

TRAINING MODULES ON EUROPEAN CITIZENSHIP 2006

MODULE 1

EUROPEAN CITIZENSHIP – INSTITUTIONS AND POLITICS

29TH OF MAY - 4TH OF JUNE 2006, BUDAPEST, HUNGARY



Documentation

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Organised within the Partnership Programme between the European Commission and the Council of Europe in the field of youth policy, youth research and youth work

Organised by the Hungarian National Agency

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EUROPEAN CITIZENSHIP MODULE 1.

EXECUTIVE SUMMARY

INTRODUCTION

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

Europe has an increasingly direct influence on the lives of young people. Whether we consider the domain of the European Union member states or the wider circle of member states of the Council of Europe, the influence and impact of “Europe” on young people is undeniable. Youth policies and programmes are an important part of this development. European citizenship implies a set of entitlements and *responsibilities* applying to all citizens in Europe. 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 *active social role* implies, however, that youth workers themselves participate in the definition of the contents and practices of European citizenship.

The Partnership Programme on European Youth Worker Training, Research, Youth Policy and Euro-Med Cooperation (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. Some of the aims of the Agreement are:

“To make young people and multipliers aware of human rights and the common values European citizens share and to provide them with the skills and tools to enhance their activities in this context.”

“To train, at trans-national level, youth workers and youth leaders as well as other multipliers in the youth field, as well as to develop and consolidate innovative training approaches in this context and to sustain and widen existing networks of youth workers and youth leaders.”

“To promote the understanding of, and respect for cultural diversity and intercultural cooperation.”

The module concept

The Training Partnership held three pilot training courses on European Citizenship between 2001 and 2003. These 9-day courses were based on the curriculum framework developed by the Curriculum and Quality Development Group. Based on the need for a higher number of training activities and a wider outreach in this field, the Council

of Europe and the European Commission have embarked on developing short-term, 5-day European Citizenship training modules. These modules were jointly developed and implemented with representatives of National Agencies and SALTO Centres of the YOUTH programme.

The introduction of shorter training modules was recommended by the institutions running the Training Partnership as well as the external evaluator firm that formulated recommendations for the continuation of the Programme. This recommendation is based on two main arguments. First, despite the three courses run during the period 2001-2003 were in many ways successful; 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 Centres more directly.

The training modules therefore did not attempt to address the concept and practice of European Citizenship as comprehensively as before, but rather focused on one important aspect per module. The Training Partnership funded three modules during December 2004 – February 2005. There were common elements in all of the modules and each of them focused on one important aspect of the concept and practice of European Citizenship. These modules dealt with: 'Citizenship in Europe', 'Europe: Concepts and Visions' and 'The Role of Youth Work in Participation'. The courses were hosted by the European Youth Centre Strasbourg of the Council of Europe and it involved also staff and trainers of the National Agencies-SALTO network.

As a consequence of the evaluation meeting of these three Modules, held in Strasbourg in June 2005, the module concept was slightly modified. Following its recommendations in 2005 three more Modules took place. They were organized by the Partnership in close cooperation with three volunteering national agencies with a co-funding approach in the following dimensions: 'European Institutions and Politics', 'Intercultural Learning' and 'Human Rights'.

As a longer-term aim to decentralise the EC Modules from 2006 onwards, there is a possibility for interested Agencies and SALTO Centres to incorporate some of these European Citizenship training modules into their Training and Cooperation Plans. These modules receive educational support from the Partnership Secretariat in cooperation with the SALTO network. Our course, 'European Citizenship: Institutions and Politics' is one of the first ones, organized by the Hungarian National Agency, Budapest. Almost parallel to this course, (between the 27th of May and the 2nd of June) there was another one started in Bonn, with the title: "European Citizenship: Visions and Concepts of Europe" and four more will be held in different countries in Europe during the autumn 2006.

The aims and objectives of the Modules

The aim for these training Modules on European citizenship is 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 are:

- 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.

The aims and objectives of the specific Module

The participants guide (see Annex I.) that presented the course to selected participants of the Module stated its aims and objectives as follows:

- **Reflect on Europe:**

Different realities, senses of belonging, integration processes, relations with the world, institutions, young citizens, challenges, future.

- **Reflect on Citizenship:**

Explore your concepts and practices of citizenship and compare these to theoretical models.

- **Explore European Citizenship:**

European identity and key values like human rights, democracy and cultural diversity.

- **Explore Europe's future:**

Reflect on the dynamic context of European and global developments and how that affects politics, identities and citizenship in Europe.

- **Critically discuss relevance**

To reflect on the role and relevance of the political dimension of European citizenship for young people and youth work.

- **Discover new ideas**

To increase your competence to critically look at existing and discover new types of youth work practices addressing European Citizenship.

- **Capacity to multiply**

To develop your capacity to multiply the newly gained awareness and knowledge to your peers and other young people in your youth work contexts.

The profile of participants of the Module

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

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

Priority was given to those applicants who, by their previous experiences, are able to contribute to the reflections and discussion on the specific programme contents, and/or plan to integrate European Citizenship and the focus issue of the module for which they applied into youth work following their participation in the training module. Specific for our module is that applicants should have proven experience of youth work in the field of political education. 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 organisations. 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 organisations and institutions conducting youth work.

The team of trainers

Course Director: Andreas Karsten, Germany

Senior Trainer: Elena Kasko, Belarus

Junior Trainer: Paola Pertegato, Italy

Documentalist: Diána Hajdu-Kis, Hungary

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

Ildikó Gulácsi, Mobilitás Training Unit, Hungary

Csilla Szabó, Mobilitás Youth Programme Unit, Hungary

The methodological approach

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

- was based on the intrinsic motivation of the learner;
- was practice and problem oriented;
- generally left the control of individual learning achievement to the person herself;
- was learner-centred and based on the experiences and youth work objectives of participants;

- based on a personal responsibility for learning, supported by a strong group dimension and a collective and collaborative 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 be open to regular feed-back and evaluations;
- was documented to gain a maximum multiplying effect.

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

Special focus of the Module:

- Ideas and utopias about Europe: a short introduction to the evolution of the European idea
- European integration after 1945: the intergovernmental model – the Council of Europe
(history, functions, the youth field)
- European integration after 1945: the supranational model – the European Union
(its origins, present functions and institutions, future perspectives, the youth field)
- The Future of the European Union: Ways to address the constitutional crisis and the role of young people therein
- The relationship of institutions to the citizen and their policy towards young people
- Influencing: opportunities and models for young people

European Institutions and Politics
Module 6
29 May – 4 June 2006, Budapest, Hungary

	Monday 29 May	Tuesday 30 May	Wednesday 31 May	Thursday 1 June	Friday 2 June	Saturday 3 June	Sunday 4 June
<i>Breakfast 08:00 – 09:00</i>							
09:00 hrs Morning session <i>coffee and tea break included</i>	CITIZENS ARRIVE	Opening Introduction to the course and course context SO2 Getting to know each other Participants expectations SO3	European Citizenship: Different Concepts and Realities based on participants' experiences Different Approaches and Understandings SO6	Institutional approaches to European Citizensip SO8	Simulation exercise continued SO10	Youth work on European citizenship: Ideas, Possibilities, Opportunities, Support SO11	CITIZENS GO HOME AND MULTIPLY
<i>Lunch break 13:00 – 14:00</i>							
14:30 hrs Afternoon session <i>coffee and tea break included</i>		Group Building Me: A citizen in Europe? Europe and citizenship SO4	Exploring the relation of European Institutions to citizens of Europe in the political sphere SO7	Simulation exercise "Politics, citizens, institutions and youth work" SO9	Free afternoon <i>Including an optional visit to the Hungarian Parliament</i>	Multiplication Follow-up to the course Evaluation Closing SO12	
<i>Dinner 19:00</i>							
Evening	Welcome citizens! SO1	Citizens celebrate ☺ SO5	Citizens dance	Citizens rest...	Meeting local citizens!	Citizens say farewell ☺	

In the following part of the documentation you can find the descriptions of the sessions conducted through the training course. It explains the background of a particular session, i.e. the session's necessity and the context in which it was proposed (what happened before and what comes after...keeping the red thread), relation to the needs of the target group or sub-groups. After describing the aims and the concrete objectives that the session seeks to achieve we listed the main competencies of participants that was to be addressed and/or further developed during the given session.

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 appendices attached. You can also see the timetable of the session as implemented, the programme and its outcome: the main learning points and other significant results such as issues that came up or were raised by participants as important.

Finally, where appropriate there are comments on evaluation, feedback received from participants concerning the session and its achievement of its objectives. If during the implementation anything came up we would like to comment on for future use of methods, you will find it in 'Notes for further use'. In the 'Materials' we listed the materials needed and the supportive material used during the session, handouts, background reading etc. The ones we attached at the end of the documentation we indicated in the "In the Appendices". In case you want to see the place of sessions in the whole programme, please consult the timetable above where you can find the sessions with the following abbreviations: SO1, SO2, etc.



SESSION 1 AS EXECUTED

Title	Welcome Evening
Background	After the participants' arrival, registration and dinner, this session is the first moment in which they meet all of the group and trainers. It should be focused on creating a comfortable learning environment in order to let them feel free to express themselves, to get to know the others and see part of the methodological approach that will be used during the course.
Aims	Welcome the group and foster communication between participants in order to create a good atmosphere for interaction and communication.
Objectives	<ul style="list-style-type: none"> • To welcome participants; • To get to know each other's names;

- To start to get to know some participants informally, but in a structured way;
- To break the ice between participants;
- To give a space to create dynamic interaction and interpersonal communication;
- To support and initiate the process of group building and cooperation among the participants;
- To create a connection with the following sessions and the theme of the course;
- To get to know the working environment.

Methods

- Non-formal educational methods; use of games and stimulus to participants in order to let them use their creativity and different means of expression apart from the verbal one.
- Interpersonal communication group dynamics and combined methodology for the exchange of information.
- Ice-breaking is a participatory and interactive exercise for work.

Competences addressed

Teamwork, co-operation, verbal and non-verbal communication, active listening, participation.

Programme

20:30 Welcoming the participants and introducing the team (short).
Round of names and countries.

20:45 European human map

With the indication of the cardinal points orientation north-south etc. participants are asked to find their place in the room “Europe”, according to the city they come from, without speaking; after everyone stopping they are asked to say their name and country.

Afterwards all participants go and visit places in “Europe”, welcoming each other on their languages and according to their culture (hugs, kisses, shake hands), repeating their names.

2) “3 Statements about myself”

Participants write their name and three statements about themselves on a sheet of paper they stick on themselves. One of the statements must be wrong and participants try to find out which is the false one. The short discussion of the statements can be the ground for further contacts.

3) Citizens’ Bingo

Find someone working for Eurodesk, someone who needed a visa, etc.

22:00 Introduction to technicalities

Closing the session inviting the participants to a relaxed party time (some drinks are provided).

Outcome

Participants felt at ease. After the “organized” part of the evening participants engaged in several small talking groups.

Materials

Form with questions for the Citizens’ bingo, markers, pens, papers, tape.
Drinks and snacks.

In the Appendices

The grid for the Citizens’ Bingo.



SESSION 2 AS EXECUTED

Title	The first official morning
Background	The first formal moments of a training course are more important than is often assumed. This session sets the arena for the module, it provides the political and educational framework and context and, through its own atmosphere, co-determines the spirit of the course. Keeping this in mind, this morning will not only introduce the aims, objectives, programme and methodology of the course, but will also make sure that participants feel the importance of the event and that their participation and investment in the course is being valued.
Aims & Objectives	<p>The session has the following aims and objectives:</p> <ul style="list-style-type: none">• To introduce participants to the institutional and educational framework of the module, its methodology and programme;• To foster the group development process by providing participants with opportunities to get to know each other better;• To motivate participants to become active factors in the planning and organisation of the module.
Methods	A mixture of different styles of presentations with altering visual support. Time for individual reflections on main questions.
Programme	<p>09.00 Welcome: Round of introduction of team & participants 09.15 Opening of the module: Addressing the present citizen's (Partnership, Hosting National Agency, Course Director) 09.30 Introduction to the course: The political context Aims and objectives Methodology and programme The venue and the city 10.00 Energiser 10.05 Introduction to the course: Working with questions.</p>
Outcome	Participants became familiar with the context and the content of the module.
Materials	25 different small question books.
In the Appendices	The grid for 'To me it means', Introduction to the Module (ppt)



SESSION 3 AS EXECUTED

Title	Introduction Morning – Group building - Expectations
Background	<p>The first formal moments of a training course provide an idea of the atmosphere and context of the activity. The first part of the morning provided basic introduction into the course aims and objectives, programme and methodology and partner organisations involved. The way how the session is planned and organised should also provide participants with an idea of the rhythm and methodology likely to be used during the course.</p> <p>The intro morning should also allow participants to get to know each other in “more formal” way continuing the process started at the welcome evening.</p>

Aims	To provide an opportunity to both participants and the team to get to know each other better.
Objectives	<ul style="list-style-type: none"> • To foster the group development process by creating opportunities for participants to communicate and get to know each other and for the group building. • To raise awareness about the intercultural environment they will work in. • To collect elements useful to update the training. • To give feedbacks concerning relevant expectations of the course and personal ones. • To be aware of expectations to be able to evaluate their fulfillment in the evaluation phase.
Methods	<p>Group exercise based on a questionnaire.</p> <p>Individual expression of expectations, grouped by the team. (Deeper feedback is coming after lunch.)</p>
Competencies addressed	<p>Ability to work with and contribute to an international and multicultural group.</p> <p>Ability to introduce oneself.</p>
Programme	<p>10.15 Exercise “To me it means ...“</p> <p>10.45 <i>Coffee break</i></p> <p>11.15 Activity on Expectations, Contributions and Fears</p> <p>12.00 Perceptions of Europe</p>
Outcome	<p><i>Expectations:</i></p> <p>Many of them were related to learning, most of them to content related issues but some of them also to methods and ways of work.</p> <ol style="list-style-type: none"> 1. Questions of networking and exchange. 2. Group atmosphere 3. To benefit from the diversity of the group. To get ideas and inspiration. 4. To develop common ground, common values that are shared by everyone on the group. 5. Not to ignore the venue and the surrounding – discover the city and the people. 6. Not only learning but also enjoying. <p><i>Fears:</i></p> <ol style="list-style-type: none"> 1. Boredom from lectures/energisers. 2. Be closed in the building, not good food, the bad wheater. 3. Disturbing factors coming from home/work. 4. Not enough time/energy to get to know deeper all the people. 5. The others: lack of understanding/respect, conflicts. <p><i>Contributions:</i></p> <ol style="list-style-type: none"> 1. Sharing experience. 2. Contentwise, like definition of European Citizenship, experience in youth work. 3. Skillwise, i. e. energisers. 4. Creativity. 5. Atmosphere. 6. Capacity of the organisations to do common projects etc.



Materials

Welcome pack distributed to participants prior to the course.

Expectations exercise: Different shaped symbols preferably prepared in advance (T-shirts, socks, soap bubbles, washing machine, dirty clothes basket) and a clothes rack. Pens, markers, scissors, masking-tape.

Perceptions of Europe: markers, papers, colours, tape, glue, scissors and all the necessary to allow the participants to express their creativity.

In the Appendices

To me it means... / Exercise on Expectations / Perceptions of Europe



SESSION 4 AS EXECUTED

Title

Me: a Citizen in Europe?

Background

This session takes place after the first morning of activities; the participants got to know each other's names, have a general idea of the training programme and context and their expectation about the course. In this phase they have an opportunity to get to know each other's realities and concepts of Europe and citizenship.

The session is also foreseen to support them in getting to know their organisational backgrounds, to be an opportunity for acknowledging the diversity of organisations and their work. It is made of what participants bring to share with others from their own organisation(s). Therefore some home preparation is part of a set of tasks the participants are requested to fulfil in order to be better prepared for the course.

Aims

The general purpose of this session is to offer participants an opportunity to reflect and exchange upon their identity and reality, as Europeans, as citizens, as members of organizations.

Objectives

- To set the basis for a mutual understanding on Europe and Citizenship, in terms of perceptions and concepts, in order to co-operate positively in the following phases of the course.

- To achieve concern getting to know contexts, characteristics of the organizations and people's functions within them;
- To start identifying possible partners for follow up activities.

Methods

Individual reflection, sharing in groups, individual preparation.

Competences addressed

- Ability to synthesize and present one own's perceptions, ideas and organizations;
- Ability to develop communication skills;
- Ability to develop creativity;
- Knowledge of other social and organizational realities.

Programme

14.30 Introduction, energiser
 14.35 Feedback on expectations
 14.45 Getting rid of busy keepers
 14.50 Cont. Perceptions of Europe: Presentations of outcomes
 15.35 My personal timeline (designing)
 16.00 *Coffee Break*
 16.30 Sharing in 5 groups about the personal timelines
 17.15 Back to plenary, connection between the timeline activity and the following one on Organisations. Preparation of the exhibition - personal work.
 18.30 Introduction of the reflection groups.

Outcomes

Feedback on expectations:

To develop common group values and definitions are probably too ambitious for this one week activity. Detailed and specific knowledge on the institutions or other items – might be limited because of time. But library, internet room can be used for these purposes as well.

Some of the participants would prefer for more dynamic activities, some on the contrary. We would try to find a balance in all of these directions, but participants are also asked to consider the different needs fulfilled at a certain activity.

Perceptions of Europe

Participants, divided into 5 groups prepared a presentation to illustrate a shared, or at least accepted or understood, understanding of Europe, on the base of a group discussion. We could see for example "The big EU boss" selecting the countries who can join and who can not, saying that Europe is often understood as the European Union. At the same time we are talking about a common Europe, building a Europe. But who decides who is in and who is not? Then there was a "European garden" of different colour flowers, expressing that we are all different, but we can do something together. Another drama play of various scenes referred to the negative sides of their perceptions of Europe: too much bureaucracy, unemployment, intolerance, etc. but also to the positive values they see in it: love, unity and peace.

Some questions and answers from the debriefing:

Q: What Europe you were talking about while working?

A: It is open to everybody, it is just a starting point.

A2: No, it should stop its borders in order to make its countries more powerful.

Q: Are there any values Europeans share?

A: Yes, but they are shared by others too.

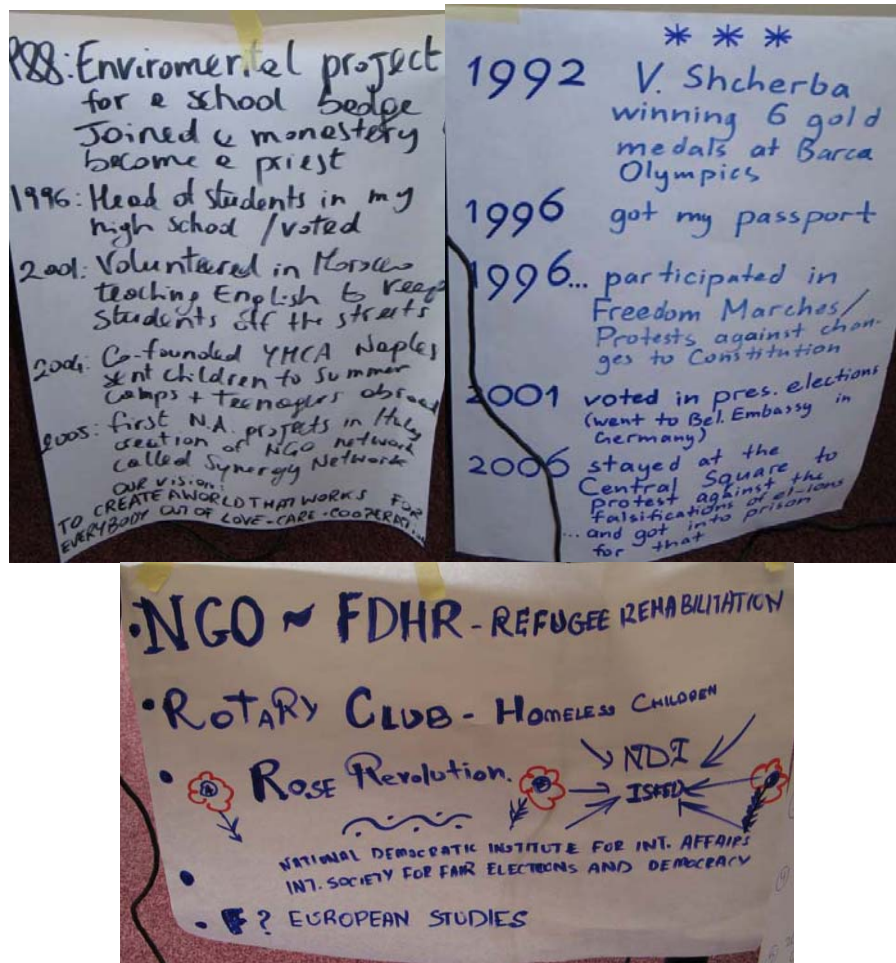
A2: Values are universal, Europe is just an excuse. We have to start somewhere... Only values can unify us.



These three pictures were taken during the Perceptions of Europe exercise.

Personal timelines:

Here you can see three of the personal timelines, randomly choosen.



Evaluation

The discussion after the Perception exercise was not planned, but there was already a strong need to discuss certain items especially around definitions and values. This way it should have been longer, with some proper questions.

Materials

Personal timeline/Perceptions of Europe: markers, papers, colours, tape, glue, scissors and all the necessary to allow the participants to express their creativity. The list of information necessary for presentation of the organizations.

In the Appendices

Descriptions of the followings: Getting read of busy keepers / Personal timeline / Reflection groups



SESSION 5 AS EXECUTED

Title	The Evening Programme
Background	Clearly, the informal moments of a training course are equally important and the team therefore wants to set the atmosphere during the first evening, allowing participants to take on responsibility and create the following evenings for and by themselves.
Aims & Objectives	<p>The session has the following aims and objectives:</p> <ul style="list-style-type: none">• To create opportunities to get to know each other better in an informal setting and context;• To develop a sense of ownership for the module;• To create an atmosphere and a setting in which the social status and financial capability of participants do not influence their level of participation in the evening programme;• To create a setting and a space in which participants feel comfortable, relaxed and at ease and which provides a natural meeting point during breaks and evenings to come;• To motivate participants to become active factors in the planning and organisation of the informal programme.
Methods	<p>Citizen's Café: A place in which participants feel at home, which is theirs and not reproducible, which collects memorables from the different stages of the module and which is a home for all.</p> <p>Café hosts: The café will be hosted by a team every evening, which will not only organise the drinks but also and especially the cultural programme. During the first evening the team will be the hosts. Every team of hosts will have their own name and own style.</p> <p>Hosts' draw: Participants will be asked to put their name on a folded piece of paper in a hat in case they would like to be the hosts of the Café. The hosts will be drawn publically. This way it is not us asking for anyone to please host, it will be a honour and an excitement to do so.</p>
Programme	<p>21.00 Welcome and opening of the café 21.15 Visiting the Organisations' stands 22.30 Draw of the next team of hosts 22.45 Letting the evening trail off with drinks and music</p>
Outcome	Participants prepared informative stands with posters, brochures and gadgets to take away.
Material	Lots of decoration stuff for the café. Drinks. Games for the café. A hat. Paper and pens for the draw.
In the Appendices	Description of the Organisations' Fair.



SESSION 6 AS EXECUTED

Title	Citizenship: concepts and realities
Background	<p>This session starts the whole day reflection on the issue of Citizenship and European citizenship. Some differences were already started to be explored during the previous exercise, now we are beginning with the concept of citizenship. There are many different concepts, we will rather propose a framework in which we can work, seeing the multidimensionality of it. To frame the citizenship in four dimensions, that is social, political, cultural and economical.</p>
Aims and objectives	<p>The session has the following aims and objectives:</p> <ul style="list-style-type: none">• to provoke critical thinking of the participants on the issue of citizenship• to raise different controversial issues on the topic of citizenship to work further with• to brainstorm on the topic of citizenship• to present the conceptual framework of citizenship• to explore concepts and practices of citizenship in different countries• to reflect on the political/social/economic and cultural dimension of citizenship• to involve the group of participants in interaction, generate a common shared experience
Methods	<p>Confrontation exercise – debate Individual reflection of the participants Working in small groups Visual presentation</p>
Competences addressed	<p>ability to express and argue in the defence of your opinion ability to work with divergent ideas and values around citizenship ability to examine the ways in which different types of citizenship interrelate</p>
Programme	<p>09.00 Energiser and intro to the day. 09.15 Statement exercise in two groups 10.15 Discussion in plenary on two statements 10.55 <i>Coffee</i> 11.25 Exploring the dimensions of citizenship 12.15 Draw your own chair. 12.30 Composing common chairs in groups 13.00 <i>Lunch</i> 14.30 Presentation of the results of the groupwork from the morning, discussion</p>
Outcome	<p>The statements exercise warmed the participants up and provoked some ideas to be addressed during the further work. The two statements chosen by the two groups to discuss together were the following ones:</p> <ol style="list-style-type: none">1. Only who pays taxes should be entitled to vote.2. National citizenship will be replaced by European Citizenship.



Evaluation

The statement exercise was quite dynamic in one of the groups, people were changing minds, convincing each other, open for each others' opinion. The common discussion afterwards was rather heated around the relationship between citizenship and paying taxes.

The exercise of making a chair as a symbol of citizenship was extremely long as some groups decided to show the situation in each country separately instead of making a common chair. Most of the people could identify how much developed are the four dimensions in their countries but it also became clear that the social and cultural dimensions of citizenship are not recognized by some of the participants. This issue had to be addressed during the further programme.

Materials

7-8 statements written on a flipchart, a room divided on two parts with the following I agree – I disagree.

In the Appendices

Statements used / Exploring dimensions of citizenship – description.



SESSION 7 AS EXECUTED

Title

European Citizenship, recent developments in Europe; institutional debates.

Background

From the concepts of citizenship and notion of Europe, its concept and realities we move to the European citizenship. This session should bring together all the ideas and findings the participants had in the previous 2 sessions.

The session should be seen as the summing up session of all the experiences the participants got during the day. The previous sessions raised different questions that the participants can clarify during the discussion after the lecture.

Aims & objectives

- to give the opportunity for the participants to reflect on the European citizenship

- to explore the political implications of European Citizenship

Methods

group work, plenary presentation

Competences addressed

communication and cooperation skills, presentation skills

Programme

15.30 Exercise on European Passport – design in small groups

16.30 Sharing of the results of the groupwork - presentation

17.15 Setting up alternatives to continue the programme:

A, original programme (input)

B, approach 5 people, from different classes and genders.

What comes to their minds when they hear European Citizenship?

Take their answers and come back with it, tomorrow morning.

Option A was voted for.

17.30 Input on the Conceptual Framework

Outcome

Participants prepared the following passports:

1. Legal document, issued by the Council of Europe. Holders of the passport: citizens of member countries. Duty: to obey the law, right: to be protected by the CoE.

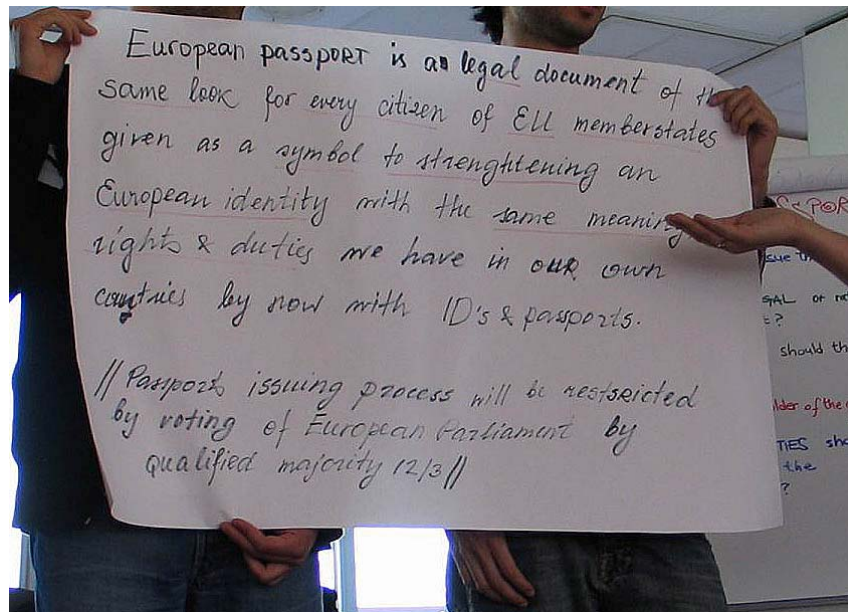
Comment: First some of us thought that in Europe should have only one document for its citizens, but then turned out that in some of our countries they ask for two papers to identify.

2. A Convention on the European passport should be signed by European countries. Whoever will be considered as European countries and signed it, would have it. It is just a travelling document. No right to work. To move free in the territory of the signing countries, to exclude any visas. Normal passport data, plus fingerprint. Obligations: respects the rules and regulations of the countries where he is or she is. Issued by the Ministry of internal affairs of the country of origin. There is no nationality written, only residency.

Question: How will you decide who are European countries?

Answer: First there is an idea, then a conference, then countries join.

3. Issued by the EU, it is only a symbolic document, as the European flag. We decided in the group that we do not need European passport. It is written already that we can travel freely, etc. so there is no need to duplicate it. That is why we decided to take it from the humorous side. Data, name, gender, date of birth, nationality: European, languages: latin and esperanto, studies: European studies. Duties: tolerate and respect, be sensitive etc. Marital status.
4. Issued by the EU with the same rights and duties as in the member countries in order to strengthen European identity.
5. Small plastic card, to travel, to prove your identity, to vote in your country.



Evaluation

The Exercise on the European Passport was mainly EU dominated, even in groups where non-EU citizens were.

Majority of people could locate themselves in the framework introduced through the input. The content of the input was partly adjusted following the dilemmas discussed during the morning which was appreciated the participants. It worked very well during the presentation to ask participants to say and explain the word 'citizenship' in their language – besides demonstrating us how difficult to talk about something which we can not even translate equally to every language, this also gave a possibility to talk to more silent people.

Materials

Flipchart paper with different aspects to be decided when talking about the European Passport.

In the Appendices

Exercise on European Passport – instructions

European Citizenship – a look back and a glimpse forward (ppt)



SESSION 8 AS EXECUTED

Title

Institutional approaches to European Citizenship

Background

The day before we stopped with exercises dealing with citizenship and European citizenship. Explored the meaning the word 'citizenship' has on different languages, looked through the historical context briefly and linked that with discussions of today. We concluded that it is still a very contested term and under construction.

This session deals with the way how this conceptual framework can be related the work we do back home and afterwards we look at the institutions: how they approach this issue, how they understand the concept and what they do about it.

Aims & objectives

The session has the following aims and objectives:

- to explore the institutional implications of European Citizenship
- to discuss the role of institutions in the field of European Citizenship
- to update the participants about the recent development in the field of European citizenship within different European institutions

Methods

presentation, plenary discussion

Programme

9.00 Energiser & intro to the day
 9.15 Continue with conceptual framework to citizenship and European Citizenship relating it to the work participants do.
 11.00 Coffee break/reimbursement
 11.30 Institutional approaches to citizenship.
 Social and political developments.
 Debate.

Outcome

Participants explained how their work is related to the dimensions of citizenship:

1. Working in general.
2. Theater organization, picking up things in society, reflect on them. Drugs, etc. try to integrate everything.
3. As a youth worker: leadership, attitudes, personal development – values and behaviour. As a teacher: cultural aspect.
4. On the individual. On the collective exterior side is more tokenistic.
5. Cultural and social structures.
6. Individual, interior: working with women.
7. Individuals but sometimes with the collective part.
8. Teacher: change behaviour, reduce the discrimination. Change attitudes, sometimes also with the collective part (organizing seminars).
9. To bring up active citizens of our country. Exterior part, but for that you have to work with the individual part as well (attitudes and values).
10. Individual and collective: senses of belonging.
11. Working with young people on the collective field. Try to explore their needs and then do projects based on them.
12. To involve young people with disabilities into collective life. Working on encouraging women to participate actively.
13. Youth exchanges: cultural and social dimension.
14. Personal values, but in general the organisation is more into the political.
15. Political dimensions; use the political aspect to give the young people what they want on all three fields. Being in the middle.
16. Political dimensions, then individual values, like counselling, then social-cultural (persons with disabilities).
17. How to motivate the children – individual. Political as well.
18. Focused on the personal values and attitudes.

Discussion:

What kind of developments influence young people how they can participate?

- Technological developments, signing petitions, you find your identity in a wider context, lot of information available. On the other hand everything is already written for you. Young people being isolated, dependent on the computer.
- Things take time – European Commission, Council of Europe wants everything now...
- On the other hand it takes so much time to take our answers from the European institutions.
- You don't see the reflection on the things you do, or propose.
- Recruitment for the European institutions takes too much time and energy.

Evaluation	The morning worked very well, the link between the model and the work back home was established.
Materials	Powerpoint (second half of the powerpoint presentation on the conceptual framework started the be introduced the day before) and flipchart presentations. Research result from the survey <i>Special Eurobarometer 251 "The Future of Europe"</i> . The complete public opinion analysis is available at: http://ec.europa.eu/public_opinion/futur_en.htm
In the Appendices	Flipchart presentations used during the session.



SESSION 9 AS EXECUTED

Title	“Politics, citizens, institutions and youth work”
Background	Politics, institutions and young people - collecting everything we dealt with so far. Institutions: how they understand the concept of European Citizenship, how they promote it, how they display it political texts, how they deal with it in different programmes.
Aims and objectives	<ul style="list-style-type: none"> • To support participants in a critical analysis of the construction of European policy in relation to young people; • To translate this criticism into a vision of the future of European youth policy and youth work.
Methods	Simulation exercise (Parts of the simulation were based on the exercise “Making Links”, which can be found in the manual Compass. http://cycb.coe.int/compass/en/contents.html)
Competences addressed	<p>Ability to work in a group: active participation, cooperative learning, problem-solving and conflict resolution, negotiation skills</p> <p>Knowledge, skills, values and attitudes as a person and as a youth worker in relation to citizenship</p>
Programme	<p>14.30 Energiser, intro</p> <p>14.35 Simulation game: Eurikus (<i>coffee break</i> included)</p> <p>18.30 Reflection groups</p> <p>20.30 Intercultural evening</p>
Outcome	Here you can see the functions developed by the 4 different actors of the simulation (parliament, government, youth workers, NGO). The fifth photo shows the number of agreements (symbolized by a rope between two tables) made between the different actors.



Evaluation

It was hard to get into the roles for the simulation game, nevertheless the participants took it seriously. Some people were confused how to distinguish between youth workers and NGO. In certain groups they were remembering and applying the model of the morning during the game. Individual problems and tensions were brought up during the afternoon making it difficult to participate for some people.

Materials

Different handouts and role descriptions.

In the Appendices

Description of the game, handouts and role descriptions.



SESSION 10 AS EXECUTED

Title	Citizenship: concepts and realities
Background	Agreed on the democratic principles how the country of Eurikos works today is the possibility to test it in reality by adopting the youth programme. According to the youth research carried out there are several areas to improve on and the different actors have to prioritise them.
Aims and objectives	<ul style="list-style-type: none">• To support participants in a critical analysis of the construction of European policy in relation to young people;• To translate this criticism into a vision of the future of European youth policy and youth work.
Methods	Simulation game, debriefing.
Competences addressed	Ability to work in group, communication and negotiation skills. Ability to relate citizenship to the realities of youth work.
Programme	09.00 Energiser, intro to the day, feedback on the reflection, technicalities by the hosting Agency 09.30 Simulation game continues (<i>Coffee break</i> included) 11.30 Debriefing 13.30 <i>Lunch</i> 14.30 Leaving for the visit of the Hungarian Parliament 15.15 Visit in the Hungarian Parliament 16.15 Free afternoon 19.30 Dinner on the Danube
Outcome	Cooperation was not in all groups harmonic. Here you can see some of the suggestions to avoid such situation in real life: Q: What could you do in real life to avoid such workouts? A: We have to prioritise what we want most. A2: We have to put everything on the table. A3: If you know the others' side position you can understand where their requests are coming from – you can understand each other better with the help of the broader picture. A4: You have to understand the other side – we did not try to. A5: You have to write a <u>very concrete</u> proposal. A6: The example we give is very important:. Changing your mind means that you are very strong, that you understood something. In western civilisations we think that we are very strong if we stick to our principles.

The results of the Youth programme adaption:

Action 1. Inclusion: 10 %
Action 2. Employment: 40 %
Action 3. Diversity: 11,5 %
Action 4. Citizenship and Politics: 12 %
Action 5. Infrastructures: 10 %
Action 6. Civil society: 10, 5 %

Evaluation	In general participants said that it was a good exercise great to put all strings together, to see what happens in decision-making bodies, to see how they use their power more then they should. You also learn a lot about yourself, the people you work with. In the final one word round there were mainly 'aha'-s, 'okay'-s and 'hm'-s showing that for some people the game provided an insight on certain things, - the pieces of the puzzle falling together - and for others worked as 'food for thoughts'.
Materials	Description of the Eurikus Youth programme.
In the Appendices	Description of the Eurikus Youth programme, results of the Youth programme adoption.



SESSION 11 AS EXECUTED

Title	Youth work on European Citizenship: deas/possibilities/opportunities/support
Background	What kind of possiblities participants see now for creative ways of expressing citizenship of young people? Any form of participation that are not recognized in our enviroment? Project proposals that support new ways of citizenship, support that the NGO-s and the traditional decisionmakers hear these voices... What deficits they / their organizations would face when realizing this project?
Aims & objectives	<ul style="list-style-type: none"> • to encourage participants to discover new youth work practices related to European Citizenship • to further develop the participants' capacities to use and multiply the newly gained knowledge in the youth work context • to provide participants with some useful information that can be on the support for their ideas/projects • provide a space for open questions/answers
Methods	silent floor discussion, groupwork, consultation
Competences addressed	Ability to relate citizenship to the realities of youth work. Knowledge, skills, values and attitudes as a youth worker in relation to citizenship.
Programme	09.00 Energiser, intro to the day 09.20 Silent floor discussion 10.10 Dividing in groups 10.15 Work on project proposals Individual planning Sharing and feedback with the help of the following Aspects: How? – Impact – Realistic? – Need – Power 10.55 Individual reflection on possible problems that might occur while realizing the planned project 11.00 Exchange about the problems in the small groups 11.05 Grouping the problems in the headings previously put on the wall 11.10 <i>Coffee break</i>

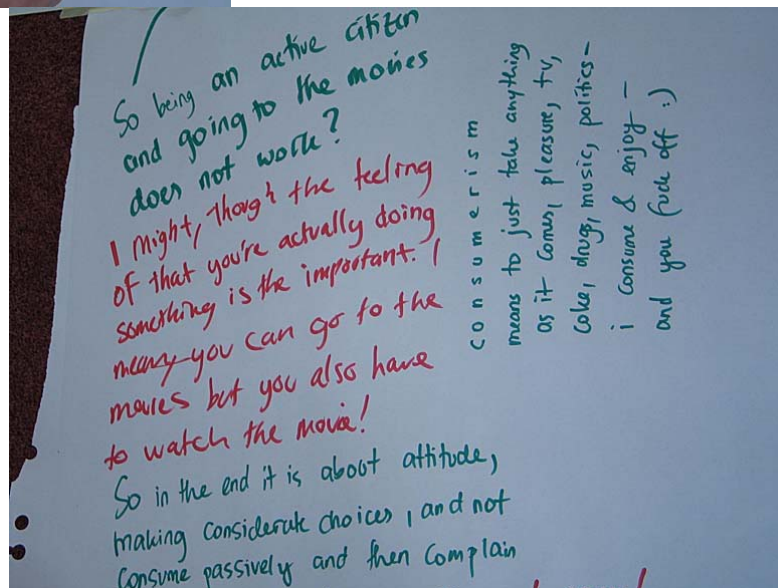
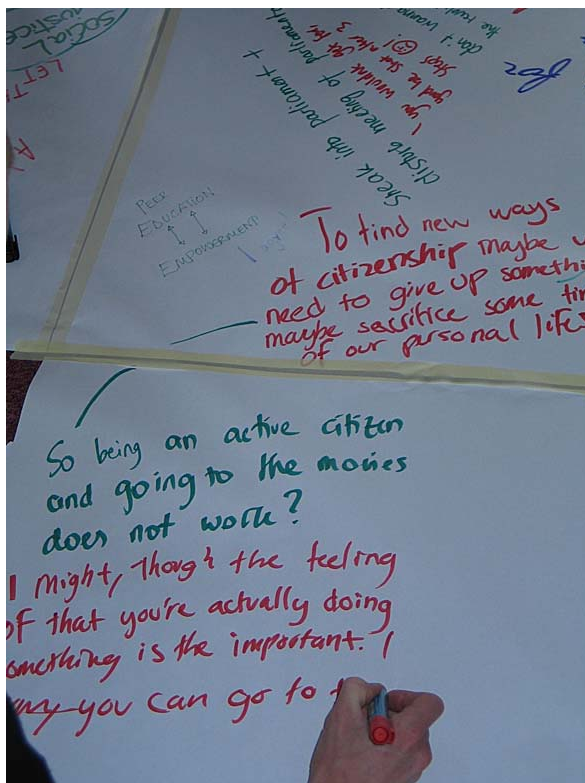
11.40 Group consultations on the main areas, using a rotation scheme
13.00 Lunch

Outcome

Bits from the silent floor discussion:

How? To know what happens in their environment and make propositions to the authorities to demand changes...
YOUTH RIGHTS
TO BE active citizens - to demand
IF YOU'RE AGAINST SMTH
DO NOT KEEP SILENCE -
SAY YOUR DISAGREEMENT OUT
LOUD; GO OUT IN THE STREET
TO SHOW YOUR
POSITION.
Information offices in each local government established by law (only concrete regulation).

FREEDOM OF SPEECH AND MEDIA
Is there any problem with that?
to far? Some legal restrictions
to develop youth newspapers?
There are problems with that everywhere in Europe!
Germany, Italy, Spain...
with legal contracts to establish the youth newspapers of the youth? Really?
RULE OF LAW
What if the laws are undemocratic and violating human rights?
PROTESTS; PRESSURE TOWARDS THE AUTHORITIES
Cooperation
IN which way? Is it small, new?
NGO - GOV. - PAR - YU
How?
MORE INVOLVEMENT IN SOCIETY OUT OF SCHOOL REPLACEMENTS



Participants expressed the following fears/concerns regarding the projects planned:

Project administration:

- copyright law
- strict legal framework discouraging or even making it impossible to register a project
- securing support to develop projects further from local governments and organisations to achieve transnational projects
- to find team for project running out is quite hard of lack of knowledge and previous experiences
- lack of coordination, organisational chaos
- free time dedicated to association
- lack of coordination of youth organisations
- space for actual developments

PR and marketing

- nobody is interested in European Citizenship

- difficulties with getting the message across
- visibility
- uninterested media
- PR of the edition in the first phase of its existence
- convincing TV stations of the projects' importance

Funding schemes and programmes

- late payments from institutions
- second-class schools for minorities and changing experiences, upgrade knowledge to make them to be open towards the society
- get money from the community – for specific goals

Sponsoring – fundraising

- lack of money (2)
- lack of money to implement projects
- fundraising hardships
- lack of funds for the youngsters
- funds no money, no funny : (
- limited funds
- trans-national funding and coordination in a joint approach
- where got the money? on international level – public administration – private business

Dealing with the unexpected

- language problems
- cultural difficulties/other values/another way of thinking
- motivating the youngsters for the whole time of the preparation of the project to participate as full members in the projects
- if the project is dealing with students, might have difficulties or disagreements from the headmaster of the educational institution
- dealing with responsibility as a youth worker/ leader
- negative attitude to youth involvement in decision making process from local governments

Citizens' management

- encourage young people to contribute to the edition of a newspaper
- breaking the ice (how?)
- not find the right persons/participants for the project
- finding volunteers
- believe
- trust
- get new youngsters into project
- lack of support from civil society
- lack of support from local government
- not participation in civil society
- young people's training for peer education – internationally
- to recruit young people internationally to be peer educator trainees
- people are not interested in EU, politics... so it is difficult to involve them
- turn this passion into a full-time job
- lack of motivation

Evaluation

Both the silent floor discussion and the consultation groups worked very well.

Materials

Flipchart papers taped on the floor, separated tables for the consultations.

In the Appendices

Leading questions to work on project proposals.



SESSION 12 AS EXECUTED

Title	Follow up to the course/multiplication/ evaluation
Background	After the discussions it is useful to give participants some time for their personal reflection of the plans back home to their organisations.
Aims and objectives	<ul style="list-style-type: none">• to encourage participants to plan some concrete steps done in the youth field on the issue of European citizenship• to encourage participants to use and multiply the newly gained knowledge in the youth work context
Methods	individual planning, sharing in pairs
Competences addressed	transfer, evaluation, creative skills
Programme	<p>14.30 A letter to myself: Participants are asked to make the plan of action (5 things I want to do to share/multiply the knowledge I got here) of how can they/ will they address the issue of European citizenship in their work in NGOs; their everyday life. The letter is the symbol of their commitment and a practical reminder for them to act. The letters will be received by the participants within 3 months time.</p> <p>15.00 After a letter is written the participants are asked to share from its content what they feel comfortable with in pairs.</p> <p>15.30 Recap TV Show: Rehearsing sketches and presentations</p> <p>16.40 Interactive evaluation ‘Crowded chairs’</p> <p>17.00 Questionnaire</p> <p>17.30 Closing speech / Certificates</p> <p>17.45 Preparation for the Farewell Party</p>
Outcome	Participants took the “Letter to myself” exercise seriously. In the TV show, aiming to look back on all the things happened with us on the course so far, the groups showed big amount of creativity. The results of the interactive evaluation are in the Appendices, and the results of the questionnaire you can see below, in ‘Participants evaluation’.
Materials	Markers, papers, colours, tape, glue, scissors and all the necessary to allow the participants to express their creativity.
In the Appendices	Description of the TV Show, description and results of the interactive evaluation.



EVALUATION OF THE MODULE

Participants evaluation

"Now I want to use this T.C. as a first step and I will work further about all the issues raised during the week. Because it has been very important for me to start thinking that "European Citizenship" may exist. ☺"

15 participants out of 22 gave back the evaluation forms before the farewell party.



Training Module 1 on European Citizenship in Youth Work European Citizenship: Institutions & Politics

29 May – 4 June 2006, Budapest, Hungary

Time to change direction for Europe?

Final Evaluation Questionnaire

Dear participant,

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

Thank you !

Participant's name **(optional)**:

PART I: THE COURSE

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

Everything:

- Everything was important for me
- Anything with European dimension to it!

Discussions, sharing information and experience

- Discussions about the essence of European Citizenship and participants' opinions on it. Different people - different perspectives.
- Discussion moments: this gave me the possibility to learn from other teammates. It gave me a chance to exchange ideas about problems where you get confronted with.
- Also I had a chance to learn to know the difference in thinking and approach things.
- Another important issue for me were the discussions with so different point of views, because we all are from different countries but in the same time we discussed about European dimension in the youth work as European citizenship which is important part of our life, our strive to be citizens of Europe as well.
- Discussions about European Citizenship - I always like to exchange ideas.
- Experience sharing.
- The most important programme elements of this course were changing information for example I was not introduced till now with the situation in Latvia, with the non-citizenship.
- Whenever we talked to each other and shared personal experiences it was great (this means all the reflection groups, discussion table the 3rd of June).
- We could share our opinion with the others in little groups which was better than the whole group because we could give a more detailed description to the others.
- Out of programme communication with participants and team.
- Informal, intercultural experience - share youth work and national/cultural experience.

Simulation game:

- Especially the simulation I liked a lot to get a view of a piece of reality and get confronted with different issues. A better view on European Citizenship and related concepts and the framework.
- Simulation game.
- For me the simulation was very interesting as well because of the psychological background.

Non-formal education elements:

- The whole programme was in a non-formal way. It gave me a lot of ideas I will probably use in my trainings.
- The most important programme elements of this course is the activities, which are very interesting and useful for teaching students.
- Workshops they were all important non-formal activities which involved people at a personal level; excellent example of learning by doing.

Energisers:

- The energisers: always useful as youth worker.

Follow-up and multiply:

- Ideas, possibilities, opportunities, support - very useful practical discussions on Saturday morning.
- "Discussion table". It was very useful the information that I took from the others and from the trainers. I hope that all these things can help me in the implementation of the future projects.
- "Multiplier" activity → thinking about our own reality, try to make a project and identify the problems (focus on solution).

Theoretical inputs:

- Input from Andreas - very informative, cohesive, concrete exactly what I expected for all the activities.

- Also any theoretical presentation is great for me because it offers me new starting points of discussion.
- Teams input.
- Integration of institutional European Citizenship.

The Concept of European Citizenship:

- Understanding European Citizenship concepts.
- Concepts about Citizenship.
- Citizenship dimensions: slides and explanation. Because they clarified once for all to approach and live out Citizenship.
- Concept of Citizenship - something tangible that we could discuss. Different language understanding of Citizenship - explained a lot of misunderstandings.
- Reflection/practices concerning European Citizenship (chair exercise, agree-diasagree...). Internal/external approach to citizenship - it was at least something useful to think about from new perspective

The team:

- Training team: they are the example. If they work efficiently and cooperatively this reflects and has an impact on the group.
- To find out what kind of mistakes you never need to do as trainer & person who are organizing any activity.

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

Non-formal education elements:

- Probably non-formal education elements.

The topic as a whole:

- I can not say that one programme element was very bad but unfortunately we were not discussing institutions and politics; it was mainly about European Citizenship which I though was just a framework, not the main topic. (...) On the other side I liked how the programme turned out, it was great, but not what I expected and not why I came here for.
- Too, too much focus on "Citizenship" only but did not look to this issue through "Institutions and Politics". But this is term if topic not element as method. All elements as method were really necessary.
- They were all relevant and the fitted together well. This was unfortunately not one of the main topics I came here for. The training was good, relevant to my work with young people.

Simulation game:

- Simulation game. I think in fact it was very relevant for my needs but I did not take any advantage of it because of the behaviour of some people. I did not feel respected during the activity and it is nothing about the programme itself... it was about that: people does not listen the others; people does not take serious their roles. And in my personal approach I feel frustrated and dissatisfied in a lot of occasions.
- Simulation "Eurikus".
- Simulation.
- Simulation game was not really linked to the topic of European Citizenship. I did not really learn a lot, I mean in terms of content.

European Passport exercise, Chair as a symbol of citizenship exercise:

- Most, I found most of them to be too abstract and they did not give me a lot, designing European passport was useless for me.
- The passport-identity card was a good idea for young children but I disliked it. In the beginning it went a little bit slowly but from the second day there was a process started.
- Stupid passport and chair making task. Why? Useless for anything. At least for me.

Nothing was irrelevant:

- Well, almost everything was arranged well. Maybe we need more free space and time to express ourselves.

- I think every programme element were useful for me because I have never participated in such a course. Moreover I have not know a lot about European Citizenship because in my country there are not too many people who know about it.
- They were all relevant and the fitted together well. This was unfortunately not one of the main topics I came here for. The training was good, relevant to my work with yp.
- None, in UK European is perceived as a negative and destructive force towards UK's economy. This is why first training course and what I have learnt will be used constructively to educate the young people within my organisation.

Other:

- Historical data on different events on ppt.
- Figures about European Union and Council of Europe. I am not interested in them because I forget them after a while. I'd rather have told in a story-like representation with pictures.

Suggestion:

Comment on a side: I think that the internet room is not a good idea, as people were distracted by outside influences and often detached themselves from the group and sessions, activities. This made it difficult for the group to build a 'group'.

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

Objective	1-5	Comments
to provide the participants with an opportunity to reflect upon Europe in relation to: different realities, senses of belonging, integration processes, relations with the world, the historical role and present function of European institutions, the relation of European institutions to young citizens, the future of Europe and current challenges, tensions and contradictions.	4,13	<ul style="list-style-type: none"> ▪ It was the most important part of the course. ▪ We talked about everything there, but not about the “historical role and present function of European institutions”. ▪ Different reflections upon the situation in all countries of participants. ▪ Very few information on those issues were provided for the participants that is why there was little stimulus to reflect. ▪ I think that is very important the intercultural approach and all the things you learn about the others. I really enjoy getting to know the participants. ▪ It was very good that we did not have always the same groups so we could hear about a lot of countries’ life. ▪ Yes, the place were established and expenditures were ... but the ... is still for what I the way how to reflect for me were so unconcrete. ▪ Participants were encouraged but not all topics were covered. ▪ We have been taken this opportunity but all topics mentioned deserve more depth and time. They could be part of other trainings. ▪ Excellent. ▪ The course gave an understanding of Europe – challenges and future. There was no element about the institutions and their role. This was the main reason for me attending this course. ▪ To provide... : received quite a lot of information about different realities through Europe. (4) The relation... : Present role an function of European institutions as well as their relation to youth was hardly touched. (1)
to explore concepts and practices of citizenship as lived in the realities of the participants and to compare those lived experiences to theoretical models of citizenship and European citizenship	4,13	<ul style="list-style-type: none"> ▪ We explored but we did not succeed to compare everything with the theory. ▪ We barely touched the topic. ▪ Very good the “theoretical framework”. But it is still a topic difficult to understand. ▪ I just can not understand why is so wide focus on Citizenship but not on institutions and politics as the topic of the TC. ▪ This was done very well. And I have an understanding of Citizenship.
to encourage and support participants to reflect about European Citizenship, European identity and associated key values and concepts such as human rights, democracy and respect for cultural diversity	3,93	<ul style="list-style-type: none"> ▪ (Comment N.1) ▪ I would still make a big difference between European Citizenship and European identity. ▪ So far it seems that we look upon some basic issues related to this. ▪ It was well approached and dealt with. ▪ I can say that during this training and for my first time in my life I reflect about European Citizenship really and I ask myself a lot of questions.

		<ul style="list-style-type: none"> ▪ I just can not understand why is so wide focus on Citizenship but not on institutions and politics as the topic of the TC. ▪ Overall we have dealt with all of them but not so much in depth. We never pointed out all the values we believe in nor specified how they translate in our individual or communitarian actions. ▪ I need to know more! ▪ Democracy was discussed at great length. The other aspects were mentioned in passing.
to reflect on European and global developments as well as their dynamic contexts and how they interact with politics, identities and citizenship in Europe	2,8	<ul style="list-style-type: none"> ▪ We did not talk at all about the global developments, it was “too” European. ▪ So far good. ▪ Did not happen at all. ▪ During the training I did not reach this area but in the free time we discuss a lot about it. ▪ We concentrated on Europe and we missed the global developments. ▪ I just can not understand why is so wide focus on Citizenship but not on institutions and politics as the topic of the TC. ▪ The simulation highlighted this but was very long and difficult as I still have limited understanding of the institutions involved. ▪ ? no idea, what do you mean by this!
to critically and creatively reflect on the political dimension of European citizenship for young people and for current and future youth work practice	3,4	<ul style="list-style-type: none"> ▪ We discussed it so far about the 4 dimensions but it needs more time and legal opinion about politics. ▪ For this one and the next two: “I am totally confused about it, I think we did “something” with it that is why I did not put 1.” ▪ Not yes. (Critically.) but I take with me a lot of questions. ▪ There were no activity focused on political reflection and possibility to share and get something. ▪ Through coverage of all dimensions and their content. I felt I can answer all my questions, politically speaking. ▪ Focused on various countries challenges politically but not a possible process for European.
to increase participants' competence to critically look at existing and discover new youth work practices addressing European Citizenship	3,8	<ul style="list-style-type: none"> ▪ We discussed upon these but to discover new youth work is a very big step. ▪ I did not discover any new youth work practices concerning this topic. ▪ Nothing let me learn anything just express my experience. ☹ ▪ My competence and knowledge have increased satisfactorily. ▪ This was achieved through having a diverse group with various background.
to further develop participants capacity to use and multiply the newly gained awareness and knowledge to their peers and other young people in their youth work contexts	3,53	<ul style="list-style-type: none"> ▪ It needs more time and to build strong network relations between us. ▪ In my case, for sure that I will multiply all the concepts I learned this week. ▪ The only thing I can multiply is 1. to think on the topic 2. never apply for such a TC if they are not beginners without any experience on the topic.

		<ul style="list-style-type: none"> ▪ I know how to access new programs and base them on this topic; it was complex anyway to clearly explain my work context. ▪ This course will be very useful for me to teach others. ▪ This was achieved through reflecting and writing down how we will multiply. Writing the letter was good – I look forward to reading it in future. ▪ There is almost nothing to multiply.
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Other comment: As it is described above – all the objectives are about European citizenship then why the title with European Institutions and Politics?

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

It was enough:

- Yes. I think so.
- It was perfectly enough. Timingwise the course has been ballanced.
- Yes, the timetable was excellent. Breaks at the right time and content was good.
- Yes, I think it is enough because the fact that we lived together in all these 5 days makes more easier to share and to have different opinions regarding the programme.
- It is enough. But we did not address the programme, we adressed a concept about which one some of us were not prepared to discuss.
- Yes, but it was all done very differently than I thought.
- You need more than 2 years to get a lot of knowledge about this concept. We got a chance to touch everything what was related to Citizenship. 5 days is already very heavy, at the end it was difficult to hold my attention. So 5 days was enough.
- 5 working days is enough for this programme. I am dissappointed that I still do not know about Euro institutions, but I am glad I know a bit more about Citizenship.

It could be longer:

- More or less, maybe 6 or 7 working days but a little more free time during the week
- The time is always running away so fast so we need more time for the discussions and more free time to get to know each other. For example first we needed more time to take a look on some basic issues and to define them globally, and after that very strictly, then to addresses them in a wider manner to these processes, then to debate more to look more critically, then to be creative, then because we are young people we need more time because we are full of ideas etc.
- No. If we went people to create more solid bonds and cooperate more effectively, we need at least 2 weeks. People need training not only to address objectives there should be first a personal development phase.
- I think that it will be better if it last 7-10 days.
- It could use a full week (7 working days).

Other:

- I found out 1 (one) useful day if I put piece by piece together. Ask these questions to beginners not people are involved in youth NGO-s many years.
- From the 5 days the simulation took a lot of time. Sometimes we felt that we did not have enough time for some questions, while for others we had too much. Apart from these it was very well organised.
- The time available for the programme smt was wasted on irrelevant issues rather than the programme itself.
- Time: the lunch and dinner were very long breaks - too long. The participants were very bad at time-keeping which left groups and individuals struggling and restricted activities. - I think this should have been addresses on day 1.

Altogether it means that 8 participants out of 15 think that the time available for this course was long enough, and 5 participants say that it should be longer: 7 days as an average.

5. Your comments for the team:

In general comments for the team were very positive. Participants evaluated the team as competent, efficient and creative, very keen to listen and open-minded. "Good guiders through the programme."

Suggestions were made to attend the reflection group meetings - the team chose for unfacilitated reflection groups for this course, however reacting on participants request they were modified with a possibility to give written feedback to the team.

There was a certain need towards being more specific and concrete when introducing, facilitating, analysing/concluding an activity. Some participants also expressed that they would have appreciated the team mixing more informally with participants so they could have asked more informal questions regarding issues and learn a lot more.

PART II: LEARNING

1. What were your initial expectations for this course?

Learn about European Citizenship:

- It was my first experience, so: to learn everything I can about European Citizenship.
- Learning about European citizenship and democratic citizen concept.
- I expected to learn about the understanding of European identity and Citizenship by the participants from different countries and backgrounds.
- European Citizenship as a concept.
- To know more about Citizenship and nationality because for me it was the first time that I used them. To have more information on Citizenship in other countries, EU members or not.
- To learn about European Citizenship.

Knowledge on European Institutions:

- To learn more about the institutions, their role, what they do, whose responsible, the democratic process to them etc. Institutions = European Union, Council of Europe, European Parliament, and others I do not know.
- I was expecting to increase my knowledge on how European institutions work, how their work is related to young people, their activities, possibilities and participation.

Share experiences:

- To talk, learn, share experiences (new or old, from older EU members), to discover other European institutions, besides EZ.
- Well, my expectations were met so far, but as I pointed it needs more time and to provide at first some basic agreements about subjects first to define them then to discuss.
- I expected it to be very informative, more theoretical and full of inputs and content-based exercises. I expected to have a lot of fun and to meet nice people and avoid conflicts.
- Get ideas, inspirations; learn about people's experience.
- Share experience.
- To know more about other countries' participants opinions and ideas on different issues.

Contacts, future projects, networking:

- Networking and try to build up some projects together.
- Make contacts.
- Meet new people and find some people with whom I can work together.
- To socialize, to network.

Methods:

- I expected to learn new workshops.
- To get more how to work with young people with the topic of the TC not only "Citizenship" - I did not reach my expectations.
- Promote active Citizenship with the target group I am working with.
- My expectation is to know more about non-formal training/education of European Citizenship.

Other:

- I have never participated in a course with similar topic. So after the course I expected to learn a lot.
- Did not have none as this is my first course, so anything would have been a bonus for me.

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

They were fulfilled:

- I think that all my expectations have been fulfilled.
- My expectations that I manage to learn some things from the team and from the participants as well, things related to EU policy and for some larger things as culture, identity and senses of belonging.
- ... and I must say that my expectations were met.
- All expectations have been fulfilled. I have now at least 5 workshops I can re-adapt, have made contacts with more Caucasus countries which are our goal for this and next year; I feel I have contributed with my knowledge and experience as people many times have engaged in talks and personal sharing.
- Both of them because I learned and I saw in general and diversity points of view regarding the concepts of Citizenship and nationality.
- I learned new thing and got a better view about European Citizenship. Also they gave me ideas to organize projects with the subject becoming an active member of the society.
- Of course, I learn many things and the next time when I will participate in another trainings organized by the European Council I will be informed and I will participate in the training actively.

My expectations were fulfilled more or less:

- The first one has been fulfilled, now I am much more aware about what European Citizenship is and I will try to apply activities and practices that I have learned here in my organisation. I have also learned a lot of people experiences exchanging ideas and projects. I am sure that in the future I will work with people that I have met here. I still do not know exactly what is European Citizenship as a concept, moreover I think that it is a very complex and difficult topic to work with.
- They were not fulfilled for their first part (E. institutions and politics). The second was fully achieved - we interacted very well which I really, really liked.
- Unfortunately very little - due to a brief informal discussion with a member of a team. However I have learnt, about others' cultures, languages, and what other countries do to achieve democracy.

My expectations were not fulfilled:

- Almost none, unfortunately. I believe that course was too general and I can hardly find few practical things that I will be able to use and multiply in my country and organisation. I think that if you include terms "politics" and "institutions" in the title of training course, then you should also talk and provide input on them. Worst training of my life!

Other:

- Too general. It could be more useful to work on some of the T-kits during the program.
- I felt there was a great atmosphere during the course, I had a lot of fun.
- To be more logical with frame on topic and keep the topic all the time in mind as priority not only talk about very, very wide topic.

In sum, 7 participants out of 15 feel that their expectations were fulfilled, 3 of them feel that they are fulfilled more or less, and 1 participant said that his/her expectations were not fulfilled at all. 3 participants gave other comments regarding the course.

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

No knowledge

Detailed knowledge

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

4,4

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

- Historical, social, and political aspects of citizenship.
- The term Citizenship.
- Identify the 4 dimensions of E. C.; concepts, definitions; framework (...)
- The four dimensions, expect from political dimension.
- History of Citizenship concept, perceptions of this term in various countries.
- The notion of Citizenship and how it is understood by different thinkers. The four dimensions.
- European citizenship, what it is, how people feel about it, how it was classes in different EU countries, who is EU citizen, etc.
- The multi-dimensional aspect of citizenship.
- I think to myself like a European Citizen!
- EU identity, diversity, sense of nationality and belonging in different countries.
- About "Citizenship" is one, but what about "Citizenship" through "Politics and Institutions".
- Politics; regional and national understanding and practices connected to the European ones. I also know more in detail the objectives and aims of the youth programmes.
- My strong point of knowledge in how can be fit the dimension of European Citizenship. I have more clear picture in how and what is putting in this.
- European Citizenship in general, Citizenship. Networking between different stakeholders. Non-formal education. Involving of youth.
- Now I know political, economical, cultural and social dimension and what they include.
- The process between individual and collective citizens. Other countries view it differently.

and those that that you would still like to improve:

- Knowledge about European political dynamics
- Everything about E. institutions and politics.
- Maybe more concrete topics like certain institution, subject or topic like it was the topic of EU citizenship.
- European identity, European and global developments.
- Citizenship - concept related issues.
- Deeply understanding of the topic (I need probably more training about it and also more activities to multiply it.)
- I would like to know more about political institutions.
- See above.
- I want to have the hairstyle of Shehzad.
- For now I am ok.
- Issues connected with EU Citizenship as human rights, culture, traditional beliefs/values.
- Financial issues.
- Just to get more theoretical knowledge.
- What citizenship can achieve and how it happens already in institutions.
- Understanding of the Citizenship concept.

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

- I will be curious and I will study for all my life.
- I understood your point of view about E. citizenship but I truly believe that for what this concept means another concept (... , word) is needed like identity, civility, participation, society.
- How it is provide in basic EU legal documents; to compare the situation in different EU countries as well; to look upon certain facts and to try to think what is necessary to increase the awareness that we all belong to Europe; to strengthen the Youth European identity, to create active young citizens through exchanges and network.
- How different institutions address the concept of the EU citizenship.
- What is it all about? I do not understand the whole concept, is it about simply active participation in civil society?
- -
- Political institution.
- Nothing, thanks. But I would like to know still more on the topic of the TC.
- Nothing. I learned enough. Now I can be a trainer on this topic.
- How values translate into actions in many countries end into everyday behaviours.
- I would like to explore it more in detail, however I feel better about 'European Citizenship' than I did before coming to the course.
- Some more about diversity of Citizenship and institutional politics.
- I like to know concrete information/knowledge about the institutions who are working in Europe around political issues, but I guess I have to follow therefore a course at the university.
- For the first time it is more than I expected, maybe then I can have a chance to participate trainings for European Citizenship and that time I will fulfill my knowledge.
- See above and other answers.
- I do not really know anymore, if I want to know anything about it at all!

PART III: TRANSFER

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

Organising an activity:

- I will try to involve more in youth activities because I think lot has to be done in Romania regarding it and lots of volunteers are needed.
- Implement the idea of European citizenship in a training module within NGO at home.
- Being a multiplier; reporting for my organisation and my national agency; trying to involve young people of this kind of events: TC, seminars, youth exchange.
- I would like to make a course for our group leaders to give my knowledge further.
- Action 1 project already improved in July 2006 in Italy. Action 5 preparation for the first of July. Liasons with Caucasus countries.
- I will organize some several small seminars with students regarding the European Citizen. To realize my new project. To find out of information about fundraising. And European Foundation.

Transferring the knowledge in other ways, e. g. writing a report:

- I will bring this knowledge into my association.
- I will write a report to my organisation and send it to a discussion group in the internet.
- ... and I would like to teach my groupmembers as well. We have a teaching system and I would like to include European Citizenship, so I have to work out method of it.
- Make a briefing at my NGO on the ideas and info I have got. Use the new teaching methods of the training in my teaching activities. Talks with my family and friends.
- Hopefully continue taking part in more training and keep learning and share this info with young people in my organisation.
- Exchanging experience with my friends.
- Sharing my knowledge and experience with my colleagues: theoretical framework should become models to improve the working methods in our organisation.

- Writing a report for my previous organisation with learning points for the yw and the organization in general.
- With sharing Citizenship within my youth work, with young people, youth workers and in my future exchanges. Possible new partners.
- Write a report to NA and my organisation.
- Use acquired knowledge in my speech in conference on European Citizenship.
- Lessons in my teaching job.

Other:

- Well, as I said so, I am satisfied, but concerning the time it should be more long because sometimes it is good to talk in general but sometimes we can discuss upon concrete things concerning legal and political issues as well and to search for concrete ways who should the young people be properly addressed to Europe as well.
- Sorry, but only thing I can multiply is "not to apply to this course if you have at least some experience on topic".
- 1. Working on a broader knowledge and experience within non-formal education especially for the training of youngsters in my organisation. 2 Let the youngsters participate more, make them consiousness of the role as a citizen in our society. 3. Promoting training courses from the European Commision to other youth workers in Belgium. 4. Networking with people from the course. (...)
- For the first time it is more than enough!
- ... Suggest all our member organisation not to apply any members to any other Modules, while their concept will not be revised. Write a letter to Partnership containing detailed suggestions on how to improve these Modules. Use acquired knowledge in my speech in conference on European Citizenship.

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

Activities:

- Some activities, energisers; concepts. Who: young people of my organisation, of my country. How: first writing a report of this course; second networking; third applying the concepts that I have learn to the projects that are running in my organisation.
- I learn many activities. I will use them during the lessons. Besides I intend to be a multiplier and organize meeting and seminars for the youngsters and to share with them what I learn during these 5 days. Besides I want to find partners and to conduct the same kind of training and to involve youngsters from different countries.

Concept:

- The understanding of citizenship: national and international issues. To young people in my country.
- The aspect of the dimension of the EU citizenship, integration, cultural belonging and our diversity.
- European Citizenship to young people in my organisation through workshops, seminars, non-formal ed. etc.
- Everything - by sharing experiences, awareness, experiences.

Other:

- None.
- I would like to multiply everything, first to our group leaders during a course, than to my group during our weekly/monthly programme.
- Everything - networking, teaching method, trainers effective participation.
- I would like to multiply in our exchanges and trainings the possibilities that arise from the Youth Programme (organize new exchanges on European Citizenship) (make politics more fun and involving).
- See above 1.
- Tolerance!!!
- See previous answer.
- To young people - future participants of the training course.
- See question 1.
- Just presentations. To anyone interested at any appropriate time.

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

Organise an activity:

- We will organize something about European Citizenship in our activities
- I hope they will give the money, time, volunteers for everything I want to do. I thought of some project-ideas which I would really want to implement.
- We can make a follow-up training.
- By asking me to deliver training to young people and youth workers.
- My organisation will help me and encourage me to be a multiplier and to realize my plans. Thank you! All the team members.

Transferring the knowledge in other ways:

- Well I will copy the material that I have from here and will put on the website of the organization and give small summary and my impressions.
- First it will receive my report on the training and my expectations and recommendations to improve it.
- I have to write a full description, some kind of evaluation to the leaders in 2 weeks and we will have a course for leaders.
- By using my knowledge that I looked here in the implementation of my work.
- Hopefully allow me to go on more training courses and let me share my knowledge with young people in my organisation.

Other:

- I don't think there is something to follow-up.
- Ask them, I do not know.

- See above.
- It will send more young people on training courses!
- They probably do not because I will start working in a new organisation in another city. But I hope they will get aware of the content of this kind of course, so they can send/support other employee to participate in this kind of course.
- Will not recommend participation in these Modules to anybody. Sorry!

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:

10

Financial support:

8

Else:

- Support of the people of my organisation.
- I need the support of my organisation (I think of understanding the importance of this topic).
- TC on topic not around/up/down/next/on/above/under but IN!
- We will see in every particular situation.
- Information on further training courses.
- My plan/dream will be working with as a youth manager in Africa but also there they should work more on active Citizenship of youngsters. So in the meantime I like to follow more courses to become a good expert in training courses and youth as target group so in a few years I can leave to fulfill my goal.
- I need partners to be able to realize my plan and of course European Council's support. Thank you! Thank you as you done/organize your training perfectly.
- Nothing (2)

Other comments added:

Thank you very much.

Thank you!

It was a pleasure for me too to be with you and to participate in this programme.

Thank you for taking the time and see you at the party tonight!

Team evaluation, key issues

Final Programme, as executed

Monday, 29nd of May

Arrival of participants

20.30 Welcoming the participants

Introduction round

20.45 Getting to know each other

1) Europe human map

With the indication of the cardinal points orientation north-south etc. participants are asked to find their place in the room “Europe”, according to the city they come from, without speaking; after everyone stopping they are asked to say their name and country.

In the meanwhile all participants also welcome each other on their languages and according to their culture (hugs, kisses, shake hands), repeating their names.

3) “3 Statements about myself”

Participants write their name and three statements about themselves on a sheet of paper they stick on themselves. One of the statements must be wrong and participants try to find out which is the false one. The short discussion of the statements can be the ground for further contacts.

4) Citizens’ Bingo

22.00 Introduction to technicalities

Closing the session inviting the participants to a relaxed party time (some soft drinks are provided)

Tuesday, 30th of May

09.00 Welcome: Round of introduction of team & participants

09.15 Opening of the module: Addressing the present citizen’s
(Partnership, National Agency, Course Director)

09:30 Introduction to the course: The political context

Aims and objectives

Methodology and programme

The venue and the city

10.00 Energiser

10.05 Introduction to the course: Working with questions

10.15 Exercise “To me it means ...”

10.45 *Coffe break*

11.15 Activity on Expectations

12.00 Perception of Europe

13.00 LUNCH

14.30 Introduction, energiser
 14.35 Feedback on expectations
 14.45 Getting rid of busy keepers
 14.50 Continuation of the Perceptions of Europe exercise. Presentations of outcomes.
 15.35 My personal timeline (individual designing)
 16.00 *Coffee Break*
 16.30 Sharing in 5 groups about the personal timelines
 17.15 Back to plenary, connection between the timeline activity and the following one on Organisations.
 Preparation of the exhibition - personal work.
 18.30 Introduction of the reflection groups. Question for the reflection groups: How do you feel after the first day?
 19.00 DINNER
 21.00 Organisations' fair

Wednesday, 31st of May

09:00 Energiser and intro to the day.
 09.15 Statement exercise in two groups
 10.15 Discussion in plenary on two statements
 10.55 *Coffee*
 11.25 Exploring the dimensions of citizenship
 12.15 Draw your own chair.
 12.30 Composing common chairs in groups
 13.00 LUNCH
 14.30 Presentation of the results of the groupwork from the morning, discussion
 15.30 Exercise on European Passport (*coffee break* included)
 16.30 Sharing of the results of the groupwork
 17.15 Setting up alternatives to continue the programme:
 A, original programme (input)
 B, approach 5 people on the streets of Budapest, from different classes and genders.
 What comes to their minds when they hear European Citizenship?
 Take their answers and come back with it, tomorrow morning.
 Option A was voted for.
 17.30 Input on the conceptual framework citizenship and European Citizenship
 19.00 DINNER

Thursday, 1st of June

9.00 Energiser & intro to the day

9.15 Continue with conceptual framework to citizenship and European Citizenship relating it to the work participants do.

11.00 *Coffee break*/reimbursement

11.30 Institutional approaches to citizenship. Social and political developments.

13.00 LUNCH

14.30 Energiser, intro

14.35 Simulation game: Eurikus (*coffee break* included)

18.30 Reflection groups

20.30 Intercultural evening

Friday, 2nd of June

09:00 Intro to the day, feedback on the reflections, technicalities by the hosting Agency

09:30 Simulation game continues

11.00 *Coffee*

11.30 Debriefing

13.30 LUNCH

14.30 Leaving for the Hungarian Parliament

15.15 Visit in the Hungarian Parliament

16.30 Free afternoon

19.30 Dinner on the Danube

Saturday, 3rd of June

09.00 Energiser and intro to the day

09:20 Silent floor discussion on new ways of citizenship

10.10 Dividing in groups

10.15 Work on project proposals

10.55 Individual reflection on possible problems that might occur while realizing the planned project

11.00 Exchange about the problems in the small groups

11.05 Grouping the problems in the headings previously put on the wall

11.10 *Coffee break*

11.40 Group consultations on the main areas, using a rotation scheme

13.00 LUNCH

14.30 A letter to myself.

15.00 Sharing in pairs.

15.30 Recap TV Show: Rehearsing sketches and presentations

16.40 Interactive evaluation 'Crowded chairs'

17.00 Questionnaire

17.30 Closing speech / Certificates

17.45 Preparation for the Farewell Party

18.30 DINNER

20.30 Farewell party

29th May – 4th June 2006,
European Youth Center Budapest

LIST OF PARTICIPANTS AND TRAINERS

No.	Name	Country	Organization		
	<i>Participants</i>				
1.	Kozeta Jakupi	Albania	Refleksione Association		
2.	Aleksandra Cvetkovska	Macedonia	Youth Alliance Kumanovo		
3.	Sonya Sahradyan	Armenia	Association of English Teachers of Armenia		
4.	Irakli Gvaramadze	Georgia	Foundation for the Development of human Resources		
5.	Enikő János	Romania	Initiative Group Alpbacvh Brasov		
6.	Laura Bencze	Romania	Art Perspective		
7.	Katerina Spasevska	Macedonia	National Roma Center		
8.	Aliaksei Lashuk	Belarusia	Belarusian Youth Public Union New Faces		
9.	Ruta Mockute	Lithuania	Lithuanian Liberal Youth Organisation		
10.	Gianluca Iacuvella	Italy	YMCA Parthenope		

11.	Inese Shubevica	Latvia	NGO Youth Leaders Coalition		
12.	Catherine Kidd	Great-Britain	South Lanarkshire Council, Universal Connections Lanark		
13.	Ilyas Shehzad	Great-Britain	Manningham & Cidington Youth Partnership		
14.	Domenico Quattrone	Italy	Associazione Pro Pentendattilo Onlus		
15.	Maria Ioannou	Cyprus	Intercultural Center of Cyprus		
16.	Judith Calabria	Spain	JEF-Catalunya		
17.	Kim Janssen	Belgium	Vzw Jong, Kadanz department girls		
18.	Jakub Pilch	Poland	Youth for Understanding Poland		
19.	Maja Pipan	Slovenia	Mladinski Center Nova Gorica		
20.	Janis Polis	Latvia	The National Youth Council of Latvia		
21.	Kristian Rimshult	Sweden	Teater Arken		
22.	Mónika Kaszás	Hungary	Association of Hungarian Girl Guides		
	<i>Team of trainers</i>				
23.	Florian Cescon	France	Council of Europe DYS		
24.	Andreas Karsten	Germany	Frankly Speaking – Training & Development		
25.	Paola Pertegato	Italy	Xena Centro Scambi e Dinamiche Interculturali		
26.	Elena Kasko	Belarus	BYPU „New Faces”		
27.	Diána Hajdu-Kis	Hungary	Freelance trainer		

28.	Ildikó Gulácsi	Hungary	Mobilitás Training Unit- Hungarian National Agency		
29.	Csilla Szabó	Hungary	Mobilitás Youth Programme Unit – Hungarian National Agency		

