



**TRAINING MODULES ON
EUROPEAN CITIZENSHIP
2006**

DOCUMENTATION

**MODULE 4 –
EUROPEAN CITIZENSHIP AND INTERCULTURAL LEARNING**

25 September – 1 October 2006, Cardiff

This report gives an account of various aspects of the training course.
It has been produced by and is the
responsibility of the educational team of the Training Module and the editor – documentalist.
It does not represent the official point of view of the Partnership Agreement.

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EXECUTIVE SUMMARY

Background

This was the fourth Module of the second set of EC Modules in the production of the Partnership. The team developed the Module programme based on the former Modules, especially the Module with the same focus (Intercultural Learning) in 2005, however it was modified and further developed, including the redefinition of training objectives and improvement of the methodology. The Module system, the overall political and pedagogical aims and objectives, the core content and principles of the methodology have not been changed in the past years. Thus the team updated the content and specify the methodology based on the experience taken from the first three pilot courses and the first set of Modules.

Political and educational aim of the Training Modules 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 required to make choices within this context.

The training objectives of the module 4: “Intercultural Learning”

- To explore the advantages and challenges of intercultural communication and intercultural learning in terms of European citizenship;
- To enable participants to reflect on their identity;
- to relate personal identity, cultural identity and European identity;
- To develop a critical understanding of different concepts of citizenship and European citizenship;
- To recognise and share the existing potential/elements of citizenship/European citizenship in youth work practices of participants;
- To support participants to develop the European citizenship dimension in future youth projects and activities;
- To contribute to the construction of European citizenship.

Participants

The Training Module was attended by twenty-four participants from 24 European countries (mainly youth workers and youth leaders at the age of 18-30 as well as representatives of NGOs supporting youth activities). Having participants from 24 different countries (1 person per country) is a difference between Module 4 and most of the modules. The high number of applications represented increasing interest in bridging well-developed youth work practice (of intercultural learning, youth participation, etc.) with strategic European priorities in a coherent way.

There is still one striking observation that has been similar in all former Modules. There are much less youth workers, citizens of “older” member states of the European Union interested in the subject than from new member states and non-member states. This is something that could be researched. In the case of Module 4 we had 8 participants from so called “old” European Union, 5 from new member countries of the EU and 11 from non-member states.

The training concept of Module 4

The concept, proved to be successful at the Training Module on Intercultural Learning in 2005, involves two main pillars. The group composition is to reproduce Europe and the interactions between participants, trainers, organisers and invited experts reproduce their common understanding of European citizenship.

The training course was a “little Europe of its own”, intercultural and inclusive, representing a great variety of countries, ethnical and other cultures, religions, young people’s life styles, civil society practices as well as political views of Europe. This context made the content.

Different ideas and visions of Europe’s today and future were openly expressed, discussed and challenged, based on mutual respect for others and their opinions even at points of disagreement. The fruitful and future-oriented ongoing dialogue was inviting and inspiring for further co-operation between participants. Participants were challenged and encouraged to find unconventional ways of active citizenship as well as to change the routine of youth non-formal education for intercultural learning.

Integration of Local Youth and Community Reality

This strand was one of the most important threads running through this course. The involvement of local youth groups and youth workers as well as policy makers enriched the knowledge of and experiences in local and national citizenship, integration of minority youth with non-European background and innovative non-formal educational approaches in youth work.

Educational approach

The non-formal education for European citizenship, started in the youth field in 2000, is based on democratic political values and visions. In the same time it is important to adapt European citizenship to the national and local realities of communities and youth work.

The Module was based on the approach that there are individual and social aspects both of intercultural learning and European citizenship, what was reflected in the programme flow and the variety of methods. Sessions during each day were devoted to individual and social reflective learning as well as theoretical findings and implications of them to the participants and their youth work realities on different levels. The flow of the course was very logic and smooth, participants were aware about it and they found their own understanding and interest in the subjects according to their own background and life situation. Experiential learning involved real experiences of intercultural communication and co-operation within the training group as well as in the local community .

Preparatory team

The educational team was composed of four team members (the course director, one senior trainer, one junior trainer and the documentalist).

Representatives of the British Council Wales and Connect Youth (British National Agency of the YOUTH programme) provided great financial, logistic and professional support in the organization of the Module.

Results

Participants liked especially an idea from the resource material T-Kit, that European Citizenship is permanently “under construction”, that it is changing and developing according to the social and political situation and circumstances. They understood that even if the concept with its’ all aspects is still full of open questions, it has strong base in universal human rights, European values, social and political achievements and active/democratic citizenship. All participants found own understanding of European citizenship with a common base. They understood the complexity of this concept and its’ relevance in their daily work through youth participation.

As far as the specific topic of the Module is concerned (Intercultural Learning), the Module allowed participants to strengthen their European citizenship identity and to reflect on their experiences and understanding of identity, belonging, Europe, citizenship, effective learning, intercultural dialogue and European Citizenship in its various dimensions. This Module also enabled participants to reflect on their own individual sense of belonging and on the intertwining between the notions of active citizenship and identity, also within a European dimension.

The Module was very positively evaluated by both the participants and the trainers and organizers. There were some very interesting and relevant remarks that shall be taken into consideration during the development of the concept and the implementation of the future training courses on European Citizenship.

There were also initiatives coming from participants in terms of projects as well as further development of the concept of European citizenship. Many participants expressed their need for further support and tools developed for European Citizenship education.

There is one remarkable idea, among other observations, that there should be an **evaluation seminar for participants who developed and implemented projects with European Citizenship dimension as a follow-up of the six Modules 2006**. By this proposal only those participants shall be invited who actively implemented changes, actions and projects, aiming at sharing and disseminating experiences and best practices.

The participants as well as the educational team were satisfied with the outcomes of the Module. The participants finished the Module full of new ideas and mutual contributions for the further development of projects with a European Citizenship and Intercultural Learning dimensions and seemed to be willing to network. **For the first deadline of YOUTH Programme after the Module (1st November) there were at least 5 projects created jointly by participants of the Module, both training courses and exchanges.**

INTRODUCTION

Context and Setting of the Module

The framework and rationale of the citizenship modules: the Partnership Agreement

A joint effort for further quality training in European youth work by the Council of Europe and the European Commission

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 2000/2006 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 Partnership

“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: a 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, opportunities and responsibilities applying to all citizens in 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 as well as young people 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 concept of Training Modules on European citizenship

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 Centers of the YOUTH Programme as well as trainers.

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. First, despite the three courses run during the period 2001-2003 were in many ways successful; the complexity of their curriculum was generally seen as too heavy. Secondly, the institutions also agreed that a larger number of young people should be reached through the training activities of the Partnership which activities should attempt to address the needs of National Agencies and the SALTO Centers of the YOUTH Programme of the European Commission more directly.

After the successful implementation of these six modules between December 2004 and the second half of 2005, another six training Modules were offered in May – November 2006, hosted by the National Agencies of the YOUTH Programme of the European Commission.

The Modules are considering the European Citizenship a notion and a practice that is under construction in Europe. It is also agreed that the Modules are taking into consideration the different concepts of Europe (European Union, Council of Europe, Europe of regions, geographical Europe etc.) as well as the different concepts of citizenship by introducing the complexity of these subjects as well as the clarity of some aspects.

As in the ones realized in 2004-2005, the training modules did not attempt to address the concept and practice of European Citizenship comprehensively, but rather focus on one important aspect of the concept and practice of European Citizenship. There were common elements that all of the modules addressed, and there were a specific focus for each of them.

As a longer-term aim to decentralize the EC Modules from 2006 onwards, there was a possibility for interested National Agencies and SALTO Centers of the EU YOUTH Programme to incorporate some of these European Citizenship training modules into their Training and Cooperation Plans. These modules received educational support from the Partnership Secretariat in cooperation with the SALTO network.

The following modules were implemented in 2006:

Module 1

European Citizenship: Institutions and Politics

29 May – 4 June 2006, Budapest, Hungary

Module 2

European Citizenship: Visions and Concepts of Europe

27 May – 2 June 2006, Bonn, Germany

Module 3

European Citizenship: Citizenship

4 – 10 September 2006, Bern, Switzerland

Module 4

European Citizenship: Intercultural Learning

25 September – 1 October 2006, Cardiff, UK

Module 5

European Citizenship: Human Rights

23 – 29 October 2006, Eisenborn, Luxembourg

Module 6

European Citizenship: Role of Youth Work in Participation

23 – 29 October 2006, Rome, Italy

All training courses (Modules) include a few common elements, like non-formal and intercultural educational approaches to European Citizenship and basic information on European programmes and funding mechanisms for youth. All modules were offered in English.

The aim for these Training Modules on European citizenship

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

The objectives of the Modules

- 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;
- 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.

Specific objectives of the Module 4: “European Citizenship: Intercultural Learning”

- To explore the advantages and challenges of intercultural communication and intercultural learning in terms of European citizenship;
- To enable participants to reflect on their identity;
- To relate personal identity, cultural identity and European identity;
- To recognise and share the existing potential/elements of citizenship/European citizenship in youth work practices of participants;
- To develop a critical understanding of different concepts of citizenship and European citizenship;
- To support participants to develop the European citizenship dimension in future youth projects and activities;
- To contribute to the construction of European citizenship.

The training concept of Module 4

is based on the proposal of Mr Peter Lauritzen, Council of Europe DYS Youth Directorate (proposal to the Quality and Curriculum Development Experts Group, 2000), proved to be successful at the Training Module on Intercultural Learning in 2005.

The training concept involves two main pillars. The group composition is to reproduce Europe and the interactions between participants, trainers, organisers and invited experts reproduce their common understanding of European citizenship.

The training course was a “little Europe of its own”, intercultural and inclusive, representing a great variety of countries, ethnical and other cultures, religions, young people’s life styles, civil society practices as well as political views of Europe. This context made the content.

Different ideas and visions of Europe’s today and future were openly expressed, discussed and challenged, based on mutual respect for others and their opinions even at points of disagreement. The fruitful and future-oriented ongoing dialogue was inviting and inspiring for further co-operation between participants. Participants were challenged and encouraged to find unconventional ways of active citizenship as well as to change the routine of youth non-formal education for intercultural learning.

The profile of participants

The course-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 organized or co-organized 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 organization 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.

- have proven experience of youth work in the field of the specific focus of the Module to which candidates applies.

Selection of participants was carried out by the hosting National Agency and the team of trainers of the Module based on the recommendations of the sending National Agencies and the sending organizations. During the selection procedure the following aspects were taken into consideration:

- 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 (local, national, European / international) and of organizations and institutions conducting youth work.

The preparatory team of the Module 4

Course Director: Erzsébet Kovács, Hungary, e.team@axelero.hu

Senior Trainer: Gerald Dowden, United Kingdom gedgedow@hotmail.com

Junior Trainer: Vojislava Tomic, Serbia and Montenegro vokki@sezampro.yu

Documentalist: Agnieszka Tatera, Poland agnieszka.tatera@gmail.com

Florian Cescon, Educational Advisor of the European Youth Center Strasbourg, France

Hazel Patterson, Action 5 Manager, Connect Youth, British Council, United Kingdom

Katie Antippas, International Youth Officer, British Council Wales, UK

Sheila Mykoo, Action 5 Programme Officer, Connect Youth, British Council, UK

The programme flow and main contents/issues addressed by the Module

Module 4 especially focused on the concepts and practices of Intercultural Learning, Citizenship, Europe and the relation between identity, belonging and European Citizenship as active citizenship. Each topic was developed starting from the particular experiences and understandings of participants and moving towards the general aspects and concepts.

The team meant to offer the general frame and inputs for problem-oriented discussion about these issues and, at the same time, to support the participants to reflect in a more personal way and to develop their own understanding and commitment. We intended to facilitate the process of putting the general concept in relation with the participants' concrete situation, so that they could bring and share their own experience and to define with concrete contents of the topics. In each unit there were questions addressed around two parts: one dealing with „me as...” and one introducing and reflecting on the main concept.

Opening questions of the Module for exchange, self-reflection, discussion and action plans in relation to intercultural learning and dialogue:

- Who am I? Who are the others?
- Which people do I belong to? How active I am in these communities?
- Why intercultural learning? What is it and what is it not?
- What does Europe do for me?
- What can I do for Europe?
- Why are intercultural learning and participation core competences of European citizenship?
- What have I learnt? What to do differently back home?

The methodological approach

The Module was based on the principles and practice of non-formal education in youth worker and youth leader training, as it has been developed and implemented at the European Youth Centres of the Council of Europe as well as in the training context of the Youth Programme of the European Commission. Therefore, the module:

- was based on the intrinsic motivation of the learner,
- was learner-centred and based on the experiences of participants;
- was based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;
- enabled participants to apply and transfer what they learned to their youth work practice;
- took into account the needs and motivations of participants and was open to regular feedback and evaluations;
- was thoroughly evaluated and documented to gain a maximum multiplying effect after the Module.

Moreover the Module was based on the concept written in the T-Kit 7, that approaches European Citizenship from social, political, cultural and economic perspectives taking into consideration its practical relevance to youth work. It also benefited from the T-Kit 4, taking into consideration different aspects of Intercultural Learning.

Integration of Local Youth and Community Reality

As part of the intercultural learning process, this strand became one of the most important threads running through the Training Module. The content-related exchanges with local youth groups and youth workers enriched the knowledge of and experiences in local and national citizenship, integration of minority youth with non-European background and innovative non-formal educational approaches in youth work.

The competencies addressed

Four core competences were identified what participants were able to improve during several sessions as well as optional activities. The Training Module was focusing on attitudes and specific competencies in the following areas:

- **civic and interpersonal competence:**
working with others in a democratic way, intercultural understanding, deconstruction of own stereotypical judgements, tolerance and mutual respect, constructive participation in multicultural co-operation, appreciation of diversity; sense of belonging to a European community, ability to address and debate ideas of European citizenship, basic knowledge of the Youth in Action and other European Programmes for Citizenship
- **entrepreneurship:**
critical self-reflection on identity and youth work practice, engagement with Europe, accepting the responsibility to carry out activities and projects integrating elements of European citizenship
- **communication in foreign language:**
verbal presentation and interaction, reading educational materials
- **learning to learn:** organising own learning both individually and in groups, constructive critical thinking, participation in non-formal social learning, knowledge of different youth work realities in Europe, ability to gain, select and proceed information

PROGRAMME

DETAILED DESCRIPTION OF SESSIONS CONDUCTED

The programme of the Module 4: Intercultural Learning held in Cardiff in September – October 2006, was organized in different units.

The units, as presented in this document, may correspond to a whole programme day or to a session or to a part of it. For each unit it is indicated **the title, the objectives, the flow** (including a description of the concrete **methods and activities used and timing** of the activities) and recommendations for any further use made by the team. Energisers, except for some examples for content-related warming-up exercises, and organisational issues are not included in this documentation.

Talking about method/s used in accordance with the methodological approach of the module, you can find a **simple outline** of them and not a detailed description. If a method was adapted or developed for the certain session, its detailed description is part of the documentation. **The competencies addressed** are not included in session outlines since competence development applied in a differentiated way within and through sessions.

When relevant, **the outcomes** will be presented in the session outline and appendix I, with a description of what was actually achieved through the session and/or with documents worked out by participants. **Evaluation** of the sessions is included in the mid-term and final evaluations.

In the appendix II, **background documents** will be presented together with **further reading**. This part will include the handouts and supportive material used during the sessions or distributed to participants.

The course team developed the session outlines. The session outlines were developed before the course, were updated during the course in a process of team work, and were finalized after the end of the course.

Training Programme

Monday 25 th September	Tuesday 26 th September	Wednesday 27 th September	Thursday 28 th September	Friday 29 th September	Saturday 30 th September	Sunday 1 st October
Arrival of participants	Why are we here? Introductions of - participants - team - training programme - hosting partners - Cardiff & the venue Getting to know each other Starting to build the group	Which people do I belong to? - which groups? - which Europe? How active I am? Why peer education in Wales on youth entitlements?	Where are we? Getting to know local reality & locals Visit to Welsh Assembly	What Europe means to me? What Europe I belong to? What elements of citizenship/ European citizenship are present or not present in visited projects? How to develop Citizenship & European citizenship in youth work practice?	What does Europe For me? What can I do for Europe?	Departure
	Who am I? Who are the others? Gallery of personal T-shirts	Why intercultural learning ? What is it? What is it not?	Free time	Why are intercultural learning and participation core competences of European citizenship?	What have I learnt? What should I improve? What are my strengths & obstacles in intercultural learning?	
Welcome evening	Getting to know each other's background	Dinner out	Project visit		'Good luck for your European Citizenship Education work' PARTY	

Working hours:
9.00-13.00 including coffee break
15.00-18.30 including coffee break

WELCOME EVENING

Background

The group building, starting on the welcome evening, was not limited to a few activities at the beginning of the training course. Different activities for getting to *really* know each other and developing a trustful group atmosphere were integrated through the whole five-day programme. Welcoming participants was one of those programme elements supporting this overall strand of training.

Aim

- To give the opportunity to participants to meet each other, the team and local organisers in a non-formal way and in this way to support the 'check-in' to the group and group building processes.

Objectives

- to start to get to know each other
- to stir up a positive 'European feeling'

Methods and programme

- Welcoming words by organizer.
- Dinner together – informal small group talks.
- Welcoming words by team.
- Simple exercises to get to know the names and to share travel experiences in large group.
- Practical information about the first training day and the venue.

Timing

2 and half hours, arrival day 19.00 – 21:30

Outcome

Participants and the team introduced themselves in a relaxed atmosphere. First informal talks started to get to know each other at the dinner table. The friendly evening was a good starting point for the future work.

Notes for further use

It is good:

- to welcome participants one by one by local organisers through registration;
- to combine the welcome evening with joint dinner where each preparatory team member is involved in informal talks with participants at the dinner tables.

TRAINING DAY 1

TRAINING SESSION 1

WHY ARE WE HERE?

Background

It is very important for participants from the beginning of the training to have a clear understanding of the political context, educational aims and approaches and transparency of the working frame and how the training is designed. Clear explanation and instructions are to support their individual and group learning. It was also important to give an opportunity to participants to consider and reflect upon the group and the venue as sources of diversities. Well-placing the group in the environment and the process foreseen will be essential for their learning.

Objectives

- to provide information about following main elements: participants, team, curriculum, day by day programme, hosting partners, local social environment (venue & the city) and in this way enable them to create a general working framework;
- to support getting to know each other process by relating it to the cultural diversity within the group and in the local reality;
- to develop the training process through a democratic dialogue between participants and the preparatory team

Methods

- Official opening – welcoming words and introductions
- Communication exercises in small groups and in the local environment to raise the awareness of cultural diversity present in the group, at the venue and in the city
- Large group discussion about the training programme with team input

Timing

3.5 hours, including coffee break

Morning session of the first working day 9:40 – 13:18

Programme:

9:40-10.25: Official opening

1. Welcoming words by Hazel Patterson, British Council (BC):

Introduction of

- the British Council and Connect Youth – the National Agency of the Youth 2000-2006 and Youth in Action 2007-2013 EU Programmes
- its co-operation with the Partnership Agreement
- “One voice does make a difference”

Welcoming words by Erzsébet Kovács, course director

- saying thanks BC for invitation and the high standard hosting as recognition of youth work achievements of participants
- background of citizenship education and the training modules on European citizenship
- framework of education for active citizenship (EU) and democratic citizenship (Council of Europe) – not teaching is important, but learning of citizenship
- “European citizenship is ‘another’, new citizenship”

2. **Introduction of the team** (backgrounds, education, professional and civil society experiences)
3. **Introduction round of participants** – name, country and organisation

10.15-11.25 – Getting to know each other by celebrating the cultural diversity in the group

1. **Warming-up exercise:** Good morning in participants' own languages while walking around and greeting everybody
2. **Dialogue in own languages** of participants in groups of 3-4 (subject: introduction, personal characteristics)
3. **Reviewing** of the communication exercises in the large group – with special focus on the positive experiences of being able to make ourselves understood without common language; examples for similar words even in very different languages.
4. **Crossword** - Participants are creating a crossword with their name inside to introduce themselves through 3 true and 1 false information, followed by informal talks among them.

11.25-12.25 – Getting to know the local reality

1. Distributing **welcome pack** (list of participants, local maps and leaflets about Wales and Cardiff, notebooks, pens) by the local organisers
Brief introduction of Wales, geography, language, nature by Katie Antippas.
Explanation about two official languages in Wales, roots of Welsh language and introduction of its functioning in the daily life.
2. Introduction of the programme of the day
3. Getting to know **the training venue -- Multiculturalism in every day life**

Background

The venue for the module was a luxury “Novotel” hotel in Cardiff, with a multi-national, multi-ethnic staff. The building represents a special value which can be associated with building a new Europe. A modern hotel was built on and around an old building. It became a place and space of meetings, social events and training activities for people in Cardiff and from the world. **16 different national and ethnic cultures are represented in the hotel staff.** The immediate neighbourhood was also a source of cultural learning.

Participants in groups of 4 had a list of questions to answer and to start to discover the venue and the neighbourhood. After the break included participants shared information in the large group.

Objective

- To enable participants to explore the international and cultural dimensions of the venue, its neighbourhood and the national context

Method

- Informal talks with the hotel staff and general public, based on a questionnaire prepared by the educational team (See Appendix 2)

Timing

30-50 minutes, including coffee break

12:20 – 13.18: Getting to know and discussing the programme of the week

The trainers team opened a democratic process of creating the training in co-operation with participants when presenting the training programme and methodological approaches. Participants were informed and invited to make individual as well as group decisions together with trainers at a later stage.

Documents and files

Welcome + info pack.

Hand-out: Questions for “Venue exploration”

TRAINING DAY 1 AFTERNOON SESSION

EXPECTATIONS AND POSSIBLE CONTRIBUTIONS OF PARTICIPANTS

Background

European youth work training courses are to fulfil needs of sending organisations as well as individual participants to a high degree. Participants might have different expectations than those of expressed in their application. To check if the training design, introduced at the end of the morning session, is in line with the expectations posters were opened at the beginning and used during the training.

Objective

- To adjust the training programme to the needs and main concerns of participants
- To explore the fields of expertise and experiences in the group as a source of learning

Timing

20 minutes – Training day 1, beginning of the afternoon session 15.10-15.30

Methods and programme

- Flipchart posters - to share different expectations in the group as well as possible individual contributions to the learning processes (Training day 1)
- Reflection from the trainers team and group discussion about expectations being realistically manageable in the time given (Training day 3)

Individual work to answer two questions:

In relation to intercultural learning, European agenda and citizenship education

- What we would like to find out?
- What we are offering?

Participants put their questions and proposals (on post-its) on these two posters. They may change them/add/remove during the training. Each question/proposal will be considered – and accepted to the training programme as far as possible.

Outcomes

List of questions and offers – see Appendices 2

Outcomes of the introductory training unit

The venue was related to the main focus of the training – Intercultural Learning. **Interculturality was present not only as a special educational process but also as part of the everyday reality and the business field.**

Diversity of languages was taken up as an important element of cultural diversity in Europe. Participants were able to make themselves understood in their own language completing the verbal communication with other ways of expression. Different languages and cultures are not limit of exchange.

Participants and the educational team developed a common understanding of the training concept and its implementation by shared responsibilities. Participants openly expressed their questions in relation to European citizenship and intercultural learning. According to the expectations of others, they offered their relevant experiences and knowledge to share in the group.

Participants felt their being hosted by the British Council in a high quality standard hotel was an **appreciation** of their youth work achievements and willingness to contribute to the development of European citizenship dimension of youth work. As an outcome of the Venue Exploration exercise they developed rather personal than clients-hotel staff relation with people working at the venue.

Notes for further use

The first day communication exercises were selected to start a five-day intercultural learning process. Different smaller exercises can create synergy. E.g. Crossword posters were put on the walls and used for further activities related to identity issues; ‘Good morning!’ exercise was repeated in different languages other days; venue exploration was focusing on multiethnicity, etc.

When collecting the expectations and possible contributions participants should be encouraged to address as specific questions and offers as possible. Their questions and offers are to be considered seriously and integrated into the training when fitting.

TRAINING DAY 1 AFTERNOON SESSION

„I – WE – EUROPE” WHO AM I?

Background

Many young people wear T-shirts to express who they are (e.g. fans of specific music groups, of clothing styles, flags and symbols). In 2005 participants of the Training Module 4 were asked to create a symbolic T-shirt for their organisation. This year participants were asked to create a similar symbolic T-shirt representing their personal identity, with special focus on their cultural identity. Not many people take the time to consciously reflect on themselves and very often they do not consider self-reflection and changes in self-identity necessary part of intercultural learning. To start an ongoing intercultural learning process in such a way on the very first training day is unusual but, after having studied the applications carefully, the team decided to take up this challenge. This was the first building block in the exploration of intercultural learning.

Aim and objectives

To enable participants to reflect on, explore and share their own identity and personal and cultural values, specifically:

- To enable participants to reflect upon their identity;
- To relate personal identity, cultural identity and European identity.

Method

This method was developed by Sonia Brenda with the contribution of Roland Urban and Gerald Dowden during the SALTO Inclusion and Diversity module courses in 2005. It is described in the “**ID** Booklet – **IDEAS** for Inclusion and Diversity” (downloadable at www.SALTO-YOUTH.net). The original method was adapted to the theme, group and venue.

Timing

180 minutes, including coffee break Training day 1, afternoon session 15.30-18.40

Programme

Step 1 – 20 minutes

Introductory exercise: participants brought photos of them when they were little kids and they shared a little about those pictures in small groups.

Step 2 – 20 minutes

Solo Moment

Individual time to reflect on elements that build their own identity

Step 3 – 15 minutes

Short feedback in large group

Step 4 – 60 minutes

Making ID T-shirt

Step 5 – 60 minutes

Dig-Deeper Groups

Step 6 – 20 minutes

Large group reviewing

T-shirts were displayed on an indoor balcony in the hotel where the group took its refreshment breaks, throughout the course.

Step 1

Introductory exercise: participants brought **photos** of them when they were kids and they shared about those pictures in small groups.

Step 2

Solo Moment

Individual time to reflect on elements that build their own identity

Participants were asked to find a place in the hotel and to take 15 minutes individually (without disturbing each other) to reflect on the following questions:

- “What makes me the person who I am today?”
- “What is important for me?”

and to write or draw the elements down on a graph of a person.

Their written notes are for personal use, they don't need to be shared.

Step 3

Short feedback in large group about the individual exercise

Question for group reflection:

- What could be the benefits and difficulties of thinking about oneself?

Group findings: ‘Who am I?’ is a lifetime question, you must give an answer to this question in different moments of your life. Real ourselves is not changeable during all possible circumstances. Self-reflection should be mirrored - we may discover that our vision of ourselves in eyes of others is completely different. If we don't understand ourselves, we'll not accept and understand others

Step 4

Making ID T-shirt

A creative exercise to identify and register the elements that make up one's identity.

When the thinking about identity was done, participants were asked to transfer what they would like to share about themselves with others in a creative symbolic way onto a blank “ID T-shirt” using a variety of material.

E.g. if being male or female is an important part of identity for them, they can glue, pin, sew or draw a fe/male sign on the T-shirt, and so on.

An ID-T-shirt as an example was presented.

When people had finished their ID T-shirts, they put them on for everybody else to see. This offered the opportunity to look into the elements that each person had chosen to focus on.

Step 5

Dig-Deeper Groups

Smaller groups of 4 or 5 participants (the same as sharing photos from childhood) working in quiet, comfortable corners of the hotel were given three questions, one at a time, and asked to discuss them in their group, with each person being given the chance to talk.

They had 20 minutes for each question.

- What do the symbols on my T-shirt mean?
- What do I hate?
- What would I die for?

This exercise is about sharing the elements that make up their identity (as expressed through their T-shirts) and to discuss values and beliefs. Participants should respect one another and there is no need to disclose things one does not want to share.

Step 6

Large group reviewing

Questions for reviewing:

- How was it to reflect about yourself, about your identity?
- Did you discover new things about yourself? About others?
- What can we conclude about identity? What is it?
- How does identity play in contacts with others?

Group findings: Most of the small groups went into deep sharing and discussion. They found commonalities as so often through encounters with people wherever one goes. The openness and way of communication with other people influences the benefit of intercultural learning. Such an exercise helps to face own prejudices.

Material needed:

- a 'blank' T-shirt for everyone (participants were asked to bring an old T-shirt, or got some T-shirts without motives/drawings on them)
- enough pieces of textile or material (cloth, felt, ribbon,...) in different colours and textures to stick on the T-shirt or textile pens or paint (or normal markers)
- utensils to cut and stick the material on the T-shirt: scissors, pins, sewing equipment, Velcro, textile glue, stapler,...

Notes for the further use

This exercise was not developed for use on the first training day.

It depends on the group composition, group atmosphere and previous training and intercultural learning experiences of participants as well as professional competences of trainers if it can be run at the beginning of a training process at all since the use of it is not completely in line with a natural group dynamics process. Trainers should take into consideration all these conditions when deciding how to work with personal identity in a training process.

EVENING OF CULTURES?

Background

Participants were asked by the trainers' invitation and information letter:

“Do not forget to collect and bring with you:(...) a piece of your culture: a song, film, life motto, your favourite music or drink, something taken from your street or from the nature or whatever else expressing the culture or cultures in a concrete or metaphoric way which had strong impacts on the quality of your life”

This approach towards culture and to change the routine of international evenings was based on an adaptation of Training Module on Intercultural Learning in 2005 and Training Module on Citizenship in 2006.

Objectives

- to change the focus of culture from national culture to any other culture eg. youth culture, subculture, gender culture, etc.;
- to break down stereotypes reinforced by traditional international evenings.

Methods

- “Our map of Europe”

Participants were asked to place themselves according to the geographical position of their country. Then they said 1-2 sentences about:

- ‘hot issues’ by the public opinion in their country;
 - something good – kind of commercial of the society they live in.
- Presentation of symbolic objects expressing an important aspect participants’ culture.

Timing

3+ hours - 21.00-24.00 – Training day 1

Outcomes

The outcomes went to the opposite than the trainers expected.

Participants brought much more things **representing their countries than their cultures**. Most of the objects were foods and drinks, touristic brochures and pictures, national flags and maps, etc. and only a very few participants were presenting a piece of nature, culture, traditions which represented a high personal value for them. It was a conventional international evening instead of an evening of personal cultures.

The team decided to ask participants to reflect on this experience in relation to their understanding of culture and responsibility for reinforcing/changing stereotypes.

Notes for the further use

International evenings are taken for granted in European youth trainings and youth exchanges. It is worth to change the routine how they are organised, putting participants into an awkward position of representing their country.

If such an evening is organised for educational purpose there are alternative possibilities to integrate it into the learning process in a coherent way. One option is a clear explanation and careful preparation well before the course prevent possible misinterpretation of interculturality being identical with internationalism. Another option is to take up a traditional international evening as common ‘here and now’ experience to comprehensively review the experiences about stereotypes reinforced at that very international evening and come up with conclusions why and how to change it into intercultural encounter.

TRAINING DAY 2 MORNING SESSION

WHICH PEOPLE I BELONG TO?

Background

On the previous day participants reflected on their personal identity. This activity was planned to bridge personal identity to identification with groups participants belong to, active participation and intercultural learning.

Aim

- To enable participants to reflect on their identity and to relate personal, cultural and European identities

Objectives

- To reflect upon personal and group identity
- To emphasize the connection between group identity and belonging, and participation as one of the key element of citizenship

Methods

- Warming up exercise: Good morning to each other in foreign language other than English while walking around and greeting each other expressing great pleasure.
- Group identity activity: individual reflection, visualisation (by creative use of circles), small group discussion and plenary discussion.

Timing

80 minutes – training day 2 morning session 9:40 – 11.00

Programme

Step 1 - 15 minutes individual work to visualise primer groups and other communities participants feel they are part of

Step 2 - 25 minutes discussion in group of 4

Question: In which groups where you belong to you are active?

Step 3 – 40 minutes large group discussion

Group findings:

Splitting the identity into local, regional, European, global, age, gender, professional, etc. dimensions is difficult. Non-personal relation based groups can be reference groups too. Everyday use of Internet as well as international youth work broadened the options of young people to develop a sense of belonging.

Outcome

Participants related the identity, group belonging and participation.

By the common understanding of participants “being active” means enjoying the freedom of expressing opinion and participating in the realisation of shared values and objectives. Activeness might have strong relation with political involvement.

Notes for further use

Participants should be encouraged to include not only primer reference groups but also other relevant social groups. It is good to suggest some visual frameworks they can use when describing their group belonging, but their use should not restrain the descriptions of those groups.

At this training course the very simple symbol of circles was used, because this pattern in different creative ways can be seen in the interior design of the hotel, e. g. on the carpet of the working room, 'Different elements - At your choice' menu card. These circles and motto were often referred to and associated with group identities during the course.

TRAINING DAY 2 MORNING SESSION

HOW ACTIVE I AM? CITIZENSHIP GROUP BAROMETER

Background

Relativism can be seen in the different understandings of participation, on a large scale from doing any kind of activity in a youth centre up to only being part of collective decision making. Being aware of own motivation for as well as demotivating factors of active participation in the civil society and political democracy makes youth workers' expectations more realistic when it comes to youth participation and active youth citizenship.

This session is also a preparation for the first of contacts with Welsh young people and youth workers. Invited local peer educator team joined the group during this session before delivering their workshop for mutual benefit of the co-operation.

Objectives

- To reflect on and discuss different motivations and actions for active citizenship at local, national, European and global level
- To broaden the options for citizenship actions

Timing

40 minutes – training day 2 morning session 11.15-11.55

Methods

- Individual work using a hand-out with list of possible activities
- Small group discussion and large group reflection

Programme

1. Individual work with hand-out, 10 minutes. Participants were asked to choose actions from a given list according to their usual participation practice.
2. Sharing individual choices, finding common preferences in small groups of 4-5, 15 minutes.
3. Reporting back, reflection and conclusions in large group, 15 minutes.

Outcome

Participants experienced very diverse choices in the group influenced by their different social, political and economical backgrounds as well as personal values and citizenship practices. **Preferences were given to group activities in the civil society** (e.g. volunteering, organising youth exchanges), in a youth-centred way. Distrust towards politics and political participation (e.g. political debates, political party members, running for local election) was openly expressed. At the same time participants, **when being invited and strongly supported by their reference groups/local community, are ready to be active or they consider active political participation their future engagement.** Individual actions (e.g. assisting refugees through the procedure of applying for national citizenship, expressing opinion on a radio phone-in) were relatively rarely chosen.

Notes for further use

This activity is a simple but powerful exercise. The list of possible citizenship actions should be updated and adapted to the profile of the group. The choices might be visualised on a group barometer. It is important to emphasise that there are no ‘right’ and wrong’ answers, just different preferences. If the time allows, trainers can complete the exercise by general conclusions involving research findings on youth/citizenship participation.

Document

Hand-out: “What would I choose to participate in?” See Appendices 2.

TRAINING DAY 2 MORNING SESSION

INTEGRATION OF LOCAL YOUTH AND COMMUNITY REALITY

Background

This strand became one of the most important threads running through this course. The involvement of local youth groups and youth workers enriched the knowledge of and experiences in local and national citizenship, integration of minority youth with non-European background and innovative non-formal educational approaches in youth work. Its content and its impact were fuller and richer than we had planned.

Aim

The aim of this strand was to contribute to several module objectives:

- To explore the advantages and challenges of intercultural communication and intercultural learning in terms of European citizenship education;
- To develop a critical understanding of different concepts of citizenship and European citizenship;
- To recognise and share the existing elements and potential of European citizenship and citizenship in youth work practice of participants;
- To support participants to develop a European citizenship dimension in future youth projects and activities.

Sessions

Training day 1

- venue exploration

Training day 2

- Cardiff Youth Forum workshop

Training day 3

- Youth worker context
- Welsh Assembly visit
- Butetown Youth Pavilion visit

Training day 4

- Howard Williamson talks
- reflection on local reality
- reflection on intercultural context

Evaluation

Participants highly valued – see final evaluation – that the local social and youth work reality was coherently integrated into the training programme.

TRAINING DAY 2 MORNING SESSION

WHY PEER EDUCATION ON YOUTH ENTITLEMENTS IN WALES? WORKSHOP RUN BY LOCAL YOUNG PEOPLE

Background

The new Welsh youth policy will have a strong commitment to youth participation. The peer education programme, demonstrated by a youth team during the training, is supported by the Welsh Assembly and aims at raising the awareness of and increasing the interest in exercising and practicing rights of the child and citizen according to age specificities

As part of the intercultural learning process, a team of the Welsh Youth Forum was invited to run a workshop to the training group. This was the first of the contacts with local youth groups. The team, which comprised three young adults (18-21) and a youth worker, delivers workshops on young people's rights to school children and other young people in the Cardiff area. Workshops for politicians active in youth and child policy field are also run by youth teams as part of the programme. Volunteer educators are trained by their most experienced peers in this youth project.

Aim

- To recognise and share the existing elements and potential of European citizenship and citizenship in youth work practice
- To support participants to develop a citizenship dimension in future youth projects and activities

Objectives

- To enable participants to experience the practical delivery of a non-formal educational activity by young adults in the context of active participation and peer education.
- To exchange youth work experiences with "local young people in action"
- To get to know innovative good practice of youth non-formal teaching and learning of rights and responsibilities

Methods

- Warming-up exercise
- Input on citizenship education and youth legislation in UK and Wales, Q & A
- Group quiz
- Matching youth needs and entitlements
- "Vote with your feet" poll
- Introduction and distribution of the educational pack developed for the programme
- Large group reflection and exchange of different educational practices

Timing

80 minutes – Training day 2, morning session 11.50-13.10

Outcomes

Participants experienced the educational impact and effectiveness achieved by young adults, explored the personal and social context in which they operate and learnt about certain youth rights in UK/Wales.

Notes for further use

In many countries interesting peer education programmes can be found, also in relation to active citizenship. Invitation of peer educators/youth workers to an international course to deliver a session needs to make an informed choice and joint preparation in advance. It is recommended that in case of such co-operation their learning needs and professional interests should also be taken into consideration. Feedback on their contribution should be organised. They can be also be invited to join group discussion or to be observers in a session.

Documents

Hand-out “Rights and entitlements of youth” questions for quiz – See Appendices 2.

The team distributed a “Young People have the Right to be Heard” booklet at the end.

TRAINING DAY 2 AFTERNOON SESSION

WHY INTERCULTURAL LEARNING? WHY INTERNATIONAL EVENINGS IN YOUTH WORK?

Background

Participants were asked to prepare a presentation of their culture before the course. The first evening was planned to be Evening of Cultures, as part of an ongoing intercultural process thorough the training course. Nevertheless, it turned into a conventional international evening. The team of trainers decided not to make any intervention during the activity but to pick up this 'here and now' group experience to critically review in relation to the existing practice of such events in international youth work, youth exchanges and training courses.

Aims

- To make a direct relation between the concept of intercultural learning and participants' youth work experiences
- To enable participants to improve the quality of their youth work

Objectives

- To critically analyse some "taking for granted" elements of international youth work
- To challenge participants' stereotypes
- To benefit from participants' youth work and training experiences and knowledge

Methods

- Work in focus groups
- Presentation of group findings to the large group in an interactive way
- Large group discussion: Reflection and conclusions

Timing and programme

180 minutes hours – training day 2, afternoon session 15.10-18.40

1. Introduction and reasoning the slight change in the programme - 5 minutes
2. Focus group discussions - 60 minutes
3. Presentation of group findings to the large group. Each of the four topics is followed by large group discussion -120 minutes, including short breaks

Programme

1. Focus groups

Facilitators

- the group work is facilitated by participants offering their expertise and experiences in intercultural learning in their application or on the first training day.

Topics

- identified by the team of trainers. Participants could individually choose one topic to explore through the discussion in focus group.

Group composition

- based on the interest of participants,

Topics for the focus groups:

- Elements/understanding of culture being present at the international evening of this group (facilitated by a trainer participant with intercultural education competencies).
- Stereotypes at international evenings (facilitated by a youth worker with related academic studies and youth work experiences with minorities in different countries).
- Cultures and/or countries? (facilitated by a youth worker, with related academic background and experiences in different countries).
- What would you do differently if you were to organise such evening? (facilitated by a trainer participant experienced in international youth organisation).

Presentation techniques

- focus groups were asked to choose interactive methods for presentation of their findings, at the beginning of the afternoon session.

Outcomes

Participants developed a common understanding of culture, multiculturalism, stereotypes, interculturality and internationality and the application of these challenges to the youth work. They could benefit a lot from the non-formal educational and intercultural educational expertise of their peers in the group.

Group findings

1. Elements of culture – the small group findings were presented by using the symbol of a **tree of culture**, with reference to the ‘iceberg’ model of culture.

Roots: relation to the nature and history, meanings of traditions, etc.

Tree trunk: People holding and developing/changing a culture.

Branches: religion, education, other systems to pass the values.

Leaves: the most visible elements - arts, way of dressing, food, drinks, political culture, etc.

Cultures constantly develop, reproducing a certain life circle (life-death-life).

At the international evening visible elements of cultures and mainly national cultures were presented.

2. Countries or cultures? – large group discussion with the input of the focus group through a “Where do you stand?” exercise

Statements chosen by the focus group:

Yesterday I presented my culture (both agreements and disagreements were expressed)

Cultures are always created by countries (the group was rather disagreeing)

My country has one main culture. (participants held rather opposite opinion and considered European societies multicultural)

At the international evening both countries and national cultures were presented. Other, e.g. youth cultures and subcultures were hardly referred to.

3. International evenings in youth work – a space for stereotypes? – a large group discussion with input of the respective focus group

The input about stereotypes by a participant emphasised that stereotypes are made for simplicity. Be they negative or positive about cultures, countries, social groups, behaviours, etc. they seem to help to quickly place people around. They are constructed, so they can be deconstructed and reconstructed as intelligent stereotypes. People are at different levels of readiness to change or leave stereotypes behind. Working against stereotypes needs time and well-structured process. Intercultural learning is a way to

overcome stereotypes and prejudices by “giving pieces of us to others” and receiving from others.

International evening, similarly to other methods, has advantages and disadvantages, depending on its objectives and when and how to use it. International evenings in the youth field are influenced by stereotypes about the international evening itself.

These stereotypes, previous models as well as creativity of participants could be experienced at the ‘Evening of cultures’ since it is very difficult to describe the complexity and progression of any culture by a few elements in very short time. Choices for presentation of cultural elements are often made either according what ‘I’ think will be ‘good’ to share or what I assume people would expect and like as a ‘good presentation’ which often leads to reinforcing stereotypes.

4. What would you do differently if you were to organise such evening?

The group came up with a list of suggestions, including rules for

- presenting one or two – rather symbolic than practical - particular pieces of cultures connecting it to personal views on own cultures
- time limit
- preparation by participants
- more facilitation by trainers.

Notes for the further use

Application forms are good source of information on the expertise and educational experiences of participants. It is worth to benefit from their knowledge in a planned way and to ask them to contribute to training sessions. Such co-operation requires trust towards participants, careful invitation in advance and cooperative preparation. Participant facilitators have to be asked and informed in advance so they will have some time for individual preparation. Trainers should act as their back-up persons, consultants and co-facilitators of the large group discussion if needed. The topics for discussion/opening questions should be problem oriented and provocative for thoughts and discussion.

TRAINING DAY 3 MORNING SESSION

WHERE ARE WE AT THE MOMENT? Mid-term evaluation

Background

The daily 'reflection group' is an effective method of ongoing evaluation in youth training but this time the training program was not giving enough space for such groups. For this reason there was an evaluation planned at the middle of the training.

Objectives

- To evaluate the training process and its relevance for participants
- To adjust the training programme to the needs of participants if needed

Timing

20 minutes – training day 3, morning session 9.35-9.55

Methods

- Individual work, posting written evaluations.

Questions for evaluation

Participants answered two questions:

What is/was useful in this training module so far? What did you like here?

What is/was missing? What didn't you like?

Outcomes

The training process so far was positively evaluated. However, there were proposals for slight changes to improve the effectiveness of the training process. For more details see Appendices 2..

Notes for further use

Everybody can see the evaluation of others if the comments (on post-its) are put on a poster. It is important that there is a space for the feedback from trainers on the evaluation within the training programme and also for integration of some elements of the evaluation.

TRAINING DAY 3 MORNING SESSION

CITIZENSHIP, YOUTH WORK AND MULTICULTURALITY IN WALES AND CARDIFF

Getting to know different aspects of the local social, political and youth work reality was an integrated part of the training course. Each day included interactions with local young people, youth workers and youth officers in relation to the subject matters. This day was dedicated to the political dimension of citizenship in a democratic society, youth work context in UK and inclusion of minority youth with non-European cultural backgrounds.

Programme

Morning session

- Introduction to the youth work context in the United Kingdom
- Guided visit to the Welsh Assembly
- Discussion with a Welsh Assembly member

Lunch in town and free afternoon

Evening visit to a local youth centre

- Joint activities (sport, dinner, group photo, etc.) with local young people
- Small group talks with youth workers about their youth non-formal education projects.

Youth Worker Context

Background

This was both a review of the UK and Welsh youth work context and an introduction to the visit to a multicultural youth centre in Cardiff planned for the evening. The introduction was given by the trainer with UK professional youth work knowledge and experience, and it was framed in relation to what the youth worker at the centre would be concerned with when running his centre session. The introduction touched on youth participation, youth work training, the legal framework, monitoring standards and evaluating youth work outcomes and young people's non-participation in civil society.

Aim

- To contextualise youth participation and potentials for intercultural youth work

Objective

- To give participants a basic knowledge of the national youth work context and to prepare them for the youth centre field visit.

Method and timing

Input; Q & A 35 minutes – Training day 4, morning session 9.55-10.30

Outcome

Participants gained a basic knowledge about the national youth work framework and actuality and, through questions and answers, were able to put this into a personal and comparative context.

Documents

A number of documents, booklets, articles and other material concerning youth participation were made available to participants.

WELSH ASSEMBLY VISIT

Background

This comprised an introduction by the host National Agency, a guided tour of the impressive Welsh National Assembly building, the Senedd, including a description of the building representing values like openness and transparent decision-making, the practical mechanics of the Assembly's operation, and a discussion with a female member of the Assembly.

Aim

- To develop a critical understanding of different concepts of active citizenship in democratic societies

Objective

- To enable participants to experience the culture and function of a young devolved, democratic, national instrument of government and to experience the personal, political circumstances and views of an Assembly member

Method

Pre-arranged

- official guided tour
- input by a politician followed by questions and answers

Timing

Training day 4 morning session – 120 minutes (11.00-13.00)

Outcome

Participants experienced the practical and environmental context in which devolved, national politics takes place in Wales, and received and questioned the personal account of political and social commitment by an Assembly member

Documents

Booklet on Welsh Assembly and facts about Wales

Notes for the further use

The role of a competent local contact person and/or knowledgeable team member is crucial to find the right partners and ways of non-conventional and fruitful, youth-friendly communication with politicians and governmental civil servants.

JOINT ACTIVITIES IN A MULTICULTURAL YOUTH CENTRE BUTETOWN YOUTH PAVILION VISIT

Background

This was a visit to a major youth provision in Cardiff. The youth centre had been visited by a trainer and local organiser in advance of the training course to arrange what youth work programme would be demonstrated to support the core elements of the training.

The centre attracts a broad, multi-ethnic membership, with majority attendance of black young people. There were about 50 young people at the centre. The centre organised a delicious buffet which course participants and centre members enjoyed together.

Aim

- To exchange experiences about the role of youth work in non-formal education and social integration
- To recognise and share the existing potential of citizenship/European citizenship in youth work practices

Objective

- To enable participants to experience young people undertaking a programme of youth activity, with a variety of curriculum components and participation features, as well as the multi-ethnic cultural character of the centre, its clientele and staff team

Methods

Participation in

- guided tour of the provision
- a youth club session
- demonstration of a variety of youth work activities (including bike, dance, crafts, recording and parenting workshops, and production of health & safety learning materials)
- joint activities with the local youth (sport, group photo, exchange of information about websites of participants' NGOs)
- provision of a buffet with a mix of cultural food.

Timing

120+ minutes – Training day 4 evening programme

Programme

The visit included many optional activities in parallel thus participants were able to organise their own programme by individual and shared interests.

Outcome

Participants experienced a multi-ethnic youth reality, in a context and atmosphere new to many of them. They also learnt about different youth activities which aim to enable young people to more actively participate in the community.

Documents

There was a variety of centre programme and activity brochures available for participants.

TRAINING DAY 4 MORNING SESSION

REFLECTION ON MID-TERM EVALUATION

Background

The first three training days were constructed to support self-reflective experiential learning. The main focus of the last two days is to develop a common understanding of European citizenship in practice. Before starting to build this process the team of trainers presented how participants' expectations, offers and mid-term evaluation was taken into consideration for the rest of the training programme.

Aim

- To develop the training process through a democratic dialogue and shared responsibility of trainers and participants

Objectives

- To improve the effectiveness of the training process
- To further develop the training agreement between participants and trainers
- To change/keep training elements, based on the mid-term evaluation and this agreement

Method

Large group discussion with trainers' input

Timing

40 minutes – training day 4, morning session 9.40-10.20

Programme

1. Brief intro to the schooling system in Wales, energiser and discussion involving local kids
2. Reflection by the trainers team on the mid-term evaluation, expectations and possible contributions of participants
3. Large group discussion

Outcomes

Participants understood advantages and disadvantages of different educational solutions for youth training, comparing this Module to other types of training they experienced before, e.g. skill development training, non-residential training activities.

A team of participants was voluntarily formed to formulate ground rules for large group communication and time concern, based on the norms the group had developed so far as well as on new proposals. (The decision about the ground rules was made at the beginning of the afternoon session.)

Notes for the further use

Participants' proposals for changes are to be taken into consideration seriously. Nevertheless, trainers should be able to explicitly explain and reason if they do not agree with certain proposals.

Reaching a compromise might need longer time than it was anticipated.

TRAINING DAY 4 MORNING SESSION

WHAT EUROPE MEANS TO ME? WHAT EUROPE DO I BELONG TO?

Background

Training day 4 is designed to directly deal with the concept of European citizenship, following the strand of 'Me – We – Europe' through the training. Social, political and cultural dimensions and possible actions of citizenship were discussed during the previous days. This session is planned to support participants to reflect on their views of Europe's today and future perspectives. Their feeling of belonging to Europe is a basis for European citizenship identity and actions.

Aims

- To emotionally engage participants with Europe
- To reflect upon personal understandings of Europe and European identity and key values and concepts associated with it, such as participation and respect for cultural diversity;
- To develop a common understanding of European citizenship, including
 - different notions of Europe
 - awareness of youth work potentials for active European citizenship
 - participants' contribution to the construction of European citizenship

Methods

- "What Europe means to me...? Chain of personal letters
- Input, questions and answers
- Work in small groups closing with presentation to the large group

Timing

55 minutes - Training day 4, morning session 10.20-13.00, including breaks

Programme

1. Letter-writing and sharing – 55 minutes, followed by 30 minutes break
2. Brief input by Mr Howard Williamson, Cardiff University – 15 minutes
3. Reviewing the project visit in Butetown Youth Centre the day before – 60 minutes.

1. "What Europe means to me...?"

- letters to each other and sharing some parts of these messages in large group

Objectives

- to develop personal understanding of European identity
- to accept diverse views and opinions on Europe
- to develop mutual understanding between participants with different perspectives or opposite opinions

Method

- "What Europe means to me...? Writing personal letter to each other by a 'chain' prepared, taking into consideration the diversity of geographical, cultural and youth/social work backgrounds and opinions of participants. Each participant is given a card with a name on it to whom s/he is going to write.

- Reading out some letters in the whole group before giving it to the addressee. For selections see Appendices 2.

Outcome

Participants reflected on and formulated their personal views, hopes and doubts about Europe. Sharing some thoughts and emotions in the large group contributed to trustful atmosphere and increased the motivation of participants to continue the dialogue about European identity and visions of Europe.

Notes for further use

This exercise can be used when trustful group atmosphere is already settled and trainers got to know individual participants well.

The chain of addresses and senders has to be prepared by the team of trainers to facilitate the one-to-one communication between participants having seemingly different perspectives or opinions, geopolitical situations, age, social status, etc.

It is important that some letters are read out in the whole group before giving it to the addressee but only on voluntary basis and without discussing, questioning the message. Participants should be encouraged to answer the letter after the course or session. Brief overview of replies might also be part of another training session.

2. Talks by Howard Williamson

Background

Guests, with different roles in the Welsh and English youth work sectors, were invited to give short talks followed by questions and discussions in rather informal setting (coffee break, dinner table, NGO market).

Howard Williamson, a former youth worker practitioner, youth policy consultant and columnist in the national youth work magazine, “Young People Now”, spoke about citizenship and young people in terms of both European and national contexts.

Objective

- To enable participants to hear and question the views of a youth sector policy expert, particularly in relation to youth participation.

Method

- Informal input; Q & A.
- Discussion with participants according to their interests in smaller group after the training session.

Timing

15 minutes – Training day 5, morning session 11.50-12.05

30+ minutes optional discussion in the lunch break

Outcome

Participants were able to question how the theory and practice of youth participation and citizenship is effected at national and European levels.

3. Reflection on local youth reality - Promotion of active citizenship and European citizenship in youth work

Background

This session comprised an assessment of the experiences and learning outcomes of the local youth reality component of the module, specifically the contact with the Cardiff Youth Forum and the Butetown Youth Pavilion.

Objective

- To enable participants to reflect on, share and assess their experience and learning with regard to their contact with local youth work activity, with specific reference to intercultural learning, citizenship and European Citizenship.

Method

- Three-step structured exercise consisting of individual and group work

Timing

90 minutes – training day 5 morning session + beginning of the afternoon session

30 minutes individual work

30 minutes discussion in small groups

30 minutes feedback to the large group and conclusions (afternoon)

Programme

1. Individual work 12.05-12.35

2. Reflection in small groups on given questions (2nd and 3rd column to discuss) 12.35-13.05

3. Feedback and discussion in the large group, afternoon session, 15.35-16.05

Group findings: Promotion of active citizenship and European citizenship in youth work

Youth activities often cover issues related to active citizenship without special intention to deal with citizenship. Participants of the Training Module could experience both a planned and structured, non-formal educational activity (Cardiff Youth Forum workshop) and diverse forms of youth work with high potential to explicitly integrate active citizenship or European citizenship dimension. Awareness of rights and responsibilities, and positive youth work experiences increase the motivation and civic competence of young people to act in their communities, to develop themselves and to realize their dreams. Active citizenship can be exercised and practiced first and foremost at local level.

Outcome

Participants explored issues of participation and citizenship education, differentiating between direct and indirect citizenship education. They explored the theory and practice of active citizenship in relation to different political realities and systems.

Documents

Hand-out: Youth Project Visit Evaluations. See Appendices .

TRAINING DAY 4 AFTERNOON SESSION

CITIZENSHIP – EUROPEAN CITIZENSHIP – CITIZENSHIP OF THE EUROPEAN UNION

Background

Following the principles of non-formal education and the natural progress of group dynamics, there was a slight change in the programme, based on the group concerns.

Participants wanted to discuss if the group needed to put some norms of the group into formulated ground rules or not. Trainers considered this process important part of intercultural learning and democratic decision making so they modified the programme of the day and started the training session on European citizenship after that discussion.

Aims

- To develop a critical understanding of different concepts of citizenship and European citizenship
- To recognise and share the existing potential/elements of citizenship/European citizenship in youth work practices of participants

Methods

- “Where do you stand?” large group debate exercise
- Input, questions and answers
- Large group discussion

Timing

220 minutes, including 30 minutes coffee break – training day 4, afternoon session 15.10-18.50

Programme and methods

1. Group norms and ground rules – 30 minutes discussion in large group, facilitated by participant trainers
 2. Promotion of active citizenship and European citizenship in youth work - 30 minutes presentation of small group findings (see page 43)
 3. Citizenship and European citizenship - 80 minutes debate exercise in large group
- Break 30 minutes
4. Evolution of the concept of European citizenship, 20 minutes input based on the group debate
 5. Reflection on youth participation and intercultural context of active citizenship – 40 minutes large group discussion

3. Debate on citizenship, European citizenship and citizenship of the European Union

Objectives

- To explore tensions and expectations in relation to Europe and European citizenship
- To enable participants to reason and argue for European citizenship
- To give grounds for active participation in promoting and exercising European citizenship

Method

"Where do you stand?" exercise

Participants were asked to take a position according to their agreement/hesitation/disagreement to written statements (Statements are included in Appendices 2)

Outcomes

Participants explored issues of legal and social aspects of citizenship, difference between legal, territorial and cultural belonging, simultaneous feature of citizenship identities and basic characteristics of the citizenship of the European Union. The debate brought to the surface participants' very different understandings of citizenship through a respectful and meaningful debate.

See group conclusions in Appendices 2.

Notes for the further use

The debate exercise is a simple but powerful method for confrontation of opposite opinions and arguments. Discussion of 4-5 statements usually takes 40-60 minutes but this time there was such a heated debate that it lasted longer. Co-facilitation is recommended to engage everyone, to keep the debate vivid by questions and to provide information when needed (e.g. about citizenship of the European Union).

4. Citizenship and European citizenship 'under construction'

Background

The input, based on the previous debate session, introduced the main characteristics of European citizenship.

Aim

- To develop a critical understanding of different concepts of citizenship and European citizenship

Objective

- To develop a new understanding of European citizenship as active social, political and cultural role at local, national, European and global level

Method

- Input, questions and answers

Document

See background material in Appendices 1.

5. Why are intercultural learning and participation core competences of European citizenship? - Reflection on intercultural context

Background

This session resulted both from the previous reflection session and input on citizenship and European citizenship and was introduced to clarify a number of issues arising from the contacts with the local youth reality in relation to European citizenship.

Aims

- To recognise and existing potential of citizenship/European citizenship in youth work practice
- To support participants to develop the European citizenship dimension in future youth projects and activities

Objectives

- To enable participants to better understand the youth work potential for and challenges of European citizenship in social, cultural and multi-ethnic context and experience of young people in Cardiff
- To relate local project observations and experiences with European values and European citizenship
-

Outcome

Participants explored issues of belonging, inclusion and exclusion, segregation and integration, with more factual knowledge of the actual situation and specific circumstances of the young people with whom they had come into contact.

The discussion mainly focused on challenges of intercultural dialogue in majority – national/ethnic minority relations, reality of segregation despite policy for integration, and responsibilities of Europeans for other parts of the world.

Participants had critical self-reflection when recognising their lack of information about non-European cultures becoming part of present realities of Europe as well as their own stereotypes about ‘the Africans’. Black young people they met are actually British citizens, with different ethnic and religious backgrounds.

TRAINING DAY 4

NGO MARKET EVENING ACTIVITY

Background

This activity, to exchange information on and experiences in organisations, was not placed in the training by the “standard” of organising it at the beginning of an event. It was opened before the last training day. The main reason for it was that it would be more supportive for developing future projects when it is at the end of the training. Participants are more aware of each other’s interests as well as different dimensions of European citizenship and intercultural learning.

Aims

- To recognise and share the existing potential/elements of citizenship/European citizenship in youth work practices of participants;
- To contribute to the construction of European citizenship.

Objective

- To support development of project ideas and future cooperation among participants.

Methods

- Open forum for the preparation of future co-operation, facilitated by the trainers team, structured and timed individual presentations in three rounds followed by free exchange in small groups.

Timing

60+ minutes - Evening of the training day 4 (21:15 – 22:30).

Outcome

Participants got structured information about each other’s professional and organisational background, motivation to integrate different elements of European citizenship and ideas for cooperation.

Notes for further use

If this activity is used at the end of the training there should be clear explanation at the beginning of the training why it is so. In short-term and very packed trainings it can be recommended to use the well-known method in this way because it saves time in the first part of the training for other issues and also it can put more focused professional contacts and exchange in the centre when people already know each other personally.

TRAINING DAY 5 MORNING SESSION

WHAT DOES EUROPE DO FOR ME? WHAT CAN I DO FOR EUROPE?

Background

This session is meant to start to plan how participants can apply what they learned at this Training Module to their youth work. First drafts for actions, co-operation and networking were discussed in the context of values and general framework of European Youth and Citizenship Programmes. These Programmes were briefly introduced with reference to the background materials since the final text of the Programme descriptions and Users Guides yet was not available.

Aims

- To support participants to develop the European citizenship dimension in future youth projects and activities
- 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
- To contribute to the construction of European citizenship

Objective

- To recognise and share the existing potential/elements of citizenship/European citizenship in youth work practices of participants

Methods

- Warming-up exercise: "Urope"
- Input, Q & A, buzz groups
- Individual work and consultation for feedback
- Presentation of ideas for projects and co-operation with European dimension, intercultural learning and elements of European citizenship

Timing

200 minutes, including coffee break – Training day 5 morning session 9.40-13.00

Programme

- Warming-up exercise: "Europe: you-rope",
15 minutes
- Summary of the European Youth and Citizenship Programmes 2007-2013
30 minutes
- Break
- Possible project criteria for youth projects on/for/through European citizenship
10 minutes input, 15 minutes questions and answers in buzz groups
- Ideas for activities and projects: Individual work and exchanges in small groups
60 minutes
- Presentation of ideas for projects and co-operation with European citizenship dimension
25 minutes

1. “U-Rope” creative exercise

Participants were asked to individually brainstorm: “For what aims and objectives and how would you use a rope, be it a real or an imagined one, to construct a new Europe?” They could either draw or write down their ideas which were share in the large group on voluntary base.

Outcomes

Participants presented many future-oriented ideas to connect people and peoples and to make them engage with Europe.

See Appendices 2.

Note for the further use

Metaphoric creative exercises help participants to come up with new contentwise and methodological ideas for future activities with European citizenship dimension.

2. Presentation of European Programmes

Council of Europe – Human Rights Education Programme 2006-2008

Education for Democratic Citizenship (EDC)

European Union – Education for Active Citizenship, YOUTH Programme 2000-2006

Youth in Action Programme 2007-2013

Europe for Citizens 2007-2013

Background

Participants were asked to consult the relevant websites before the course. There were references made to the European Programmes during the large group discussion. The presentation thus underlined the main values of the Programmes and the aims of relevant Actions.

Note for the further use

When Programmes are finalised, more detailed information and use of interactive methods are recommended, e.g. small group work, to which staff members of hosting/visiting National Agency as well as knowledgeable participants can be asked to act as facilitators and/or resource persons.

3. Possible basic project criteria for European citizenship youth projects

Background

The project criteria will be developed after having the first significant experiences about projects carried out within European programmes. This set of criteria was identified by a group of YOUTH Programme National Agency staff members but it is still the first attempt. Thus it is for information and orientation of participants. See Appendix.

Note for the further use

Project/quality criteria development needs a systematic approach and quite a lot of work, after the first steps of collecting information and ideas. Involvement of trainees in such a process will create stronger commitment and ownership, but it is time-consuming and needs follow-up actions. All this aspects should be taken into consideration when deciding how to work with project/quality criteria. Good practice case studies and project visits might be alternative methodological solutions.

4. Presentation of project ideas, with special focus on joint projects and networking

Background

Participants were encouraged from the beginning of the course to take the opportunity to develop ideas for actions, events and projects involving European dimension and/or intercultural learning and other elements of European citizenship, and to organise feedback on these ideas from their peers through the training. On the last training day, after having time for individual work, they shared the aims, activities and target group of the planned activities with the others. (Presentations are to be continued at the beginning of the afternoon session.)

Outcomes

Among other ideas, participants presented joint project plans. Networking started. A team of volunteers undertook to prepare a website for participants of all the Training Modules provided by the Partnership Agreement.

TRAINING DAY 6 AFTERNOON SESSION

WHAT TO DO DIFFERENTLY BACK HOME? WHAT HAVE I LEARNT?

Background

Exchange of future follow-up activities was completed at the beginning of the last training session. The evaluation of participants is of a high importance for quality improvement of future training courses on European citizenship. The final evaluation of this Training Module was organised around the fulfilment of expectations and training needs of participants. The evaluation session combined individual and group evaluations using different techniques of visual, oral and written evaluation.

Aims

- To identify the successful and critical factors of the effectiveness of the training course
- To improve the quality of training courses on European citizenship

Methods

- Group evaluation by using visual and verbal techniques
- Individual written evaluation by using standardised questionnaire
- Closing circle

Timing of the evaluation

135 minutes – Training day 5 afternoon session 17.05-19.15

Programme

1. Presentation of ideas for follow-up activities and feedback from the others
80 minutes

Break

2. Group evaluation of some core components of the Training Module
45 minutes
Visual (dart) evaluation of the training objectives, completed by comments
Visual and verbal evaluation of the intercultural learning process
according to the stages of intercultural learning

Participants placed the most memorable pieces of their intercultural learning of the Training Module according to the stages of a complete ICL process (see Appendix)

3. Recalling the concept of intercultural learning as integrated part of European citizenship
15 minutes
4. Individual time for written evaluation
45 minutes
5. Closing circle – free reflection of participants, organisers and trainers.
30 minutes

The certificates were handed over to each other by the participants and the trainers on equal base.

TEAM EVALUATION

The Module was a great achievement of joint efforts of the trainers, participants and organisers. The training was considered deep intercultural learning process to develop a common understanding of European citizenship and strong motivation to integrate elements of European citizenship to participants' youth work. The trainers were able to keep the concepts of European citizenship and intercultural learning 'on the ground', based in the realities and experiences of participants and local partners the group met.

Professional challenges accepted

The training design was rather ambitious to involve the interdependency of two complex concepts: European citizenship and intercultural learning, and, as added values

- a balance of affective, cognitive and pragmatic learning
- emotional engagement of participants with Europe and development of personal, European and European citizenship identity
- a systematic and coherent integration of local social and youth work reality into the training process
- adaptation of methodological solutions to training for European citizenship from previous Training Modules as well as from other European youth training courses, e.g. Inclusion and Diversity module courses.

The composition of participants

The group of participants was a 'little Europe of its own', reproducing the diversity and commonalities in Europe, regarding social, cultural and youth work backgrounds, participation in the development of civic as well as political democracy, different political views and perspectives of Europe's today and future. This context made the content of the Training Module. Youth work expertise and experiences of participants were integrated into the training process and enriched the professional development of participants to a high degree.

Coherency of the content and methodology

The main themes of the Training Modules were reflected in the training process. Participants experienced that youth work is a space with high potential to learn, exercise and practice European citizenship. The interactions between the participants, the trainers, organisers, invited experts and local young people reproduced our understanding of European citizenship and intercultural learning. Different values, beliefs and opinions, also doubts and dilemmas around active citizenship and European citizenship were openly expressed and challenged through respectful dialogues and debates.

The team considered intercultural learning a well-constructed and powerful process both within the group and through contacts with local youth workers and young people.

Youth participation was a core element of working with local reality to explore opportunities for participation at organisational/institutional and community level. Participants were challenged and encouraged to find unconventional ways of active citizenship as well as to change the routine of youth non-formal education for intercultural learning. Experiential learning involved real experiences, e.g. international evening and project visits, followed by general conclusions applicable to youth work practice.

Working with the local reality

was a special feature of the Training Module which was highly appreciated by participants. Resulting from a close professional co-operation between the trainers and the local organiser, every training day participants had an opportunity to meet local citizens, youth workers and young people, experts and policy makers for exchange of information and experiences. It was considered a valuable intercultural learning experience and innovative methodological solution, by both the participants and the preparatory team, that the visits took place in rather informal settings thus participants could construct their own learning.

The training process

was tailored to the needs of participants and organically constructed by the trainers. It made the training effective that the learning process was built from the personal level towards different forms of value-based communities and people's Europe. The main issues addressed were organised around questions and problems. There was always a link between thinking at micro- and macro-level (e.g. project visit and majority-ethnic minority relations or global concerns) and between cultural and political considerations (e.g. interculturality versus internationality). Participants felt ownership of their learning within the general framework the trainers provided. They appreciated the transparency and flexibility of the work of trainers even if not all the initiatives coming from participants were included into the training programme.

There was a considerable space given during the training hours to reflect upon and share cultural, religious and national identities as well as own citizenship concepts and practices. Nevertheless, the training process was so intensive and challenging, sometimes provocative, that more individual time should have been planned for self-reflection and consolidation.

Fulfilment of the training objectives

Based on the evaluation of the previous Training Modules, the trainers redefined the objectives during the preparation to make them more concrete and manageable. Evaluation of the preparatory team corresponded to the evaluation of participants: the overall political and educational aims and specific training objectives were achieved to a high degree.

Duration of the Training Module

It is difficult to conclude if five training days are enough to run such a complex training since, by the observation of participants at the end of the training, the trainers 'extended' the training hours. But it was done in a way that participants enjoyed the additional evening programme elements. However, with one training day longer time would have been optimal to consolidate the learning achievements, with special focus on the application of new understanding of European citizenship and intercultural learning to the participants' youth work.

Team work and co-operation with the National Agency

The preparatory team was consisting of seven team members: three trainers, one documentalist and one local organiser and two staff members on behalf of the British Council Connect Youth. The co-operation in this relatively large team was smooth and very effective due to the well-balanced team roles and commitment to design and implement the Training Module at high quality level. It created a good synergy that team members had worked together before in different compositions. The team work was based on mutual trust and appreciation of different professional competences which helped a lot to overcome some difficulties of the e-communication before the Training Module. The evaluation of participants was positive regarding the trainers' competences as well as the high standard of organisation of the Module.

The National Agency staff members did provide not only logistic and technical support for the Training Module. Above that they had, in co-operation with the senior trainer team member from UK, an irreplaceable role in integrating the local and national social and youth work realities into the training process in a coherent and innovative way. The visits offered, prepared and organised by them, as well as their inputs to contextualise participants' experiences enriched the training process.

Infrastructure and support

The hosting National Agency provided perfect financial, logistic and technical support. Cardiff is an appropriate space for this Training Module as well as for future training courses on active citizenship, intercultural learning and European issues.

General evaluation

The Training Module on European citizenship and Intercultural Learning was positively evaluated by the participants, hosting National Agency and the trainers.

Cardiff, 1 October 2007.

Erzsebet Kovacs, Hungary, Course Director
Gerald Dowden, United Kingdom, Senior Trainer
Vojislava Tomic, Serbia and Montenegro, Junior Trainer
Agnieszka Tatera, Poland, Documentalist
Hazel Patterson, Action 5 Manager, Connect Youth, British Council, United Kingdom
Katie Antippas, International Youth Officer, British Council Wales, UK
Sheila Mykoo, Action 5 Programme Officer, Connect Youth, British Council, UK

APPENDICES 1

Appendix 1

List of Participants

**European Module 4 „Intercultural learning”
25th September – 1st October 2007
Cardiff, United Kingdom**

	First name	Surname	Gender	Organisation	Country	Email
1	Zamira	Poda	F	Civil Society Development Centre CSDC/OSCE	Albania	
2	Emin	Arullayev	M	Association of Young Azerbaijani Friends of Europe (AYAFE)	Azerbaijan	
3	Almir	Mukaca	M	Students Association of Faculty of Political Science in Sarajevo	Bosnia & Herzegovina	
4	Vakhtang	Asanidze	M	National Council of Youth Organizations	Georgia	
5	Stojan	Simonovski	M	Rubikon, Skopje	Macedonia	
6	Kira	Kreyderman	F	Kishinev Jacobs Jewish Centre	Moldova	
7	Irina	Akhmetova	F	New Perspectives Foundation	Russia	
8	Olha	Nadyrova	F	NGO Academia Development Chrnihiv	Ukraine	
9	Michaela	Salber	F	ICYE Austria	Austria	
10	Mathias	Van Hove	M	Joc De Nartist	FI Belgium	
11	Chrysis	Michaelides	M	European Social Forum Cyprus	Cyprus	
12	Marek	Bindr	M	Youth Information Centre Tabor	Czech Rep	
13	Sarah	Gram	F	ICYE European Association	Denmark	
14	Arttu	Etelapelto	M	Aura Municipality	Finland	
15	Jonathan	Mack	M	Theatertage am See e.V.	Germany	
16	Alessandra	Angius	F	The Bridge, Cagliari	Italy	
17	Zane	Paula-Pavula	F	Club the House JEF Europe	Latvia	
18	Maartje	Bulthuis	F	Stagefever	Netherlands	

				Foundation		
19	Sylwia	Kujawska	F	Federation of Independent Filmmakers	Poland	
20	Pedro	Rodrigues	M	Saber Viver Project Porto	Portugal	
21	Sorina	Grosu	F	Youth Association Art Perspective	Romanian	
22	Fabienne	Kuhne	F	Geneva Red Cross Youth	Switzerland	
23	Katherine Mary	Piddington	F	Southwell House Youth Project	UK	
24	Zsolt	Varadi	M	Mobilitas Hungarian North Youth Service	Hungary	

Training Modules on European Citizenship
Module 4: “Intercultural Learning”

Training course details	
Summary	The European Citizenship Modules aim at supporting the professional development of youth workers and youth leaders by extending their competencies to integrate elements of European citizenship within their projects and practice.
Activity date	25 September to 1 October 2006
Venue place, venue country	Cardiff, United Kingdom
Target group	Young people, youth leaders, youth workers and educators both from the formal and non-formal education fields
For participants from	All YOUTH Programme countries, Eastern Europe and Caucasus, all South East Europe
Group size	25
Organizer	Partnership Programme (Council of Europe-European Commission) & Connect Youth
Costs	Free of charge
Working language	English
Contact persons	<p>Hazel Patterson Connect Youth British Council 10 Spring Gardens SW1A 2BN London UK Phone: + (44) 20 73 89 40 30</p> <p>Katie Antipass Connect Youth British Council</p>

Aims and objectives

Political and educational aim

- 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

Training objectives proposed by the trainers team

- To enable participants to reflect on their identity
- To relate personal identity, cultural identity and European identity
- To explore the advantages and challenges of intercultural communication and intercultural learning in terms of European citizenship
- To recognise and share the existing potential/elements of citizenship/European citizenship in youth work practices of participants
- To develop a critical understanding of different concepts of citizenship and European citizenship
- To support participants to develop the European citizenship dimension in future youth projects and activities
- To contribute to the construction of European citizenship

Draft Training Programme

Monday 25th September	Tuesday 26th September	Wednesday 27th September	Thursday 28th September	Friday 29th September	Saturday 30th September	Sunday 1st October
Arrival of participants	Why are we here? Introductions of - participants - team - training programme - hosting partners - Cardiff & the venue Getting to know each other Starting to build the group	Which people do I belong to? - which groups? - which Europe?	What does Europe do for me? What does it mean to live in - Europe? - UK? - Wales? European institutions, their priorities and their Youth Programmes	What can I do for Europe? What elements of citizenship/ European citizenship are present or not present in visited projects? How to develop Citizenship & European citizenship in youth work practice?	What to do differently back home?	Departure
	Who am I? Who are the others? Why did I bring this piece of my culture with me?	Why intercultural learning ? What is it? What is it not?	Free time Getting to know local reality & locals	Why are intercultural learning and participation core competences of European citizenship? What are my strengths & obstacles in intercultural learning?	What have I learnt? What should I improve? How to improve the training on European citizenship and intercultural learning?	
Welcome evening	Getting to know each other's background	Dinner out	Project visit		'Good luck for your European Citizenship Education work' PARTY	

Working hours:
 9.00-13.00 including coffee break
 15.00-18.30 including coffee break

Preparation

We are asking you to get prepared for the training and we count on you!

You can find below interesting links that you may wish to consult before coming to the training.

Please also

1) ... get an overview of what the following aspects are like in your country, culture, society:

- Who is considered a citizen? What is required to become a citizen?
- forms and contexts of citizenship education (possibly in formal and in non-formal context)
- whether there is around you any debate or reflection regarding "European Citizenship"

2) ... imagine how you could integrate European citizenship education dimensions in your youth work/educational practice and activities of your organisation/institution

Do not forget to collect and bring with you:

- up to date materials presenting your organisation, its activities and projects you were involved in
- your question or questions „I would like to answer...” and questions „I would like to ask...”
- a piece of your culture: a song, film, life motto, your favourite music or drink, something taken from your street or from the nature or whatever else expressing the culture or cultures in a concrete or metaphoric way which had strong impacts on the quality of your life
- a baby/toddler picture of you
- materials you could find on the intercultural and/or citizenship education: study, handbook etc. (not only in English!)
- an English dictionary and an alarm o' clock if you think you might need them
- your experience and ideas, curiosity and smile!

The course description was completed with reading materials (see Appendix 2), list of participants and useful information by the hosting National Agency.

LIST OF REFERENCES

In a case you have access to the Internet, we suggest you to consult following sites on the themes of the Training Module on European Citizenship and Intercultural Learning:

- ✓ <http://www.training-youth.net>

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 organized within the Partnership Programme.

Citizenship:

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

“Under construction...citizenship, youth and Europe” is the training-kit number 7, an easy to use handbook for use in training and study sessions, developed within the framework of the partnership with reflections and exercises on the evolving concept of European Citizenship.

- ✓ <http://www.ecas.org/>

European Citizen Action Service of the EU

- ✓ <http://www.coe.int/edc>

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.historiasiglo20.org/europe/index.htm>

European Citizenship, the Citizenship of the Union, Citizenship and Identity

- ✓ http://ec.europa.eu/justice_home/fsj/citizenship/fsj_citizenship_intro_en.htm

European Union Citizenship

- ✓ <http://www.citizen.org.uk/>

The Institute for Citizenship (UK)

- ✓ http://www.coe.int/t/e/cultural_co-operation/youth/TXT_charter_participation.pdf

Revised European Charter on the Participation of Young People in Local and Regional Life

- ✓ <http://www.efc.be/projects/eu/citizenship/citizenship.asp>

In early 2006, the European Foundation Centre launched a survey of its members and interested parties on their contributions in the area of European citizenship. The survey revealed that foundations can run or support a range of activities to empower individuals, enabling and encouraging their participation in the development of a citizens' Europe that meets their demands and aspirations.

Intercultural Learning:

- ✓ http://www.training-youth.net/INTEGRATION/TY/Publications/T_Kits.html

Training-kit number 4 on Intercultural learning (download in PDF format)

- ✓ <http://alldifferent-allequal.info/>

The website of the 2006-2007 Campaign “All different-all equal for Diversity, Human Rights and Participation” which was launched in Strasbourg in June 2006.

- ✓ <http://documents.youth-knowledge.net/documents/416.pdf>

“Plastic, Political and Contingent: Culture and Intercultural Learning in DYS Activities”, Dr. Gavan Titley

- ✓ <http://www.understanding-europe.com/>

Established to inform on cultural differences between Europeans and how they affect everyday life both on a personal and a professional level.

Further reading:

- ✓ http://ec.europa.eu/youth/whitepaper/index_en.html

White Paper on Youth from the European Commission

- ✓ <http://www.youth-knowledge.net/INTEGRATION/EKC/Intro/index.html>

The site of the European Youth Knowledge center of the Partnership between the European Commission and the Council of Europe on Youth policy

- ✓ <http://uw-madison-ces.org/papers/weiler.pdf>

“To be a European Citizen – Eros and Civilization”, JHH Weiler, Manley Hudson Professor Of Law And Jean Monnet Chair, Harvard University

- ✓ http://www.coe.int/t/e/cultural_co-operation/youth/5._information_services/Resources_by_topic/EDU_DEMO_CITIZE_NSHIP.asp#TopOfPage

- ✓ http://www.coe.int/t/e/cultural_co-operation/youth/5._information_services/Resources_by_topic/INTERCULTURAL_EDU.asp#TopOfPage

Council of Europe document on education for democratic citizenship and intercultural education

- ✓ <http://www.youthforum.org>

European Youth Forum (Forum Européen de la Jeunesse)

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

- ✓ <http://www.interculturalpress.com/store/pc/mainIndex.asp>

Books & resources on Intercultural Learning. Includes "hot links" to other sites on intercultural learning.

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

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.

EUROPEAN CITIZENSHIP

Input

Changing concept and practice of citizenship

“Citizenship” has different meanings, even within one language, and is often perceived as a legal status. This comprises first and foremost rights and duties, guaranteed by a nation state or the European Union.

Citizenship is context-related

The nation-state is no longer the only location of citizenship - there is a possibility of other references to a community. (E.g. regional citizenship in Finland)

We can be local, national, transnational - EU, European and world - citizens at a time, depending on the political community citizenship refers to. None of them wants to or can replace the others.

The citizenship of the European Union

- is a legal and political status, based on the citizen-EU member state relation and defined by Treaties of the EU

Europe is meant to be

- not only a continent of many countries but rather
- a community of communities, community of people and peoples with different backgrounds but common history, common values and shared perspectives of political, economical, social and cultural development

European citizenship

- dissociates citizenship from belonging to a particular territory (nation state, EU) – ‘belonging’ means belonging to a value-based community.
- is not a status given but a voluntarily chosen identity and role
- has a legal basis of the universal human rights
- is a concept and practice of citizenship as citizen-citizen relation
- is an active social, political and cultural role of citizens in their different communities, based on voluntary decisions about participation in building a new Europe
- European citizenship practice can be limited by lack of resources.

European citizenship as citizen-citizen relation

- not abstract and static, can be lived
- practice of a moral code, a code that has concern for the rights and interests of others
- European citizen is a co-citizen, peacefully living and creatively co-operating with others

European citizenship is a process of peaceful interactions

- between individuals
- between individuals and social groups
- between individuals and society
- between social groups
- between different cultures
- between all these actors and the states/European institutions

Youth work for European citizenship

- is built on previous achievements of youth participation, intercultural learning, antidiscrimination work, inclusion against unequal resources, etc.
- should not be limited to the **promotion of awareness**
- more than **non-formal education** for civic literacy, democratic and intercultural competencies
- a **space where young people and youth workers can experience and practise the European citizenship as active social role**

POSSIBLE PROJECT QUALITY CRITERIA OF EUROPEAN CITIZENSHIP (EC) PROJECTS	
<p><i>This list is to be completed</i> YOUTH Programme National Agencies Staff Training on European Citizenship December 2005</p>	
GROUP COMPOSITION reproduces/refers the understanding of European community, representing <ul style="list-style-type: none"> - cultural/youth life-style diversity, including minorities - different understandings of Europe/citizenship - variety of youth work and associative practice 	AIMS AND OBJECTIVES the activity is <ol style="list-style-type: none"> 1. about and for European citizenship: to develop a common understanding of EC, the knowledge and skills required to be able <ul style="list-style-type: none"> - to make informed choice within this context - to promote the awareness of EC 2. about and through European citizenship <ul style="list-style-type: none"> - to develop skills required to be active agents for democratic change and development
CITIZENSHIP DIMENSION <ul style="list-style-type: none"> - the citizenship, including European citizenship is explicitly addressed and discussed - citizenship and EC as active social and/or political role are addressed - world citizenship is taken into consideration 	EUROPEAN DIMENSION <ul style="list-style-type: none"> - shifts in the classical understanding of citizenship being associated to a territory alone > belonging to a political community - Europe as community of European nations/cultures/values/perspectives today and in the future - human rights - European identity - European institutions and Programmes - global issues and world citizenship
COHERENCE OF THE VALUES / OBJECTIVES / METHODOLOGY / DURATION <ul style="list-style-type: none"> - the interactions between the participants, the project team and invited externals is identical with their understanding of European citizenship - the non-formal educational process is planned, to the point of participants' initiation - variety of interactive and participative methods, to be applied and adapted to youth work practice after the project 	EDUCATIONAL DIMENSION <ul style="list-style-type: none"> - participant-centeredness - civic literacy - competence development - moral code of responsibility - evaluation

Examples for possible quality criteria:

- European citizenship is reproduced through the democratical processes and horizontal intercultural learning within the project.
- The understanding of citizenship/European citizenship includes:
 - belonging to a value-based community
 - belonging to a political community;
 - values/European values (e.g. peace, freedom, equality, solidarity);
 - process of cooperative interactions (e.g. participation, active tolerance, inclusion, searching compromise, partnership, ICL);
 - human rights protection, rights and responsibilities
- Views and visions about Europe' s today and future are openly expressed and discussed, based on mutual respect for others and their opinions even at points of disagreement
- Interculturality is understood in a larger context than internationality
- Global issues and world citizenship are included
-
-

INTERCULTURAL LEARNING

- ICL is 'a process of **social education** aimed at promoting a positive relation between people and groups from different cultural backgrounds based upon mutual recognition, dignity and equality and giving a positive value to cultural differences' (E. Claves, Spain)
- a rather **skill oriented** than information based educational process
- '**transformative**' in the sense that it should lead individuals to modify presently held beliefs, judgements and values, to integrate alternative ones and apply them in their own ways of thinking and acting
- not a smooth process; **regressions** might be experienced before further **progress** is made when going through the whole process consisting of the following **stages**:

Ambiguity > Getting to know the Other > Understanding other cultures > Tolerance of differences > Acceptance of differences > Appreciation of diversity > Adaptation/ Ability to function in other culture or Adoption

2. Development Model of Intercultural Sensitivity by Bennett

Ethnocentrism > Defensiveness > Minimisation of differences > Acceptance > Adaptation > Adoption and integration

3. Intercultural dialogue is

- 'the encounter between individuals and groups that obliges them to mobilize the basic characteristics, symbols and myths of their respective cultures on a shared terrain that is new to each and belongs to none alone. Interculturality is the encounter of different logical categories, systems of representations, practices, beliefs, rituals, etc.' (Y. Raj Isar: 'The intercultural challenge: an imperative of solidarity, 'Intercultural Dialogue' Conference, European Commission – DG EAC/Jean Monnet Project Brussels, 2002)

In Raimon Pannikar's sense 'myth is the horizon of intelligibility where all of our perceptions of reality make sense... We become conscious of our own myth when somebody else shows it to us, or once we have abandoned it, at least in part.'

- intercultural communication cannot be reduced to interpersonal relations; it leads to the 'construction of general forms of social and cultural life' (Touraine)
- interaction taking place among an infinite number of individuals and groups even if an intercultural project is rooted in person to person contacts

The encounter between cultures should lead individuals to re-examine the very bases on which 'their' cultures rest, to become aware of and question their respective symbols and myths. This encounter should be a releasing experience, one that enables its actors to become aware of the limits of their own cultures as well as of the plurality of their own identities.

(Y. Raj Isar)

APPENDICES 2 - ADDITIONAL INFORMATION

*Training day 1
Afternoon session*

Expectations and possible contributions of participants

1. QUESTIONS ABOUT EUROPEAN CITIZENSHIP

(What we would like to find out?)

- Do people feel identity more with their countries or with Europe? Where are the borders? How do they conceive Europe?
- How do you think – is it possible in some period to set down one concrete understanding of European citizenship, if we – Europeans – are so different? And maybe it is not needed...
- How to make Europe as inspiring concept for young people?
- How can you make European citizenship something for all people in your country? For many people it's an abstract concept and there is still no sense of "common identity" in Europe (at least in my country, Netherlands this is lacking).
- Why a lot of people are so attracted to the superficial materialism of Europe?
- Which are the rights and duties of the European citizen?
- How do the national / ethnical / cultural minorities fit into our concept of national and European citizenship? – legally, overcoming territory conflicts for peace and social security, culturally.
- How immigration and integration is being dealt with in different countries?
- How to help new young citizens to find their place in European culture?
- What can you offer for European citizenship?
- Involvement of different cultures in one identity (integration issues), different views, common understanding.
- What are the best methods for integrating European citizenship and ICL together in a project (please, a concrete example)?
- Different possibilities of intercultural youth work on Earth.
- Different tasks that really helps us to deep or to plunge in intercultural LEARNING.
- I would like to find out about dealing with conflicts or more negative outcomes of intercultural learning (ICL).
- How do we motivate and lead youngsters to intercultural learning on local level and not just in international projects? How to include ICL into basic local youth associations with mostly homogeneous members?
- What benefit can I get from intercultural learning?
- What is EU-policy to strengthen youth citizenship including programmes, strategies, funds (available for non EU-countries as well)?
- How is EU-citizenship education managed in other countries' school systems? How and how much is information about EU-citizenship and intercultural learning spread in other countries?
- What are the other possibilities to promote Europe and intercultural learning? Do you have any special methods? Any programmes?
- I would like to talk about the definition of "European dimension".
- What are the main elements of the European citizenship education?
- The different European youth structures – what, where, who... ?
- A bit about the new Youth in Action Programme – budget, what has changed politically?
- Why are we here? What do the trainers expect from us?
- What were the main criteria of selecting of the participants?

2. What we are offering?

- I would like to offer diversity of living among different religions (Muslims, Orthodox, Catholics).
- Intercultural competences, what is more important?
- My experience as a leader within youth exchanges; my experience as a traveler; my knowledge acquired in the University (Political Sciences).
- Implementing creativity in youth work, specific methods and many attractive activities and games.
- Philosophy of volunteering and solidarity on local level and youth work; basic values to create a peace and strong civil society in Europe; experiences with the biggest European minority – Roma: transnational minority, “nation without nation”, most beautiful reflection of European cultures and citizenship, many little pieces make a difference and create a puzzle – I don’t lead them, just help to be capable...
- We should always be aware that Europe is a part of the world and not a fortress (for a lot of “poor” countries a capitalistic fortress).
- Films and other forms of art as a way to understand culture.
- Sharing experience on intercultural communication in the projects I run.
- Action 5 seminars
- European ICYE trainers pool.
- Network opportunities + European communication.
- Lobby.
- EVS host organization (long term + hopefully soon short term).
- Unique personality, rich cultural background, experience, will to learn.
- Explanations about the Red Cross movement and the youth within the movement.
- Investigate Europe from your home country. Look at your neighbor!
- Experiences from international volunteer work camps.
- Different experiences, the space to communicate, events.
- Experience with people from different countries, face to face workshops and life.
- Council of Europe seminars.
- Experience from my work in NGOs, seminars.
- EVS / ICYE exchange.

VENUE EXPLORATION

Participants were split up between different groups and need to find out and report answers on those questions:

- How many different nationalities can you identify working in the hotel? Please list them.
- Who are the co-chairmen of L'Esprit Accor?
- What did this hotel used to be?
- When do you think the city photos in the basement were taken (evidence)?
- What was Cardiff famous for in the past?
- What is the name of the traditional Welsh language?
- Can you give directions to the Welsh Assembly?
- Where's the nearest public telephone?
- Which of the preparatory team members loves strawberries?
- How many languages are available on the TV menu?
- Is the price of beer more in the hotel bar or in the mini-bar in your room (per liter)?
- What flowers are on display in the reception today?

WHAT WOULD I CHOOSE TO PARTICIPATE IN?

- a neighbourhood forum on a road reconstruction project plan
- the election of the City Youth Council
- 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 enlargement of the European Union
- 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
- reading and discussing 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 for a youth magazine about intercultural learning
- to organise a New Year party for my colleagues in my organisation
- to express my opinion on a radio phone-in about immigration
- others:

RIGHTS AND ENTITLEMENTS OF YOUTH

QUIZ

Cardiff Youth Forum workshop

During the workshop about rights and entitlements of youth, prepared by Cardiff Youth Forum, they organized also a Quiz for which the following handout was used.

What do you know about the law and young people?

At what age:

1. Does compulsory school age begin?
2. Do you have to be to drink alcohol at home?
3. Can you be found guilty of a criminal offence?
4. Can you have a bank account?
5. Do you have to be, to be sold a pet?
6. Can you get married?
7. Can you leave school?
8. Can you change your name?
9. Can you get a Saturday job?
10. Can you buy a lottery ticket?
11. Can you stand for election to the U.K. parliament?
12. Can you fly an aircraft solo?
13. Can you get a tattoo?
14. Can you be employed as an actor / actress?
15. Can you buy fireworks?
16. Can you own property?

“WHAT EUROPE MEANS FOR ME”

Team asked participants to share voluntarily letters which they wrote to other participant. There are interesting parts out of 14 letters which we would like to share in this documentation.

“...Europe for me is one of the continents without any division for EU and Europe. But yes, I must admit EU gives me a lot, much more than Europe. I'm actually not sure if Europe itself gives me anything apart from identity. Because I feel more as a European, then as a Polish, though this identity was given to me by EU...”

“Dear Irina,

(...) For me Europe is diversity, the fact that within common history nationalities still exist and can take advantage of meeting each other just because they ARE there.

I have to admit that sometimes I see European Union as something that tend to make countries too homogeneous (ways of dressing, music listened, school and university system...) and therefore I fear that in a way EU might “cancel” diversities, especially in connection with the globalization process. But maybe this is a kind of price that we have to pay as every state is giving up part of its sovereignty in order to get advantages of other kind.

In fact, Europe is for me the possibility to live in peace and I see EU as a real tool to keep peace and construct and transmit values that can allow countries to live in peace as long as possible.

That is to say, to act in order to MAINTAIN diversity, but in a way that differences COEXIST, rather TAKING OVER one another.

(...) I see Europe (EU in this case) as a way to give value to regional and local identity, e.g. Sardinian's language is going back to life ALSO thanks to structural funds.

(...) What counts mostly is coexistence of differences and through differences the search for common aims. It is really possible because before being Russian or Italian or whatever, we are human beings, men and women.

(...) Alessandra

Dear Zamira,

(...) Firstly, I write this letter not as the citizen of the European Union, but as a European citizen. Europe can be defined geographically, politically, culturally etc., but in my mind the European values, the democracy, solidarity, cultural diversity, the freedom of thought and mobility, the respect of each other mean the real and ideal Europe.

I experienced how it was like to live in a communist country, as you did as well. We are the real ones who can appreciate the dimensions of the free Europe.

(...) I admire Europe because it means a security for me, economically and politically, as well as the cradle of democracy.

I'm personally not a religious person, but I respect the Christian and Muslim religions at the same level, because they are integrated part of our common European Culture and Heritage.

(...) Zsolt

“Dear Kate,

As you know, I come from Bosnia and Herzegovina, small Balkan country, where we had war twelve years ago. (...) If you just ask ordinary people if they are in Europe, everyone is going to answer positively, because we really feel as Europeans.

EU does a lot of good things for Bosnia, helping us in creating a democratic and safe country. Sometimes I think that Europe wants us integrated in it more than we do... (it refers to Bosnian politicians). (...) Almir”

“Dear Maartje,

(...) The main thing for me is to feel yourself belonging to Europe, to have European spirit of equality and a lot of possibilities and choices.

Being a part of Europe means to be close to each other, not separating each other by nationality or color of skin, so the expression “all different – all equal” is the main understanding of Europe. Take care, Olha”

“Dear Sara,

(...) For me Europe has become more than the geographical area, it is now some values and ideas shared by a wide variety of people, the people inhabiting a common space – EUROPE and who have the same goals and interests.

(...) Still, I perceive Europe as being a big family and as it happens in every family, you have some problems, some things to solve, but also some events to celebrate together, some good ideas and thoughts shared by its’ members. Though it is not always easy I think that Europe perceived as a family tries to achieve a harmony between its’ different members and this is the thing I appreciate most (...) Sorina”

“Dear Sylwia,

(...) For me personally Europe and citizenship is something good; ‘international’ becoming a family ☺ to me. I would really like to say I am a European citizen from my heart and soon I will...

(...) My Europe is just waiting for me to go out there and say: HEY, I’M FROM EUROPE!

(...) Good, new friend of you ☺☺☺

WHERE DO YOU STAND?

Debate exercise

Statements

I was born a citizen, do not become one

Citizenship is always linked to a country

You can be European Citizen only if you are a citizen of a EU member state

I have dual citizenship

I consider myself a European Citizen

Group conclusions

Citizenship as legal status and active social role

On one hand everybody is a citizen by the legal status on the other hand we learn to be active citizens.

Citizenship is

- a legal status as well as identity given
- is a life long learning process
- a matter of choice
- if you're not active aren't you a citizen?

Citizenship, nationality and territorial belonging

Citizenship is often mixed up with nationality It is not the national identity which constitutes citizenship. Citizenship is guaranteed by the state. People belonging to a national minority may have different citizenships.

Examples widened the understanding of historically changing concepts of citizenship.

E.g. British citizenship was given in all countries of British Empire, but those British citizens didn't have a right to live in the UK.

European citizenship and the citizenship of the European Union

These two different kinds of transnational citizenships are often understood identical with each other, especially in Western European member states of the European Union. Lack of information and awareness about the rights and responsibilities of EU citizens could be observed. Participants concluded that European citizenship shouldn't be narrowed down to EU-citizenship. Both EU-citizenship and European citizenship are complementary to national citizenship. EU-citizenship is based on the citizenship of EU-member states while European citizenship doesn't have such legal precondition.

European citizenship identity of participants

European identity is stronger and more common identification than European citizenship identity. International youth work practice and experience within the YOUTH Programme of the European Union made many participants feel European or European citizen. Nevertheless, when participants, especially from Eastern Europe, do not have the same rights and right protection measures guaranteed by laws than the others in Europe, they do not consider themselves European citizens. Geographical distance can also make European citizenship identity very weak, as it is observable in the United Kingdom.

Global and European citizenships

European citizenship does not exclude cosmopolitan citizenship identity. Participants with stronger interest in global issues rather consider themselves global than European citizens.

YOUTH PROJECT VISIT EVALUATIONS

Cardiff Youth Forum – Wednesday 27th
Butetown Youth Pavilion – Thursday 28th

Following these two visits, we ask you to reflect on your experience and ask yourself the following questions:

Intercultural Learning

- What did you learn from the multi-ethnic composition and character of the youth community you have met?
- What benefits would you identify for your own youth group undertaking youth activities with the groups you've met?
- What difficulties would you identify for your own youth group undertaking youth activities with the groups you've met?

Citizenship Education

- What activities did you identify which you think the young people would have seen as contributing to their participation in society?
- Which of the following aims were being achieved by the activities shown or described to you:
 - To encourage young people to get involved in public life?
 - To encourage excluded groups of young people to become more active citizens?
 - To enable young people to know their rights?
 - To enable young people to define the services and learning they need for themselves?
 - To enable young people to deal with conflict?
 - To enable young people to achieve citizenship skills?

European Citizenship

- If you worked with young people from the Butetown Youth Pavilion for a year what kind of project, with a European Citizenship dimension, do you think you could develop? Please define:
 - target group
 - aim
 - project content
 - duration
 -

U'ROPE WARMING-UP EXERCISE

Participants were asked to individually think about the possible use a concrete or symbolic ROPE in constructing a new Europe.

Summary of participants' findings

- we take the rope and we use it for climbing the mountain of European awareness, one after the other, learning from each other,
- an art work: network depicting exactly the countries in Europe with open space for other countries, which would like to join EUrope;
- the rope would connect highest with lowest point and then we have EU rollercoaster (Alps to Netherlands), EU-slide,
- have rope bindings connecting the islands to the mainland of Europe, so everyone will be connected,
- to protect and to help the ones with fewer opportunities; to pull the weaker ones – SOLIDARITY; to use to express DIVERSITY; to give directions towards democracy,
- an infinite certain of threads for each family to pull together,
- I would make a line – connection through the capitals where everybody could hang photos as an exhibition,
- all the people in a circle and grab the rope – to connect everybody together,
- a huge umbrella,
- I would bind all European countries on their place,
- tie the people together from all over the Europe,
- make a net that would connect all Europeans!!!
- I will knit a bridge between all European countries,
- Blind Europe – group of people will cover their eyes and than they will make a shape of Europe out of this rope,
- strengthen / tighten the “knots / ties” between the people of Europe. This is a symbol of friendship (in scouting), there is diversity of knots,
- I would tie everybody down to learn about intercultural learning and force them to think! ☺

EVALUATION OF THE MODULE

Summary of the mid-term evaluation

1. What was useful for me until now? What do I like here?

General aspects of the training

- 24 countries present formed a realistic view of Europe and the discussion we have mirror the discussions on “European level”.
- Knowledge on different views on identity building, different cultures, methodology, trainers, 2nd day of the program ☺
- I found new partners for my future projects.
- The place, people, programme, perfect logistics.
- Beautiful people (all) with high motivation, dedication, very interesting experiences.
- Very resourceful participants, good selection of trainees.
- Motivated, great trainers ☺ + interesting discussions.
- Meeting new people, sharing ideas, thoughts and laughs, inspiring environment.
- Trust and confidence in the group.
- Everything is cool, thank you!!! ☺

Methodology

- Great programme, active, experimental, absolutely not boring!
- It's so great to have contact with Welsh reality – Youth Forum workshop, visit to the Welsh Assembly, project visit.
- Youth rights and entitlements, guest speakers were excellent.
- The really good things were our comparisons of cultures, differences; tasks about our values, dreams, dislikes, chaps from Cardiff were like an energizer and fresh activity.
- Practice, activities or experience of the intercultural learning for NGOs.
- Good mixture between plenary and group work, workshops.
- Methods: active and motivating, linking intercultural learning with Europe; good personal reflection following the process in youth work: I/personal motivation – group - practice.
- The way how we went through getting to know each other and the way of behaving.
- I liked the session about belonging to groups and how much we are active within them.
- The discussion on intercultural learning was very interesting.
- Session “Why intercultural learning?” – was very useful and I got a lot of ideas.
- During others – not much new ideas.
- Working in small groups.

2. What is missing? What I didn't like?

- Daily reflection/evaluation (3 participants) Reflection on the role of trainers in a group: positive / negative.
- More time! for discussing (4 participants) (e.g. the influence of globalisation on cultures).
- Agreement at the beginning about ‘discussion rules’ and more in general – to be on time.
- To have begun with some ground rules / contract regarding timing, being late, listening to others etc.
- A “bit” formal learning from the trainers to “feed” into the training.

- A bit more theoretic stuff
- More information about different European youth structures / networks.
- More moderation: before assignments, during discussions, follow-up.
- Clarification, moments of experience sharing in precise activity (the general sharing is not missing).
- More energizers (2 participants), sometimes too much talk (between us) about clear topic.
- Some of the things discussed were just obvious to me (e.g. the role of stereotypes, elements of culture).
- Getting to know session was good but could have been group building activities with EU-relevance.
- More concrete tools, methods, ideas, what to bring home! (2 participants)
- NGO Market at the beginning, visiting Cardiff all together (planned trip).
- Arrangement / organizational problems in cultural event; social activities out of program.
- Free internet access. (3 pounds for hour is too expensive for some countries). - 6 participants.
- So far nothing.

Final evaluation

Fulfilment of the particular training objectives of Module 4 (result of visual evaluation by 16 participants)

Objectives	0	1	2	3	4	5
Explore advantages and challenges of intercultural learning and communication in terms of European citizenship	0	0	0	0	10	5
Recognize and share existing potential / elements of citizenship and European citizenship in youth work practice of participants	0	0	0	0	8	8
Contribute to the construction of European Citizenship	0	0	0	4	10	2
Relate personal, cultural and European identity	0	0	0	0	4	12
Develop a critical understanding of different concepts of citizenship and European citizenship	0	0	0	3	9	4
Support participants to develop the European citizenship dimension in future youth projects and activities	0	0	0	0	11	4
Enable participants to reflect on their identity	0	0	0	0	2	14

Individual memorable moments of intercultural learning

Summary:

- European citizenship activities; different perceptions of Europe, us, citizenship
- Identity issues, country – culture, citizenship discussions
- We are all equal
- Everything, but especially Cardiff Youth Forum
- Everything ☺ Citizenship conversation, project visit, informal moments of the group
- Every conversation
- meetings with locals
- working groups
- Project visit (2 participants) was something completely new
- Welsh Assembly visit
- Complex intercultural experience: 1. theoretical part, 2. multicultural society of our group, 3. real content and getting in touch with local reality
- Training day 4 was the best and most difficult day - letter writing (2 participants), statement exercise (2 participants)
- Stereotype discussion (3 participants)
- creative ways to talk about ourselves
- Moments when feelings are going up side down
- Feeling in the group, sharing experiences
- Evening of cultures
- The social evening after NGO Market
- Open people in the group and first day – identity, different questions
- Whole program was very diverse, good based, good mixture
- Great staff in the hotel - like multicultural Babylon
- Funky, great people
- Non-EU-members in the group
- Training methodology

PARTICIPANTS' EVALUATION: SUMMARY OF QUESTIONNAIRES

We collected 17 printed evaluations and 6 electronic versions. Together 23 evaluations. 1 is missing.

PART I: THE COURSE

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

Getting to know local reality & locals - 8

4 participants: visits and meeting Cardiff reality

3 participants: Youth Forum workshop

1 participant: Welsh Assembly and Butetown Youth Pavilion

Comments:

- ✓ Youth Forum workshop – seeing young people implementing their project makes me believe it's possible; effective form of studying legislation and children's rights protection.
- ✓ Very professional and good examples to take home.
- ✓ Though we met a small part of the UK still this could be an example of what and how ICL process has to take place.
- ✓ Welsh assembly - interesting to learn more about the institutions in Europe and ideologies in other countries (this is what in the end makes Europe)
- ✓ The ButeTown Youth Pavilion - vibrant setting and wonderful people there, but also because that it gave the group a common experience that we could discuss from.

European Citizenship - 7

1 participant

3 participants: What Europe means for me? (Writing letters)

3 participants – Statement exercise

Comments:

- ✓ Really touching the hot issues of the Module.
- ✓ Very emotional, lively and fruitful discussion from very diverse group about Europe, citizenship + later clear explanations about theoretical concepts.
- ✓ Statement exercise and discussion made me more aware of realities in Europe.
- ✓ For me as a federalist it was important to hear other (especially non-EU country participants) thoughts.
- ✓ I really liked writing and trying to consciously go through my perception of Europe.
- ✓ The “how to be active” exercise – we have been provided with an array of ways of participating, that made me realize I do put in practice processes that are Active Participation.

Why Intercultural Learning (ICL)? - 7

2 participants: concept

- ✓ Also definitions were touched upon.

2 participant: Why is intercultural learning a core competence of European citizenship?

- ✓ In “Why is intercultural learning...” cultural differences became very visible, although this was a difficult process everybody at the end understood the differences, cultural interpretation and difficulties of European citizenship.

- ✓ I really learnt a lot from other participants' view in this regard.
- 3 participants: discussion about the international evening, about its' influence etc.
- ✓ Before I didn't realise that international evening can be used as very important and successful tool for intercultural learning.
 - ✓ A new (at least for me!) concept of intercultural evening, very based on people's feeling of belonging to a culture (rather than to a country). The indications of trainers were quite clear, but I clung very much on my previous experience of intercultural evenings, so I based my acting on a stereotype. But it's been useful to go through this process of self understanding of stereotypes influence.

Group discussions - 6

3 participant: discussion between participants, small group work

Comments:

- ✓ I enriched my horizons and my knowledge of youth realities all over Europe.
- 1 participant: exchanging of experiences between participants
- 1 participant: sharing our plans for the future.
- 1 participant: energizers

Who Am I? Who are the Others? - 5

5 participants

Comments:

- ✓ Intercultural learning can reflect very clear your identity, so the most preferable elements to this moment. Interesting tasks and discussion. A good way for the beginning.
- ✓ The most important part of the Module for me were workshops devoted to the identity issues. This element of the event played significant role in understanding interrelationship between different identities and the identity of the European Citizenship.

Everything - 5

5 participants

Comments:

- ✓ On the whole, the entire Module has implied a learning process for me. The methodology has been used thoroughly and organically. I will try to apply it in my work.
- ✓ The approach towards Intercultural Learning and European Citizenship from a personal perspective towards a wider European perspective and the youth work was very interesting and helpful. I enjoyed very much the sessions to reflect myself and my work. It strengthened my motivation and my consciousness about the aims that I work for. Concerning my own youth work , I consider the intercultural learning discussion, based on the intercultural night, very important. I discovered the strength of the method (intercultural nights) to fight for the deconstruction and reconstruction of stereotypes in a positive way.
The project visit to the Butetown Youth Centre was very essential for the following discussions about intercultural learning, integration and citizenship. It gave me a broader perspective about the diversity of youth all around Europe. This experience together with the very diverse background of participants enabled a "hot" and interesting discussion about our Citizenship. There were so many questions raised that I still have to reflect....
- ✓ The fact that we were having full conversations on all the subjects of the program gave me the opportunity to realize the level of the knowledge and acceptance of the EU citizenship by the Western countries of Europe and the Muslims.

European institutions & their priorities YOUTH Programme - 2

2 participants

Getting to know each other – 1

1 participant

- ✓ Even though my first impression was a bit negative later I found it extremely useful and well designed.

Informal time - 1

1 participant

Other - 1

1 participant

Comment: People I met here make me richer person and made me more confident. Trainers are also important because it is not easy to moderate these kinds of trainings.

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

None - 9

9 participants

Comments:

- ✓ I really think that I have undergone a process of intercultural learning process regarding the methodology used!!

Getting to know local reality & locals -7

4 participants: Visit in the Welsh Assembly

Comments:

- ✓ I can't use their opportunities in my country.
- ✓ It was interesting regarding the issue of the Welsh nationalism and movement towards further independence and autonomy. However, the objectives of the visit were unclear at the beginning, which was visible in the discussions with the Assembly Member. Of course, all topics are interesting, but I was more concerned about youth issues, which wasn't really included. I would have liked to use Thursday for more training.

1 participant: Visit of the Assembly Representatives (during NGO Market)

1 participant: Lecture of the researcher

Who Am I? Who are the Others? - 3

3 participants

Comments:

- ✓ I have earlier worked a lot in session like this, and was disappointed when this was I again needed to do. I like sharing – but the aim of the sharing where not always crystal clear.
- ✓ I could not see if we were really dealing with the subjects of the module, but I have definitely changed my mind as the days have passed.

Getting to know each other & group building - 2

2 participants

Comments:

- ✓ The same as in previous trainings.
- ✓ Somehow I found some exercises a bit too long. But because the module has developed as a “crescendo” and I am so enthusiastic now, that feeling has disappeared.

Which people do I belong to? Groups? Europe?- 2

2 participants

Intercultural Evening - 1

1 participant

Comment: Organized a bit irrelevantly to the content of the Module.

NGO Market - 1

1 participant

European institutions & their priorities YOUTH Programme - 1

1 participant

Comment: Nothing new for me.

3. How effective was the inclusion of examples of the local youth reality (e.g. youth projects, youth work practice and youth policy) in the programme? Please be specific.

Effective

- ✓ Very effective, because the theories referred to 3 different realities:
 1. workshop on the entitlements,
 2. project visit – Butetown Youth Pavilion,
 3. Welsh Assembly.
- ✓ Good illustrations of what you can do in a specific situation. Good ideas, inspiration and comparisons. All meetings were really useful and relevant to the topic, e.g. Youth Forum of Cardiff gave me a good idea about rights of youth to implement in my country.
- ✓ Very, very effective. The projects left a big impression on me, considering their professionalism, but also because of the discussions afterwards in the group, where on a more general level these projects were placed against ICL and European Citizenship.
- ✓ Cardiff Youth Forum was a best example of social practice and voluntary work. Welsh Assembly visit was also interesting.

Project of Cardiff Youth Forum:

- ✓ This team of motivated youngsters was impressive, to see how they stood up for their rights and needs and shared their knowledge with us.
- ✓ Cardiff Youth Forum really does youth work. Another example for me was more social. It was like helping less-privileged people. Now I have thoughts how I to work with laws on the children level.
- ✓ Useful to see how young people can be cool and approachable, understandable for other youngsters, but in the same time be socially active. Their methods were not new for me, but the system how they work was impressive.
- ✓ Definitely an interesting initiative organized and implemented by interesting youngsters. However, it raised so many questions about participation and the whole framework in which it works, so it was difficult to understand the functioning of the project.

Butetown Youth Pavilion

- ✓ Really important and effective for understanding of multiculturalism.
- ✓ I am totally amazed of it, how they work and I will definitely suggest to overtake their methods, experiences in my country.
- ✓ Helped me to understand many things, eg. successful youth inclusion.
- ✓ The experiences in the centre was reflected in the discussions, as it was a first experience for many people (that was my feeling) with integration of minorities and multi-ethnical youth work.

- ✓ Good and unique experience. The devotion of people has a motivating effect on me.

Other observations

- ✓ I was missing youth policy a bit (during visit to Welsh Assembly).
- ✓ More than I expected, because in my country it is used in commercial services.
- ✓ It was very effective. We realize the level and the quality of the active citizenship in U.K.
- ✓ The most important was participation in meeting with local authorities and politicians
- ✓ I think the local youth reality in Wales was very well represented. The reality of youth work on a European/international level was not very well represented.

As it's visible all participants found those visits effective and useful.

4. To which extent do you feel that the following objectives have been fulfilled?

(please using the following scale: 1 = not at all fulfilled – 5 = fully fulfilled)

Objective	Average	Lowest	Highest	Comments
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	4,04	3	5	<ul style="list-style-type: none"> • Sure – multicultural atmosphere, methods, well developed programme. I got a good idea how to integrate these elements in my own practice. • The reflection about ourselves, our societies, youth work, cultures and citizenship was very important for my personal consciousness. In order to be multiplier we learned very basic things. However, we would need MUCH more time for discussions and reflections on these topics. • I feel very good trained in ways of understanding European Citizenship. As a follow-up I need to read ‘further reading’ materials to understand clearly my own point of view about EC and to read more about different methodologies. • There were only few elements of which I was aware before. • Most participants have competence to follow up include the elements of EC in their projects. • I feel now as if all this knowledge has sneaked into my mind without me even knowing that the learning process was happening. Thank you Erszabet, you are really able to empower people! • It has helped my personal development which will naturally form my professional work, but I do not feel I have learnt many competencies which I can practically take away.
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	4,54	3	5	<ul style="list-style-type: none"> • The methodology was incredibly effective, we learnt about citizenship through exercises that made us behave as citizens. • Beautiful exchange of our values, concepts and understandings of identity and objectives. The approach from personal to European level was a very adequate and helpful approach. • I have reflected a lot and found it very difficult, but in a positive way. We reflected a great deal over the terms – and got to think differently upon them. Especially the letter-writing and statement exercises were both successful.

5. 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:

It was enough

- ✓ Most optimal/perfect. If it takes more the efficiency of the work decreases.
- ✓ The real understanding will come when I will be at home. 5 days being 16 hours per day together is enough for me ☺
- ✓ It is really a good period for a training – if less, we wouldn't be able to cover all topics, if more, it would be difficult physically.
- ✓ We 'worked' more than during our sessions. Spare time was a core element of intercultural learning and complementary to the programme.
- ✓ It's a relatively new and complex topic.
- ✓ Structure of training and participants were mature enough to get the point.

It was not enough

- ✓ But this one was so good course that 2 more days (more issues) would have been fine.
- ✓ It was enough only to touch some aspects, but for developing them thoroughly there should be needed more working days (suggestions: 7, 8, 10 days courses).
- ✓ Perhaps 2 more days for deeper discussions and learning.
- ✓ The duration was ok, time for a logical progression. The end is always the more in depth and interesting moment... Could have been therefore developed on 2 days and more.
- ✓ We had a very little time to pay attention to our organizations.
- ✓ 1 more day could be devoted explicitly on project development on European Citizenship.

Yes/no/I don't know

- ✓ During the training sometimes I felt that the programme was a bit full, but when I reflect on it now – all the pieces of the puzzle are together.
- ✓ I think it could have been, but the decision was made (seemingly) that we would focus only on the theoretical and reflective elements rather than the practical competencies, so maybe a longer programme could have incorporated both.
- ✓ The trainers were able to expand time. We have done so much in such a structured but at the same time relaxed way, that I hardly watched the watch ☺ during this week. This module really empowered me to work with the concept of European dimension and citizenship.

Altogether it means that that 11 participants out of 23 think that the time available for this course was long enough, and 11 participants say that it should be longer: 6-7 days as an average.

6. Your comments for the team

In general comments were very positive. Participants evaluated the team as competent, with a deep theoretical knowledge, efficient and creative, very keen to listen and open-minded. Most of the participants appreciated their capacity of taking into consideration the participants' needs and, when needed, to introduce some changes in the programme to better respond to them. Suggestions were made to organize reflection group meetings and also to prepare a group "contract" at the beginning of the Module Two participants also expressed that they would have appreciated the team mixing more informally with participants so they could have asked more questions regarding issues and learn a lot more.

These suggestions opened a dialogue between participants and trainers to clarify this very training concept and the reasons for changing classical youth training elements.

Trainers' preparation was also appreciated and in general participants noticed a good teamwork and a positive relationship among team members.

Participants recognized the excellent organizational work done by the hosting National Agency, the support for practical arrangements and the choice of the venue.

PART II: LEARNING

1. What were your initial expectations for this course?

Europe and European Citizenship

- ✓ To understand the meaning of terms "European Citizenship", "European dimension".
- ✓ To learn a lot about European Citizenship.
- ✓ To know more about youth structures at European level.
- ✓ More theoretical info about Europe and its' culture.
- ✓ To be more aware of European Citizenship.
- ✓ To discuss the issue of European Citizenship with others.
- ✓ To learn the way of thinking of the new generation of Europe about E.U. citizenship

Intercultural learning

- ✓ Training in core competencies, intercultural communication approaches.
- ✓ To have a better ICL experience.
- ✓ New perspectives and knowledge.
- ✓ To learn a lot about intercultural learning.
- ✓ To get to know other people and other cultures.
- ✓ To learn about countries and cultures
- ✓ Some formal notion about the intercultural learning process.
- ✓ What is intercultural learning?
- ✓ Broader knowledge on especially intercultural learning and dealing with diversity in youth work: gain knowledge and skills that will enable us/me to work more actively within the field of intercultural learning.

Partners

- ✓ To find new contacts (5 participants).
- ✓ To strengthen the network and sharing of best practices among the partners of the training.
- ✓ Build stronger partnerships between the partners involved and the organisations represented.

Exchange

- ✓ To meet different people, to find new friends.
- ✓ I thought all participants will be well prepared.

Myself

- ✓ New ideas for new projects.
- ✓ Information, awareness, understanding.
- ✓ Gaining knowledge and experience on an informal/non-formal way.

Methodology, methods and tools

- ✓ My big expectation was about methodology. It has been perfectly fulfilled.
- ✓ A mixture of new methods for implementing ICL in youth projects.
- ✓ Methods and ideas what I can use practically.
- ✓ Create an understanding of how to use training-methods, which take a situational approach into account, so that the issues discussed and the skills developed are relevant and easily applicable and thus multiplied at the national level.
- ✓ New tools to think about intercultural learning and European Citizenship.

Quality of the training

- ✓ A very serious and very high level and very professional training.
- ✓ Professional, high level training.

Other

- ✓ To be honest, I didn't expect as much as I learned on the training.
- ✓ I had a very strong motivation for this course, but I can not really describe my expectations.
- ✓ Very close to what happened. Although the questions in the description of the programme seemed to be very basic, they were very deep and essential. I've never expected to meet such interesting people. I wasn't sure how to relate intercultural learning and European citizenship although they both constituted very important questions for me.
- ✓ Gain knowledge so that I can contribute to the quantity and quality of international activities, e.g. in the YOUTH Programme and CoE.
- ✓ Knowledge so that I can work towards ensuring the participation of disadvantaged youth in our activities and/or attracting new groups of youngsters for our international (youth) activities.
- ✓ To be able to multiply the outcome as effectively as possible to the whole organisation – especially our Pool of Trainers and the board of ICYE EA.

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

They were fulfilled

- ✓ All of them ☺ (7 participants)
- ✓ I was very pleased with the information I received.
- ✓ I have found balances in my personal citizen understanding.
- ✓ All of them – some topics raised more questions than answers, but I consider it my own responsibility to find answers on these questions.
- ✓ We could make good contacts in order to set up projects.
- ✓ Fulfilled expectations:
 - great team of trainers from whom I learned a lot;
 - new partners for some projects;
 - wonderful participants, except the fact that not all of them were really experienced in international youth work;
 - great time in Cardiff! I really liked the local visits!
- ✓ Definitely the new understanding and the process of it is that I will use in the future.
- ✓ I liked discussion on identity issues. It helped me a lot to understand the elements of intercultural learning.

- ✓ They have been fulfilled in an intertwined way. When the last afternoon the trainer explained the stages of the intercultural learning process I was so illuminated. What I expected to be the beginning of the course was being said in the end. And I have realized even strongly how clever the trainers have been to make us learn so gradually during the course.
- ✓ My expectations have been very much fulfilled. The results don't seem very concrete at the moment but they made me aware of the essential issues and concerns. I was able to learn a lot and this will have a very practical impact on my work.

Expectations partly fulfilled

- ✓ I still don't understand exactly the meaning of those expressions ("European Citizenship", "European dimension"), but nevertheless I clarified some points related to it.
- ✓ Contacts – 4/5, understanding – 5/5, information – 3/5.
- ✓ Mostly my expectations have been fulfilled, I also saw good things, which I didn't expect at all and they were great.
- ✓ I would like to learn more about the citizenship. It is not a problem of less theory or information, but not too much time to talk with everybody.
- ✓ Making contacts: has been fulfilled greatly. Tools to run programmes: I had hoped that I would go away with tangible and concrete tools. I feel the tools will come to me after a lot of reflection. However, it has made me think a lot which is only a good thing!
- ✓ I have gained knowledge about Intercultural Learning (in some degree), I have build partnerships and networked during the training. I had a nice training and a good time, but my expectations has not completely been met – I have probably had very high expectations to begin with.

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

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"/>

Average	Lowest	Highest
4,27	3	5

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

European Citizenship (EC)

- ✓ Understanding what European Citizenship is!
- ✓ Different perspectives of the concept of Europe and of being European
- ✓ Democratic values.
- ✓ Legal matters.
- ✓ Citizenship itself.
- ✓ European Citizenship.
- ✓ Knowledge about new EU-members and to-be-member states.

- ✓ Understanding the meaning of the EC and ICL. Understanding how to put EC and ICL in my local and international projects.
- ✓ Approaching EC as a concept which is always “under construction”, which means you can have really different approaches, nothing is wrong!
- ✓ The feeling of Europe and it’s diversity, the difference between old juridical concepts of citizenship and new approach.
- ✓ Defining the term, what is citizenship, what is Europe?

Youth work and European programmes for youth

- ✓ Better understanding of the European youth programmes.
- ✓ Different practices of youth work
- ✓ The values that we share in our work.

Intercultural learning

- ✓ Intercultural learning process (4 participants).
- ✓ Intercultural learning is my theme concerning to Tolerance Project.
- ✓ Exchanges inter cultures.
- ✓ Different attitudes from different countries.
- ✓ Diversity of countries of Europe and their interest to join us.
- ✓ The strength of diversity.
- ✓ I fill myself stronger in the intercultural learning, we had many good exercises.

Other

- ✓ More ideas, more contacts.
- ✓ Formal and informal education.
- ✓ Human Rights.
- ✓ Identity issues.
- ✓ Understanding of how few cultures feel safe to work if there are no rules written down!
- ✓ The importance of civil society.

and those that you would still like to improve:

European Citizenship

- ✓ Citizenship is a difficult theme to investigate, because it’s under construction.
- ✓ Rights and laws.
- ✓ The concept of the European identity, European Citizenship.
- ✓ European Citizenship.
- ✓ Looking more on various perceptions of European Citizenship around Europe!
- ✓ Political point of view at European Citizenship.
- ✓ What is European Citizenship for people in Europe.
- ✓ Human rights and freedom as a basic to integrate people and the understanding of special needs of minorities.

Intercultural learning

- ✓ Both – European Citizenship and intercultural learning – there is always a space to improve.
- ✓ More theoretical information about EC, ICL – ideas about different concepts and ways how to explain it, implement in real projects.

Europe and European Institutions

- ✓ Understanding of different European Institutions linked with youth.
- ✓ European cooperation.
- ✓ Political relations.
- ✓ I feel myself poor on understanding of the core concept of European Institutions.
- ✓ Facts and figures about Europe and European Institutions.

Others

- ✓ Practical tools!
- ✓ Methodology to run youth work.

4. Having taking part in this course, how confident do you now feel to deal with European Citizenship issues in your youth work?

More/very confident:

18 participants

Comments:

- ✓ I want to continue this learning process, but I feel much more stronger now. I have taken very much inspiration from the topic and the methodology of this module.
- ✓ Fully confident in this topic that also matches with integration of new arrivals from rural areas to urban ones, which we have been facing with for time being since collapse of communism
- ✓ I feel quite confident about the issue and I even learned a lot about methodologies and approaches to integrate that into my work. I still need a lot of reflection about everything.
- ✓ I feel myself quite competent to apply gained knowledge in future projects.
- ✓ I am confident and I am going to share it with other people.
- ✓ Quite confident – I need to put everything in the right “folders”, to think about it more by myself and then – I am ready!
- ✓ I do feel confident to deal with this issue, but I still have question marks.
- ✓ Quite confident, especially because we learned about it in a non-formal way, which for me personally is the best way to internalize this knowledge.
- ✓ Quite confident, I feel really European now, much more than last week and I am happy about it!!
- ✓ Of course I feel myself more confident than before the Module. I understand that it is connected not only with legal explanation, but I can't name other topics relevant to citizenship, only maybe 2-3.
- ✓ I feel very good! I think I can speak to the youngsters about it with confidence.
- ✓ Discussion groups, participants' presentations help to feel confident to deal with EC.
- ✓ I think I am a little bit more confident, but I have to look forward for more information.
- ✓ My youth work is much more based on local level, but dealing with different cultures, so I would say a bit more confident, because of new ideas and future perspectives

Not confident:

1 participant

Comments:

- ✓ I have learned new methods as well as facts but I still don't feel sure enough about it.

Other:

4 participants

Comments:

- ✓ European Citizenship is pretty strange subject in my country, so it would be grate opportunity to start this kind of projects on national and local level.
- ✓ I am not completely confident about it, because a process of rethinking my ideas about the issue has been started.
- ✓ I think I can give general concept of EC.
- ✓ I think I need it in my work, but I will invite a professional trainer to explain these issues.

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

European Citizenship

- ✓ Theories of citizenship, which were introduced in Europe in different countries, in different times.
- ✓ Rights and laws.
- ✓ Responsibility of European citizens.
- ✓ Maybe I need to read any book about it for clear understanding of citizenship.
- ✓ Well, I downloaded some academic articles about this topic, because I'm interested in the concept of European Citizenship, about its' criticism or pros, about the abstract level.
- ✓ I need to know what the people from European countries think about European Citizenship.
- ✓ Is European Citizenship a part of globalization?
- ✓ The legislative points.
- ✓ Other concepts, other definitions, other thoughts...
- ✓ I need to discuss about European identity.
- ✓ How to play an essential role in this procedure in the E.U. level.
- ✓ How are EU-countries coping with this topic

Europe and European Institutions

- ✓ European identity.
- ✓ What is a future of Europe.
- ✓ Feelings of people in Europe.
- ✓ I think I need further knowledge of EU Institutions.

Other

- ✓ Nothing rights now, but like we said – it's a never ending learning process.
- ✓ A lot ☺ Practical things, programmes, possibilities.
- ✓ Well... Maybe everything which is still under construction?
- ✓ Lots more! About specific work practices and methods for example of non-formal education.
- ✓ The idea has to be continued and it's always under construction. It's difficult for many people to accept it, concerning very diverse experiences and because they see it as exclusive, although I really think we have to discover the inclusiveness of the concept.
- ✓ European Citizenship is pretty strange subject in my country, so it would be grate opportunity to start this kind of projects on national and local level.

PART III: TRANSFER

1. How will you follow-up your participation in this Module?

Projects:

- ✓ I will use this topic in youth exchanges and trainings.
- ✓ In some project about Human Rights Education next year.
- ✓ We want to organize a study visit (Finland, Belgium, Czech Republic...).
- ✓ I will try to organize a project or an exchange.
- ✓ I will organize a local project on EC (opinion pool made by and with youth from Bucharest).
- ✓ Workshops with young people on this topic.
- ✓ I will do similar workshops on EC for local students.
- ✓ With a lot of projects.
- ✓ I will organize new projects dealing with ICL (a TC on ICL with Partner and Programme countries.)
- ✓ I will write a Youth Exchange project about Active citizenship
- ✓ I will try to introduce workshops on European Dimension within a previously written project for the establishment of a Youth Centre
- ✓ I would like to organize a seminar for young Roma and non-Roma youth workers in order to integrate the concepts and questions into our local and international work.
- ✓ In November I organize a youth leader seminar in Berlin in order to improve integration and intercultural learning in youth association, especially in the scout movement.
- ✓ I will organize a similar training in my AoR.

Act as multipliers

- ✓ I will write a report and talk to some people from my organization.
- ✓ I will do my best to implement topic of European Citizenship in my work with youth.
- ✓ I'll encourage other members of my association to participate in EC training courses.
- ✓ I will try to implement it in my daily life.
- ✓ Increasing activities based on European Citizenship in my daily work.
- ✓ I will try to design Youth Programme Training Course Package for lower and secondary schools in my region.
- ✓ As a teacher I will pay more attention to these matters.
- ✓ By promoting it in Cyprus through the Ministry of education. I have already sent a letter to the officials and they ask for my ideas (evaluation was send few days after the EM 4 by e-mail, because participant was leaving earlier)

Other

- ✓ We are trying to establish a website for all participants as a form of networking or to facilitate this and of course trying to integrate it in our organization.
- ✓ I will use some of the tools, use the contacts which I made here, use different possibilities for support. I need some time to digest everything – for myself and for my organization.
- ✓ I will keep in touch with participants and follow-up through ideas for exchanges and seminars planned.
- ✓ I do not know yet.
- ✓ I need quite some time to reflect different parts of the seminar. I will use this knowledge in order to integrate that in the establishment of our Roma/non-Roma youth network. There are many aspects of ICL and EC that are essential to facilitate a mutual understanding. I would like to continue the experience and the training. It would be

beautiful to meet again and to reflect our experiences and follow-up. I also want to learn more about how I can use and develop methods in order to implement the concepts.

- ✓ I will ask organizers to invite me when they will deliver similar activities to attend them

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

Concept

- ✓ The most interesting theme for me is ICL, but we need to introduce issue of European Citizenship for our youth, because they don't feel themselves Europeans. I think I'll do it as weekly lessons or workshops.
- ✓ I
- ✓ Intercultural exchanges.
- ✓ Intercultural awareness and communicative competence.
- ✓ I'll multiply ICL to students, they can multiply it further.
- ✓ European Citizenship
- ✓ Multicultural dimension of youth work.
- ✓ Different perception of European Identity and the process of Intercultural Learning to young people (11-25) through Youth Exchanges and workshops.

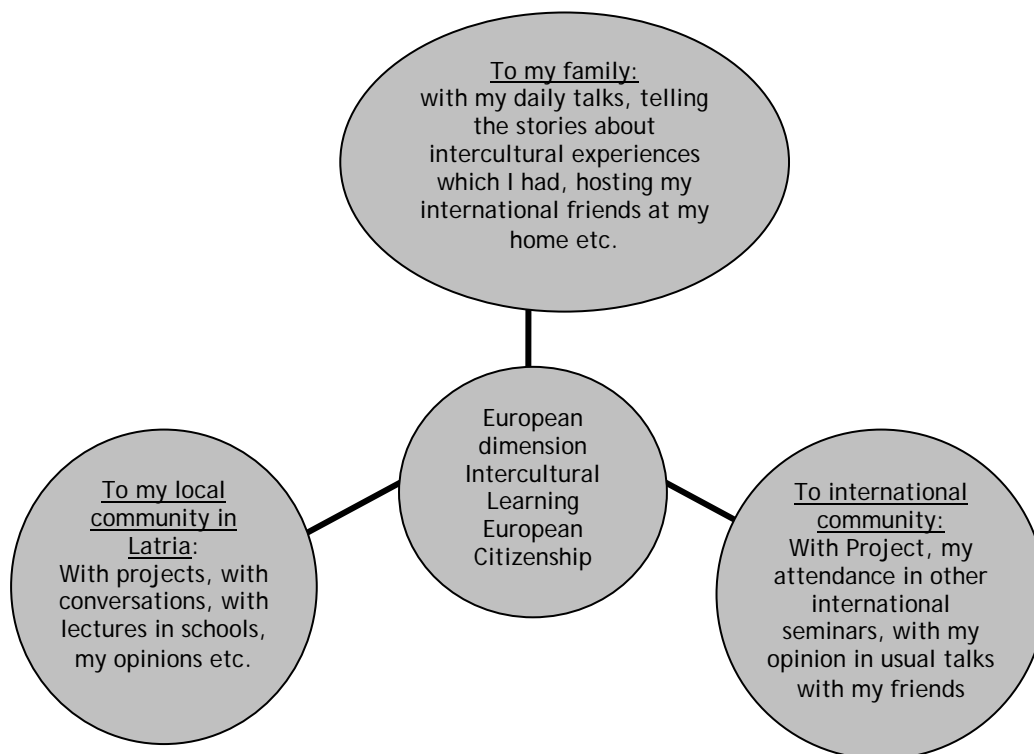
Activities/methods/programmes

- ✓ How to organize training course on ICL, methods and activities of training for trainers.
- ✓ How they work in other organizations – e.g. I found interesting that in Eastern countries there are many Euro-clubs in schools.
- ✓ I'm going to organize Action 1 on the topic of cultural exchange, so I think I will use some methodology from this training. I will use my knowledge gained here for other future projects.
- ✓ Creative methods: T-shirt exercise
- ✓ New idea for the Intercultural Evening. I will now call it "My culture" evening.
- ✓ Framework for the NGO Market. I liked the way how it worked.
- ✓ To involve visits to local projects and inviting local people.
- ✓ Creative, artistic workshops for young people.
- ✓ ICL methodology
- ✓ As my country is good example of intercultural diversity we started a project called "Inter-religious dialogue" that can be compared with intercultural learning.
- ✓ Fair of NGOs, bringing MPs to meet youth, etc...
- ✓ Discussions on Intercultural Learning, Identity, Citizenship etc. And constructive discussions about training-methods/methodology.

Other

- ✓ Website is an ideal base for multiplication.
- ✓ I'll share my knowledge about "less-known" European countries.
- ✓ I'll share it with my team in the organization. We have a training day scheduled for the results of this course. It will take a lot of reflection to work out how I can translate this experience which was very personal to a concrete training course.
- ✓ All the ideas were useful.

One of the participants expressed his opinion through this image:



3. How will your organization follow-up your participation in this Module?

Through concrete projects and activities

- ✓ Through long term project – Inter-religious dialogue
- ✓ A new project about HR in 2007. This module can be one of session of this training.
- ✓ We will focus on this topic more in films and project we make.
- ✓ Projects, projects, projects!
- ✓ Different events on this topic (as a part of international network).
- ✓ Youth Exchange project about Active citizenship
- ✓ Workshops on European Dimension within a previously written project for the establishment of a Youth Centre
- ✓ Another Roma – non-Roma youth exchange in April, working with art methods. They asked me to integrate these experiences in that exchange.
- ✓ To establish the “intercultural learning” as part of the youth leader training.

Report and multiply in the organization

- ✓ We need to organize a meeting, discuss what we may improve, with whom will cooperate, which interesting things we can imply or introduce.
- ✓ I will bring out the report during next monthly meeting.
- ✓ First report, then actions.
- ✓ I will be instructor or lecturer in similar project.
- ✓ Increasing participation in European youth exchanges, trainings and seminars.

Other

- ✓ I will try to design Youth Programme Training Course Package for lower and secondary schools in my region.
 - ✓ For my organization it's very important, I think it's starting to be one of priorities.
 - ✓ A better structure of organization's strategy.
 - ✓ Keeping involved with the participants of this training, with their projects.
 - ✓ By participating in more seminars and promoting new seminar (Youth program Action 5) in Cyprus
4. **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?**

Educational support/training

- ✓ More training (5 participants).
- ✓ Educational support (3 participants).
- ✓ Training for trainers – (2 participants).
- ✓ One more training on European Citizenship – to make everything clear till the end.
- ✓ An evaluation seminar, following all 6 Modules on EC, but I think there should be some strict rules in it:
 - to invite/call participants whom really implemented/improved/changed something after participation in these EC Modules,
 - to make it a short (3 days) seminar with a lot of time dedicated to sharing experiences.

Financial support

- ✓ Financial support (5 participants).
- ✓ Alternative sources for funding the projects, except EU Youth Programme and Council of Europe.
- ✓ Money for a website (including a preparation of the website during the seminar.) Creating a forum where people can contact and learn from each other is important.

Support from participants/other organizations

- ✓ Partnership cooperation.
- ✓ Regular information about projects about ICL.
- ✓ Time and feeling that if it is needed I can consult with trainers as professionals and participants as great specialists on their field.
- ✓ I would like to be able to work closely with the National Agency, to receive advice on steps. I always need to develop personally and professionally.
- ✓

Other

- ✓ I need to organize or participate in intercultural debates and discussions on European Citizenship and dimension.
- ✓ Help the Romanian NA become a functional and non-corruptive structure!
- ✓ Provide an online tool to stay in touch, exchange experiences and the follow-up.
- ✓ I need all the support I can find, mainly financial
- ✓ Yes I need to have it before local election in order to promote the breath of democracy and youth participation. My plan is to organize activities with youth governments, parliaments, and NGOs.

1 participant wrote in addition:

Just one remark: too short time to fill in such long questionnaire. Thanks!