

SALTO-YOUTH
TRAINING AND COOPERATION
RESOURCE CENTRE



Education and Culture



Network Training Course on European Citizenship

**Prague, Czech Republic
21 – 28 March 2010**

Report

Course implemented by the Salto Trainers Pool

**Elena Kasko
Erzsébet Kovács
Nuno de Silva**

*Course hosted by the Czech National Agency
of the Youth in Action Programme*

**Team evaluation and report
of the training course on European citizenship**
Czech Republic, 2010

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1. General information:

Dates of the course

21 – 28 March 2010

Trainers:

Contact with hosting NA:

Erzsébet Kovács

YouthPass and follow-up:

Nuno de Silva

Report:

Elena Kasko

Number of Participants (+ represented countries)

21 participants from:

Armenia
Azerbaijan
Belgium
Bosnia Herzegovina
Czech Republic
Finland
Georgia
Kosovo
Romania
Spain
Serbia
Turkey
United Kingdom

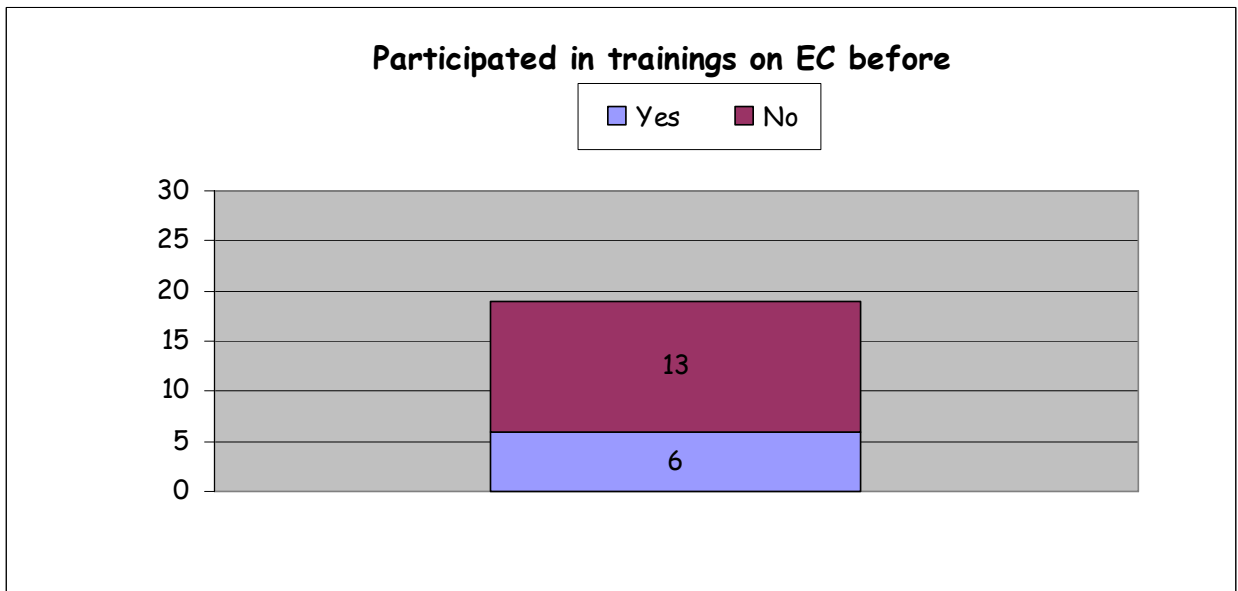
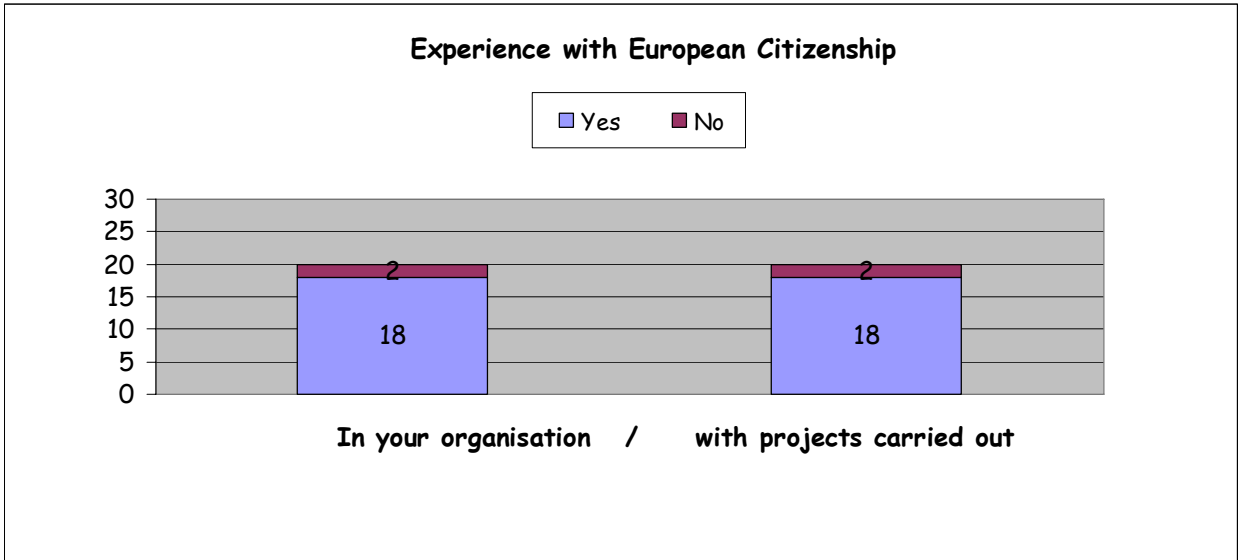
Organisers (NA)

Ceska narodni agentura Mladez
Narodni institut deti a mladeze MSMT, Czech Republic

Venue:

Prague, Czech Republic

2. Indications about Participants



The main objectives of this chapter are: to summarise the group's learning process; to reflect on the participants' experience (e.g. balance of "beginners" and advanced participants); to identify communication problems; to measure the adequacy between the intended profile of participants and those who actually attended the course; to assess the preparation of participants, etc.

The participants' selection was in line with the criteria set. The group composition contributed greatly to the success of the course. The variety of the participants, which represented different professional backgrounds (NGO, youth workers, teachers), origins (ex. African minority living in Europe; non-EU participants) and experiences, ensured richness of the education process of the course.

The level of experiences among the participants was quite diverse. However, that did not have any negative consequence for the course. The participants were patient to those differences and showed a high level of support and understanding to each other. The level of interest in the topic of the course as well as the motivation to further work with the topic of the EC was high.

It should be admitted that participants were well prepared to the course, and the majority had at least a basic acquaintance with the INFO pack.

No major communication problems have accrued during the preparation in the groups. Even though, there were some participants facing linguistic problems, that did not hamper their understanding, neither did it limit their involvement, because other participants speaking the same language were willing to help and the group in general was open to different ways of communication. One late comer was well integrated to the group.

9 participants have cancelled their participation at the very last moment. Czech National Agency staff was effective to invite applicants from the waiting list.

3. Summary of comments made by participants in the questionnaires:

Given that the analysis tool of the pre-course and post-course questionnaires provides only numerical and statistical data, this part tries to summarise the comments and remarks made by participants in the questionnaires. General comments, remarks and suggestions should be listed below.

3.1. Pre Questionnaire

In this part you should provide a summary of the comments to these parts of the questionnaire: *Projects/activities to be carried out by your sending organisation in relation to European Citizenship? Motivation: Why do you want to take action on European Citizenship? What competencies do you hope to gain during this training course?*

If there are other extremely relevant comments in other parts of the questionnaire, please include them as well

The Pre-Questionnaires show that the absolute majority of sending organizations has an intention to implement projects on the topic of European citizenship (type of planned projects varied from youth exchanges, exhibition, workshops, round tables, production of printing materials to training course, peer education activities and campaigns), but have not yet done that due to the lack of knowledge or clear vision on how can the issue be translated into the practical work, or have already carried out projects and activities in relation to EC. Many have or plan to use Youth in Action program for that purposes.

The participants stated their personal interest and motivation as well as the intention of their sending organisation to work with the topic of European Citizenship in the future. The main reasons for doing so are the following:

- To raise the knowledge about European Citizenship within my organisation and to be able to multiply it
- Being from a non-EU country we need to participate in such trainings and understand the concept of European citizenship and the possible activities related to it
- I feel connected with the European way of working and thinking
- Efficient promotion of Serbian path to the European union
- I strongly believe EC offers the opportunity for people to gain fulfilment on many levels, including for example social, work, culture, democracy
- I would like to be able to empower young people to engage with the rights and responsibilities and offer a new perspective on many local issues
- Most young people in the UK feel very disconnected from Europe, know very little about their international neighbours and do not travel widely in Europe. I would like to understand why this is and to encourage people to engage with Europe on a theoretical and practical level
- I want to get the European dimension to my daily work
- As a trainer of EVS trainings – I would like to be able to integrate this topic into the trainings more.

All the competences, information and knowledge to be gained during the course stated by the participants in the Pre-Questionnaire can be grouped as follows:

- Knowledge on the concept of European Citizenship (what does it mean, why it is important, which characteristics does it include, to engage yourself into the debate on EC and Europe, to get to know EC terminology, etc.)
- Skills improvement (ex. how to express myself in English, how to be critically thinking, presentation skills,)
- Intercultural awareness raising (to learn more about different cultures, to work in multicultural surrounding,)
- Information on Youth in Action Program and other European youth programs
- Social contacts (meeting new people, new partners for my NGO, Networking)
- Competence of initiative and entrepreneurship (how to translate knowledge on EC into practical work)
- Learning to learn (ex. to become aware of my own learning, to plan my learning)

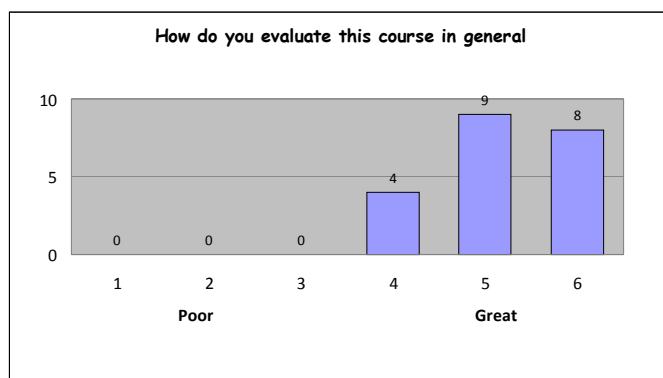
Due to the recent wide dissemination of competence development approach, quite many participants are aware of the difference between learning and training needs. Most commonly shared training needs within the above mentioned competences:

- Proper/better/deeper understanding of European citizenship
- How to promote EC? How to engage youth? (To share experiences, ideas & working methods)
- To improve English as a working language
- To find partners for future co-operation
- To be (more) familiar with the Youth in Action Program

3.2. Post Questionnaire

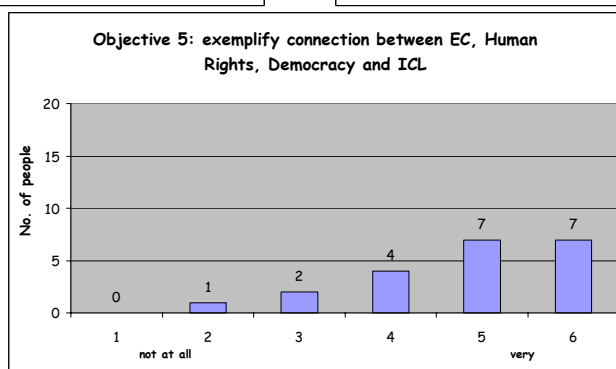
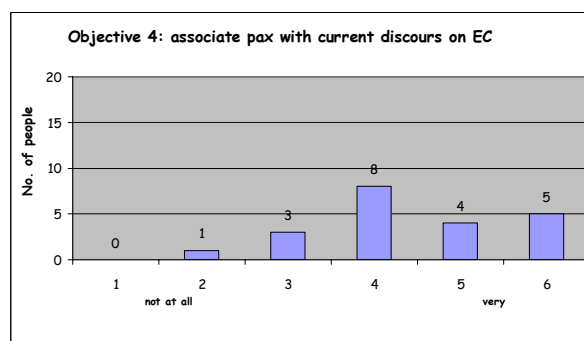
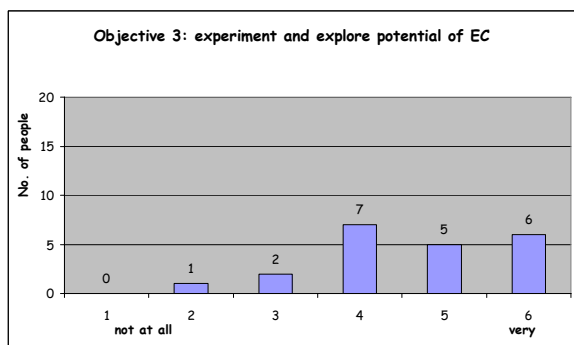
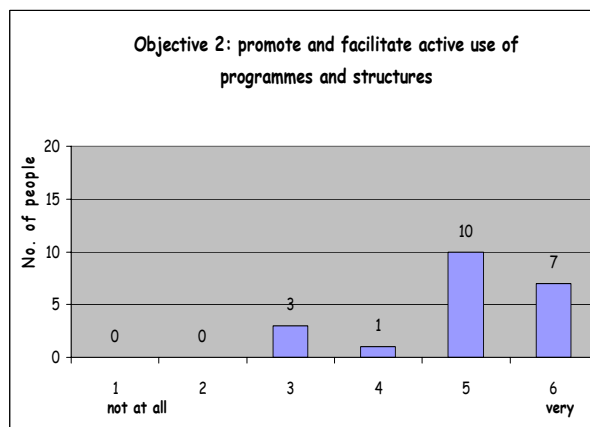
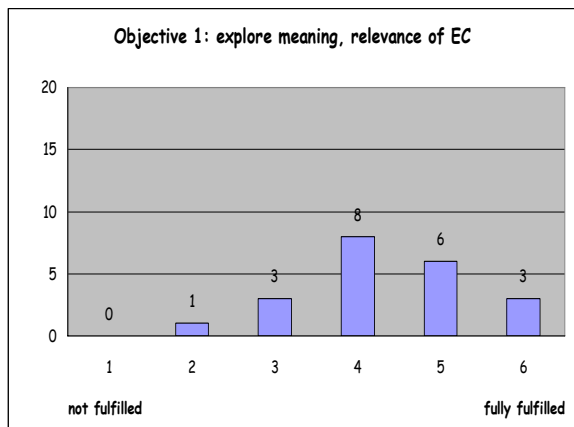
In this part you should provide a summary of the comments to these parts of the questionnaire:
Evaluation of the training course: What should be kept for the future? What should be changed?
To which extent do you feel that the objectives of this course have been fulfilled?
How able and confident are you to promote European Citizenship?
What competencies did you gain or improve during this training course?
Do you intend to use the Youth in Action programme in the future? (which actions?)
How will you and your organisation follow-up your participation in this course?

If there are other extremely relevant comments in other parts of the questionnaire, please include them as well



The course was generally evaluated positively by the participants, which scored it from "4" to "6" as see at the graph above. Participants have expressed appreciation of every program element and stated nothing that should be eliminated from the program. Most highly appreciated program elements, which according to participants should be kept were: simulation game, the variety of methods, the balance of theoretical and practical thinking, trainers` way to work together, team spirit, time for discovering the city, daily planning of learning objectives, the technique of "learning" garden, variety of people and methods, teamwork, friendly and supportive approach, activities on identity, "fish bowl" debate on European citizenship.

The participants expressed in their post-questionnaire that some room of improvement could be made: European evening was too long, the format of learning objectives and evaluation, more team-building, the Agora case study(a project presented by a Czech NGO) should not be so specific, on some political issues trainers should interrupt (ex. Turkey-Armenia relations), it was too much verbal, a session for exchanging "best practices" on EC, non-formal education session, more energizers and more informal time spent with participants, more concrete explanations, more physical movement, part of the "sitting" activities can be done in a more active way, the pace of the course is too intense.



According to the participants evaluation the objectives of the course were achieved to quite a high extend. Out of 5 objectives the 3 most highly evaluated were:

- Objective 2: To promote and facilitate active use of programs and structures

Comments: - I know now how to apply for a project and where we can get funds for our projects
 - Parallel informative sessions on funding structures frustrate participants who wanted to go to all. More time is needed
 - The best part
 - I need to read some articles about EC

- The form to learn about the programs relevant to individuals was good, though needed more time
- Maybe it was not fulfilled as they were not my need
- There is still so many things I need to find out from the manual or my NA
- Ideas was great but time was very short

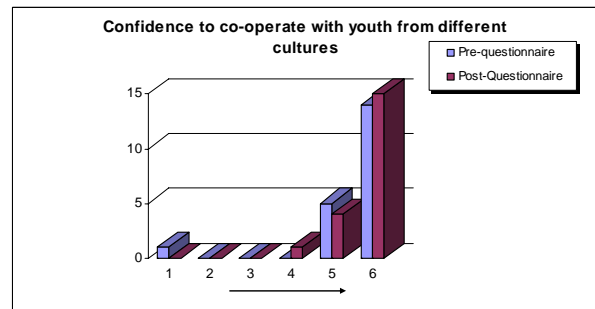
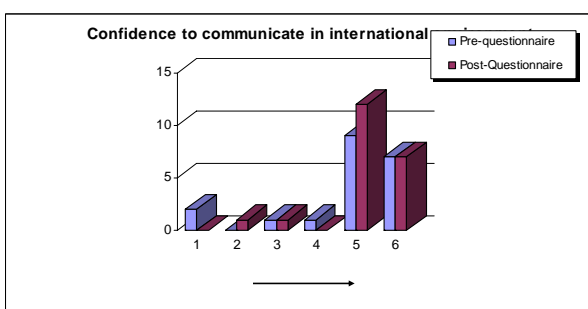
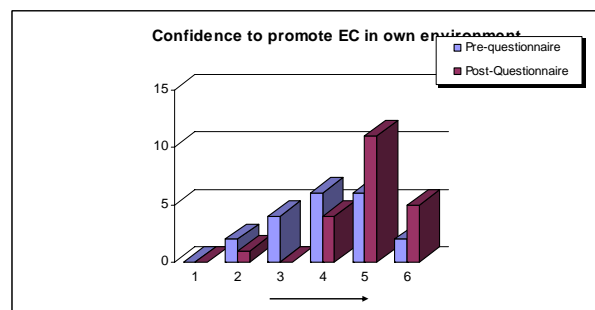
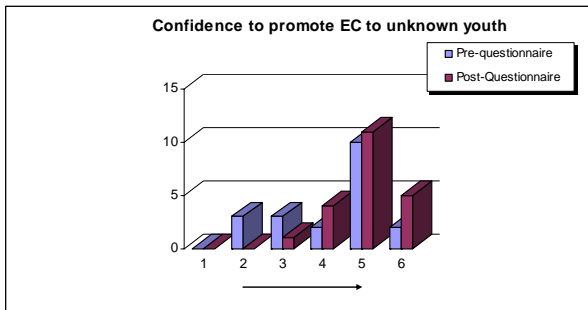
➤ Objective 3: To experience and explore potential of EC

- Comments: - It was the most important aspect for me
- Just by participating in our communities we can make democratic changes in our countries
 - Can be hard for Turkish society
 - I think there could have been more links made between EC and democratic institutions and process

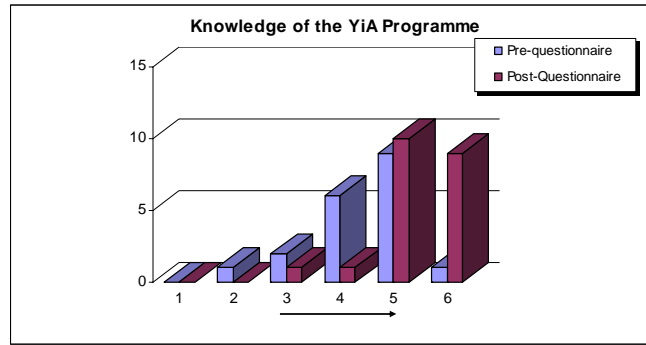
➤ Objective 5: To exemplify connections between EC, HR, democracy and ICL

- Comments: - Perfect and clear!
- More concrete examples of activities
 - This was the most interesting part of the seminar
 - This could have been introduced earlier in the theoretical discussion of EC
 - Because I do not understand ECI cannot connect these things together. Also, we did not really discuss human rights or democracy

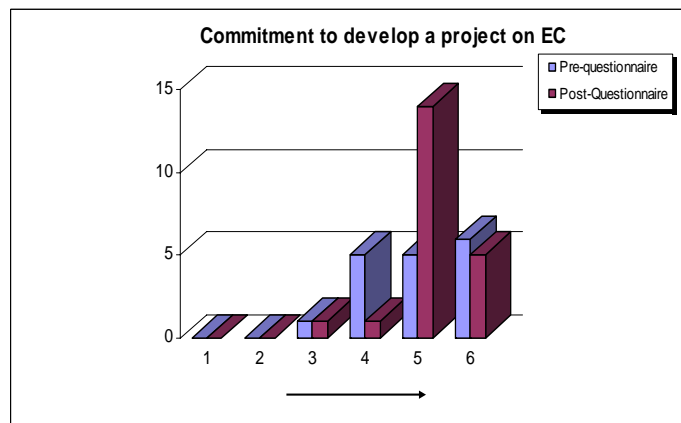
The participants scored their ability to promote EC both in their own environment as well as to new young people quite high. They stated that they feel more confident to do so due to better understanding of the EC concept, because they see the importance of the EC promotion in their youth work and as they see how practically they can do it in their NGOs. The importance of the peer support was mentioned as the essential factor for that ("Now I know other people in Europe, who think the same and can support me in my work").



The knowledge of the participants about the possibilities given by YiA program has essentially increased after the course. The majority of the participants are planning to use it in their work. Participants mentioned Action1 and 3 as the most relevant actions for their work regarding EC issue.



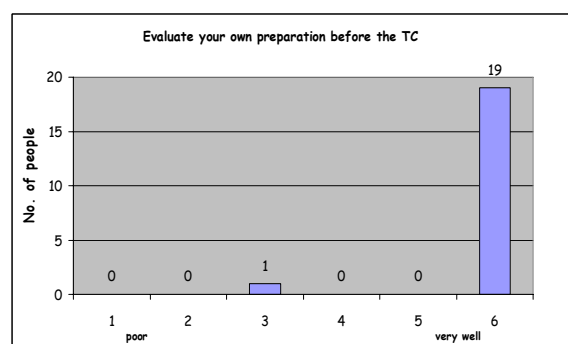
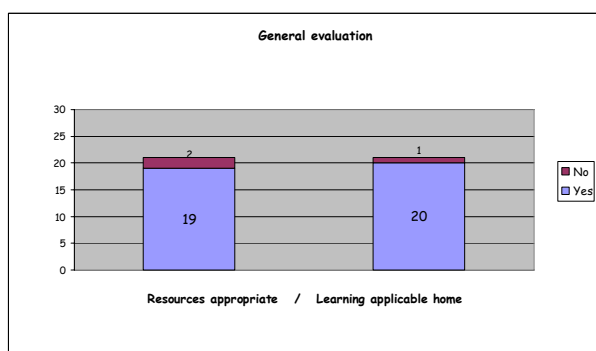
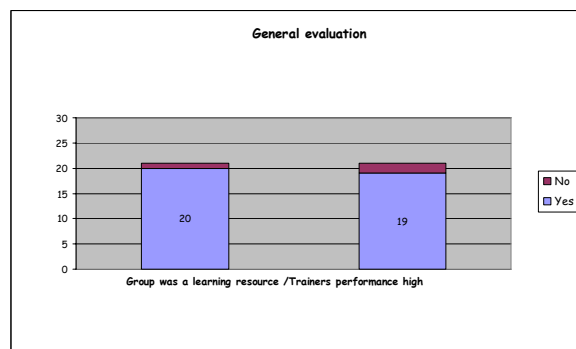
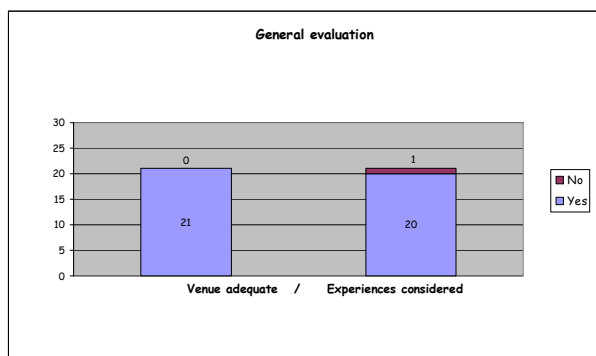
The participants stated high commitment to develop projects on the EC using the Youth in Action program and are planning to further develop the projects on the EC topic that they stated to develop with their colleagues during the course. Some participants are planning to up date their NGOs about all they have learnt during the course and encourage other NGO members to participate in the ECTC or other events on the issue. Participants hoped that they will be supported in their work on European Citizenship back home by their organizations as well as the trainers of the course via platform instrument or on personal bases. The EC platform is planed to be used by the participants to follow relevant articles and further training possibilities on the issue. Participants planed to get in touch with other ECTC participants and establish cooperation with them and their NGOs.



While reflecting on the 8 key competences gained during the course the participants mentioned all of them to some extend. Most developed ones according to the participants were: Communication in the foreign languages; Learning to learn; Interpersonal, intercultural and social competences and civic competence; Sense of initiative and entrepreneurship; and Cultural awareness and expression.

4. Course Evaluation by participants

This part should be a documentation of the last session of TC EC. The report trainer should *shortly* describe the structure and methods used in the evaluation session and list the outcomes – how did participants see the course?



The evaluation of the course was done in several steps:

- Evaluation of the learning outcomes of the participants on the topic of the course – European Citizenship (closing of the learning process, closing of the wall of questions and answers on European Citizenship, review of the Garden of learning)
- Written post-questionnaires
- Last round of the comments about the course

During the whole course the participants were asked to formulate their questions/uncertainties/discoveries on the European Citizenship issue and put them to the wall of questions and answers. Those questions were used for different program elements and partially have been addressed by the end of the course. At the last day of the course the participants had time allocated to work “with the wall”, trying to put their answers to the remaining questions or to reformulate old questions to the new ones. The list of all the questions (both remaining and those having appeared during the whole course) can be found in the annex to that report.

“Learning garden” (visual technique of feedback on learning used every day) showed a good dynamic of the learning process of the participants. They have stated concrete learning achievements (eg. better understanding of concepts, new partners for projects, motivation to work with the EC topic, etc.). The method was well accepted by the participants and actively used during the course run.

Sufficient time was allocated during the evaluation process to the written evaluation, where the participants could be open and evaluate every element of the course in details. Extended comments from the written evaluation can be found in the part of the report above “Summary of comments made by participants in the questionnaires: post-questionnaires”.

Some comments of the participants during the last round of the comments about the course:

- The concept of European Citizenship was well approached, the combination of the theoretical and practical parts helped to understand the meaning of EC
- The atmosphere of the course was open, friendly and helping to learn
- The performance of the trainers was high. The team was open for the participants and was always ready to assist in learning process
- The group was a real source of learning

5. Course Evaluation by NA Representatives and Trainers

The main outcomes of the final evaluation of the course (carried out by NA representative and trainers after the TC) should be placed below. The outcomes should reflect the general opinion about the success of the course, things which need to be improved, communication between the NA and trainers etc.

General course evaluation

Team of trainers of the ECTC Prague evaluated the course positively and believed the program's flow that the team followed during the course was logical and effective to fulfill the objectives of the course. The team has followed the curriculum with adjustments made during the last Pool of trainers meeting in Cologne. The team admitted that some newly introduced changes have improved the curriculum of the course and made it more dynamic. Namely, the simulation game "Mosque in the Sleepy ville" have brought some dynamism into the program, as well as it helped participants to make more clear links between European Citizenship, ICL, Participation and Human Rights. The input on the EC presented after certain preparation of the participants, better structured participants' understanding of the topic. It was as well stated by the team of trainers that the integration into program of some elements, as for example presentation of NFE, the simulation game, etc. helped for the preparation of the participants to better understanding of "the Wheel model of non-formal youth work on EC" at the later stage.

Team has highlighted that the participation selection process contributed immensely to the success of the course. The presence of the participants of different origins than European in the course brought a new dimension to the ECTC and enriched the discussions.

Preparation of the participants

Participants were well prepared for the course. The info pack, updated for this very course, was relevant and used by participants. However, it should be mentioned that the platform could be better used for the preparation of the participants to the course therefore it needs to be updated according to the decisions of the Trainers Pool evaluation meeting 2009.

Integration of local reality into the course

The integration of local reality to the country where ECTC takes place is an essential part of the course on European Citizenship. This element is a part of the ECTC curriculum at the moment what is very positive. For the course in Prague it was prepared in a close cooperation with NA, participants and a contact trainer. Participants appreciated the contribution of their peers from the hosting country, NA staff members and project coordinators invited by the hosting NA. It was well-perceived that project coordinators shared not only achievements but their mistakes too. However, it is very important for the sake of the course to pay extra attention to the content and relevance of this part of the program to the whole course. That implies a need of thorough selection of the visits of the NGOs or institutions to be visited/invited, which will bring an added value to the course. This part of the curriculum should be prepared in a close cooperation with NA and a contact trainer. The organising NA should be aware of the aim of this part of the course.

Youth pass

The youth pass process during the course consisted from the every day setting learning objectives, learning exercise with short reflection of participants own learning, trainers inputs on learning process, competences, learning in formal/informal/non-formal settings, youth pass and self-assessment process.

The participants were given enough time to reflect on their learning on daily basis. The "garden of learning" visualized feedback on the participants individual learning processes which was an important feedback both for the trainers and the group.

Though, the team admitted that learning exercises should be followed by more focused discussion/reflection on the learning process when the time allows to do so.

Team cooperation with NA

Team enjoyed to work together with the Czech NA. Positive attitude from the NA stuff, support and cooperation before and during the course was highly appreciated by the trainers' team. It was very

effective and helpful to have one representative of the National Agency during the whole course to support the team and the group of participants. The team admitted that even though the infopack is sent well in advance for the NA, there is still some unclearities for the NA regarding the needs of the course. For example, the part of the program "local reality discovery" needs thorough preparation from the NA which supposed to know the youth work reality of their country and NGO sector better than trainers. Preparation of the project visits should be made in cooperation with a contact trainer. The recent info pack for the NAs should be updated as it does not reflect the new curriculum.

Additionally, the team of trainers accepted the invitation to assist the preparation of the first publication of the Czech NA on European citizenship: an observer expert visited the course, received concept materials in advance and consultations during his staying.

The accommodation and working spaces were appropriate.

Cooperation within the team

Generally the team work was smooth, flexible and facilitated effectively the group learning. The atmosphere in the team was positive, open and mutually supportive. Team of trainers understood each other quick and easy.

Despite some minor difficulties and differences in perceptions in the beginning of the course, the communication within the team was improved, the team quickly managed to find compromises, overcome difficulties and work constructively without losing on quality.

Program flow

Team chose to consequently follow the updated curriculum (although just the draft version of the updated curriculum was yet available to find best solutions and be able to reflect on it during the next evaluation meeting in October.

Generally, the program of the course as it is now allowed participants to digest properly the concept of European citizenship and clearly see the practical usage of the concept in their youth work. The program flow helped participants not to get confused and remain open to accept European Citizenship not only as a theoretical concept but as well as a practice and tool that can be used by their NGOs and in their environment.

Team has different comments on running the "identity" exercise in the beginning of the course. While two trainers found it useful and timely well placed, there was another opinion of it being too early in group building process and extended time needed to beneficially run it.

The Wheel of the non-formal work on EC was slightly modified by the team. Namely, some characteristics were either reformulated in a way to be more understandable for the participants, or some of the characteristics that the team felt were not properly addressed during the course were not used. Those changes did not undermine the initial idea of the Wheel. On the contrary it proved to become clearer for the participants. Still, the link between ICL and EC is quite weak and might need more explicit place in the program.

The simulation "Mosque in the Sleepy Ville" should be kept as it makes the course more dynamic and facilitate the process of making links between ICL, Participation and HR.

An observation regarding the input on the EC: the 3 main pillars of the European citizenship (HR, ICL, participation) should be clearly linked to the areas presented by the Wheel of the non-formal youth work on European citizenship in order to help participants to see those links and understand their relevance and importance.

Active citizenship is not a topic in the current curriculum. The exercise "I choose to participate in" might be back to develop a common understanding of active citizenship.

The program allowed enough time for the participants to plan their further steps, actions and projects on the topic of the course. Even though, participants were not asked to develop co-operational projects,

many participants have chosen to plan international joint actions and use funds of the "Youth in Action" program.

Final considerations and recommendations

➤ **Selection process of participants**

Call for application should be specified regarding eligibility for participation and the first letter should be specified regarding in-time communication in case of cancellation.

➤ **Professional discussion between trainers' team**

It might be useful to have a professional discussion among trainers of the team on the topic of learning and the competences that are realistic to be developed during the course. The reason for that is that some concepts used during the course (ex. learning styles, social and individual learning) are only mentioned and the team has no time to thoroughly explain them to the participants what can provoke confusion.

➤ **There is no enough time for the discussion on the visions on Europe** (1 day, session 2). This discussion is very important and should be integrated. However, it is difficult to manage session 2 time wise as it is written in the curriculum.

➤ **An issue of active citizenship**, raised by the participants at almost every course, is not an explicit topic in the new curriculum. 1-2 page of basic materials of active citizenship, as well as , NFE, ICL, participation could solve this challenge.

➤ **More often evaluation during the course**

To have either mid-term evaluation (either after the second day or sometime before "How to be Youth in Action" or some kind of regular feed-back (reflection) groups could be quite useful to clarify some remaining dilemmas and uncertainties of the participants.

➤ **An improvement of power point presentation on the EC is needed.** An ongoing update of the power point presentation is needed due to quick changes in Europe and in the EU.

➤ **The Wheel characteristics should be reflected upon within the team and revised**

➤ **Use community before the course to have better preparation of the participants** and to initiate some discussions prior to the course on-line (ex. 1 week – what Europe is for me? 2 week – check-in by the European ID card exercise, investigate on historical or etc. issues.

- methodological solutions: description of methods teams actually use should be included in the curriculum. Methods suggested in the draft curriculum 2010 can also be kept among alternative solutions.

➤ **"Wall of questions and discoveries around European citizenship"**

It is crucial to refer to the main concerns of participants during the training process as well as to summarize open questions remaining at the end of the course with the participants. The "wall of questions and discoveries" should be closed by either helping participants to answer them or inviting participants to find answers or reflect on remaining questions. Some conclusions on the EC should be made by the end of the course.

➤ **Pre-course questionnaire should be revised further.**

Chapter 3 of the pre-course questionnaires was designed to start their learning planning. However, we rarely worked with it for youth pass process. Quantitative evaluation does not include certain questions in comparison with post-course evaluation. Why then to have it in pre-course questionnaire? We might keep it out.

- **Materials on the web site/platform are not updated.** Content of the platform can be further improved. To make the platform more attractive it should have more relevant reading materials for the participants. The platform should be better used prior to the course for a better preparation of the participants (ex. participants can be asked to fill their EC identity card before the course on the platform). More input from the trainers is needed to make the usage of the platform effective, what meant of course more work for trainers.

- **Task division within the team of 3 trainers**

It should be recommended for the future that a contact trainer task is to prepare the Pre-course questionnaire summary for the final report as s/he is dealing already with it prior to the course.

6. Questions around European citizenship (coming from participants)

- Why EC?
- What is the big deal? Why do people care so much about it?
- What is the background of the EC (historical, political) becoming one of the big priority?
- Is it possible to have a definition of the EC? Surely it is an evolving concept
- What is it? (EC is under construction, so definition is not fixed yet, it is voluntary value-based active citizenship in Europe)
- Shall I forget about my national citizenship?
- What should it be for people who are not EU citizenship?
- How is EC different from global citizenship? (They are different! EC is not citizenship of the EU)
- Why are there 2 citizenship at European level (EU and European citizenship)? (EU citizenship grants legal rights to EU MS. EC is value-based, offers some rights from COE, opened to all European countries).
- How does geography relates to EC citizenship? How does culture effect on EC? (it has no effect. It is how you feel it.)
- What makes it European? Are we going to be so geographically narrowed?
- Does EC exist? (It should. It is not 100% resulted from knowledge on Europe. You can be a European citizen if you feel and act like one)
- Is it possible to be a EC without knowing Europe?
- Does EC exist if people (majority) cannot or do not know what it is??
- What values shape European identity?
- How many people in Europe really feel European??
- Does a European feeling exist??
- Do you believe in European citizenship?
- How to explain EC to other people in short?
- Ideas for local projects with a great potential to get interest of wide public?
- What can be the projects connected with EC exactly about? How to convince of the importance of the EC? (Involve people in experiential learning on EC and collect their reflections and impressions, argumentations, etc.)
- What is the best practice to implement EC at local level?
- What is the best way to work with youth in high schools related to EC?

7. List of Participants

The final list of participants with their contact details should be placed below.

Country	First name	Last name	Organization	E-Mail
Participants				
Armenia	Mariana	Vanetsyan	Burning Star NGO	vanmariana@yahoo.com
Azerbaijan	Yusif	Abasov	Transparency International - Azerbaijan	abasovyusif@yahoo.co.uk
Belgium	Olivier	Gbereza	JAVVA	mbewane@hotmail.com
Bosnia & Herzegovina	Emir	Gušo	Helsinki Committee for Human Rights in Bosnia and Herzegovina	gamzzy@hotmail.com
Czech Republic	Anna	Palacká	Dynama	palackanna@yahoo.co.uk
Czech Republic	Barbora	Bláhová	Czech National Agency Youth (trainer)	barbora.blahova@gmail.com
Czech Republic	Petra	Nakládalová	Czech National Agency Youth (action 1 coordinator)	petran@mladezvakci.cz
Finland	Jyrki	Välimäki	Vasaran Pauke ry	vasara@turku.fi
Finland	Hanad	Abdullahi Musse	Horseed mediayhdistys ry	info@suomensomali.com
Georgia	Tamar	Kavtaradze	National council of youth organizations of Georgia	tak_kavtaradze@yahoo.com
Kosovo	Erton	Bega		erton.bega@gmail.com
Romania	Alexandra	Cornean	OSUT	anda_cornean@yahoo.com
Romania	Bianca	Faragau	ANIMACLUJ	bianca_faragau@yahoo.com
Serbia	Njegos	Manojlovic	Civil Network - Gradjanska mreza	njegos@gradjanskamreza.org
Serbia	Ana Marija	Popovic	Ngo Fractal	ana_marija_popovic@yahoo.com
Spain	Luca	Cerquetani	IMAGINA	lucanemo@hotmail.it
Spain	Lucía	Fernández	CONSEJO DE LA JUVENTUD DE LA COMUNIDAD VALENCIANA	l.a.fernandezsevilla@gmail.com
Turkey	Mehmet Burak	Baydar	Gaziantep Genclik ve Kultur Dernegi	mburakbaydar@gmail.com
Turkey	Serkan	Canak	Hatay Youth Association	serkancanak@gmail.com
United Kingdom	Sophie	Ellwood	YCW Impact	sophie.c.ellwood@hotmail.co.uk
United Kingdom	Ruth	Simister	Corpus christi college merton street oxford	ruthsimister@hotmail.com
Organisers				
Czech Republic	Vendula	Johanová	Czech NA	vendulaj@mladezvakci.cz
Belarus	Elena	Kasko	Trainer	elena.kasko@gmx.net
Hungary	Erzsi	Kovacs	Trainer	kovacs.erszi@t-online.hu
Portugal	Nuno	de Silva	Trainer	silvamago@hotmail.com