

SALTO-YOUTH
TRAINING AND COOPERATION
RESOURCE CENTRE



European Citizenship in Youth Work Training Course

Budapest (Hungary) – February 2011
Genoa (Italy) – April 2011
Saint Jean d'Angely (France) – June 211
Predeal (Romania) – November 2011
Cheltenham (UK) – December 2011
Berlin (Germany) – February 2012
Rome (Italy) – March 2012
Brussels (Belgium) – May 2012

Comparative Report

This report is based on the following sources:

- Pre-course Questionnaire filled in by participants before the training course
- Post-pre-questionnaires filled in by participants at the end of the training course
- Feedback from participants during the training course
- Feedback from the National Agencies staff and the trainers given during the team meetings
- The evaluation session organised at the end of the course

Team of trainers:

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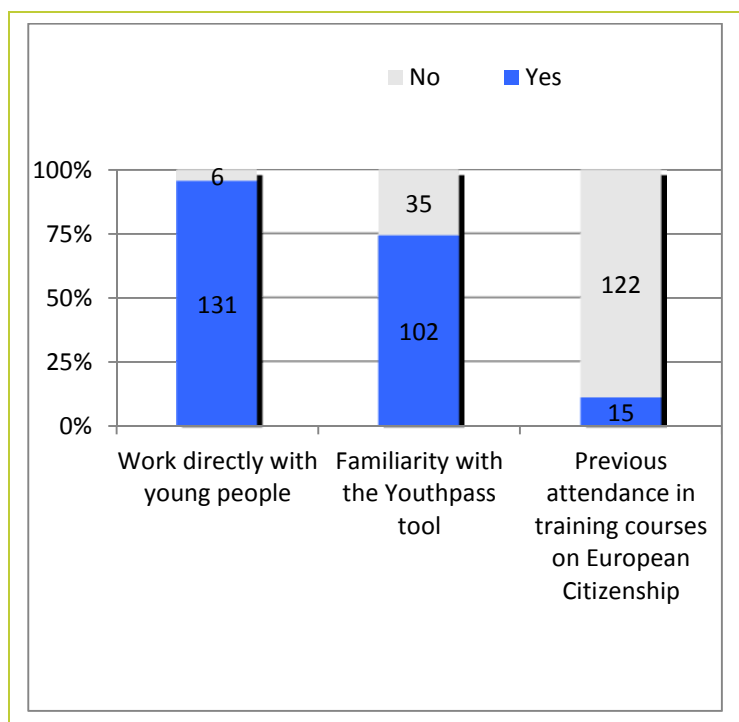
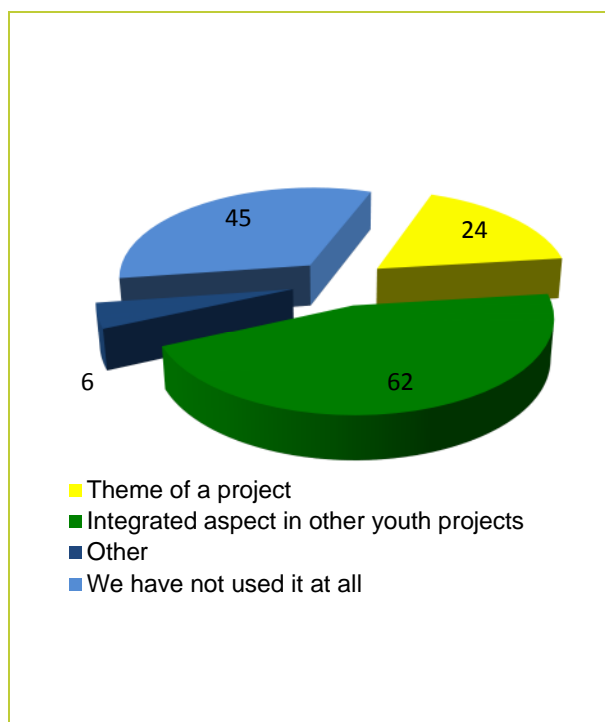
1. GENERAL INFORMATION

Participating countries	Final number of participants
Austria	1
Belgium	6
Bulgaria	5
Croatia	2
Czech Republic	5
Denmark	1
Estonia	3
Finland	5
France	8
Germany	6
Hungary	3
Iceland	1
Ireland	2
Italy	8
Latvia	1
Lithuania	9
Norway	5
Poland	4
Portugal	6
Romania	13
Slovenia	1
Spain	2
Switzerland	1
Turkey	11
United Kingdom	2
<i>Eastern Europe & Caucasus</i>	30
<i>South East Europe</i>	31
<i>Canada - Québec</i>	2
Total number	174

Total number of received pre-questionnaires	160
Total number of received Post-pre-questionnaires	173

2. TARGET GROUP

Experience in dealing with European Citizenship



General conclusions about the participants' group (selection, experience, language, preparation, etc.)

- **Geographical composition**

In almost all TCs, the composition of the group reflected the diversity of Europe well, which is an important prerequisite for exploring European Citizenship in its various dimensions. This fact increased the visualization of mobility among European youth in the construction of European Citizenship.

Occasionally there was a predominance of participants from southern regions of Europe.

- **Language skills**

The linguistic preparation of participants was good and the level of command in English allowed for the proper development of all activities.

Occasionally some participants had trouble following the course in English, but both the team and the group supported them as best as possible.

- **Youth work experience**

The group of participants always represented a good mix of organizations, and background experiences. Most participants were strongly rooted in youth work and working in multiplier positions.

However there is a decrease in participants' experience level – in youth work and non-formal education - that makes challenging to cater training needs of more experienced participants. Due to that sometimes participants were not ready to engage themselves into deeper discussions of the issue of European Citizenship in youth work.

Gender balance often was not achieved with a group composed by just a small percentage of male participants.

- **Preparation**

The level of engagement prior to the course varies from course to course. In some cases most participants engaged on the community platform prior to the course. They felt that the material received was of high quality and adequate for their preparation. However in the majority of cases there was a limited pre-course preparation of participants, what poses the question till which extent the European Citizenship community

<http://community.european-citizenship.org/>, the Google map

<http://maps.google.com/maps/ms?ie=UTF&msa=0&msid=202807073537479005711.000484103b854f979f2a9>, OTLAS www.salto-youth.net/OTLAS, the European Citizenship portal <http://www.european-citizenship.org/> are used.

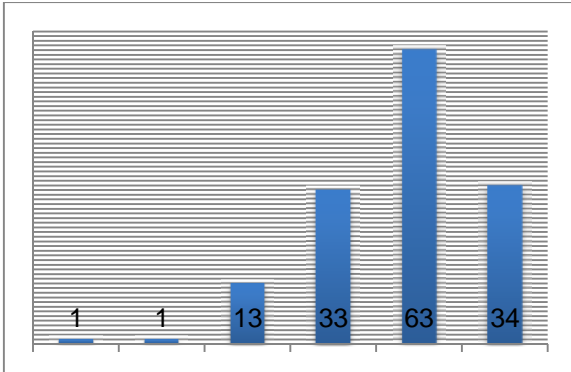
This aspect should be further discussed by the trainers' team. The added educational value of it proves to be questionable. Furthermore, Facebook is much more used by the participants, what can be seen as an alternative.

- **Approach to European Citizenship**

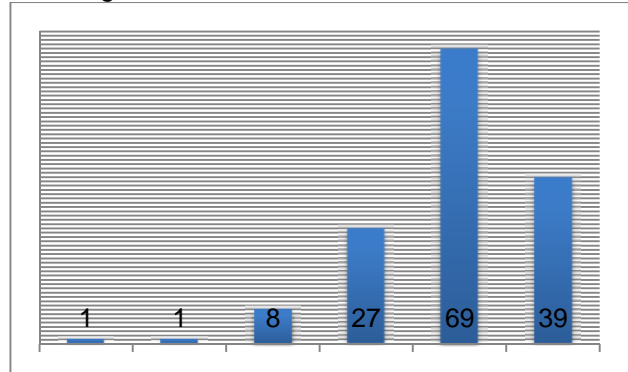
Some participants had a very specific and singular approach to European Citizenship, generally through university studies of law, and little relation to youth work. In general participants find somehow difficult to engage with non-legal dimensions of citizenship.

3. COURSE OBJECTIVES

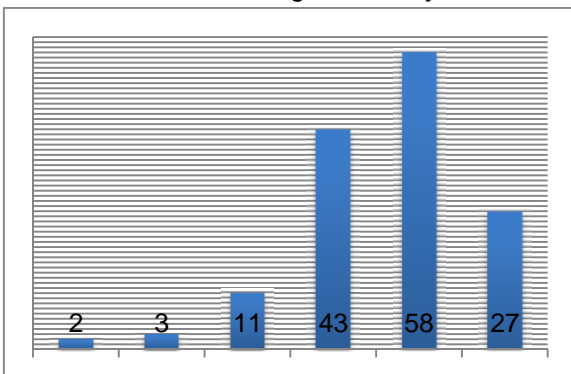
Course fulfilled the objective to "critically explore the meaning, relevance and implications of European citizenship in youth work in all its dimensions"



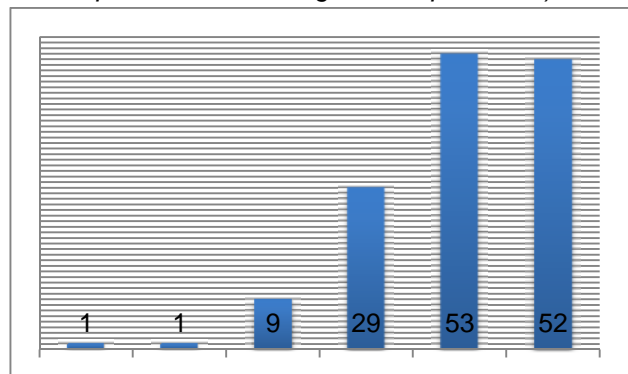
Course fulfilled the objective to "promote and facilitate the active use of programmes and structures in support of youth work on European Citizenship, including YiA"



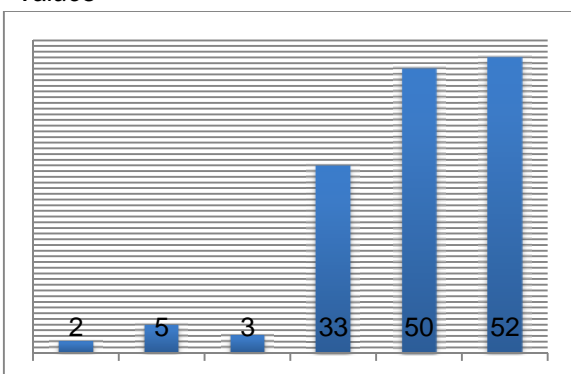
Course fulfilled the objective to "experiment and explore the potential of European Citizenship for active democratic change in society"



Course fulfilled the objective to "associate participants with the current discourse on European Citizenship (its concepts, formal meanings and expressions)"



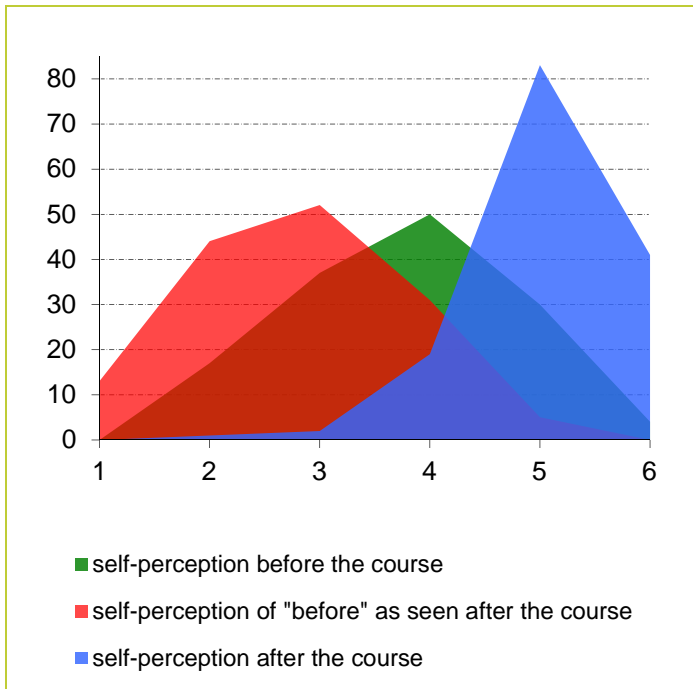
Course fulfilled the objective to "exemplify the connection between European Citizenship, Human Rights, Democracy and ICL and the underlying values"



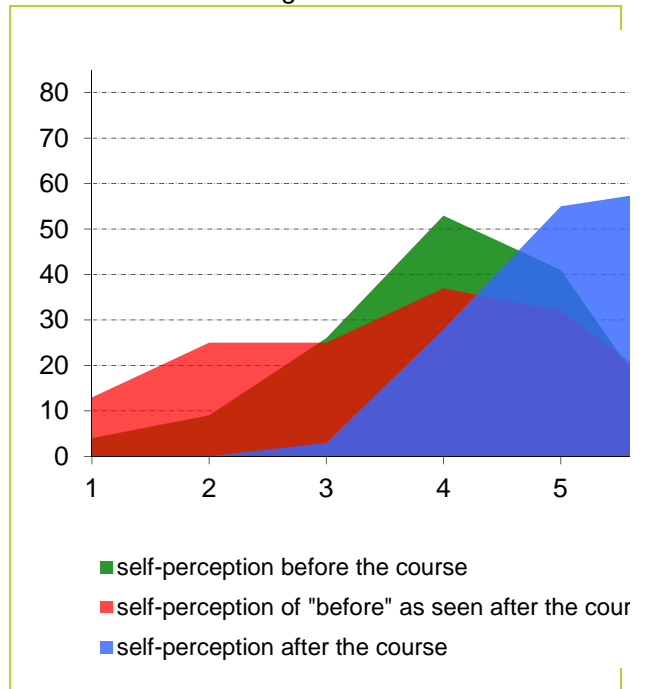
The scale extends from 1 – not at all to 6 – fully.

4. GROUP LEARNING PROCESSES AND RESULTS

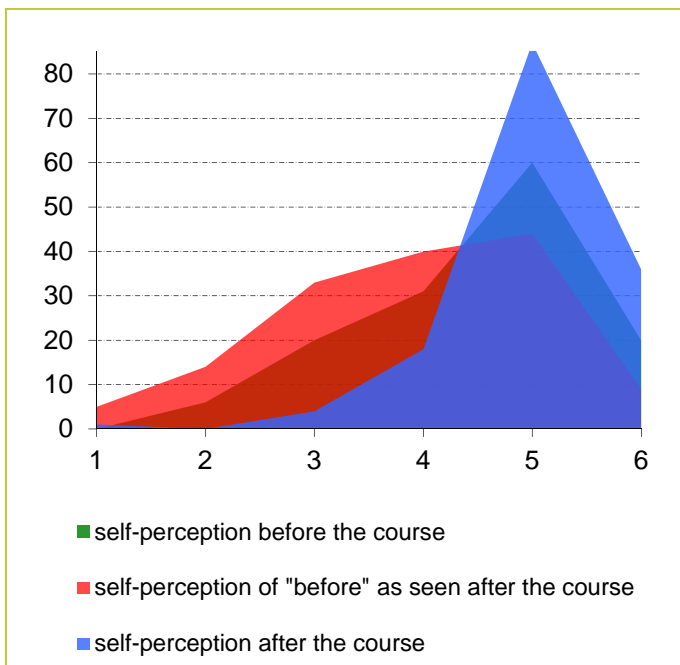
Familiarity with the concept of European Citizenship



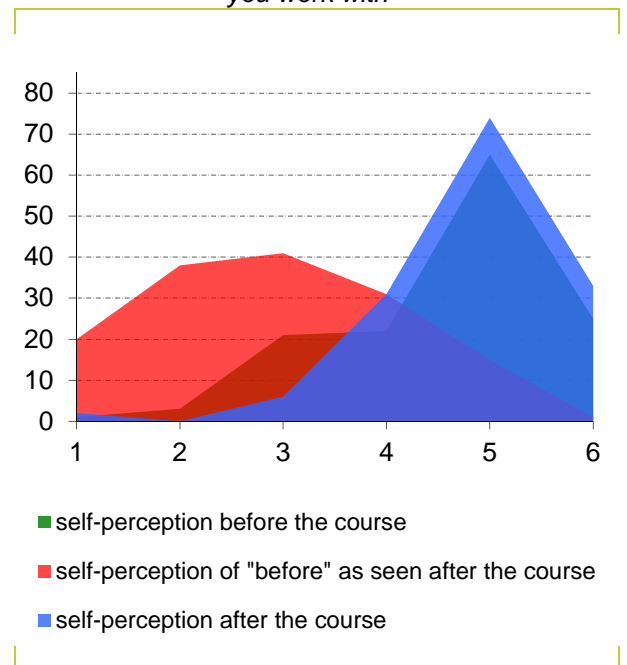
Knowledge of the European Youth in Action Programme



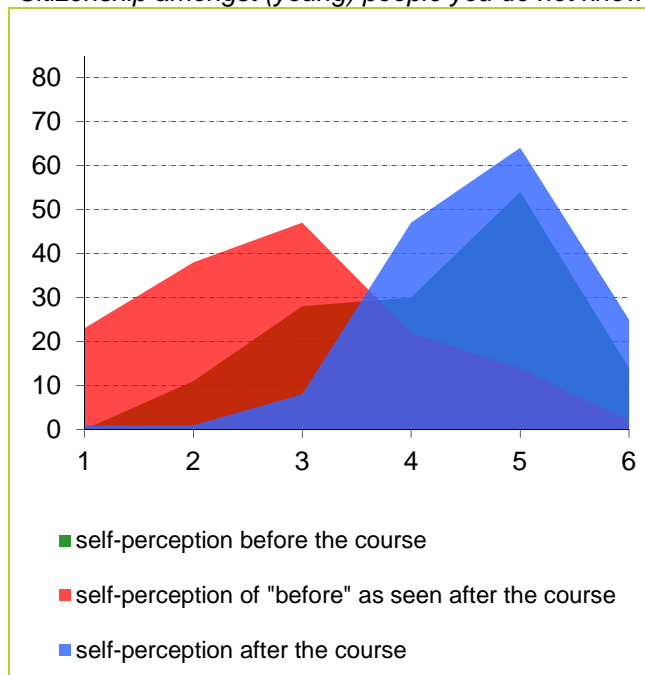
Confidence in presenting organisation and ideas



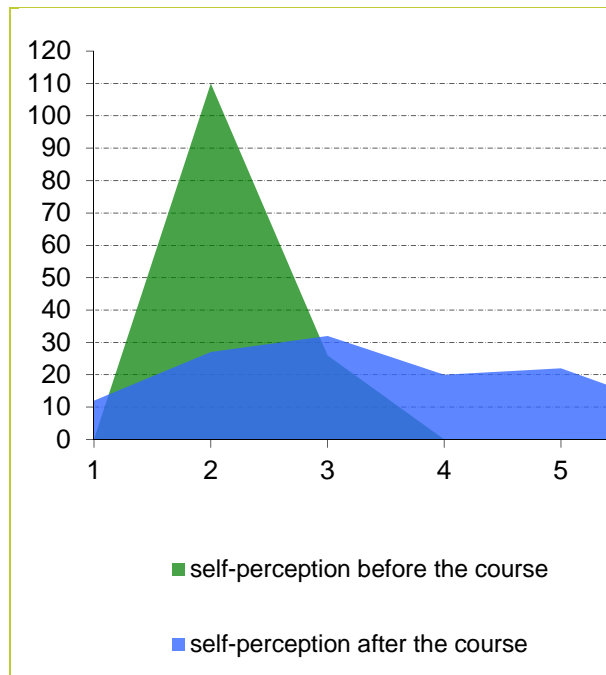
Confidence in discussing and promoting European Citizenship amongst (young) people you work with



Confidence in discussing and promoting European Citizenship amongst (young) people you do not know



Plan to run a project in the next year



General conclusions about the course, the learning processes and the results:

• Objectives

The TCs have successfully managed to achieve all its objectives and has clearly increased knowledge, skills and awareness of participants in relation to European Citizenship in international youth work.

Comments from some participants emphasized what the evaluation of the course objectives indicate, namely that the course curriculum should strengthen the link between European Citizenship and the core values underpinning it (human rights, participation, democracy).

Some of the shifts from pre-course self-assessments to post-course self-assessments are stark, suggesting that European Citizenship remains an area, which youth professionals quickly believe to have fully understood -- only to realize through closer engagement with the topic, that there is more to European Citizenship than the Treaty of Maastricht.

• Link to local realities

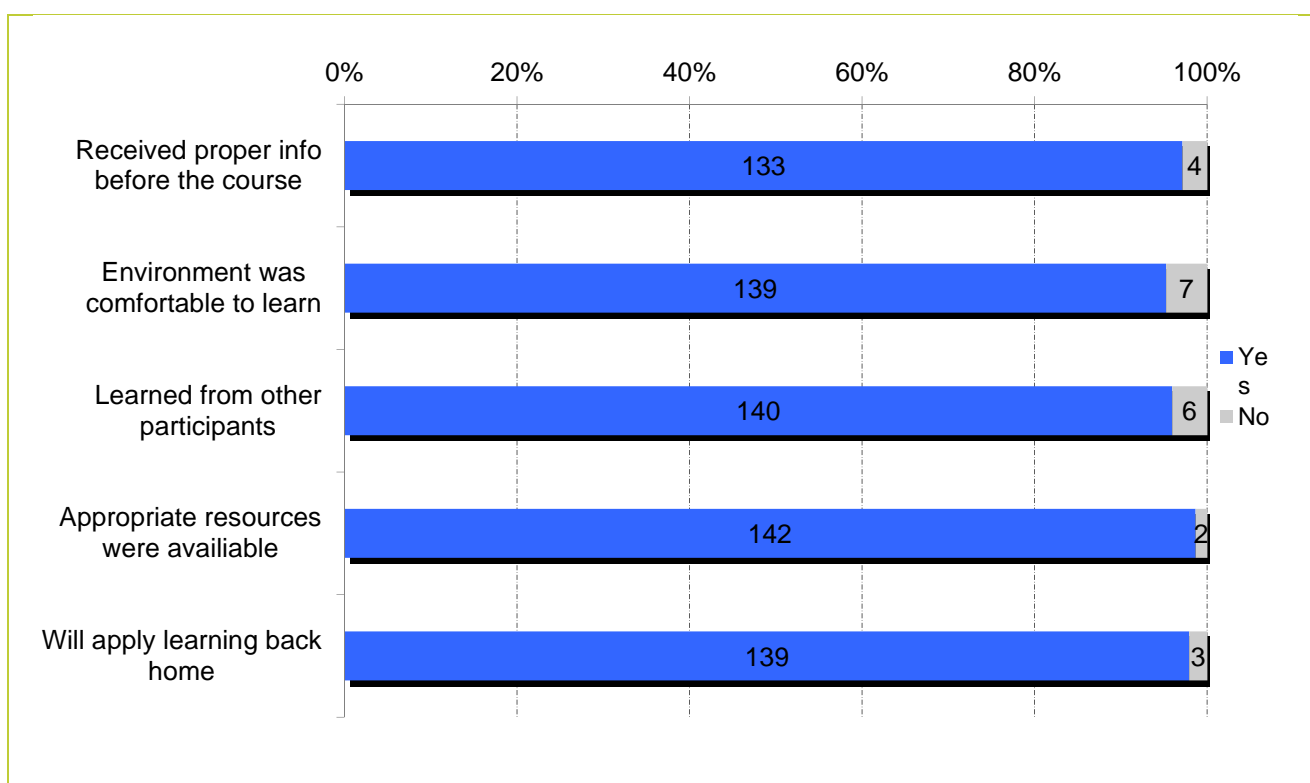
The success of this part of the program varies in each course, ranging from a great opportunity to link it with the understanding and deepening of the concept of European Citizenship to a pure sightseeing or cultural visit.

• **Programme**

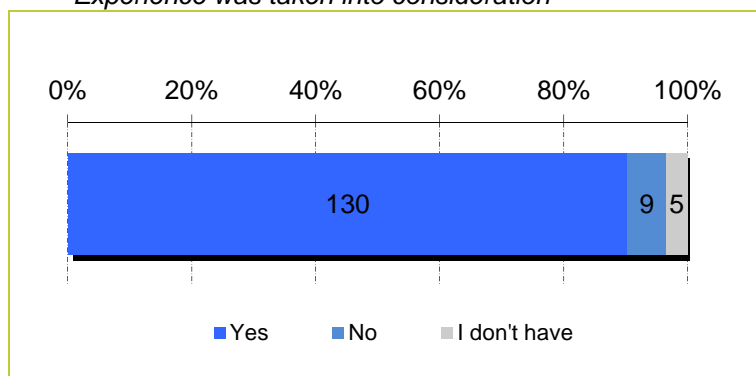
The standard program was always followed. An additional special attention was given to the consolidation of learning achievements on European Citizenship's concept and its application in youth work by returning to the concept with new insights in different parts of the program. The discussions were more and more influenced by the actual economic crisis in Europe and by pessimism about the future of Europe and how to go about it.

However, the curriculum is quite demanding for the participants. Intensive social life contributes to the general level of tiredness. Day 5 is usually a breaking point of energy and it is quite difficult to continue the course with the same level of engagement from the participants' side. The trainers' team should discuss how to better support participants in their learning process in the last part of the course.

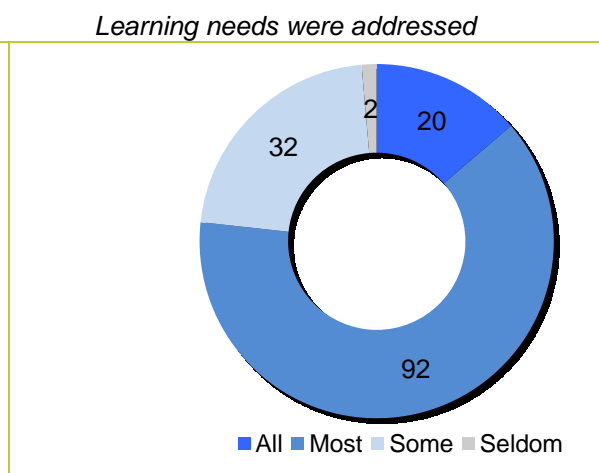
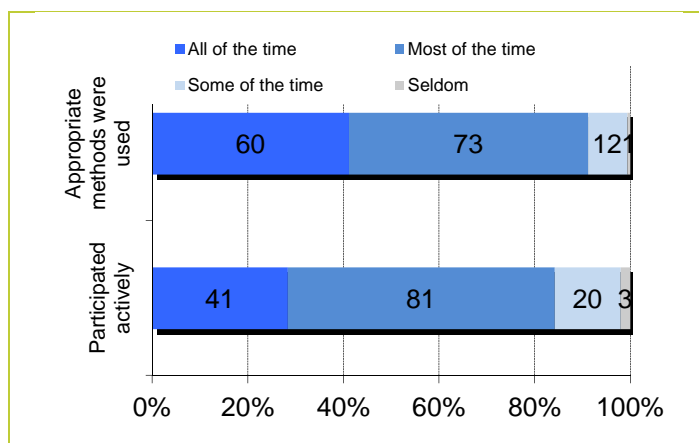
5. QUALITY OF THE COURSE ORGANISATION



Experience was taken into consideration



6. METHODS AND INDIVIDUAL LEARNING



7. METHODOLOGY

The evaluation by participants shows that the course methodology is adequate, enjoyable and educational, even though, for some of them was the first time to be in contact with NFE approach.

The evaluation shows that learning needs were mostly achieved and their experiences were taken into account. The diversity of backgrounds, age and experience as practitioners was a great asset for the discussions but such diversity was felt too distant when discussing on the applicability of the concept to their local realities. These different expectations resulted in some participants mentioning that their experience was not taken into consideration as well as the methods were not appropriate.

As run, the course curriculum has lowered the level of frustration and anxiety among participants considerably.

While the familiarity with European Citizenship and the competence in dealing with its ambiguities tend to grow among participants, the desire to develop concrete projects in more details seems to grow as well. The course curriculum should strengthen this element of the program!

The simulation exercise was mentioned numerous times as a particularly good example, as well as the different debate and discourse elements of the course.

Few participants requested further space for "Agora" for presenting their organizations in more detail. The team has used the European Citizenship community and [OTLAS](#) for further sharing of information. The Agora is now focusing more on the personal learning practice: youth work on European Citizenship.

The team reflected on the need to simplify the presentation on European Citizenship, with clear and simple points. Moreover, it is always positive to include after "dilemmas on EC" session a space to clarify one more time the EC concepts presented in the previous days. An exercise on reformulations of statement on dilemmas on European Citizenship has been found very useful in some TCs. It allows moving from confrontation to reformulation. In other TCs, the session on dilemma on EC was more related to real discussions happened at the course and not by using the standard dilemma as many of them resulted not any longer relevant for the discussion.

A new positive development was the fact of supporting participants' individual and group learning through the use of Mandala of Learners. It facilitates as well the finalization of Youthpass. Having long lunch breaks also help the participants in being more ready for engaging in the programme activities as well it allows time for free networking and exchange of experiences.

From the ECTC in UK, December 2011, the European evening was successfully complemented the morning after with 1 hour structured debriefing to ensure a non-stereotypical understanding of it. We highly recommend introducing such element as permanent feature of the course.

8. TEAM

The educational team worked adequately and professionally together. The teamwork was productive, effective and supportive, aided by smooth communication within the team, a shared understanding of methodology and curriculum.

The Curriculum in its maturity what makes the course clearer, the team does not need to re-negotiate the course concepts at each event.

There are differences among training styles, but there are complementary and allowing trust among trainers.

The National Agencies made excellent arrangements with the venues and ensured that also during days during which no agency officer could be on site the course organisation was smooth. The team received a professional support by the NA before and during the course.

The team welcomes the practice to deliver the first 2 parts of the Youthpass certificates in the last day. The participants willing to have also part 3 on self assessment are after the event able to receive a pdf version of it for self-printing.

9. FUTURE DEVELOPMENTS

The team shares the opinion:

- That a seminar to bring together best practices from previous ECTC participants on working with youth groups on European citizenship would be a worthwhile and important initiative.
- That, when choosing a venue, the courses would benefit tremendously from European activities taking place at the same time. Most cities and regions have event calendars, and it is recommended to synchronise European-level events of a political or educational nature with future courses whenever possible.
- That it is important to link the choice of the venue to an aspect that can be exploited in the program otherwise the link with reality fails.
- That the “Mandala of learners” has successfully been tested in the course allowing participants to explore along the course their learning needs and achievements.
- To use a single Google map with the profile of all participants attending the ECTC courses. This profile should ideally include a picture and a link of their organization and the Otlas link.

More attention should be paid to the following contents and program' aspects:

- At the very beginning of the course it needs to become clearer that citizenship -- independent of its spatial level, of whether it's national, regional, European or global citizenship -- has more dimensions than the legal one. Participants otherwise occasionally 'get stuck' in thinking about citizenship in purely legal terms, leading to trouble in considering the political, social, cultural and economic dimensions.
- During the clarification of EU Citizenship, discrepancies between rights and realities should be addressed. Participants occasionally get frustrated by a seemingly shiny set of rights, while knowing that the situation of, in particular, minorities is oftentimes different.
- The current discourses within and beyond the EU, sparked by the economic crisis and its heavy consequences, should be included in the curriculum, e.g. by using the platform already before the courses to trigger first reflections and debates.
- The debriefing of the European evening is an essential element and it has an added value for the programme
- Second part of the presentation on European Citizenship should be revised, more examples should be added into it
- Quotes should be revised. It might be useful to start with the quotes to introduce European Citizenship concept, rather than from the quotes of famous people. Some quotes are too general and far from the topic. Sense of belonging part should be more clear, the elements of nonstandard concept should be reformulated
- The exercise "My choices of participation" might be returned back into programme on the place of dilemma exercise, as it better clarify the work.
- It is recommended to conduct in 2013 a big event to conclude and rap up 6 years of the ECTC and to evaluate an impact of the course upon the participants of the ECTC.

We confirm that 25 is a maximum number of participants.

From the team reflection after the courses there is the proposal to organize some courses within a specific youth work dimension:

- EC gathering to bring together some former ECTC participants that will be: sharing best practice of and challenges for EC in Youth work and reflect about EC Concept and its further development (2013);
- ECTC specifically directed to youth work for young people with fewer opportunities (deprived areas, ex-offenders,);
- ECTC for minority groups around Europe.

Considering that the last ECTC will be held until June 2014 at the latest.

Suggestion to change the course title into Training Course on "European Citizenship in Youth Work" has already being implemented in order to make clearer the course focus.