



TRAINING MODULES ON EUROPEAN CITIZENSHIP 2005

MODULE 4 EUROPEAN CITIZENSHIP - INTERCULTURAL LEARNING

Documentation

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INTRODUCTION

Background to the interest of the two institutions in the theme of “European Citizenship”

One of the aims of the Council of Europe and of the European Union in the youth sector is the promotion of European Citizenship and of international co-operation between young people, youth workers/leaders and youth work structures in Europe. This aim is primarily pursued through the programmes of the Directorate of Youth and Sport of the Council of Europe and the YOUTH Programme (2000 to 2006) of the European Union. These programmes support the development and implementation of European youth projects: youth meetings and exchanges, trans-national voluntary service projects, youth initiative projects, study sessions and training for youth workers/leaders, networking and co-operation between youth work structures in Europe, youth information projects, the development of publications, etc. They involve all actors in the field of youth work and are based on a non-formal education approach.

The **Partnership Programme on European Youth Worker Training** (the Partnership) is a joint initiative of the Council of Europe and the European Commission. The two institutions decided to take common action in this field several years ago, and have since renewed their cooperation. The aim of the Agreement is:

“To promote active European citizenship and civil society by giving impetus to the training of youth leaders and youth workers working within a European dimension.”

The cooperation between the two institutions covers a wide spectrum of activities and publications, as well as developing tools for further networking. Three main components govern the partnership: training offer, publications (both paper and electronic versions of training materials and magazine) and networking tools (trainers’ pool and exchange possibilities). The ultimate goal is to raise standards in youth worker training at a European level and define quality criteria for such training.

Europe has an increasingly direct influence on the lives of young people. Whether we consider the domain of the European Union member states or the wider circle of member states of the Council of Europe, the influence and impact of “Europe” on young people is undeniable. Youth policies and programmes are an important part of this development. European citizenship implies a set of entitlements and obligations applying to all citizens of Europe. However, the experience of European citizenship by young people goes much beyond formal aspects. It also involves the question of access to rights concerning mobility, education and the labour market, as well as the question of the motivation of young people to actively get involved in the European dimension of their lives.

Awareness is only the first step to enter a process. Youth workers are irreplaceable mediators in this process. Taking on this role implies, however, that youth workers themselves participate in the definition of the contents and practices of European citizenship.

Evaluation of youth programmes and projects within and beyond the Partnership Programme between the European Commission and the Council of Europe has shown that many youth workers and other partners working with European youth activities feel unprepared and insufficiently equipped (in terms of methodologies, information resources and practical examples) to face this task.

The Partnership held several pilot training courses on European Citizenship between 2001 and 2003. Based on the need for a higher number of training activities and a wider outreach in this field, the Council of Europe and the European Commission have embarked on developing short-term European Citizenship training modules. These modules have been jointly developed by representatives of the Council of Europe and the National Agencies and SALTO Centres of the YOUTH programme as well as trainers.

The Training Partnership launched first 3 training modules on European Citizenship between December 2004 and February 2005. Each of these modules was hosted by the European Youth Centre of the Council of Europe in Strasbourg. They actively involved staff and trainers of the Council of Europe, the National Agencies-SALTO network, the European Youth Forum as well as some former participants of European Citizenship courses. Each training module had common core

elements and had focused on one important aspect of the concept and practice of European Citizenship. There will be common elements that all of the modules address, and there will be a specific focus for each of them.

The module concept

The Training Partnership held three pilot training courses on European Citizenship between 2001 and 2003. These 9-day courses were based on the curriculum framework developed by the Curriculum and Quality Development Group. Based on the need for a higher number of training activities and a wider outreach in this field, the Council of Europe and the European Commission have embarked on developing short-term, 5-day European Citizenship training modules. These modules were jointly developed and implemented with representatives of National Agencies and SALTO Centres of the YOUTH programme.

The introduction of shorter training modules was recommended by the institutions running the Training Partnership as well as the external evaluator firm that formulated recommendations for the continuation of the Programme. This recommendation is based on two main arguments:

- 1) The three courses run during the period 2001-2003 were in many ways successful; however their curriculum was generally seen as too heavy. It was repeatedly underlined by various evaluation reports that a somewhat less ambitious course curriculum should be considered.
- 2) The institutions also agreed that a larger number of young people should be reached through the training activities of the Partnership. Resources need to be channelled into a higher number of less ambitious training programmes, and these should attempt to address the needs of National Agencies and the SALTO Centres more directly.

The training modules therefore did not attempt to address the concept and practice of European Citizenship as comprehensively as before, but rather focused on one important aspect per module. The Training Partnership funded three modules during December 2004 – February 2005. These were hosted by the European Youth Centre Strasbourg of the Council of Europe and it involved staff and trainers of the National Agencies-SALTO network. Next three Modules were held at the end of 2005 in close cooperation with three volunteering national agencies –Romanian, Dutch and Belgian - with a co-funding approach.

Module 4. European Citizenship: Intercultural Learning, 14-20 November 2005. Romania

Module 5. European Citizenship: Institutions and Politics, 21-27 November 2005. Netherlands

Module 6. European Citizenship: Human Rights, 1-7 December 2005. Belgium

As a longer-term aim from 2006 onwards, it is to be considered whether interested Agencies and SALTO Centres would want to incorporate some of these European Citizenship training modules into their Training and Cooperation Plans. These courses from 2006 would receive educational support from the Partnership Secretariat in cooperation with the SALTO network.

The general aims for training Modules on European citizenship are:

- to develop a sense of space and place in contemporary Europe, the skills required to be active agents for change and development, and the knowledge required to make choices within this context
- to support the professional development of youth workers and youth leaders by extending their competencies to integrate *elements* of European citizenship within their projects and practice and support their role as multipliers with young people.

Objectives of the training modules

- To provide participants with knowledge and information about the historical role and present function of European institutions and the concepts and formal meanings and expressions of European citizenship.
- To enable participants to reflect about European citizenship and European identity and key values and concepts associated with it, such as safeguarding human rights, participation in the development of democracy and respect for cultural diversity.
- To develop participants' knowledge and motivation to critically understand the European youth programmes and their potential to support the European citizenship dimension of youth work.

The specific aims and objectives of Module 4

The module 4 was dedicated to issues of Intercultural learning and how is it related to the topic of European citizenship. Main issues addressed:

- The Europe of values;
- The European cultural heritage;
- The concepts of 'culture';
- The advantages and challenges of Intercultural learning;
- The tolerance of ambiguity;
- Equality versus diversity;
- Migration, immigration and integration;
- Dealing with diversity in youth work;
- Intercultural learning as integrated part of European Citizenship;

The profile of participants of the specific module

The module is intended to be an opportunity for further training complementary to previous experience and training for both youth workers and youth leaders who :

- have experience of at least 2 years in youth work (as volunteers or professionals);
- have organised or co-organised at least 1 international youth project;
- have experience in developing and managing a project with and for young people;
- are directly involved in youth activities with young people;
- are supported by their organisation in the application and in their work to integrate European Citizenship into youth work;
- are committed to work directly with young people on issues related to European citizenship;
- are motivated to undergo training and able to attend the course for its full duration;
- are able to work in English;
- have a general knowledge and understanding of youth work realities in their countries and a direct involvement with issues of European Citizenship in this context;
- are resident in a member state of the Council of Europe or in another country signatory to the European Cultural convention.

Priority was given to those applicants who, by their previous experiences, were able to contribute to the reflections and discussion on the specific programme contents, and/or plans to integrate European Citizenship and the focus issue of the module for which they apply into youth work following their participation in the training module.

Specific selection criteria:

- Proven experience of youth work in the field of intercultural learning;
- Diversity of experiences among participants (cultural, social, economic, demographic, political, etc);
- Diversity of target groups with whom the youth workers work (immigrants, disabled young people, disadvantaged young people, peripheral youth, youth from rural contexts, urban youth, etc);
- Diversity of levels of youth work conducted (local through to European / international) and of organisations and institutions conducting youth work

The team of trainers

The training team was consisted of four trainers and one of them had specific task to develop documentation of the training course. Team was supported by two persons from Romanian National Agency of Youth programme. Team:

Erzsébet KOVACS – she is professional trainer working in various fields, involved with European Citizenship issue from very beginning.

Denis MOREL – he is working for a local organisation “Luciole” in France. He is active advisor of social actors in youth field (non-profit organisations, municipalities, non formal group of young people, and schools of youth workers), project coordinator (children and youth work, local development, contribution of young people in the local social life), training designer and trainer. Main topics: local and social community development, active participation of young people from local to international dimension, intercultural learning and human rights education.

Ruzanna IVANIAN - she is working for the local youth NGO "Youth information centre" in Russia. Ruzanna is part of multipliers' network of Youth programme in Russia, develops educational projects with young people and youth workers. Mainly interested in bringing European youth work experience, principles, approaches to the local reality of Russian grass-root youth work level.

Marius ULOZAS - Vice President of INGYO “Youth for Exchange and Understanding”. Working as freelance trainer, prepares methodological materials for international youth work, writes articles for European Youth Forum, YEU, Lithuanian National Youth Council, Lithuanian NA of Youth programme. Main areas of interest – European citizenship, promotion of active participation, youth work development and sustainability, empowerment of young people.

The programme flow and main issues addressed by the module

The course was built on two main pillars: Intercultural learning and European Citizenship. These pillars are closely interrelated and since the course is designed for Youth workers/ trainers, programme was created in a way to link ICL and EC with a Youth work. This structure of the course had allowed reaching expected outcomes of the course:

1. Applicable knowledge (skills, methodologies, approaches);
2. Active citizens (active in social/public life)
3. EC in youth activities (to increase the quality/complexity of existing practices, to start new activities; to provide space& support to experience citizenship themselves, networking opportunities)

The programme flow was designed in the “growing” pattern: (1) building up on a personal identity, (2) then adding understanding of surrounding cultures, (3) then bringing intercultural dimension as a meeting with “different”, with “another”, (4) and at the end of the learning process we add European Citizenship as a form citizen-to-citizen relation in the European context. All these 4 keystones were connected/link through Youth work as a space to learn, to promote and to practise EC & ICL.

The methodological approach

The training module was based on the principles and practice of non-formal education in youth worker and youth leader training, as they have been developed and implemented at the European Youth Centres as well as in other training contexts. Therefore, the module was:

- based on the intrinsic motivation of the learner;
- generally not imply the control of individual learning achievement;
- learner-centred and based on the experiences of participants;
- based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;
- enabling participants to apply and transfer what they learned to their youth work practice;
- taking into account the needs and motivations of participants and be open to regular feed-back and evaluations;
- using methods of active participation and groups learning process;
- Documented to gain a maximum multiplying effect.

PROGRAMME – DETAILED DESCRIPTION OF SESSIONS CONDUCTED

The next part is the reflection of programme elements – sessions which were implemented during the module. These sessions were developed according to the specific objectives of the course and according to the needs and expectations expressed by participants. You will find below the explanation about the structure of every session which will be described here.

Title	The name or title given by the trainers team to the session in the programme
Background	The session's necessity and the context in which it was proposed (what happened before and what comes after... keeping the red thread), relation to the needs of the target group or sub-groups
Aims	The general purpose of the session -- in relation to the module's aims
Objectives	The concrete objectives or goals that the session seeks to achieve <i>(These should be concrete and multiple. In as far as possible, they should also address the learning or educational objectives according to: Knowledge, Skills and Attitudes)</i>
Competencies addressed	The main competencies of participants to be addressed and/or further developed during the given session <i>(where appropriate)</i>
Methods	<p>This part should contain a simple outline of the method/s used in accordance with the methodological approach of the module, and not a detailed description. If relevant and available, detailed descriptions can be attached at the end of the session outline or the end of the report.</p> <p><i>(A simulation exercise developed for this specific activity would be relevant, for instance. If the method is widely known or can be found elsewhere, it should normally be sufficient to include the resource, such as the link to a website or the reference to a book. Try to identify the original source of a method instead of using the first website you come across.)</i></p>
Programme	Timetable of the session as implemented
Outcome	What was actually achieved through the session? What were the main learning points? Also include other important results such as issues that came up or were raised by participants as important
Evaluation	<i>(Where appropriate)</i> Feedback received from participants concerning the session and its achievement of its objectives
Notes for further use	This is a kind of conclusion from the team or the team members in charge of the session – any items or conclusions that could be followed up, researched further, explored in a particular direction as well as other recommendations for adaptation such as time management.
Documents and files	Supportive material used during the session, handouts distributed to participants, documents worked out by participants as well as background reading used in the preparation of the session.

SESSION I - Welcome evening

Time and date of the session November 14th , 21:00 – 23:30

Background Most of participants arrived till dinner on Monday and trainers' team decided to make welcome evening for participants in order to start getting to know each other process and socialisation of the group.

Aim(s) To prepare group for effective learning process by decreasing boundaries among participants and creating comfortable environment for open communication within the group.

Objectives

- To welcome people to the training course;
- To learn names of people in the group;
- To create comfortable and cosy environment for socialisation of the group from the very beginning.

Methodology and methods

Three active methods were used for getting to know each other and “breaking the ice”:

- Name game #1 – everyone stands in the circle, and gives a round of the names with brief explanation what the name means in their language or in the language it has derived from, and why this name was given to him/her. It has to be repeated by neighbour on the right before him/her starting to explain his/her name. It helps to “link” name, story and face – and facilitates name learning process a lot.
- Name game #2 - Participants are moving in the room, and when the music stops they should shake hands and say the name of the other person and keep repeating it, for example "Zilvinas, Zilvinas, Zilvinas, Zilvinas, Zilvinas, etc". When they meet another person, they ask his/her name and repeat it until you shake hands with the next person.
- “Where I came from” – imagined map of Europe with Sinaia in the middle as a reference point. All participants have to place themselves according the country they came from, later they move according to the way they have travelled to reach Sinaia, Romania.

Programme

21:00 Welcome and presentation of the team!
21:10 Name game - a round of the names with brief explanation what the name means and why was given with following repetition by the neighbour.
21:40 Name game - "Zilvinas, Zilvinas, Zilvinas, Zilvinas, Zilvinas, Zilvinas,
22 :00 “Where I came from”
22:00 Informal evening

Outcomes

Socialisation process started even from the evening of so called “day 0” and people felt more comfortable to start official programme of the course.
People started to learn each other name and share personal things, what they do, who they are and so on. It created warm and trustful atmosphere in the group.

Evaluation

We see this part as really needed both for the team of trainers and participants. Cosy and not too long welcome evening starts socialisation process in the group from the very beginning makes the group dynamic faster and it creates good conditions for further learning process during next days.

Notes for further use It is important to feel the level of tiredness of the group during first evening and to keep the level of intensity of activities according to it. Cosy environment, music, snacks etc are also important for the first evening and keeps the group in one place to start communication among them. It is important to take care of those participants who missed first/welcome evening, because they have to be put into the group processes that already have started.

SESSION II - Introduction to the course

Time and date of the session:

15th November, 9:30 – 13:00

Background

The official first day of the course started with introductions from Romanian NA and training team, participants received welcome pack from Romanian NA: ANSIT T-Shirt, cap and notebook.

Next part of the session was dedicated for getting to know each other more, learning names and group building. Romanian language lesson was followed by short walk around the training venue to start reflecting on signs of culture.



After the coffee break, course framework, aims, objectives, methodology, programme and other important issues were presented by Erzsébet Kovac, Course director. This was used in order to get participants familiar with the concept and plan of this course.

Morning session finished with personal presentations of each participant and training team, explaining personal involvement in youth work, how EC concept is relevant to this work and so on.

Aim(s)

1. To get the group familiar with the concept of training module by revising framework, aims, objective, methodology and programme of the course
2. to get participants familiar with local cultural reality (as a different from their own) and raise the feeling of “shared ownership” of the course

Objectives

- To present the above mentioned aspects of the training course
- To create cheerful and relaxed atmosphere in the group
- To share personal involvement and experience, two things what we will be working on during the training course

Competences addressed

Knowledge about the concept of Training module on European Citizenship; Better understanding about the aims, objectives and programme of this course; Knowledge about other participants and their youth work realities.

Methodology and methods

First part of the training was made using different ways of presentations. Ice-breaking parts consisted of few methods: “Two balls”, “Blanket game”, Romanian language lesson.

The short walk around the training venue was used for several aims: start mapping cultural signs, start reflecting in cultural similarities and differences, to give basic introduction about the venue and its surroundings.

Participants presentation went in a circle order, everyone could tell things he found relevant to tell about his youth work involvement, how he deals with EC concept in this work and how this could be improved as a result of this TC.

Programme

- 9:30 Official opening of the course
- 9:45 Ice-breaking, getting to know each other, Romanian language lesson
- 10:30 Walk around in Sinaia, getting to know surroundings/context

11:00 Break

11:30 Presentation of the course framework, aims, objectives, methodology and programme

12:15 Presentation of participants about themselves and their involvement in youth work

Outcomes

People became familiar with the concept of the training course. They started to learn about local reality, which was important part for Intercultural learning and personal attachment to one or another culture.

Unexpected outcome – personal presentations went quite deep, participants were eager to tell and to learn about each others realities.

Notes for further use

Quite often introductory part includes round of sharing expectations. But it can be skipped sometimes, as in the EC modules participants present there expectations in the written form in advance.

It is worthwhile trying to involve participants into running some methods (e.g. language lesson), since it creates feeling of group and personal responsibility for learning outcomes and creates positive group dynamics.

Documents/files

Concept of Training modules in general and Module 4 in particular are described at the beginning of documentation.

Outcomes of Romanian language lessons are provided in the Annex of documentation.

SESSION III - Getting to know each other youth work reality

Time and date of the session:

15th November, 15:00 – 18:30

Background

The afternoon session of first training day was split into two major parts: getting to know each others youth work realities and presenting the concept and establishing/opening Citizens' Cafe.

First part, getting to know youth work realities was conducted with a "T- Shirt" method, which included creating short presentation of organization, its mission, target groups etc. The sharing of realities went in one-to-one discussions, then small groups, where participants had to discuss on three different topics. It was finished with feedback session for whole group.



Second part of afternoon session was dedicated to presentation of Citizens' Café concept and real establishment of this "discussion and sharing space" in the bar of the training venue. The concept of the Citizen Cafe is to have a place where participants can get together during the training course for informal conversations and meetings, exchanges of experiences, knowledge and information.



During the Opening Night space was provided for several activities and national presentations for those who wanted shortly present their country. Throughout the training course, the Café was used for a variety of purposes: discussions (serious and less serious), group work, dancing etc.

During the evening, the concept of Intercultural evenings was presented. The main idea is to have intercultural evenings on different topics: Food and drink symposium, Intercultural GameEvening, Eurovision music and dances festival (more information about Intercultural evenings can be found in the description of session XI – a separate description, dedicated only to this part of training)

<i>Aims</i>	Mapping different realities of participants' and making it visible
<i>Objectives</i>	For participants and team: having an overview of the different realities in which the participants work in For participants, starting to identify similarities and differences with other participants To set the common ground for learning process and outcomes.
<i>Competencies addressed</i>	- Understandings about various types of youth participation; - Awareness about possible ways how to ensure youth participation in youth projects, social and political community's life.

Methods

"T-Shirt"

Different steps in the session:

Introduction: Why this sessions? Explanation of the aims – 5min

- 1/ Participants have to become human sandwiches, designing and sticking on a paper T-shirt 2 with – 15 min:
- 1 in the back with a drawing, logo, motto, sentence that define the best the work they do and/or its meaning + Name of their organisation
- 1 in front with: Reason of life of this organisation / Why are they in this organisation and not another one?/ Which role do they have in the organisation? / 1 symbolic project that represent the spirits- values of your organisation



2/ When done they can go on the meeting area and start to discover others persons (Trying to visit and discover as many persons as possible) - 15 min

3/ Then after a while, one team member give a topic and they have to find other participants with whom they feel connected regarding the topic and youth work in their local reality (4 groups of 6/7 persons maximum). When they found persons, they have 15 min to discuss and explore, in order to define similarities and differences they have regarding this topic.

The topic was finish by a short round of presentation of it (for others to know the different realities) – 2 min per group.

Topics:

- Composition of the local community and the young people they work with (different cultures, minorities, disadvantaged area or not...) Feedback form: few sentences
- Kind / Types of projects - activities (international / local, based on activities / on values...) Feedback form: Similarities they found
- Youth participation (important or not, ways of participating, existing support...) Feedback form: Strengths and weaknesses written



4/ Last step – 5 min: Participants fix their “T-Shirts” on the wall. It will stay there during whole training week so participants could have a look (that they can use all the week and add elements they want to share / let the others know if they want)

Citizens’ Café:

Main aim s of this methods are to set up a space where all the actors of the training can meet informally to play, to have fun together, to discuss, to relax. Also, it allows to propose the initiative to the

participant, to involve and activate them since the setting up, to give them the key to self run the café for the entire course, if they would like to.

Particularly the citizen café wanted to develop group dynamics and help the group development:

- giving the participants the possibility to continue the discussions started during the formal sessions in a more informal environment;
- giving the participants the possibility to express their creativity and to show their abilities and competencies;
- promoting communication and breaking barriers

Program

15:00 Getting to know each other youth work reality

16:45 Presentation of Citizens' Café

17:00 Coffee break

17:30 Opening of Citizens' Cafe

Outcomes

First question – the target groups, special attributes etc.

[Group1] not disadvantaged people. Are they voluntaries or chosen by teachers.. do they have people motivated to work (in Poland difficult to find)
-do they want to participate or create

[Group2] looked at the definitions of "disadvantaged". Definitions differ from "Sinaia" to London. So there is always a need to specify target group. Target group – 15-30.

[Group3] in common – all somehow related to formal education (e.g. student organization), promotion of exchange, promote multicultural dialogue and citizenship.

[Group4] age break 19-35, but not only. They work in small and bigger cities, try to make projects "with future" not for project-sake, they try to build trust

Second question – How do you work?: the type of projects you do, what approaches you have. The form of feedback – keywords.

[Group1] Training: young people + adults; practical: youth work skills workshops (pc, film); Exchanges: European, new, commonwealth; Equalities: gender and sexism, non formal, formal education; Encourage and support.

[Group2] key sentences – kids don't want to be organized, neglect authority, motivation, passing responsibility,

[Group3] training, individual development, trainers vs trained people, internationals

[Group4] local level, national , exchanges, training, women, follow up, interactive, role play, being younger,

Third question – youth participation (i.e. main difficulties, main attractions, different ways of participation, resources, role and play). The form of feedback: reporting on strengths and weaknesses.

[Group1] Strengths – adults hear, don't listen, life long learning, challenge – energy, user friendly, creative, attractive,
Weaknesses: not taken serious, resistance of youngsters, time to learn is not given, space not provided, no attention,

[Group2] Strengths: if they come active and given responsibility, if they learn their needs, building self confidence

Weaknesses: reaching target group, only as participants, difficult to find voluntaries to write projects, new people, occasional people, responsibility not given.

[Group3] Strengths: motivation through interesting methods (music), not afraid of age, motivate people giving them responsibility

Weaknesses: difficulty in participation, it is utopia not life, paper work, bureaucracy, no access,

[Group4] Strengths: organizations work for and with young people, very dynamic (cross experience), motivation and energy, it can influence policies

Weaknesses: to comfortable in existing structure, lack of organization, group cannot represent community, not recognized by institutions and older people, communication problems for international organizations.

Evaluation

Participants were very much involved in the group work and were willing to share with others. Not only to share but to listen as well, participants raised a number of questions to those who were presenting their situation.

Notes for further use

For each question participants group into different groups according willingness to share and similarities learned before.

Documents / files

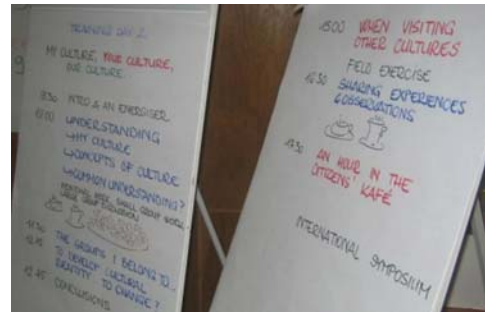
SESSION IV - Me, us, Culture - Cultural identity

Time and date of the session:

16th November, 9:30 – 13:00

Background

This morning session was dedicated to create understanding what culture is, what is it comprised of and to see can we influence it or not. As it was previously described, team used path to approach wide concepts on a building up way: me, me and another, my culture, other cultures, intercultural learning.



Aims

To bring participants to take distance and review the concept of culture

Objectives

- Give the possibility to participants to explore their relation to culture
- To promote the concept of culture as a complex, dynamic and relative concept
- To understand the multiple impacts and influences of cultures in each of human being, through our cultural identity

Competencies addressed

- Being able to put in question our own way of thinking
- Being confronted to a lot of different ways of thinking

Methods

Energiser “I brought a letter to...”

1/ **Introduction : Why talking about culture** / presentation of the session – 5min

2/ Starting with what are the participants: Individually, they think about – 15min: **“You will have to present yourself regarding your culture. How will you define it?”** Why, what are the characteristics that bring you to this?”

3/ Going in small groups (4 groups) – 20 min: **Do we mean the same thing when we refer to word “culture”?** By sharing our personal work + Visiting the “Forest of cultures”

Bringing back in plenary the main questions that appears in your group discussion

4/ **Plenary :**

- Feedback on the groups : Collecting the main questions that came to participants’ mind
- sharing common understanding if there’s one

Feedback session:

Dolores: we all felt anthropological determination, what you have learn from parents, community, nation and then yourself. Your culture are influenced by political views, political structure.

Cultural perceptions can influence your temperament (example of Luca, who “should be” more tempered since he is Italian), stereotypes.

Subcultures, group cultures

First of all – MY culture, then context of national culture

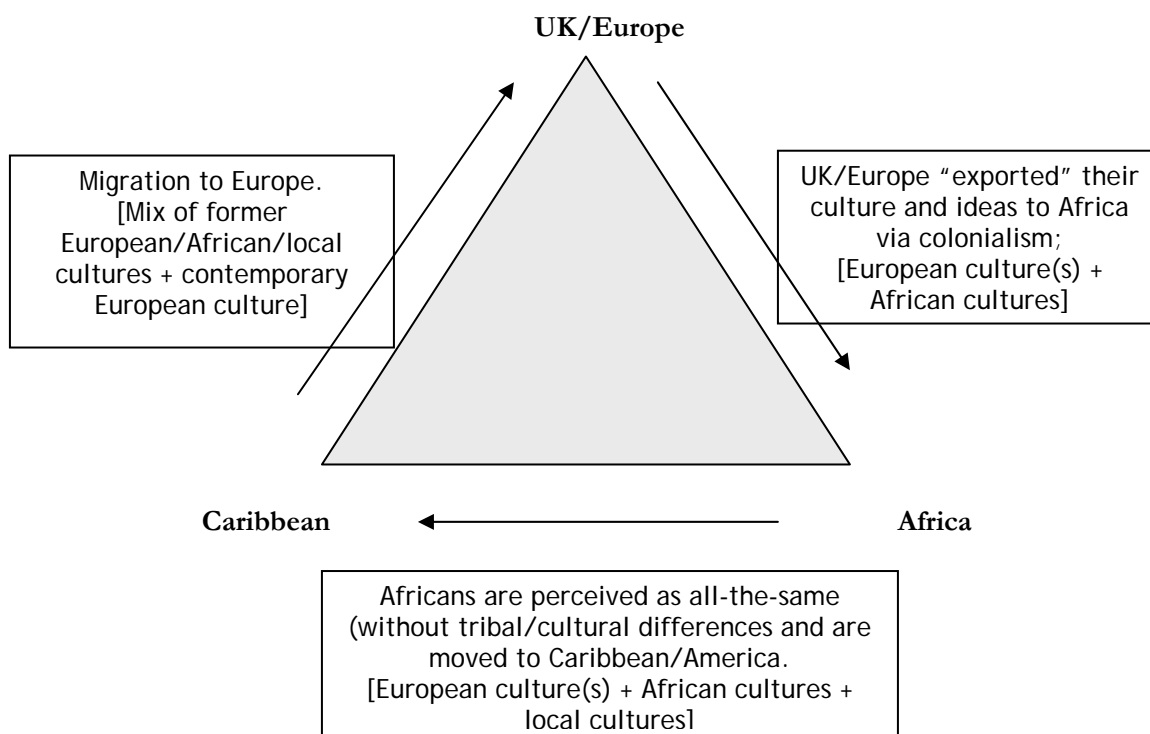
Daniel: main question – is there a “personal culture”, who and how influences, am I still Spanish after one year in Denmark?, culture = system of cultures (national, regional, local, family..)- my culture influences system and visa versa.

Values – culture as a attempt to understand, adapt and implement values. Difficult to understand personal culture without discussion, encounter with "other", "different" - finding differences we purify understanding of our culture

Kostas: they had started from description of Culture (from dictionary). Common field – importance of mother language to communicate and perceive yourself, connection between new and old (existence of “old” – secures) . There is a change brought by immigrants and interaction with other people (bloodline of culture)

Maria: importance of religion in perception of culture + Environment, family.

Dennis: module of what is “his” cultural background and how it was created/influenced: triangle (UK/Europe – Africa - Caribbean)



Africa is bigger than Europe. From cultural perception depends what you want to perceive. We concentrate too much on differences, even in the case of DNA: the biggest part of it is the same for all mankind and only tiny part of DNA chain differs but we tend to emphasize/see differences not similarities.

Peter: we “grow into the culture”, it has unconscious and conscious elements, so we can define ourselves regarding culture and we can change these elements thus changing our culture.

Question for discussion: individuality – how can you be individual when you are part of culture. Proposal – there is big difference between west Europe (Holland) and Eastern Europe (Poland) – in west being individual is a culture, while in the east, you have to put yourself against the Culture to be individual. So if

you are “outside the culture” you cannot influence it. Depends if culture is community orientated or individual orientated.

The forest of “Cultures”

Definitions brought by participants:

Culture:

- is the sum of objects, customs and personal characteristics which tend to be integrated by the next generation and thus they tend to be similar among people from same place.
- Ancestry, where you come from
- Art, literature, history, traditions, religion
- Is opposite to NATURE
- Everything made by man, intervention of man into Nature
- Glasses through which we “see” the world;
- Non-static, always evolving. Created by humans through interaction;
- Mutually constructed (group phenomena);
- No such thing as pure culture (all groups appropriate from one another);
- An integral part of how we see others and ourselves;
- Could include many/all actions and thoughts;
- Culture is learned behaviour;
- Culture is quite often represented and thought of symbolically;

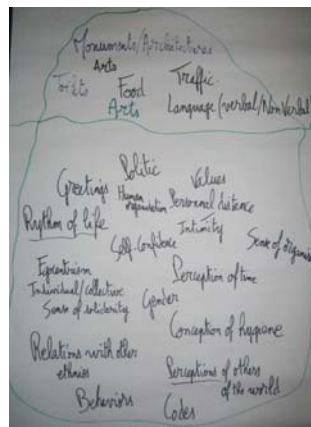
Individual culture: what we have from our parents, family, childhood, community, nation, country, expressed by the way we behave

Systematic explanation:

- culture is the system of “cultures” (personal culture, my religion culture, country culture, my Balkan culture, Europe culture, etc);
- my culture influences the system of cultures
- my culture is influenced by system of cultures

5/ Defining what precisely word “culture” means in not so easy and obvious... Exploring it with an “Iceberg” model:

- How can we see we are in another culture? What defines what is a culture (try to remember)? Presentation of Iceberg model (visual and not visual parts of Culture) – 15 min
Does it help to understand it better? What can we take from it?
Culture is often reduced to what we can find in cultural pages of newspaper, but it is just the visible part, that represents a minority.
A culture is a group of persons that share a set of values, codes (clothes, languages...)



Arranging it into module of ICEBERG:

Small visual part (toilets, food, traffic, language (verbal, non verbal). It is just short vision what culture is about and you see it, smell it.

Sometimes in the Cultural pages of newspapers we find a lot of these visual aspects – food, cloth etc and we confront it.

Invisible part – could be shocking. In order to see this “invisible”, underwater part of Iceberg we have to make an effort and to look beyond visible features. Difficulty: we look from our own/our culture

perspective and its not necessary right perception.

Culture is the group of people that shares: values, symbols, rituals etc. If so – does it imply “belonging”? Well, yes.

6/ Me and culture / Who am I: back to my first description, did it bring me more elements to define who I am? “Onion exercise”

- To which different social / cultural groups I belong to?
- Underline possible changes in their life + Which one did I choose, which ones comes without choosing

Outcomes

What has shocked you most visiting foreign country/meeting different culture?

Dolores - First time I was abroad (Greece) – I was shocked by shared toilets (man & women)

Luca – cities without histories (minimum 500 years) – he missed monuments

Different language

Driving on the left (different) side

Food (Pasta three times a day)

The way to greet, contact, personal distance

Europeans are more egocentric (in contrast to Caucasus people) – in Caucasus we get help without asking

Body language (no – nodding, yes – shaking head)

Perception of time (10:00 is 10:00 not between 10:00 and 12:00)

Hygiene, the way one prepares food

Siesta – rhythm of life

Perception of others

Self confidence (overweight but not hiding)

Gender roles (woman driving a bus)

Different values

Different perception of politics (left –right is not same in different countries)

7/ Plenary:

- Small feedback: how was it? Comparing with the first exercise of the morning to define you. Something different? – 5 min
- Multidimensional level of Cultural identity : it can be influenced by a lot of dimensions – 10 min
- Sticking your cultural identity on the wall – 5min
- Free discovering + using the rope to connect with others I share strong elements regarding my cultural identity – 15min – Closing this part showing the links, despite we don't belong to the same country

- Conclusion on culture / cultural identity- 10 min: What can we take from all of this?

☞ Back to the complexity of culture – 5 min:

- Multilevel concept
- Mainly invisible expression

☞ Seen as static, but permanently dynamic; Values, codes are changing (place of kids, man, woman, criteria's of aesthetics, beauty...)

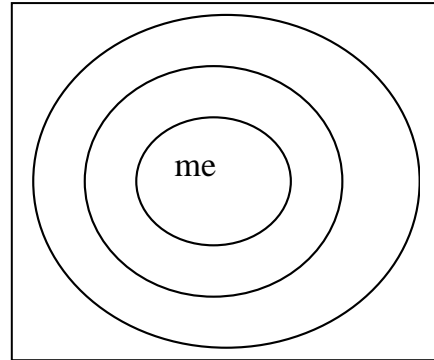
☞ Each individual has its own cultural identity, regarding backgrounds and experiences. We are not fully prisoners, we can act, react... we make choices, and we pick up certain ways of life, values, and rituals in different cultures because they feel to me. So we can say that we build own cultural identity. And I can have much more similarities with someone living in another country that with my neighbour.

Issues of sharing and belonging

Some social groups we chose (e.g. wife, family) some we don't - we are born into, brought into.
In the lifeline groups to which we belong change/ can change.

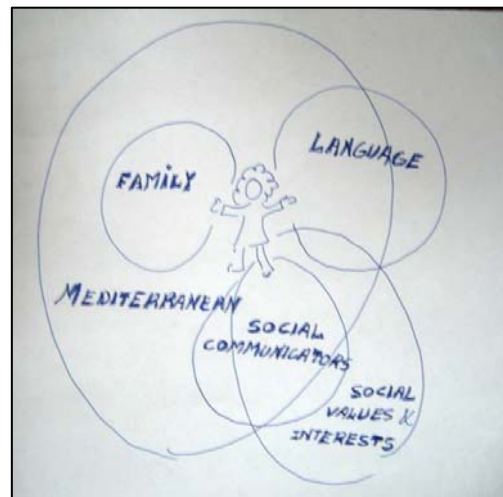
Onion exercise

- Participants were asked firstly to name those aspects that create their cultural identity trying to understand what defines it, what characteristics it brings - 10min.
- Then they went to the small groups (4 groups) and discussed if they meant the same things by culture – 30 min.
- After sharing it in little groups and input participants were asked to come back to the first description and add to the scheme those social / cultural groups they think they belong which contribute to their identity – 20 min.
- They also had to underline possible changes in their life and decide which one they have chosen, which ones not – 15 min.
- After sticking cultural identities to the wall participants were invited to discover other identities and using the rope to connect with other people they share strong elements regarding their cultural identity - 15 min.



Feedback from onion exercise

- It is difficult to define and specify groups
- It can be perceived as a conflict between groups (part of me belongs to one, part to another)
- in the morning Cloe “didn’t belong” to any group, now she finds herself in many “circles”.
- Luca – friend’s culture, they grew up together. Largest – political orientation group, since it goes across the borders. Mindset – cinema, friends;
- Maria – belong to family and they share values; then friends, then people in the surrounding share the same values, then people she works with; then – people of different countries with which she work;
- Dennis- my self and family; identification with friends and black people, then – colleagues, social activities; global issues of Diaspora people;
- Javonna – personal culture; general knowledge gained;



Comments:

Not many participants identified themselves with a group “young people”, only group “students” emerged, but this social group/circle is not accessible to significant part of youngsters.

Identification with gender – even if you are abroad, you have more in common with people of your gender. Nonetheless, female culture may differ from country to country; In Georgia – group of neighbours, so-called “neighbourhood culture”.

What can influence cultural layers:

- political orientation – engagement;
- Social origin;
- Behaviour;
- Ethnical;
- Educational background (or not);
- Generation;
- Gender;
- Nationality;
- Region

Comments of participants:

Complexity of issue – this discussion marks the way travelled and the way yet to travel! (Dennis)

National culture is not that strong when you deconstruct your cultural identity (Dolores)

We must have flexibility to learn from others and listen to understand others (Maria)

We need to be careful when we talk about national cultures not to apply Iceberg module and that national features should be kept ON the circle but we should concentrate on underwater part to find similarities and work together (Dennis)

We have to find a way to teach people tolerance and being open-minded – that is the key (Joanna)

We have dichotomist way of thinking (good-bad, black-white) – but it is not about being open-minded.

NB: but how do we know if we LEARNED to do intercultural learning, are we open, intercultural? How to measure it?!

Program

9:30 Introduction and energizer

10:30 Understanding:

- My culture (individual work)
- Concepts of culture (work in small groups)
- Common understanding? (group discussion)

11:30 Identifying groups I belong to

12:15 Developing identity/ changing identity

12:45 Conclusions

Evaluation

Notes for further use

Since approach and methods are strongly participant-oriented, so it is important to feel group dynamics and adjust "speed" to groups learning pace.

Documents and files

Definition of cultures that participants come with

SESSION V - Discover another country = discovering other cultures?

Time and date of the session:

16th November, 15:00 – 18:30

Background

the whole day was devoted for understanding of culture. While the morning session was dedicated to understanding what culture is, what is it comprised of and to see what aspects of it we can influence and what not; second part of the day was used to practice the theoretical knowledge we had or got. The Field exercise was used trying to read a bit of cultural elements in a local community which is not familiar to us.

Participants were given special tasks – to search for certain aspects of the culture, try to make contact with local community and to bring this knowledge back to plenary. Debriefing about process of getting to know different culture- how we read “signs”, what we see, how is it influenced by our own cultures.

<i>Aims</i>	<ul style="list-style-type: none">- To transfer the concepts into real life community
<i>Objectives</i>	<ul style="list-style-type: none">- To feel how we perceive a cultural reality that is not ours- to try to understand what people can feel when they are in another cultural reality that is not theirs- To be able to look at the participants reality with other eyes
<i>Competencies addressed</i>	<ul style="list-style-type: none">- Skills to communicate- Ability to “read” cultural signs
<i>Methods</i>	Field exercise : Discovering local socio-cultural environment 1/ Starting in plenary: It’s time to be more connected with the local reality. Participants receive some guidelines to discover the local reality. Each group as 2 tasks : <ul style="list-style-type: none">- 1 common : (refer guidelines document)- 1 thematic (5 groups of 4), 2 groups receive the same thematic :<ul style="list-style-type: none">. Look at the relation around you between traditions and modernism. What did you see precisely? What did you ask to people? What conclusion can you make. Being young / Being old in this society, is there any specific meaning, place and role?. Being a man / a woman, is there any specific meaning, place and role?

Citizens’ Café - was dedicated to answer specific questions given during field exercise. Three tables for three different questions were used:

- Coexistence of Modernity and Tradition
- Being young and being old in this society
- The gender role of men and women

Plus one table was left with a blank sheet of paper and interested persons could come up with their own question and start discussion.

<i>Program</i>	15:00 Field exercise “Discovering local socio-cultural environment” 16:30 Sharing impressions and observations of field exercise 17:00 break 17:30 Citizens’ Café (dedicated to answer specific questions given during field exercise)
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Outcomes

Debriefing of field exercise:

Discussion about impressions and observations went in few directions, here we present main comments:

What surprised you most? :

1. No milk for breakfast, even to buy. People don't smile (either serious or sad). Old people appear to be "older" than they are. The colour of dress – grey, dark.
2. Gratings on the windows of banks. Number of restaurants, casinos and Irish pub. Food in the shop – same as anywhere in the world.
3. Contradiction of local people – town is for tourists and Romanians seem to be strangers here.
4. homeless dogs everywhere, old women smoking and eating on the street, international signs (e.g. Pepsi) everywhere;
5. beauty of old architecture is hidden by commercial buildings, mixture of new and old architecture.



Any similarities between local reality and your country:

1. language and architecture similar (Italians), fast food, ATB, war memorial,
2. old man with a "Spanish hat"
3. construction of town – one side train station, another pubs and casinos
4. kids playing football, kids all are the same, easy to buy alcohol, commercial music
5. attitude to tourists – don't bother me, I do not bother you, seriousness of faces;

What are the main differences, and what could be the reason? :

6. old cars (they were different and they can't be on the streets), building regulations, banks are never in old buildings (in Macedonia), dogs on the street, army uniforms camouflage (not green but blue?), not much young people
7. the dress code, tourism industry not yet developed (souvenirs with Sinaia). No people in the open air market
8. Small shops with everything (in France – separated shops), underground shops.
9. general respect for age and gender (no exposed sexuality), the way to get on bus – despite of crowd of people they

Evident:

10. people don't smile; Dracula's presence everywhere, hand-made blouses, dogs, orthodox religion;
11. pub names "Jail" (but inside is "freedom"), people are waiting for changes but not willing to do it themselves;
12. Romanian hospitality

Exercise is not aimed to learn local culture but to discover the tools of approaching and interpretation. We always look to things with our glasses, interpret via our culture, sometimes completely wrong.



We did observation, yet we shouldn't do interpretation about Sinaia community, and especially Romanian culture on the whole.

Outcomes of Citizens' Café discussions:

- **Coexistence of Modernity and Tradition**

Discussion went about importance of tradition on one hand, but a need for a change on another.

- In Sinaia, Romania signs of modernity are very obvious – commercials, posters, new foreign cars. But all in all, place looks to be quite traditional.
- For most participants it was strange to see coexistence of old and new architecture: new authentic wooden house stands next to steel and glass buildings (comment – it would not be allowed in EU);
- Discussion about differences between “tradition” and culture”. “Tradition” seems to be more stubborn while “culture” is rather flexible.

- **Being young and being old in this society**

Groups shared experience from their countries and environment they are coming from.

- General notion is that there is a pressure from old generation to youngsters. When we speak about arranged marriages, we usually have in mind India, Asia, but even in our countries we experience strong influence/pressure from the side of parents, family. They are keen on choosing way of life for young people. And if they do it “their own way” it is considered to be wrong.
- “Old” don't want to hear “young”. Even if they listen it does not necessarily mean they hear actual needs. But in this respect, young generation cannot be really empowered.
- Young should not wait rights to be given, they have to be proactive and “take” the right.
- The process of youth independence depends a lot on economic and social development situation of country/region/environment. In the poor regions young generation depends much more on the support of older generation, parents; while process of “liberation” is easier in well developed regions.

- **The gender roles of men and women**

Discussion went about gender roles and how important they are for social construction of society. Key elements of discussion:

- Countries tend to promote themselves with image of women, girl (also case of Romania)
- social changes - how they affect gender roles and family structure and values (change from family run agriculture model to collective soviet agriculture model – led to gender role changes, increased alcohol use, suicidal rate etc);
- how gender roles and family structure affect social changes (women liberation, equal rights, feminism and their affect on nowadays situation);
- key question – where did liberation and path to equal right bring us and are we more happy now?
- positive discrimination;

<i>Evaluation</i>	After all, positive impressions and very interesting experience.
<i>Notes for further use</i>	Groups were formed of 4 persons, trying to make 2+2 with similar backgrounds, so that they could see in group the similarities and differences between themselves as well.
<i>Documents and files</i>	Guidelines document for the field exercise (Annex).

SESSION VI - Intercultural learning: Why? What? How?

Time and date of the session:

17th November, 09:30 – 13:00

Background

The first half of day was a transitional session between working on understanding of concept of culture and discussion about European citizenship. And this transition was dedicated to analyze what happens when cultures meet, to see what can be positive and negative outcomes of cultures' interaction, This session happens after the previous day based on the concept of culture. After this day, we'll explore the concept of citizenship.

To facilitate this discussion two methods were used – brainstorming in the group and then going into smaller groups to work on reasons of negative and positive aspects of cultures' meeting and to discuss what possible effects it may have. And later, new understanding gained in discussions had to be expressed to some actors, present in youth work: parents, organization, municipality official, radio station etc. This method was used to see how participants would promote intercultural learning and what arguments they will use for different target groups they will have to approach.

Aims

- Understanding the challenges of intercultural learning
- Defining the role of youth workers to promote intercultural learning
- Being aware on the process and methods to promote intercultural approach with young people

Objectives

- Understanding the main effects of meeting of cultures
- Understanding the terminology in order to act
- Developing a critical view on what participants have done till now, and can do in the future promoting the intercultural dimension with youngsters

Competencies addressed

Methods

1/ Energizer

2/ What happens when cultures meet

Brainstorming on positive and negative effects + positive and negative impact (if I remember well)

Conclusion on those aspects

3/ **Work in small groups.** Why is it important to integrate such topics (culture, when cultures meet...) in the work you do with young people? 30min

- In small groups (6 groups), they have 15 min to write a synthetic article for a newspaper, advertisement, letter for parents, to try to make clear to the local authorities the challenge that represents ICL importance in youth work – 15 min
- Presentation in Plenary
- Vote system (green, orange, and red) to bring the discussion is it is good argumentation or not
- We conclude : note to vote for the best, but just to open our mind on different argumentation



Program

9:30 Introduction and energizer

10:00 What happens when cultures meet:

- Brainstorm
- Group work on positive/negative aspects
- Group work on positive/negative impacts
- Feedback

12:00 Promoting ICL –“a letter to...”

Outcomes

What happens when cultures meet? Results of brainstorming:

Positive aspects	Negative aspects
<ol style="list-style-type: none">1. Cultures can learn from one another2. Sharing things3. Meet traditions4. Another perception5. Development,6. Knowledge,7. Expertise8. Internationalism,9. Global outlook10. Tolerance11. Enrichment12. Fertilizations13. Exchange14. Cooperation15. Better understanding of your culture16. Learning opportunity and process17. Open mind/ broader perspective18. Cultural surprise19. Hybrids20. New skills21. ...	<ol style="list-style-type: none">1. Loosing a bit of own culture2. Nationalism3. Misunderstanding4. Conflicts5. Racism6. Stereotypes7. Insensitivity8. Linguistic change9. Conservation10. One disappears11. Confusion12. Identification problems13. Changing of lifestyle14. Culture shock15. Frustration16. Rigidity17. ...

Results of 4 Groups on:

1. Reasons for positive aspects;
2. Reasons for negative aspects;
3. Possible positive impact;
4. Possible negative impact.

Reasons for positive aspects:

- Anthropological one, each community has natural meaning of evolution (not through history but through positive aspects of communication;
- Psychological – each person needs to communicate to develop himself, needs community for self-development;
- Question of choice – if you want to do it, it's reason for positive aspect;

Reasons for negative aspects:

- Political will;
- media construction;
- feeling of superiority;
- Personal choice – pessimism, fear.

Possible positive impact

All nation will make one state and would be great☺ - peace forever. But in real life countries are more competitive. Competition can be considered as a push, as a catalyst for good change. “Good” side of tolerance

Possible negative impact

- Competition between races and cultures;
- Change in “blood” characteristics;
- Loss of identity or cultural heritage;
- Economic disadvantage to certain groups;
- Lack of cooperation;
- Misunderstanding and misconceptions;
- Conflict;
- Discrimination (as an action).

Comments: it seems that there are more negative aspects of cultures meeting. But the concepts are on different levels and depending on perception many aspects can be seen both as negative and positive.



Discrimination – is strongly personal choice and action – changing side of road, arresting people just of racial features etc.

Outcomes of working groups with a task to produce:

1. Proposal to the board of youth organization to organize intercultural event, so you have to convince them to do it by showing importance of ICL ;
2. written proposal to the teachers team (formal education)
3. work camp for young children of different ethnic background, but you have to convince parents to send their kids.
4. you need money for your project so you have to approach Mayor. Letter to him convincing why ICL is important and he should support this project and it would have positive impact on local community;
5. Commercial on radio promoting ICL.

Letter to board of organization:

- ICL –as a result of participation in EC4 Kostas want to propose creating ICL strategy for organization.
- Why? – a lot of Immigrants, immigration, enrichment and create connection with them (benefit for org.
- What – training, opportunities
- How exchanges, trainings, work shop. + funding allocated by funds and can be raised from private sources

Comments – should be more convincing, miss concrete things and REAL spirit behind – WHY it is so important.

Convincing the mayor:

- Spend too much time on methodology rather than on content since environment/country is very determinative. They came up with the form of the direct meeting with the Mayor of Sinaia presenting him idea of EC training.
- Aim: intercultural skills
- Objectives: Promote local culture and intercultural dimensions

Comments: we have to approach people with "their" language. to some extent, approaching Mayor is already a intercultural challenge.

Commercial on radio promoting ICL:

Interview about the positive result of intercultural exchange. The result matters more than process. The ICL makes a change. It is participants make it Intercultural, not intercultural itself. They would show someone normal – not disabled, from majority etc, but it can also make change in him making him active. Self-esteem, confidence etc.

Convincing parents:

Personalized letter to every family asking them to come meeting, where more questions will be answered.

Key elements of letter:

- Kids will get more knowledge and experience how to be/live in multicultural environment
- Will be involved in interesting activities
- Will be given opportunity and ground to share experience and thoughts.

Comment – while promoting Intercultural learning, one should emphasize difference of formal and non-formal education (since they go to school anyway).

<i>Evaluation</i>	Methods were very useful and brought one unexpected outcome – participants concentrated too much on the form of letter. But it confronted them with the idea that they, being involved in youth work for many yes and teaching others, sometimes cannot step out of the box. This situation contributed very positively to learning process.
<i>Notes for further use</i>	If you use method of “writing a letter”, it is necessary to emphasize clearly that letter is just a FORM/FORMAT, so participants should concentrate on content rather than form.
<i>Documents and files</i>	List of proposed definitions;

SESSION VII – Intercultural learning and Europe: ICL in Europe

Time and date of the session:

18th November, 09:30 – 13:00

Background

Will try to define what is ICL, and in this way we may understand what is not ICL.

Dennis presents case study, and doing that participants are asked to find the strategy how to deal with this situation, to identify possible steps of strategy

Integral part of this session was introduction of concept of Europe and its multicultural aspect. The next session will be dedicated to discuss what is Europe? Where it starts and ends? And what it feels to be European?

<i>Aims</i>	<ul style="list-style-type: none">- Define what is and what is not intercultural learning- Understanding the challenges of intercultural learning- Defining the role of youth workers to promote intercultural learning
<i>Objectives</i>	<ul style="list-style-type: none">- Develop understanding of ICL steps and how to implement this knowledge in youth work- To show obstacles and limits of ICL in the work with youngsters
<i>Competencies addressed</i>	<ul style="list-style-type: none">- Ability to find solutions in difficult ICL situations;- conflict management skills;- work in multicultural team;
<i>Methods</i>	<p>How to work on Intercultural learning issues with young people? 1h</p> <p>As we are touching aspects like values, ways of living and being, that we build since we are born, it can not be in 1 hour. It is why we speak here about educational process</p> <p>Case study: they have a situation of an intercultural misunderstanding and they have to go in small groups to try to find a solution. They try also to identify the steps, the process in which they want to bring the young people.</p> <p>Situation:</p> <p>“You are organizing bilateral youth exchange “our common future”.</p> <p>Each country group has to organize one evening. During one of this evening, one of the group use condoms for their presentation.</p> <p>Another group is of very religious background and cannot deal with this and feel uncomfortable, so they decide to go to sleep, while another group continues to party.</p> <p>Next morning, the majority of "party" group don't show up for planned activities, while another group was there at time. This later group feels disrespected and decides that they do not want to go on with youth exchange and decides to leave.</p> <p>Participants have a role of “organizing team” and have to decide:</p> <ul style="list-style-type: none">- what would you do in this situation?- choose strategy to be used in this situation – try to identify steps of strategy <p>Next step: Feed back in plenary + Model of intercultural learning process with the steps + relativism of this concept (each individual don't stand on the same step, and we don't want them to arrive at the same + where can we</p>

act? – 15min

Program	9:30 Introduction and energizer
	10:00 ICL: Case study
	- Introduction
	- Group work
	- Presentations
	- Debriefing
	- Feedback

Outcomes

Participants are divided into 5 groups of 4 people, members of groups defined by trainer's team, in order to simulate bi-lateral exchange (e.g. 2 French + 2 Russian speakers) – this format brings situation as close as possible to reality. Participants in each group are defining the strategy how to deal with emerged situation and are trying to find best possible solution.

[Dolores, Dennis, Kostas, Mary]

- Acknowledge situation
- Adults/leaders need to talk
- Devise a way forward:
- Try to get positive conclusions

Evaluation – its not so important if group leaves or not, but important HOW they leave

[Marie, Chloe, Ivan, Emma]

2 problems – cultural/religious dimension and self-involvement. Is there a link between them?

- Individual dialogue – what are the feelings, individually is easier to speak and avoid "group movement"
- Then adult presentation – clarification of situation;
- Dialogue of groups
- Teambuilding activities – raise the trust between individuals and groups
- Role games, visit to the hospital (to show existing problem, not to hide problems)

[Linn, Luca, Jovanna, Jenekke]

- Separate talk about feelings;
- Preliminary meeting – to explain not accuse, make them understand each other
- Changing programme and focus on commonalities rather than differences;

[Peter, Daniel, Joanna, Skirma]

- First talk to group leaders
- Separate meetings with two groups (aim – let them speak, express, listen to their expectations)
- Big joint meeting
- Aim: finding common expectations, decision about continuing the exchange (discuss should you stay or should you go)

[Vendula, Vojta, Alicia, Raquel]

- Leaders meeting – to plan what to do
- Free afternoon – for reflection
- Separate meeting with the groups
- Assembly of all participants
- New leaders meeting for evaluation and decision

- To include conflict into programme
- Eliminate potential conflict sources
- Modify objectives
- Role play – change role

Common things for all groups: (after listening to presentations of all groups, participants give feedback about the things they found was common to all groups.)

Expressing, understanding, will to solve problem, communication, methodology, group dynamics problem due to cultural differences.

Denni:

Its all about educational process, learning. It is a long term process.

Erzhi presents a model of ICL steps (these steps are presented in the Annex).

[Ethnocentrism] – (we tend to understand world through glasses of my ethnos. me and others) Differences exist, and commonalities exist. In this step we acknowledge that “other” exists.

[Understanding] Why differences exist – why its not like we do it at home. Understanding why we are not the same and do things ...Confrontation with own prejudices

[Respecting/accepting] (the differences exist and they have a right to exist, even if I don't agree, I assume that they both have a right to exist)

[Appreciating/Integrating] integrate elements of other culture to your set of values, culture, and behaviour.

[Enrichment] – my own cultural identity is moving and developing.

But... as all “models” it has its limitations, ICL does as well. It is important to mention that ICL is not linear process. It is a life long process and we can come backwards. Exchanges are tool to go far as possible in this process. As a youth worker – where I can act and to what limit can I act. We cannot ask people to respect and integrate parts of other culture. So basically we, as youth workers have responsibility to help people “understand”, but further steps are of a personal responsibility.

ICL can be personal, group and society-level.

Learning is not only about “others” but also about us – who we are, what we are! In this way we self-reflect and define our identity. But our country and national identity is always in the “middle of map”, is the reference point. First – news from our country, then from the world – we are part of something bigger. We are thought in the way of comparison with others.

Possible definitions of ICL:

- Social learning
- Value based education – human dignity, recognition, equality

The last part of session was dedicated to discuss idea of Europe. Europe is multicultural – without inter-cultural dimension it would not exist.

Evaluation

Participants were very eager to learn about steps of ICL and theoretical suggestions how some particular ICL questions/conflicts can could be solved. It is necessary to show how this theory can be applied in a daily life of NGO.

Notes for further use

Documents and files

List of proposed ICL definitions;

SESSION VIII – EUROPE

Time and date of the session:

18th November, 15:00 – 18:30

Background


After the work done on concept of Culture and our relation with it, the place of cultural identity, we have tried to see what's happen when cultures meet and also why and how as youth worker we can approach those issues with young people. Here is the moment to connect all this with Europe.



This session was dedicated to reveal concepts of Europe participants came with, to confront it with different ideas and approached and to build new, “updated”, critically revised understanding of Europe and to link it with issues discussed before: me-culture-cultures-ICL.

<i>Aims</i>	<ul style="list-style-type: none"> - To understand that Europe represents different realities - To develop the critical way of thinking about Europe - To bridge intercultural education and Europe
<i>Objectives</i>	<ul style="list-style-type: none"> - challenge people to reassess what is Europe; - based on new experience refresh understanding of Europe adding learned components;
<i>Competencies adressed</i>	<ul style="list-style-type: none"> - critical understanding of Europe; - ability to see differences, to deduct, analyze and colligate
<i>Methods</i>	<p>1/ Collage – using visual method to express what Europe is for a person. 30 min</p> <p>Participants are given all kind of materials – magazines, colour papers, post-its, markers etc. During the given time they have to visualize their image of “Europe”</p> <p>2/ Connecting yourself to people you share common elements - method to cross the borders of thinking, to show that one has much in common with people from other countries. 30 min.</p> <p>3/ Our vision of Europe – 15min: which Europe do we speak about? Small groups that receive an envelope with the list of 48 countries of European continent. Participants are asked to:</p> <ul style="list-style-type: none"> - to select countries that belong to Europe for them – 10min - work in groups of 5 to discuss it in smaller groups – 15min - Giving the results + Conclusion about different geopolitical realities when we speak about Europe (EU, COE and continent) – 5min <p>Aim is to learn what perceptions/notions of Europe each participants has. This method “opens eyes” to most of participants, since they can obviously see that in different countries word “Europe” stands for different phenomenon.</p> <p>4/ “European quiz”, 4 teams of 5, with name, moto, logo etc. 3 questions :</p>



	<ul style="list-style-type: none"> - Is the Council of Europe and European Union the same? - When and why have been created the 2 institutions - What are the main differences between the 2 institutions? <p>Main aim of this method is to learn how much participants know about CoE and EU, do they no main characteristics of these to international bodies.</p> <p>5/ “Citizenship descriptions floor” – interactive method to learn what means Citizenship to participants. Done in two steps:</p> <p>This method is done in 2 steps.</p> <p>1/ First participants stand near description of Citizenship (they are put all over the room on the floor) which describes situation in their country best. If they cannot find appropriate one – they can write it down on the blank sheet of paper. - 15 min.</p> <p>2/ They stand near description of Citizenship they believe corresponds most accurate to their individual understanding. – 15 min.</p> <p>6/ “Where do you stand” – Learning the personal notion of citizenship (full description of method is given in Annex)</p> <p>It was followed by input and debriefing.</p>
Program	<p>15:00 Workshop “Collage of Europe”</p> <p>15:30 Connecting people</p> <p>16:00 Workshop/group work “Our vision of Europe”</p> <p>17:00 European Quiz</p> <p>17:30 Citizenship description floor</p> <p>18:00 “Where do you stand” + Debriefing</p>
<p>Outcomes</p> <p>Collage “What is Europe for you”</p> <p>After having collages done, participants were asked to explain their collages and what their pictures represent. Below are listed some comments of participants:</p> <p>Kostas- Europe is firewood and flame – the more we put woods, more diverse we are – the bigger is the flame. At the beginning Europe was “white:, then other layers and components were added, then even more. And as long as we will keep putting new things – it will change, develop, and expand.</p> <p>Emma – she draw territorial Europe. Sun – positive attitude we have while speak about Europe. Europe is not separated from the world.</p> <p>Maria – spring. Starting point was when we decided to be united. If we wish we can reach the top if we are keen on being together.</p> <p>European countries</p> <p>Feedback from groups:</p> <ol style="list-style-type: none"> 1. Economic Europe. CoE and EU <i>Europes</i>, culture heritage, Christianity, Chloe more inclusive – Europe can be everything. 2. One round, but opinions differ. What criteria’s? Raquel – Turkey is not Europe. Marie - Russia is not part. Vojta- Caucasus is not Europe, since does not know so much about 	

that. Azerbaijan – for sure not. Historic approach – Istanbul European country since influenced history of Europe a lot; and was influenced. Peter – due to culture- Turkey and Caucasus; politic - Moldova, Belarus, Russia, Ukraine

3. Vatican is not Europe (since it's global, it is spiritual rather than geopolitical state/concept). Russia too big and too "Asian" to be Europe. Lichtenstein, San Marino, Monaco – no, since they don't want. Emma – Europe=EU, she doesn't feel European. Jenekke – distinction on religion basis – Muslims don't belong to Europe.
4. Kostas – easiest to agree on EU. Joanna, Belarus is not Europe (emotionally), and Turkey – is too different to be part of Europe.

Comment: it depends on what criteria's we choose- continent, geographic, EU, Religion, politic, free market etc.

Difficult to find consensus between 20 persons – so what about 800 million people living in the continent?

Interesting point: we have a lot of Europe's: Geographical Europe, Political Europe, EU Europe, Soccer Europe, Eurovision Europe etc.

European Quiz show!!!

Group is split in 4 teams, they chose the name for themselves:

- "GGpd"
- "United in Diversity"
- "Peace and love"
- "Team-Can-do"

1. Is there a difference between Council of Europe and European Council?
-Yes. (but not sure what is the difference) one is Organization, second EU institution

2. When CoE and EU why created?
1948 and 1951

3. What are the main differences between CoE and EU?

CoE – Human rights, democracy

Same starting position: No more war, it was meant for peace. But the ways to promote were different.

- EU -if we are partners - we will be less interested to fight.
- CoE – democracy will lead to peace.

Main differences:

1. number of members
 - CoE number of members – 46 (observers Vatican, USA, Canada, Japan)
 - EU 25+x in the future
2. Criteria's
 - EU has institutions, it is about economic and political dimensions
3. Budget (the amount of money and the way it is accumulated)
4. Decision making process and levels/ status – obligatory and so on. EU is supranational institution; CoE – consultative role. EU – limited sovereignty of member countries.
5. Visibility – EU is much more known.
6. EU – is also a monetary Union.

Citizenship description floor

This method was done in 2 steps.

1/ First participants stand near description of Citizenship (they are put all over the room on the floor) which describes situation in their country best. If they cannot find appropriate one – they can write it down on the blank sheet of paper.

2/ They stand near description of Citizenship they believe is most accurate.



List of provided Citizenship Descriptions can be found in the Annex. Citizenship descriptions prepared by participants are given below. According to them, Citizenship is:

- To live together with other citizens in a community, respecting and working together with others;
- It means that you are part of something; at first your town, your country, Europe and, of course, the world. Being a citizen you are also responsible for what happens and that's why it is important to co-operate to have results;
- What is really characteristic of citizen is the right to vote in the assembly and to participate in the public decision-making process;
- We are the citizens of state which has issued our passport or ID card;

Where do you stand?

Full description of method is given in the annex, because it can be used with various topics. Particular aim of using this method in Module 4, was to reveal participants approach towards citizenship, so relevant challenging, debate-raising questions were given:

- I was born as a citizen, not become one
 - Rights are guaranteed by state
 - Citizenship is more about responsibilities than right
 - You can be European citizen only if you are citizen of EU member state
1. I was born as a citizen, not become one (most agreed that we are born into citizenship, but we to full potential of citizenship we have to grow, we have to be active)
 2. Rights are guaranteed by state (**no** – rights are implied by responsibilities; we have to be active to be citizens; it is more to fight for than to receive; **yes** – because it brings security and sense of belonging;
 3. Citizenship is more about responsibilities than rights (difference between duties and rights; State controls your rights, we are the rights, human rights [what was not given, cannot be taken away], first responsibilities, then can ask for rights;
 4. You can be European citizen only if you are citizen of EU member state. (yes – EU don't recognise non – EU countries as Europeans, Visa issue is very big obstacle to feel European and the approach to people in embassies, airports, etc illustrates it very well); (no – European Citizenship is not EU depended, we have to promote active Citizenship which in a way is European citizenship.

This method was followed by a very big group debate, especially on the last point – how European Citizenship is linked with EU and can we really be Europeans if we cannot move freely within the continent. This issue was in mainly raised by participants coming from EECA (Eastern Europe and

Caucasus) countries and Balkans. Few of them defended opinion that it's impossible to be European/European Citizen if you cannot travel. On the other hand, participants from new EU countries declared that their countries' accession to EU itself neither increased nor decreased the "feeling of belonging" to Europe. If we consider European Citizenship in terms of belonging and mindset to be active and responsible for your local/global environment in a broad sense, belonging to EU don't have crucial role.

This was followed by **input on Citizenship and its dimensions.**

Citizenship as a legal status can be based on:

- Residence, territory;
- Nationality
- Place of birth
- Marriage
- Blood
- Language
- Religion
- ...

But legal status is only passive status. There are few more dimensions to add to this legal status:

- + "Feeling of belonging" is very important;
- + Active citizenship – active social role which you take when you have this feeling of belonging.
- + This way you can practise your rights and responsibilities.

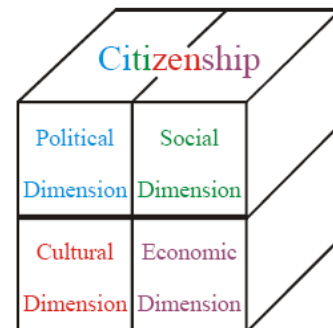
Conclusion – Citizenship is multidimensional concept and by its origin is not economic one. Dimensions of citizenship:

Political dimension (right to vote, right to be elected etc.

Economic dimension (that's way disadvantaged people are target group, tax payment, access to resources, power);

Cultural dimension (understanding culture as a notion, difference within the group. That's why when apply for citizenship of another country – you have to know language, history of this country);

Social dimension (dealing with inclusion / exclusion issues, group Behaviour.



Citizenship is all about relationships

- Citizen - Citizen
- Citizen - All Citizens
- Citizen - State
- Citizen - Globe
- Citizen - Transnational relations
- Citizen - Environment
- Citizen - Culture

For a long time Citizenship was understood as relationship between state and citizen, it still remains the primary/direct understanding of this word. If we add other dimensions, we see that this phenomenon is much broader, e.g. Citizen - citizen relationship influence a lot social dimension. As was learned before, Citizenship is a process of interactions between individuals and as individuals we are part of different social groups, through which we can influence society and other social groups. From European

perspective it is very important to stimulate interactions between national cultures and national groups in order to facilitate cultural dialogue and peaceful development of multicultural society.

Citizenship can refer to different political communities simultaneously:

- Local (encouragement to be active on local level)
- National
- European
- World (these later two are voluntary chosen or chosen not to practise them)

Belonging to a community:

Community can be chosen as one of identities

It can be disassociated from sense of belonging to “territory” in favour of belonging to “Community” since no longer we so strongly bound to one particular territory and community.

Citizenship of EU:

Is dependent on territory/member states (so it is old understanding of Citizen – State relationship)

Legal basis – belonging to one of EU member states.

European Citizenship:

EC is always under construction and is based on identity (voluntary chosen)

It is Citizen – citizen relationship

Civil society play very active role in EC phenomenon

Legal basis – human rights convention (NB. Has no link to particular country and Citizen - State relationship)

<i>Evaluation</i>	This session was welcomed by participants and was evaluated as great experience and source of many new ideas. Understanding of citizenship, Europe, European citizenship and European Institutions was enriched by information from trainers and other participants.
<i>Notes for further use</i>	It is necessary to provide enough time for discussion and personal reflection since discussed issues are quite abstract and challenging, because individuals encounter with many different opinions and perception about the issue.
<i>Documents and files</i>	Table with main differences of both international bodies is attached in the Annex “Main elements about Council of Europe and European Union”

SESSION IX – CITIZENS IN ACTION

Time and date of the session:

19th November, 9:30 – 13:00

Background

The morning session of last training day was devoted to put learning outcomes into actions. It was designed in a way that participants reflect on what acts can be recognized as implementation of active citizenship, what to do to encourage and promote it. Group was given a space and time to choose directions in which they would like to develop themselves and future activities and according to the interest – go into groups. These groups could be called "self support" groups, where individuals could count on support and advice of fellows from the group and facilitation of trainer.

During the session, a moment was given to challenge the issue of promoting European Citizenship- after 4,5 days of training participants were confronted with the idea that EC is just nice but not applicable in everyday youth work concept.

<i>Aims</i>	- To bridge learning outcomes with future work and to include EC and ICL issues into participants agenda
<i>Objectives</i>	- To facilitate transfer of knowledge - To encourage follow-up of group work and possible future cooperation - Set the ground for future activities
<i>Competencies addressed</i>	- Debate experience - Planning and cooperation skills
<i>Methods</i>	“What would I choose if I was invited to participate” – multi-step method to raise debate:

- what acts from given list (refer to Annex) participants would define as acts of active citizenship – 10 min;
- Which dimension of citizenship you prefer (political, economical, social, cultural) and where to implement these act

Fishbowl debate – “EC and Youth work”

- 4 chairs are put in the middle of the participants’ circle and anyone can come to sit and discuss the given question;
- If person wants to change a sitting one – he come, touches a shoulder and they change. Newcomer continues discussion with 3 others;
- The rest of group can write notes and send to discussing four to read this note loudly.

Individual reflection – about follow-up of the course and directions participants would like to work on – 3 questions, 25 min.

Group work: “How could ICL or/and EC can be integrated into your youth work and daily life”

- These papers with possible working fields are put around.
- According to interest participant chose one or couple themes/directions. (5 min)
- + short comment what and why (5 min).
- According to interest people split into groups + trainer to discuss future plans. It is not networking wise, but in order “not to feel alone, to brainstorm on possible steps, to consult each other in the future (Peer groups). (30 min)

Program	9:30 Input/discussion “EU citizenship and European Citizenship”
	10:00 Active Citizenship: “What would I choose if I was invited to participate”
	10:50 Fishbowl debate “EC and Youth work”
	11:15 break
	11:45 Individual reflection
	12:10 Group work: “How could ICL or/and EC can be integrated into your youth work and daily life”

Outcomes

Morning session began with reminder about **differences of EU citizenship and European citizenship.**

The difference between the European citizenship and the citizenship of the European Union

- European citizenship is a concept of citizenship as citizen-citizen relation, based on human rights and responsibilities of people. Citizenship which can be defined ‘European’, supports the process of construction of a new Europe.
- The citizenship of the European Union is clearly different category (see the Constitution of the European Union). Similarly constructed as the concept of national citizenship

State-citizen political relation includes:

- Set of rights and liberties that State/European Union grants its citizens
- Legal rules
- Ensures access to public life and participation in politics
- Strongly connected to nationality and territory (certified by passports)

European citizenship as citizen-citizen relation

- is not abstract and static status, can be lived
- can be chosen as one of the identities of an individual
- makes the civil society and the achievements of the ‘civil’ democracy more important
- practice of a moral code, a code that has concern for the rights and interests of others
- the rights of individuals are limited by the similar rights of other individuals dissociates citizenship from belonging to a particular territory (country).

“What would I choose if I was invited to participate”

Participants were given a list of acts, presumably acts of active citizenship:

-
- a neighbourhood forum on a road reconstruction project plan
 - the election of the City Council of Young People
 - a street demonstration against environmental problems caused by a chemical factory in the city
 - opening of a new local pub
 - “Political apathy everywhere?” debate in a local club organised by two political parties
 - Internet discussion forum about the current incidents in France
 - open meeting of the parents council at the local secondary school
 - to clean the local railway station
 - to assist an unemployed hard of hearing person to apply for a vocational re-training
 - to start to read the European Constitution and/or the Convention on Human Rights

- not to buy products of a multinational company that pay their workers less salary than the social minimum
 - to assist my home town to organise a twin town co-operation project
 - to assist people (in the refugee camp) through the procedure of applying for citizenship
 - to organise the recycling system in my neighbourhood
 - to become a member of a political party
 - to run for local election
 - to give some change to beggars on the street
 - to host a youth exchange with Muslim girls from Hamburg
 - to write an article to a youth magazine about intercultural learning
 - to organise a New Year party for volunteers in my association
 - others:
-

1. First question was to define **which acts can be considered as acts of experiencing your citizenship**. On most acts was common agreement, while few were more controversial:

Beggars – if you give money – you make them even more passive. YES – it is still kind of solidarity.

EU constitution - NOT- its more personal act and reception of information. YES – it is your responsibility to know legal regulations and you have to know that.

Local pub – NOT – its not, just simple business. YES – it is part of social life, part of local community. Pub – public place, place of and for socialization.

2. Second question – **what way of practising your citizenship would you prefer?** Most of participants would feel more comfortable with national/international level than local. More questions than answers were produced during this discussion:

- Kostas – is citizenship something what you do on your free time? Or you do it 24/7?
- Would we risk losing job to be good citizen?
- If we are paid for youth work we do – are we worse than volunteer working one day per week, or hour per day?
- What is “political” action? - could be demonstration, debate, not only elections.

Other comments:

- Practising citizenship is individual act and mindset
- It is not easy to separate local-national-international levels.

Fishbowl debate

The topic given for Fishbowl debate was: **ICL and EC are very nice concepts but they are not realistic to apply to our daily (voluntary) work**

Main points of discussion:

- Well, it is realistic to apply Intercultural Learning into action, it is possible to promote and be example of European Citizen, but we have to admit that it is quite difficult - there are some obstacles impossible to overcome.
- The concepts can come after actions – I presume that I practised ICL for 15 years but realized in much later, only after applying it. ICL starts with small things.
- Following previous point – what goes first - theory or action? Without specific knowledge and skills we can cause more harm... maybe. But it can also be as a resource for change.
- Main problem is cultural misunderstanding (e.g. greeting with a kiss is ok in Mediterranean countries, but can be unacceptable in North). We do have knowledge of at least a local

surrounding.

- ICL – is two way process: we teach and we are being educated by the group we encounter with.
- ICL has transversal meaning– it has to go through all actions we do, we cannot choose when to use ICL when not – we either are or not ICL disciples.



Individual reflection

Group was given 3 question to reflect about the **outcomes of 5 day learning process and possible follow-up:**

1. Is it relevant for your local reality to promote ICL and EC? Why, and if yes – how?
2. What concrete changes and improvements would I do in my daily activities with young people?
3. What would I do if I want to implement these changes?

Group work: “How could ICL or/and EC can be integrated into your youth work and daily life

Feedback from working groups:

One group concentrated on personal context and personal plans to implement concrete actions; while other groups concentrated more on conceptual questions. All in all, most agreed that it doesn't matter how good we are, we still can't do it better.

One participant commented that Europe – is a PROCESS, not a ready made product. So we all can be active creators, contributors to this process.

Another interesting observation was made: Europe is no longer divided into East – West dichotomy, which was caused by aftermath of World War II; now it is much more about South – North dichotomy, which is mainly caused by cultural differences. Nevertheless, with integration and migration processes within European continent, even this differentiation is constantly losing ground.

Evaluation

Notes for further use

Documents and files

“What would I choose if I was invited to participate” – list of acts to be considered (or not) as active citizenship acts.

SESSION X – EVALUATION

Time and date of the session:

16th November, 15:00 – 18:30

Background

The last session of training course was dedicated to present youth programmes, which are available in Europe and which could be used by participants for further development in EC field and for transferring knowledge.

The last two and a half hours were spent evaluating the training module. Different methods were used to measure learning process of participants, to share the knowledge and ideas they gained, to increase their motivation to transfer gained knowledge to their organizations, to implement it in a daily life. Written evaluation and several verbal evaluation methods were used.

<i>Aims</i>	<ul style="list-style-type: none">- To evaluate training course and learning process- To draw feedback how to improve future modules
<i>Objectives</i>	<ul style="list-style-type: none">- to share learning outcomes with group- to motivate to continue with follow-up process in EC and ICL
<i>Competencies addressed</i>	<ul style="list-style-type: none">- reflection, self-reflection- skills to evaluate
<i>Methods</i>	Input on youth programmes available in Europe Evaluation: Targets Evaluation: Where do I stand Evaluation: round discussion “what I will take home” Testimony to participants of future EC modules (Writing “a letter”) Written evaluation
<i>Program</i>	15:00 Feedback from working groups 15:45 Briefing on youth programmes in Europe 16:15 Evaluation 20:00 Farewell party – Eurovision song and dance contest

Outcomes

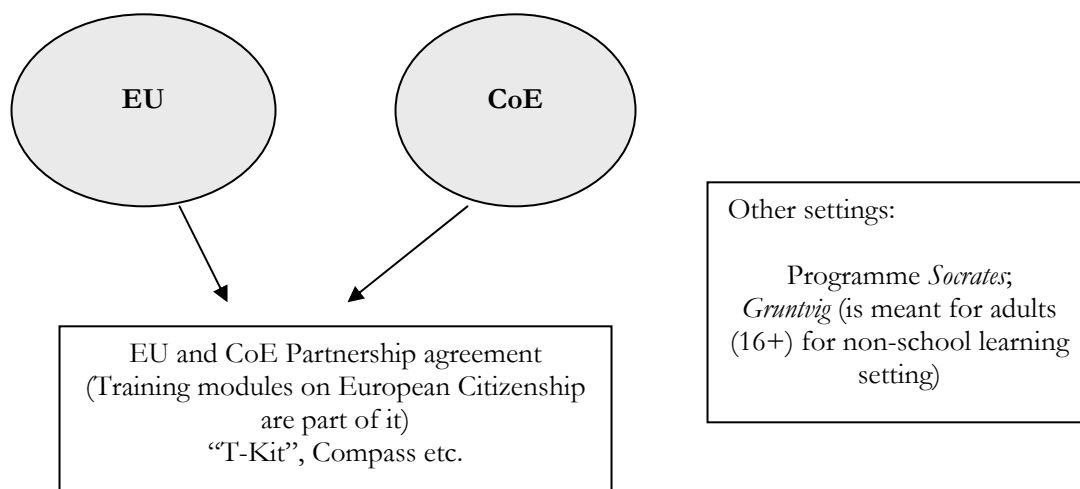
Briefing on youth programmes in Europe

Trainers’ team gave a review on existing programmes, that could be used for promotion of European Citizenship, thus to be used by participants to follow-up their involvement in Module on EC and ICL. The main emphasis was put on programme YOUTH and its next generation – programme YOUTH in ACTION which will be available in 2007-2013). Main priority of new programme *Youth in Action!* is active Citizenship and European citizenship.

CoE educational offer

Human rights education programme (2005: European year for democratic citizenship)
Campaign against xenophobia, discrimination & violence.

Other way of support – European youth foundation, also support with service not money. Publication, training offer, conferences;



Evaluation Targets

Participants are introduced with 5 large targets drawn on the flip chart papers and put on the wall. The task for each participant is to evaluate several training components by “shooting” with a marker at the appropriate places on the targets.

The evaluation question is:

“How much are you satisfied with...

1. Module topics chosen
2. Methods used
3. Yourself and your contribution
4. Work of the team of trainers
5. Group and group dynamics

Put your dots in accordance to your opinion:

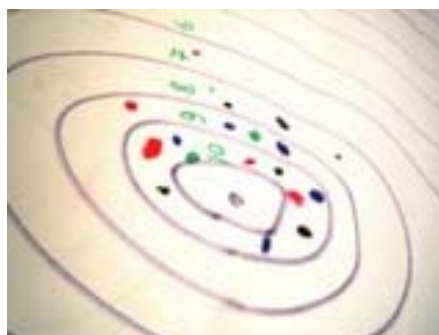
Out of the circle = completely dissatisfied

The outer circle = less satisfied

Closer to the center = more satisfied

Center = completely satisfied

Comment: this method visualize group feeling and is easy to see what group and each individual thinks about Training course and some particular elements of it.



Verbal evaluation: “Where do I stand?” (description of this method is available in Annex)

It was a good decision to come to this training course?

- 99% of participants stand on YES side
- Dennis: This training course was very useful content-wise and contact-wise. I got much more than I expected, especially regarding non formal education.

This week was very challenging intercultural learning for me

- Jenneke (she is the youngest participant): I never thought that there are so many differences between European cultures and countries;
- Joanna: this week was very challenging in intellectual sense. Talking about Intercultural learning and differences, I find it difficult to separate personal and national culture;
- Daniel: great challenge, since being Romanian I was addressed with a lot of questions about my country. I felt great responsibility to know and to share it with others.

I consider myself as European citizen

- Dennis – since EC is under construction, I cannot say that I am European citizen. Stands in the middle and there are many things to be done.
- Raquel – I am global citizen.
- Nevertheless, despite most of us stand in “European Citizen” side, our “*Europe*” differs.
- Dolores – we have much more in common than differences.
- Vendula – you have to go outside Europe to see how much in common we have.
- Vojta - yes, yes, yes. Despite I consider myself as a world citizen; I feel myself that there is no contradiction between European citizen and World citizen.

Verbal evaluation: “What will be the first thing you will do back home?”

Short, still very effective method to challenge participants and relax their mind. After serious questions you ask participant a question *What will be the first thing you will do back home?* and give them three possible answers. Each corner of room is dedicated to one answer (3+1), so you can see what people are up to.

Questions:

1. Sleep like hell
2. I will jump on my partner
3. I will get drunk
4. ... free choice (participants of Module 4 named following: will eat elk, bottle of wine+ CD of Miles Davis, going to work, organize a birthday party, etc.)

“Letter” to participants of other modules

The aim of this method was to bridge this particular TC module with others, to show participants that they are part of something bigger than only a training course. With flipchart papers and markers given, participants had a chance to address their suggestions, plans, comments, messages and feelings to participants of future training modules on European Citizenship.

Round discussion "What I will take back home from here"

In general, feedback was very positive, participants said they will go back home with new knowledge, new friends, European awareness and motivation to be active – both personally and activating others.

Few things what participants will take home:

- Motivation – to be active citizens;
- Motivation – to continue the path towards better understanding of citizenship and “sense of belonging” phenomena;
- Ideas about European identity and European citizenship;
- Understanding that Intercultural learning is relevant and applicable not only on international but also on the local level;
- Applicable knowledge and ICL skills
- New friends;
- Trainers;
- New training methods;
- Future partnerships;
- Less national-culture-oriented “glasses”
- Better understanding of realities in other countries (both EU/non-EU)
- Distinction between “European” and “European Union”
- Motivation to learn more about European Institutions;

Evaluation
Notes for further
use

Use methods and questions appropriate to gain answers you need.

Letter to future EC modules: it is very important for participants to receive “a letter” at the beginning of the training, since it puts the training into some framework, broader process. And it makes easier to write their own letter to participants of next EC activities at the end of course.

Documents and
files

SESSION XI – INTERCULTURAL EVENINGS

Time and date of the session:

15th November, 21:00 –
16th November, 21:00 –
18th November, 21:00 –
19th November, 21:00 –

Background

Intercultural evenings are one of the famous parts and most common elements of International events and meetings. But most of the time we are more talking about interNATIONAL evenings. The main idea in this training course was to make it as interCULTURAL as possible and not limit the space to national presentations. The evenings were arranged in a way that group is given freedom and responsibility to improvise on three different topics: Food and drink symposium, Intercultural GamEvening, Eurovision music and dance festival.

Aims

- to reflect on our existing practices
- to transfer the content of the training into concrete activities organised by the participants
- to develop the group dynamic
- to give the responsibility to participants to develop some parts of the program

Objectives Competencies addressed Methods

- Working in multicultural team

The main ideas is to have all participants involved in preparation of ICL evenings (not to have it any more optional)

1/ Evening of 15 of November :

- 3 flipcharts with the 3 evening topics (“Food and drink symposium”, “Intercultural GamEvening”, “Eurovision music and dances festival”), with what and how long they need
- People write what they bring or can contribute
- Then participants divide themselves in the topic they like the most and that they would like to organise (keeping balance, around 8 persons/group)
- Trainers give them the different dates / evenings and they have to organise themselves to prepare their evening.
- Trainers can be team members that, can be the referent, support person for each evening.
- Bridging those intercultural evenings with the program, using it as a learning element

2/ Groups are organising and leading their ICL evening

Program

15th November, 21:00 – preparation in groups for particular evening
16th November, 21:00 – Food and drink symposium
18th November, 21:00 – Intercultural GamEvening
19th November, 21:00 – Farewell party – Eurovision song and dance contest

Outcomes

Food and drink symposium

Food and drink symposium was arranged in the way of contest – participants had to taste 6 different samples of food/drink and to guess from which country it was coming.

Later, so information and explanations were given. The evening illustrated that we have many common things in different countries and regions, and occasionally some countries boast about some “national dish” etc and other countries claim the same about the same thing.



Intercultural GamEvening

GamEvening was a mixture of active group games and board games, with interchanging sessions of 20 minutes. It was arranged in the way, that everyone can try playing each game.

Evening included games:

“Do you like your neighbour?”

Chair game

Jungle speed

Cards

Dominoes

Tile game

The conductor

Circle game

Apple bobbing

Trust scarf game

Circle game with scarves – and many many more.



Eurovision music and dance festival

This last Intercultural evening was also a farewell party for participants. Because it was still a part of TC programme, participants didn't concentrate too much on the "departure mood" and it was very nice and enjoyable evening – with a lot of music and fun.

One again, it was arranged in the way of contest – but not in the usual format of the Eurovision. During the week, team responsible for this evening gathered music samples brought by participants from their countries and made a mix of songs intro. All participants one by one had to guess which country music comes from. Music was used without vocal, just melodies, so it was more difficult to guess right. All in all, it proved that music is universal language, which does not know borders.



Evaluation

This method worked out very well with this particular group. Participants were self-organized, creative, and very motivated. The aims were reached.

Notes for further use

It is rational to start with food/drink evening since food is corruptible and not always appropriate storage is available.

Documents and files

CONCLUSIONS / KEY ISSUES

The methodological approach and programme structure used in TC proved to be successful. The principles of the methodology emphasised the integration of cognitive and affective learning through a good variety of different training methods and techniques. Group discussions, work in small groups, creative workshops, individual reflection – all these working methods were used to ensure best possible outcome and shared responsibility for learning outcomes. The individual and group learning was planned in a balanced way but the priority was given by participants, of course, to the social learning.

The team decided to work with simpler participatory methods and techniques in order to help participants to apply and adapt as much from this training experience as possible to their work. Many non-verbal methods, different ways of visualisation and group memory, metaphors and symbols, working with music and games brought by participants also enriched the intercultural learning process.

For more observations and comments please refer to Team evaluation (see next chapter).

EVALUATION OF THE MODULE 4

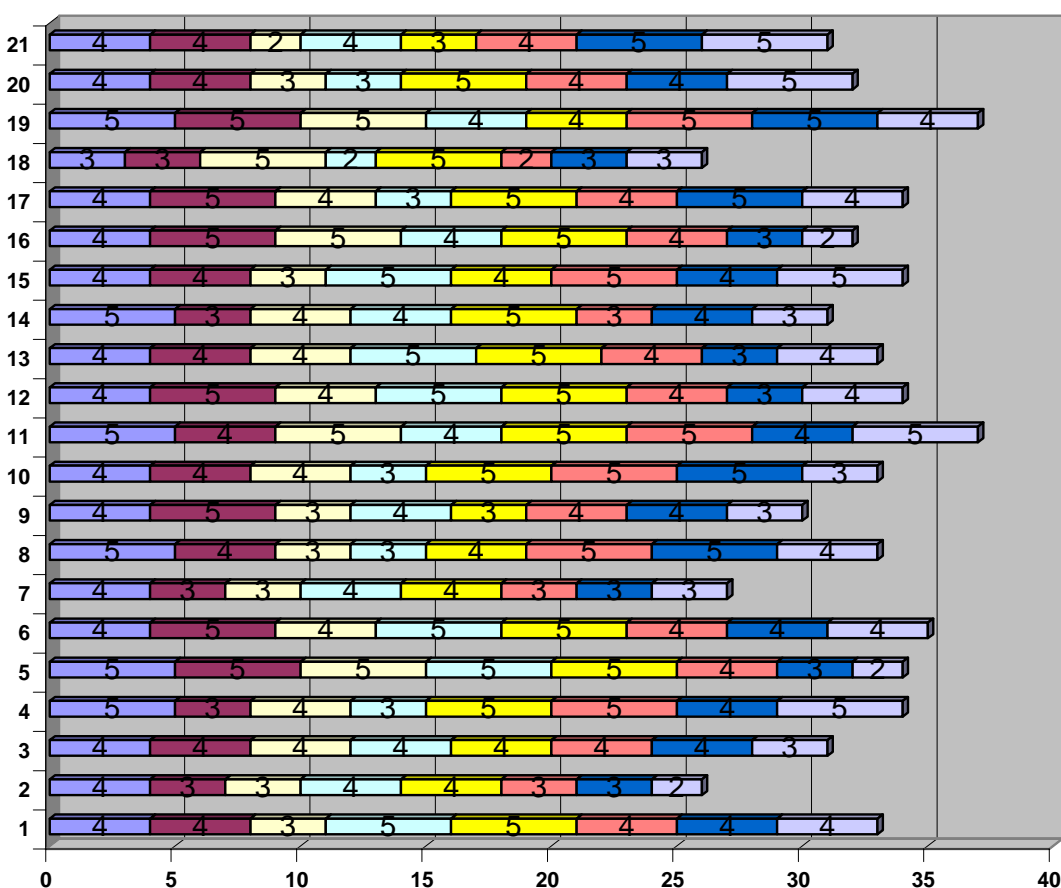
Summary of Participants evaluation

Below is presented summary of participants' evaluation, concentrating on learning outcomes and follow-up of the course. Full evaluation form is included in Appendices of report.

To which extent do you feel that the objectives of this course have been fulfilled (1 = not at all fulfilled; 5 = fully fulfilled, maximum result - 5*8=40)

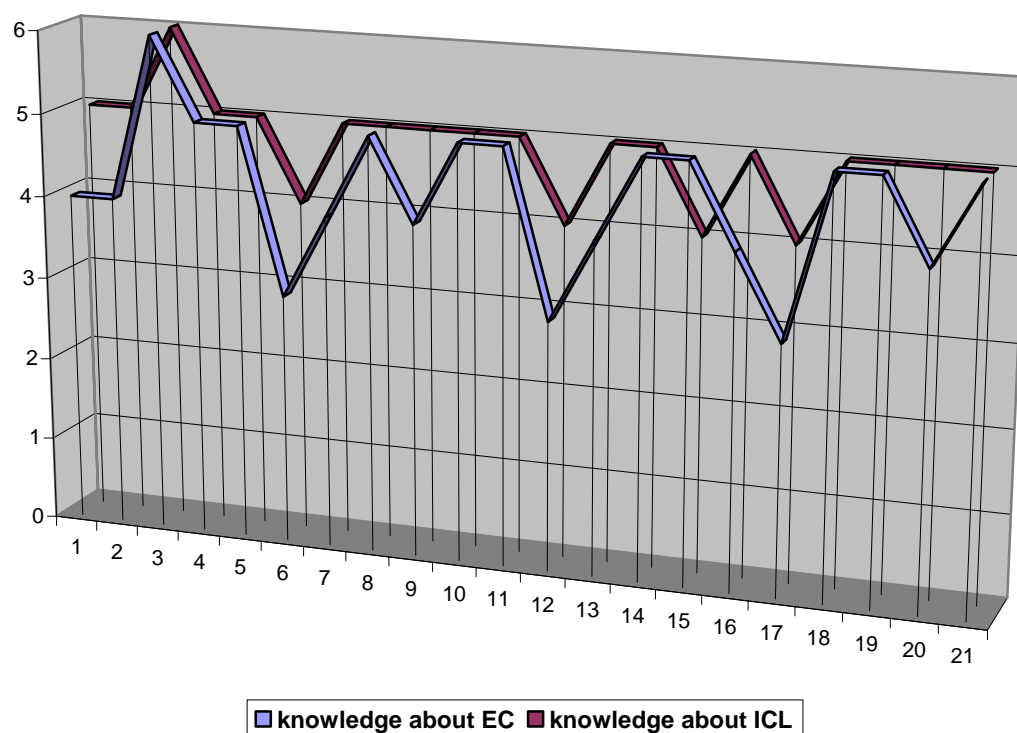
Objectives were:

1. To provide participants with the knowledge and information about the concepts and expressions of European citizenship
2. To develop a common understanding of advantages and challenges of effective intercultural learning processes
3. To explore the role of education and youth work in developing intercultural competencies and European identity
4. To enable participants to reflect upon the different realities of human rights, democracy and civil society in Europe
5. To enable participants to reflect about European identity and key values and concepts associated with it, such as respect for cultural diversity and active citizenship
6. To develop participants' knowledge and motivation to critically understand the potential of the youth work to support the development of European citizenship
7. To equip participants to be able to promote active citizenship with young people
8. To develop social and interpersonal skills related to dealing with diversity in youth work



- To provide participants with the knowledge and information about the concepts and expressions of European citizenship
- To develop a common understanding of advantages and challenges of effective intercultural learning processes
- To explore the role of education and youth work in developing intercultural competencies and European identity
- To enable participants to reflect upon the different realities of human rights, democracy and civil society in Europe
- To enable participants to reflect about European identity and key values and concepts associated with it, such as respect for cultural diversity and active citizenship
- To develop participants' knowledge and motivation to critically understand the potential of the youth work to support the development of European citizenship
- To equip participants to be able to promote active citizenship with young people
- To develop social and interpersonal skills related to dealing with diversity in youth work

How would you evaluate your knowledge concerning European Citizenship and Intercultural Learning after attending this Training Course?



Duration of the course

Duration of the course was a big issue evaluating first three modules on European Citizenship. Taking in consideration comments of previous participants, duration of this TC was prolonged adding one more day. Participants of Module4 unanimously agreed that 5 days is the best possible format for this kind of training – it is long enough to cover most important issues and is not too long to get overloaded with information and experience. Most common answer was that if properly used 5 days TC format should remain for the future trainings.

What do you think you still need to know about European Citizenship?

- Everything connected with youth reaction about EC in other countries;
- To learn if there is a connection between EC and white/Christian values;
- How to raise, promote the sense of belonging to Europe;
- Citizenship of EU;
- about functioning of European Institutions and researchers;
- past experience of applying and promoting EC;
- information about EU Constitution and Convents;
- experience how to organize international activities and partnerships;
- how to integrate people from outside of Europe (foreigners) into Europe and make them feel part of it;
- how to promote EC to youngsters of my country;
- to learn what Institution does what for promotion of EC;

- to learn a reaction of Balkan people about EC issue;
- human rights in connection with Europe and EC;
- how to deal with diversities;

How will you follow-up your participation in this TC?

- transfer of knowledge to colleagues (formal education structure)
- transfer of knowledge to organization
- workshops and trainings on EC and ICL;
- becoming an example of European Citizen;
- being more active in public/social life;
- change personal behaviour;
- implement ICL methods in a daily life;
- promote EC and concept of “Europe”
- bring EC concept to the local community;
- planning new activities;
- training on European Identity;
- helping NA to disseminate information and promote EC & ICL;
- discussions with friends;
- research among friends what is “Europe” for those people (to broaden personal and their understanding of Europe);
- participating in European projects;

What else do you need to be able to conduct the follow-up you plan?

- more trainings;
- educational support;
- financial support;
- a good job, which could be connected with EC and ICL issues;
- skills to find new information about these issues;
- more time to focus on the issues;
- time for reflection;
- support from organization;
- information about NGOs/INGYOs active in this field;
- educational materials;
- support from other participants and trainers of the course;
- more practical experience, training experience;
- just time, because it is complex and life-long process;

TEAM EVALUATION

The training concept

The Module on European citizenship and intercultural learning was based on the proposal of Mr Peter Lauritzen. (Proposal to the Quality and Curriculum Development Experts Group, 2000)

To our best knowledge the Training Module 4 was the first attempt to put that concept into practice. It can be considered a successful pilot project from this point of view.

We managed "to run a course of one week's duration on citizenship in such a way, that the communication between the participants, the trainers and the experts of this course would be identical with the production of their understanding of European citizenship, i.e. that the course would function like the reflexive society paradigm in a nutshell." (See the above mentioned Proposal)

The Training Module was intergenerational, intercultural and inclusive of different minorities and in that sense reproduced Europe. Participants and trainers were challenged by the complexity of the social, economical and political realities in Europe and they reproduced citizenship.

Following the proposal quoted, the training course was a "little Europe of its own. To some extent this is nothing special, each international training course is also this". But here this context really made content:

- the composition of participants was a portray of different understandings of the European dimension (European Union option and larger co-operation option), even if there was no optimal balance due to the fact that selected applicants from South-East Europe couldn't attend the course
- there was a reasonable variety of young people's life-styles and associative practices,
- there was a good mix of different political ideas about Europe's today and future,
- these views and visions were openly expressed and challenged through controversial discussions on citizenship, community and European items, based on mutual respect for others and their opinions even at points of disagreement,
- there were discussions about global issues and world citizenship, initiated by participants having interest, life and voluntary work experience in non-European context,
- there was a respectful dialogue and future-oriented co-operation between participants both from the formal and non-formal education fields.

Accomplishment of aims and training objectives

The aims of any training course on European citizenship:

"to develop a sense of space and place in contemporary Europe, the skills required to be active agents for change and development, and the knowledge to make informed choices within this context"

These aims and the specific training objectives were achieved in a coherent way and to a high degree, both by the evaluation of participants and the trainers' team.

Yet participants themselves had not defined skills needed to be active agents for change. They identified what knowledge and skills are needed first to informed critical thinking and choices within this context. Participants feel more confident in permanently addressing European issues and are motivated to take part in this democratic process of development, by a sense of personal responsibility for promoting the awareness of European citizenship. But they need longer time and positive experiences to begin to believe that they could be agents for social change, especially when it comes to the construction of the concept and everyday practice of European citizenship.

We have already been informed through the post-training group communication that, for different reasons, some participants have difficulties in applying innovative European citizenship dimension to their daily work.

Nevertheless, the team encouraged and supported participants to consider their youth work/educational work and current projects a space for young people to experience and practise European citizenship as active social, cultural and political role, both in short and long-term perspectives.

European identity

Needless to say, it is not self-evident part of personal identity. Especially participants coming from countries, which pass through the process of Europeanization in terms of democratisation and/or economical development, may not feel yet they are Europeans and can act as European citizens. Limits of practising human rights (economical difficulties, lack of minority rights protection, IDP status, visa problems, etc.) were discussed and critically understood in the group as well as different images of Europe and the opportunities, challenges and tensions arising from an enlarging Europe.

Intercultural learning

To develop a well-founded common understanding of intercultural learning and its relation to European citizenship was one of the main aims of this particular Training Module. It was a smooth and effective process but it needed longer time than it was planned for reflection on own and others' cultural identities. The reasons for this can be considerably found in the previous youth work and youth training experiences of participants. The concepts of culture and intercultural learning processes, participants acquired before in different educational settings, were rather simplified and naive. The practice of intercultural learning in trainings very often don't support effectively participants in managing the complexity of their realities nor prepare them for challenges of completed intercultural learning processes. (Thus our experiences corresponded to the conclusions of Gavan Titley's Discussion Document, 'Plastic, political and contingent': Culture and Intercultural Learning in Council of Europe Directorate of Youth and Sports Activities, 2005. The team of this Training Module agrees that it is the right time to further develop and change the practice of intercultural education in the youth work field. We contributed to this process.)

The Training Module introduced "interculturality" in a larger context than the internationality. Differently from the widely spread practice of European youth work and training activities, not the national cultures were put into the centre of intercultural learning. National cultural identity was considered as one of the cultural identities.

The training process

Effectiveness of training was ensured by:

- the learning process was always built from the personal level towards different forms and realities of "We", including the organisation and community as well as the social groups, which participants belong to, and Europe,
- there was a balance of thinking at macro- and micro-level and between political and cultural considerations,
- the main issues to be addressed were introduced and organised around problems and questions.

The learning process was completed by looking into the opportunities for participation, especially at organisational/institutional and local level. For this reason the topic of youth participation in relation to intercultural learning should have also been included into the training programme, either as a session or as a special horizontal focus.

Duration of the Training Module

The team struggled with the time given. The development of new understanding of culture and interculturality in Europe, reflection on cultural identities and participants' 'here and now' intercultural learning was a well-constructed and powerful process but needed longer time (with one training day) as it was planned. Thus the short time left didn't make it possible to develop the understanding of European citizenship and its application to the youth work in a similarly complex way.

The methodology and methods

As one participant underlined in his training evaluation: "The inclusive and participatory method of delivering the training was a shared commonality with the group and hopefully amongst all in the youth work field."

The principles of the methodology emphasised the integration of cognitive and affective learning through a good variety of different training methods and techniques.

The individual and group learning was planned in a balanced way but the priority was given by participants, of course, to the social learning. An example for this the Citizens' Café (a method adapted from the first pilot training course on European citizenship, 2001). It provided an opportunity for individual reflection and consultation too but it was mainly used for structured or spontaneous discussions in small groups.

The team decided to work with simpler participatory methods and techniques in order to help participants to apply and adapt as much from this training experience as possible to their work. Many non-verbal methods, different ways of visualisation and group memory, metaphors and symbols, working with music and games brought by participants also enriched the intercultural learning process.

The self-organised evening group activities, as integrated part of the training process, provided good opportunities for the first learning transfer. Participants found creative solutions for changing the routine of international evenings into meaningful and co-operative intercultural activities, eg. "food and drink symposium", learning games and their original meanings from each other, "our Eurovision" farewell party. These programs had from evening to evening better thought-out messages about Europe and interculturality.

Some methods, like the Citizens' Café and the field exercise for intercultural communication didn't lead to the expected added value or strong learning points, partly because the team didn't know the training venue and couldn't adapt these methods in advance to the conditions given, partly because these methods still need to be better elaborated.

The team composition and team work

The training concept was reflected by the team composition too. Different youth work and social backgrounds as well as different understandings of Europe were represented and mutually appreciated, enriching the training. The team co-operation was smooth and effective, due to the well-balanced roles, task sharing and commitment of trainers to design and deliver the Training Module at high quality level. Three trainers were involved in training delivery. The documentalist trainer was also equal member of the team by taking active role in course construction, giving professional feedback based on observation and standardised evaluation.

The co-operation with the Romanian National Agency "ANSIT"

The co-operation with ANSIT went very smoothly during the training course. There were some organisational problems during the preparation process, e.g. very late decision about the training venue, due to the changes in staff but in general the Training Module received the necessary technical assistance always in time. Unfortunately there was no presentation of the Romanian social, economical and youth work tendencies and citizenship/European citizenship educational and youth projects.

Sinaia, November 2005 – January 2006

Erzsébet Kovács course director
Rouzanna Ivanian junior trainer
Denis Morel senior trainer
Marius Ulozas documentalist

APPENDICES

Transcripts of inputs made by experts / team members / invited guests

INPUT ON CITIZENSHIP AND EUROPEAN CITIZENSHIP

The draft of the input bellow was built on the participants' findings from the exercises on third session.

1. Citizenship is a multidimensional, non-economic concept.

Components:

- cultural (language, symbols, artistic creation, etc)
- civil (liberties of individuals)
- political (democratic system)
- social (basic provisions, standard of life)
- economical dimensions

Citizenship is a status and role:

- a juridical and political status, a civic contract between the State and individual.
- a social role and needs a civic literacy and certain competencies to effectively exercise the citizen status.

Citizenship is a process of interactions

- between individuals
- between individuals and social groups
- between individuals and society
- between social groups
- between the national cultures

Citizenship is context-related

- it can have a simultaneously diverse content depending on the political community it refers to - we can be local, national, EU, European, world citizens at a time

2. The difference between the European citizenship and the citizenship of the European Union

- European citizenship is a concept of citizenship as citizen-citizen relation, based on human rights and responsibilities of people. Citizenship which can be defined 'European', supports the process of construction of a new Europe.
- The citizenship of the European Union is clearly different category (see the Constitution of the European Union). Similarly constructed as the concept of national citizenship

State-citizen political relation includes:

- Set of rights and liberties that State/European Union grants its citizens
- Legal rules
- Ensures access to public life and participation in politics
- Strongly connected to nationality and territory (certified by passports)

3. European citizenship as citizen-citizen relation

- is not abstract and static status, can be lived
- can be chosen as one of the identities of an individual
- makes the civil society and the achievements of the 'civil' democracy more important

- practice of a moral code, a code that has concern for the rights and interests of others
- the rights of individuals are limited by the similar rights of other individuals
- dissociates citizenship from belonging to a particular territory (country)

4. European citizenship in youth work

- Is not completely new dimension of youth training
- working with European Citizenship should not be limited to the promotion of awareness
- youth work should also provide a space where young people and youth workers can experience and practise the European citizenship as active social role.

Final Programme

14 November	15 November	16 November	17 November	18 November	19 November	20 November
Arrival	<p>Introductions to participants, the training and its political context</p> <p>Group dynamic activity</p>	<p>Me, us, culture, cultural identity</p>	<p>Intercultural learning? Why? What? How?</p> <p>Multicultural societies and Interculturality in Europe</p>	<p>Intercultural learning and Europe: ICL in Europe</p>	<p>European citizenship as active participation</p> <p>How to promote and practise European citizenship through youth work?</p>	Departure
	Lunch					
	<p>Getting to know each other youth work realities</p> <p>Citizen's Café</p>	<p>Let's discover the local socio-cultural environment through a field exercise!</p> <p>Reviewing first experiences</p> <p>Citizens' Café</p>	<p>Discovering local cultures in free time!</p>	<p>Europe</p> <p>Concepts of citizenship and the concept of European citizenship</p> <p>Citizens' Café</p>	<p>Briefing on youth programmes</p> <p>CoE educational offer</p> <p>Evaluation and recommendations</p> <p>Citizens' Café</p>	Back home again
Welcome evening	Groups preparation for Intercultural Evenings	Intercultural Evening 1: "Food and drink symposium"	Dinner out	Intercultural Evening 2: "GamEvening"	Intercultural Evening 3: "Eurovision music and dance festival"	

List of participants names, organisations and countries



(List by country)

“European Citizenship and Intercultural Learning”

Romania, 14th November 2005 – 20th November 2005

LIST OF PARTICIPANTS

ARMENIA

Ms. Emma ALLAKHVERDYAN	
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CZECH REPUBLIC

Ms Vendula NOVAKOVA	
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Mr Vojtech BROUCEK	
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Ms Marie BIGORIE	
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Ms Cloe SABATIER	
GEORGIA	

Mr. Ivan KHARASHVILI	
GREECE	

Ms Maria PPAKONSTANTINOY	
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Mr Terzis KONSTANTINOS	
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HUNGARY

Mr Peter Fejer	
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LITHUANIA

MS Skirmante Petraitiene	
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MACEDONIA

Ms Jovana Karanikik	
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NETHERLANDS

Ms Jenneke OUWERSLOOT	
-----------------------	--

NORWAY

Ms Linn Landmark	
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ITALY

Mr. Luca Benassi	
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POLAND

Ms Joanna PERKOWSKA	
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ROMANIA

Mr Daniel Rata	
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SPAIN

Ms Raquel MARTINEZ Ms Alicia Carpio Obre	
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UNITED KINGDOM

Ms Dolores Stinson	
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Mr Dennis Osbourne	
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Team

Ms. Erzsébet KOVACS	Mr. Denis MOREL
Ms Ruzanna Ivanyan	Mr Marius ULOZAS

National Agency

Ms Andrea POPOVICI	Mr. Paul Socol
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LIST OF USEFUL WEBSITES

Training-Youth.net is the website of the Partnership programme on European youth worker training between the European Commission and the Council of Europe. This internet site gives you very useful information on Citizenship and the activities that are organised within the Partnership Programme.

<http://www.training-youth.net>

'Under construction...citizenship, youth and Europe' is a T-kit, an accessible handbook for use in training courses and seminars, developed within the framework of the partnership with reflections and exercises on the evolving concept of European Citizenship.

<http://www.training-youth.net/site/publications/tkits/tkit7/Tkit7.htm>

Coyote is the magazine of the Partnership between the Council of Europe and the European Commission on youth worker training. Coyote 07 dealt with different facets of European Citizenship and has a number of interesting articles on the subject.

<http://www.training-youth.net/site/publications/coyote/coyote07/index.htm>

Education for Democratic Citizenship is a project of the Council of Europe. The Internet site has plenty of political and educational references, examples of previous projects and much more:

<http://www.coe.int/edc>

The Citizenship Foundation (United Kingdom) website:

<http://www.citfou.org.uk/>

The Institute for Citizenship (UK):

<http://www.citizen.org.uk/>

If you want to take one step further and dive into some conceptual and philosophical background – very useful at times - you can do your own advanced search, or start by reading the article Cultural Citizenship and the Creation of European Identity by Juan Delgado-Moreira at the site of the Electronic Journal of Sociology.

<http://www.sociology.org/content/vol002.003/delgado.html>

Participation.net is a global, online space for sharing ideas about the participation of people in development, citizenship, governance and rights:

<http://www.eldis.org/rights/about.htm>

Speak out! on European Citizenship

<http://www.citizen.org.uk/speakout/>

The European Court of Human Rights

<http://www.echr.coe.int/>

European Commission:

http://europa.eu.int/comm/education/archive/citizen/citiz_en.html

EuroBarometer

Surveys 113 and 114 of Eurobarometer. Although limited to the countries of the Union, very useful as references. Number 114 (Young Europeans) is not always available on line, you may write to Eurobarometer and ask them to send it to you. This is an important step in the exercise of your rights as a European citizen and also of your duties as a participant in the course!

<http://europa.eu.int/comm/dg10/epo/eb/surveys.html>

White Paper of the European Union

For information about the process and key issues in the White Paper on Youth Policy and the European Youth Forum's work on it, please consult:

http://www.youthforum.org/en/our_work/white_paper/wp.html

Texts and policy documents produced by European Youth Ministers Conferences:

http://www.coe.int/T/E/Cultural_Co-operation/Youth/3._Activities/ministers.asp#TopOfPage

Internet texts on the national youth policy reviews of the Council of Europe:

http://www.coe.int/T/E/Cultural_Co-operation/Youth/3._Activities/policy.asp#TopOfPage

European Commission

<http://europa.eu.int/comm/education/youth.html>

European Youth Forum- Forum Européen de la Jeunesse

The web site of the umbrella organization of youth organizations and structures in Europe

[Http://www.youthforum.org](http://www.youthforum.org)

T-Kit on Intercultural learning (download in PDF format)

<http://www.training-youth.net/site/publications/tkits/tkit4/Tkit4.htm>

The all different – all equal Education Pack:

http://www.coe.int/T/E/human_rights/Ecri/1-ECRI/

ADDITIONAL INFORMATION AND/OR DOCUMENTS PROVIDED BY PARTICIPANTS AND/OR TEAM

During the whole training course organization market/stand was arranged: to the outcomes of “T-Shirt” workshop (day1), participants added materials they brought. It included information about their organizations, their countries, examples how European Citizenship is promoted in their countries/organizations (leaflets, CDs, magazines, guidebooks, T-Shirts).

The CD-ROM produced by Partnership Programme was disseminated to all participants. This CD-ROM was created to encourage youth workers and trainers to use educational materials and training reports developed within this programme. It includes:

- T-Kits 1-9 (2000-2004);
- Coyote issues 1-9 (2000-2004);
- Training course reports (1998-2003);
- Trainers' Forum reports (2001, 2002);
- Pathway towards validation and recognition;
- White paper on Youth.



ROMANIAN LANGUAGE LESSONS - OUTCOMES

Romanian is Latin language with Slavic influence and “Portuguese” pronunciation. Below you will find presented some outcomes, words learned by participants of Module4.

Romanian language lesson #1:

Polite way addressing people:

Good morning - Buna dimineac(t)a (from early morning to 11:00)
Good day – buna ziua (until dawn, until getting dark)
Good evening - Buna seara (until the moment you decide to sleep)
Good night - Nopte buna

Everyday use:

Hello/hi – buna, salut, salve

Thank you – multu mesk

Thnx – merci

U r welcome – cu placere

Bye - pa

Good bye – La revedere

Please – te rog

Sorry – skuze

Romanian language lesson #2:

After first encounter with local people, there’s need for more words to involve them into more deep discussion.

I don’t speak Romanian

Nu vorbesc romana

I don’t understand

Nu int(c)eleg

What is your name?

Cum te cheama

My name is...

Numele meu este, ma cheama

How are you

Ce mai faci

How much is..? – kat costa...

O bere (beer)

O sticla de vin (bottle of wine)

Un pahar (glass of wine)

Field exercise

Some guidelines to discover the socio-cultural reality here...

It is time now to discover some details of local reality, linked with the cultural aspects.

This is the moment to go to different public places (shops, street, bars, public garden...).

All those public places are full of signs that express the socio-cultural reality of the local community:

- *Objects*
- *Persons*
- *Ways of living / ways of being (clothes, habits...)*
- *...*
-

So open largely your eyes and ears and try to find answers to the following aspects:

- What surprises you most?

- Do you find any similarities with your local reality? Do you have an idea why is it similar to your country?

- What are the main differences you found? Do you have an idea why it is like this, and not like in your country?

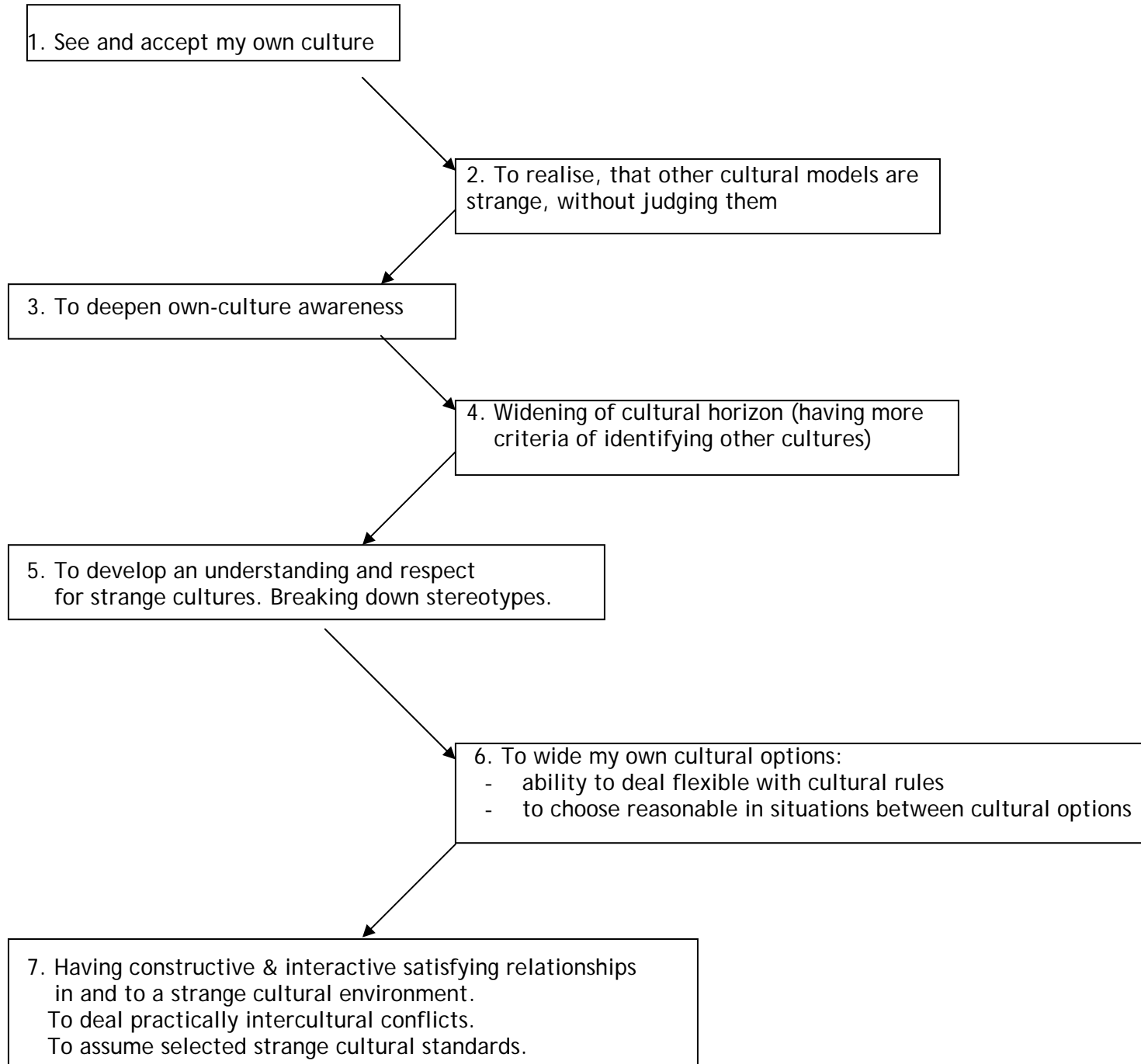
- Any elements that made you understand the cultural reality (existing of different cultural groups or not, relations or not between them...)

Good luck and enjoy it!!!!

STEPS OF INTERCULTURAL LEARNING

Steps of Intercultural Learning

(by Groschen/Leenen)



QUOTES ABOUT CITIZENS AND CITIZENSHIP

Every citizen should be a soldier. This was the case with the Greeks and Romans, and must be that of every free state

Thomas Jefferson

A citizen of America will cross the ocean to fight for democracy, but won't cross the street to vote in a national election

Bill Vaughan

(The given country)... has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens. Every child must be taught these principles. Every citizen must uphold them. And every immigrant, by embracing these ideals, makes our country more, not less, ...

George W. Bush

If an American is concerned only about his nation, he will not be concerned about the peoples of Asia, Africa, or South America. Is this not why nations engage in the madness of war without the slightest sense of penitence? Is this not why the murder of a citizen of your own nation is a crime, but the murder of citizens of another nation in war is an act of heroic virtue?

Martin Luther King

I am not an Athenian or a Greek, but a citizen of the world

Socrates

It may be laid down as a primary position, and the basis of our system, that every Citizen who enjoys the protection of a Free Government, owes not only a proportion of his property, but even of his personal services to the defence of it

George Washington

In general, the art of government consists of taking as much money as possible from one class of citizens to give to another

Voltaire

All free men, wherever they may live, are citizens of Berlin. And therefore, as a free man, I take pride in the words "Ich bin ein Berliner!"

John F Kennedy

The euro will raise the citizens' awareness of their belonging to one Europe more than any other integration step to date

Gerhard Schroeder

It will not be enough to rely on experts. Ordinary citizens must become experts too. It will take public opinion on a wide scale to ensure that world leaders act

Mikhail Gorbachev

There can be no daily democracy without daily citizenship


Ralph Nader

WHERE DO YOU STAND?

“Where do you stand?”	
Objectives	<ul style="list-style-type: none"> • To gain an understanding the complexity of civic society and citizenship; • To think about some of the complex issues associated with youth participation and citizenship in youth work; • To use and develop skills of discussion and argumentation.
Size of the group	Any
Time	50 minutes
Step-by-step	<p>Preparation: Prepare 2 posters – one saying, “I agree” and the other saying, “I disagree” and stick them at opposite ends of the room, so that people can form a straight line between them. (You may want to draw a chalk line between them, or use a piece of string)</p> <p>Explain that you are now going to read out a series of statements with which people may agree to a greater or lesser extent.</p>
	<p>Point out the two extreme positions – the posters stating “I Agree” and “I Disagree”. Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places!</p> <p>Read out the statements in turn. Vary the rhythm: some statements should be read out in quick succession, while for others you may want to take a little time between statements to allow for discussion.</p> <p>Stimulate reflection and discussion. Ask those at the end-points to explain why they have occupied these extreme positions. Ask someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge. Allow people to move position as they listen to each others’ comments. When you have gone through the statements, bring the group back together for the debriefing.</p> <p>Statements</p> <ul style="list-style-type: none"> A person is born a citizen, does not become one Citizenship is always linked to a territory It is a must for a state to take care if its citizens Citizenship is based on rights not on identity Citizenship means a citizen – state relationship If someone wants to become a citizen of my country they must learn the language first Citizenship is more about responsibilities than rights The concept of European Citizenship reflects the position of the citizens of Europe Young people should have the possibility to make decisions for themselves about all spheres of their own lives The best way for young people to participate is to be the member in a youth organisation You can be European Citizen only if you are a citizen of an EU member state <p>Debriefing and evaluation</p> <p>Begin with reviewing the activity itself and then go on to discuss what people learnt.</p> <ul style="list-style-type: none"> - Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased? - Why did people change position during the discussions? - Were people surprised by the extent of disagreement on the issues?

	<ul style="list-style-type: none"> - Does it matter if we disagree about human rights? - Do you think there are “right” and “wrong” answers to the different statements, or is it just a matter of personal opinion? - Might it ever be possible for everyone to reach agreement about human rights?
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MAIN ELEMENTS ABOUT COUNCIL OF EUROPE AND EUROPEAN UNION
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COUNCIL OF EUROPE	EUROPEAN UNION
1949	1951
INTERGOVERNMENTAL	SUPRANATIONAL
Strasbourg	Brussels, Strasbourg, Luxembourg
46 member states	25 member states
<ul style="list-style-type: none"> • Human rights • Democracy • Peace in Europe • European Cultural Identity 	<ul style="list-style-type: none"> • Economic Union • Monetary Union • Political Union • Democracy
	
Committee of Ministers Parliamentary Assembly	European Commission European Parliament European Council
The European Court of Human Rights	The European Court of Justice
The European Convention on Human Rights	Part of the Constitution
Anthem: Beethoven's Ninth Symphony	

The Council of Europe International organisation in Strasbourg, which comprises 46 democratic countries of Europe, created in 1949.	The European Union Economic co-operation among 25 member countries, founded in 1951.
The Parliamentary Assembly of the Council of Europe Deliberative organ of the Council of Europe, composed of representatives appointed by the 46 member states' National Parliaments.	The European Parliament Parliamentary organ of the European Union. The MEPs are elected in the national elections of the member states. The number of MEPs from different states depends on their population.
The Committee of Ministers of the Council of Europe The decision making body of the Council of Europe, which comprises the 46 Ministers of Foreign Affairs of the Member States.	The European Council Regular meeting (at least twice a year) of the Heads of State or Government of the European Union member states, for the purpose of planning Community policy.

Secretariat General of the Council of Europe Executive organ of the Council of Europe responsible for overseeing the carrying out of the Organisation's policy.	The Commission of the European Union Executive organ of the EU which sees the proper application of the European Union treaties as well as of the decisions of the European Union institutions.
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The European Flag

Everyone knows the European flag: a circle of 12 gold stars on a blue background proposed by the Parliamentary Assembly and adopted by the Committee of Ministers of the Council of Europe in 1955. The circle of stars represents the union of the peoples of Europe. The number of stars is invariable, twelve being the symbol of perfection and entirety. Since May 1986, the European flag has also been the official emblem of the European Union.

European Anthem

In 1972 the Committee of Ministers of the Council of Europe adopted as the European anthem a musical arrangement by Herbert von Karajan of the Prelude to the "Ode to Joy" from Beethoven's Ninth Symphony.

European Day

In 1964 the Committee of Ministers of the Council of Europe decided that the 5 May as the anniversary of the founding of the Council of Europe should be celebrated as The European Day. Its purpose is to involve the public more closely in European unification. N.B. the European Union has 9 May as the Europe Day.

The European Convention on Human Rights

Treaty by which the Member States of the Council of Europe undertake to respect fundamental freedoms and rights. (1953) Ratification of this Convention is obligatory in order to become a member of the Council of Europe.

The Universal Declaration of Human Rights

Adopted by the United Nations in 1948 in order to strengthen the protection of Human Rights at international level.

The European Court of Human Rights

Based in Strasbourg, this is the only truly judicial organ established by the European Convention on Human Rights, Council of Europe. It is composed of 46 judges and ensures, in the last instance, the observance by the Contracting States of the obligations imposed by the Convention.

The European Court of Justice

Meets in Luxembourg and ensures compliance with the law in the interpretation and application of the European Treaties of the European Union.

International Court of Justice

Judicial institution of the United Nations based in The Hague.

WHAT WOULD I CHOOSE IF I WAS INVITED TO PARTICIPATE?

- a neighbourhood forum on a road reconstruction project plan
- the election of the City Council of Young People
- a street demonstration against environmental problems caused by a chemical factory in the city
- opening of a new local pub
- “Political apathy everywhere?” debate in a local club organised by two political parties
- Internet discussion forum about the current incidents in France
- open meeting of the parents council at the local secondary school
- to clean the local railway station
- to assist an unemployed hard of hearing person to apply for a vocational re-training
- to start to read the European Constitution and/or the Convention on Human Rights
- not to buy products of a multinational company that pay their workers less salary than the social minimum
- to assist my home town to organise a twin town co-operation project
- to assist people (in the refugee camp) through the procedure of applying for citizenship
- to organise the recycling system in my neighbourhood
- to become a member of a political party
- to run for local election
- to give some change to beggars on the street
- to host a youth exchange with Muslim girls from Hamburg
- to write an article to a youth magazine about intercultural learning
- to organise a New Year party for volunteers in my association

- others:



Training Course on European Citizenship in Youth Work
MODULE 4 – European citizenship: Intercultural Learning
14-20 November 2005, Romania

**Final Evaluation
Questionnaire**

Dear participant,

This questionnaire is meant to help the team of trainers in the evaluation of the course. This information will be processed anonymously and will not be used for any other purpose than to improve and evaluate the quality and the impact of the training course and the module programme.

Thank you!

Participant's name (optional):

PART I: THE COURSE

1. What were the most important programme elements of this course for your learning? Please specify, which ones and why they were important for you?

2. Which programme elements were least relevant for your needs?

3. To which extent do you feel that the objectives of this course have been fulfilled (please using the following scale: 1 = not at all fulfilled - 5 = fully fulfilled):

Objective	Grade	Comments
To provide participants with the knowledge and information about the concepts and expressions of European citizenship		
To develop a common understanding of advantages and challenges of effective intercultural learning processes		
To explore the role of education and youth work in developing intercultural competencies and European identity		
To enable participants to reflect upon the different realities of human rights, democracy and civil society in Europe		
To enable participants to reflect about European identity and key values and concepts associated with it, such as respect for cultural diversity and active citizenship		
To develop participants' knowledge and motivation to critically understand the potential of the youth work to support the development of European citizenship		
To equip participants to be able to promote active citizenship with young people		
To develop social and interpersonal skills related to dealing with diversity in youth work		

4. Do you think that the time available for the programme of the course (5 working days) was enough to properly address the objectives? Please explain your answer:

5. Your comments for the team?

PART II: LEARNING

1. What were your initial expectations for this course?
Open minded approach!

2. Which of these expectations have been fulfilled, how and to which degree? Please be specific?

3. Having taken part in this course, how would you now evaluate your knowledge concerning Citizenship?

No knowledge

Detailed knowledge

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly the areas of knowledge where you now feel stronger:

and those that that you would still like to improve:

4. Having taken part in this course, how would you now evaluate your knowledge concerning Intercultural Learning?

No knowledge

Detailed knowledge

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly the areas of knowledge where you now feel stronger:

and those that that you would still like to improve:

5. What do you think you still need to know about European Citizenship?

PART III: TRANSFER

1. In which fields do you feel more confident and equipped to act as a result of your participation in this training?

2. How will you follow-up your participation in this course?

3. Which aspects of what you have learned at this course do you intend to multiply, to who and how?

4. How will your organisation follow-up your participation in this course?

5. What else do you feel you need (e.g. training, educational support, financial support, etc) to be able to conduct the follow-up you plan?

6. Any other comments:

Thank you for your active participation!
Erzsébet, Ruzanna, Marius, Denis

