph below.



3. Survey Feedback - Suggestions for Future Events

The participants with their feedback raised several issues which deserve further consideration in future events.

Some participants felt they should have been given the three World Café questions up front to be able to better structure their discussion. The element of surprise (rather than of prepared discussion) is meant to stimulate open and free discussion which will bring about new and innovative ideas. It is however suggested that in future events, the link between the brainstorming session (world café) and the thematically oriented discussion (open space) is made more evident.

Some participants felt that the Open Space could have been more structured, in fact an open space relies on the concept of 'self-organisation' by the participants. It is possible that participants were not used to this type of format and therefore need some time to adapt. In the future the hosting team could provide more support to participants who find it more difficult to enter in the open discussion and guide them with supporting and/or probing questions. To encourage a better discussion, several questions could be included in each Open Space session and a specific room layout should be used for each session, to avoid the sense of overlap between the morning and the afternoon sessions.

Some participants did not clearly identify the link between the keynote speech and the participatory collaboration event. For future events, the keynote speaker should be more informed about the topics to be covered in the collaborative part to ensure a link between the two.

4. Survey statistics

1. How useful did you find the pre-meeting information?

		Answers	Ratio
Not useful		1	4.76 %
Quite useful		3	14.29 %
Useful		5	23.81 %
Very useful		11	52.38 %
No opinion		1	4.76 %
No Answer		0	0 %

2. Keynote Speech

		Answers	Ratio
Did not fulfil my expectations		3	14.29 %
Partially fulfilled		4	19.05 %
Fulfilled		12	57.14 %
No opinion / Did not attend		2	9.52 %
No Answer		0	0 %

3.1. World Café - Question 1: Why is Jean Monnet important in supporting European Values?

		Answers	Ratio
Did not fulfil my expectations		1	4.76 %
Partially fulfilled		3	14.29 %
Fulfilled		16	76.19 %
No opinion / Did not attend		1	4.76 %
No Answer		0	0 %

3.2. World Café - Question 2: How could you make Jean Monnet better known outside the academic world?

		Answers	Ratio
Did not fulfil my expectations		1	4.76 %
Partially fulfilled		3	14.29 %
Fulfilled		16	76.19 %
No opinion / Did not attend		1	4.76 %
No Answer		0	0 %

3.3. World Café - question 3: What concrete contributions could the Jean Monnet Community make?

		Answers	Ratio
Did not fulfil my expectations		1	4.76 %
Partially fulfilled		3	14.29 %
Fulfilled		15	71.43 %
No opinion / Did not attend		2	9.52 %
No Answer		0	0 %

4.1. Open Space: Topic 1 Policy

		Answers	Ratio
Did not fulfil my expectations		1	4.76 %
Partially fulfilled		3	14.29 %
Fulfilled		12	57.14 %
No opinion / Did not attend		5	23.81 %
No Answer		0	0 %

4.2 Open Space: Topic 2 Activities

		Answers	Ratio
Did not fulfil my expectations		2	9.52 %
Partially fulfilled		4	19.05 %
Fulfilled		9	42.86 %
No opinion / Did not attend		6	28.57 %
No Answer		0	0 %

4.3 Open Space: Topic 3 Impact

		Answers	Ratio
Did not fulfil my expectations		3	14.29 %
Partially fulfilled		3	14.29 %
Fulfilled		8	38.1 %
No opinion / Did not attend		7	33.33 %
No Answer		0	0 %

4.4 Open Space: Topic 4 Community

		Answers	Ratio
Did not fulfil my expectations		1	4.76 %
Partially fulfilled		2	9.52 %
Fulfilled		12	57.14 %
No opinion / Did not attend		6	28.57 %
No Answer		0	0 %

4.5 Open Space: other topic

		Answers	Ratio
Did not fulfil my expectations		1	4.76 %
Partially fulfilled		1	4.76 %
Fulfilled		11	52.38 %
No opinion / Did not attend		8	38.1 %
No Answer		0	0 %

5. Practical organization

		Answers	Ratio
Did not fulfil my expectations		0	0 %
Partially fulfilled		1	4.76 %
Fulfilled		19	90.48 %
No opinion / Not relevant		1	4.76 %
No Answer		0	0 %

6. Themes of the different sessions

		Answers	Ratio
Did not fulfil my expectations		0	0 %
Partially fulfilled		3	14.29 %
Fulfilled		18	85.71 %
No opinion / Not relevant		0	0 %
No Answer		0	0 %

7. Format of the meeting

		Answers	Ratio
Did not fulfil my expectations		0	0 %
Partially fulfilled		3	14.29 %
Fulfilled		18	85.71 %
No opinion / Not relevant		0	0 %
No Answer		0	0 %

8. Meeting rooms

		Answers	Ratio
Did not fulfil my expectations		1	4.76 %
Partially fulfilled		0	0 %
Fulfilled		20	95.24 %
No opinion / Not relevant		0	0 %
No Answer		0	0 %

9. Support from EACEA staff

		Answers	Ratio
Did not fulfil my expectations		0	0 %
Partially fulfilled		2	9.52 %
Fulfilled		18	85.71 %
No opinion / Not relevant		1	4.76 %
No Answer		0	0 %

10. What was your main reason for attending the Cluster Meeting?

		Answers	Ratio
To speak to the Jean Monnet Team		1	4.76 %
To network		6	28.57 %
To learn more about the topics covered		6	28.57 %
Other, please state:		8	38.1 %
No		0	0 %

11. Overall, how useful did you find the Cluster Meeting?

		Answers	Ratio
Not useful		0	0 %
Quite useful		3	14.29 %
Useful		4	19.05 %
Very useful		13	61.9 %
No opinion		1	4.76 %
No		0	0 %

12. What is your overall rating of the event?

		Answers	Ratio
Not useful		0	0 %
Quite useful		2	9.52 %
Useful		3	14.29 %
Very useful		15	71.43 %
No opinion		1	4.76 %
No		0	0 %

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Education, Audiovisual & Culture Executive Agency

Jean MONNET Activities

Write to us:

Avenue du Bourget, 1 (BOU2 03/107)
1049 Brussels
Belgium

Fax: +(32 2) 292 1326

Website:

http://eacea.ec.europa.eu/erasmus-plus/actions/jean-monnet_en

e-mail:

EACEA-AJM@ec.europa.eu