



TRAINING MODULES ON EUROPEAN CITIZENSHIP 2004-2005

Documentation

MODULE-2 EUROPE: CONCEPTS & VISIONS

24-30 January 2005, European Youth Centre Strasbourg

This report gives an account of various aspects of the training course. It has been produced by and is the responsibility of the educational team of the study session and the editor - documentalist. It does not represent the official point of view of the Council of Europe.

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MODULE-2 EUROPE: CONCEPTS & VISIONS

European Youth Centre Strasbourg

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Acknowledgements

- Team
- Editor of the Report / Documentalist
- Any other contributions

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EXECUTIVE SUMMARY

A maximum of 3 pages outlining the most important facts, issues, conclusions of the module in relation to its subject matter. It should be possible to read the executive summary and get a complete overview of the information in the report about the module in brief.

INTRODUCTION

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

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

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

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

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

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

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

The module concept

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

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

The learning objective for any training course on European citizenship should be to develop a sense of space and place in contemporary Europe, the skills required to be active agents for change and development, and the knowledge required to make informed choices within this context.

Three training modules are offered between December 2004 and February 2005. These will be followed by other 3 modules later in the second half of 2005 and in 2006.

MODULE-1 CITIZENSHIP IN EUROPE

6-12 December 2004, European Youth Centre Strasbourg

MODULE-2 EUROPE: CONCEPTS & VISIONS

24-30 January 2005, European Youth Centre Strasbourg

MODULE-3: THE ROLE OF YOUTH WORK IN PARTICIPATION

21-27 February 2005, European Youth Centre Strasbourg

MODULE-4: DIVERSITY & INTERCULTURAL LEARNING

MODULE-5: HUMAN RIGHTS

MODULE-6: EUROPE: E PLURIBUS UNUM?

All Training courses – Modules include a few common elements, like non-formal and intercultural educational approaches to European Citizenship and basic information on European programmes and funding mechanisms for youth. Each modules will gather thirty participants for five training days. Five trainers carry out each module with the support of resource persons. All modules are offered in the English language.

The aims and objectives of the module 2: “Europe: concepts and vision”

- To provide participants with an opportunity to reflect upon Europe in relation to (concepts and perceptions)
 - Its history,

- Ongoing integration processes,
 - Current notions and discussion on nationality, sovereignty and belonging to the Europe of today,
 - Its relation and position vis-à-vis the rest of the world,
 - Current challenges, contradictions and tensions in European societies.
- To acquaint participants with the different concepts and definitions of citizenship;
 - To enable participants to reflect about European citizenship and European identity and key values and concepts associated with it, such as human rights, democracy and respect for cultural diversity;
 - 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 critically and creatively reflect on the role and the relevance of European citizenship for young people and for current and future youth work practices;
 - To increase participants' competence to critically look at existing and develop new types of youth work practices addressing European citizenship in their daily youth work;
 - To develop participants' knowledge and motivation to critically understand the European youth programmes and their potential to support the awareness of European citizenship among young people and through youth work.

The profile of participants of the module 2: “Europe: concepts and vision”

The organisers and the preparatory team developed the following profile of participants for this course - module:

This course-module is intended to be an opportunity for further training complementary to experiences and previous training for 30 youth workers and youth leaders who are:

- committed to work directly with young people on issues related to European citizenship;
- ready to act as multipliers on the issue of European citizenship within their projects and other youth work practice.

In general all applicants should:

- have experience of at least 2 years in youth work (as volunteers or professionals) and are currently involved in youth activities with young people;
- have experience in developing and managing a project with and for young people;
- have organised or co-organised at least 1 youth project with a European dimension;
- be supported by their organisation.

All candidates are expected to be:

- motivated to undergo training and able to attend the course for its full duration;
- able to work in English;
- a resident in a member state of the Council of Europe or in another country signatory to the European Cultural convention.

Main contents addressed by the module 2: “Europe: concepts and vision”

- Citizenship
 - o Defining citizenship
 - o Different perceptions and models of citizenship
- Europe
 - o Different visions and values in Europe of Europe: intergovernmental organisations, private international companies, international Political parties and international youth organisations
 - o
 - o Aspects of European development: economy, political systems, civil society etc.
 - o History and current challenges of Europe
- From Europe and Citizenship to European Citizenship
 - o Dimensions of European Citizenship
 - o European Citizenship: definitions and perceptions
 - o Legal and institutional developments of European Citizenship
- Youth Work on European Citizenship
 - o Relevance of the subject to youth work
 - o Concrete actions on European Citizenship by youth organisations

Note: The detailed programme is provided in Appendix 1 to this Report.

Programme – detailed description of sessions

The programme of the MODULE-2 EUROPE: CONCEPTS & VISIONS held in 2005 was organised through different units. A session plan was developed for each unit. In this publication by session we refer to an educational unit / part of the programme that not only present you with the aims, objectives and different steps for facilitation, but also with the background, outcomes and evaluation of their use in this course, which represents a logical and educational whole (unity). This framework of the session outlines will enable trainers and multipliers to make a decision to use this document in their own training context.

The course team developed the session outlines. Each trainer followed the structure of the session presentation below. The session outlines were developed before the course, were updated during the course in a process of team work, and were finalised after the end of the course.

What is in a session outline

Time and date of the session

Title The name or title given by the trainers team to the module or session

Background

Why this session outline is necessary, the context in which it is dealt with (number and profile of participants, what happened before and what comes after...); elements to be taken into account (group development stage, atmosphere in the group), relation to the needs of the target group or sub-groups...

Aims

The general purpose of the session

Objectives

The concrete objectives or goals that the session seeks to achieve. They also address the learning or educational objectives according to: ***Knowledge, Skills, and Attitudes***

Competences addressed

The main competences, which be exercised during the given session

Methodology and methods

The methodology also includes also the approach to make sure that the objectives mentioned above are made achievable.

Programme

Timetable of the actual programme implemented.

Outcomes

What was actually achieved through the session? This paragraph includes issues that came up or were raised by participants in the plenary or groups.

Evaluation

This paragraph contains the feedback both from the session (whenever there was feedback) and from other evaluation and feedback expressed by participants. These feedback notes focus

on the format of the session and its sustainability – not on all possible aspects that participants may give feedback upon.

Notes for further use

This part is a kind of conclusion from those in charge (or the team) of the module. It addresses some guidance notes, things to be aware of and some extra information useful to anyone who would like to use this session outline

Background documents, handouts and further reading

Supportive material used during the session, distributed to participants or documents worked out by participants. This is also reference to documents participants might wish to read in order to extend their learning process.

Programme – detailed description of sessions

Session I

Monday 24 January 2005, from 20:30– 21:45

Title

Welcome Evening

Background

After the participants' arrival, registration, and dinner, this session is the first moment in which they meet most of the group and trainers. It is 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 would be used during the course.

Aim

- Welcome the group and foster communication between participants in order to create a good atmosphere for interaction and communication.

Objectives

- To get to know each other's names;
- To start working together in a group;
- To allow them to start to know each other in a wider sense; through the exchange of the first basic image of their idea of citizenship and other elements coming out of this session's activities; creating a connection with the following sessions and the theme of the course.

Competences addressed

- Ability to use verbal and non verbal communication;
- Ability of active listening, relating concepts;
- Knowledge on some basic notions and different ideas of citizenship.

Methodology and methods

The methodology is based on non formal education; 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.

Programme

20:30 Welcoming the participants

20:35 Introducing the team

20:40 Learning names. Name games:

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. Visitors: "I will go and visit x"; they move and change place, mixing up all the map.

1. Small groups: My name is X because...

2. Bring an object that symbolises citizenship to you (present and explain to each other)

- Pairs: each person explains in 5 minutes the object brought and the reason for choosing it;
- New pairs: each participant kept the object of his/her previous partner and introduced it just like being a magician describing the magic powers of the object.

21:15 Creating the European Citizenship museum: After taking their owns again; participants displayed the objects, creating a little museum

21:30 Introduction to the facilities of the EYC Strasbourg

21:45 Closing the session.

Note: The participants were invited to talk to enjoy and offered a drink, courtesy of the centre.

Outcomes

The activities were very dynamic and participants enjoyed them. They learned, to great extent, each other's names. Participants also held the first exchange on their perceptions of citizenship by sharing their objects and describing their meaning. Most of the participants continued the informal evening by talking and getting to know each other better.

Evaluation

The activities Europe human map and My name is X fulfilled their objectives. Most of participants remembered the names of other participants and the countries where they come from.

The third activity: presentation of an object that symbolizes citizenship was rather problematic as it made some of the participants to go back to their rooms and participants who did not bring anything were trying to find explanation for it. It is necessary to take into consideration the fact that most of the participants arrived just before or even during the evening, and they were tired.

Notes for further use

Instructions sent by e-mail, to bring something must be clear and include information for what they are going to bring any item and when it will be used.

Background documents, handouts and further reading

1. Materials needed: form with questions for the name game; structures and/or tables where participants can put and leave their objects, if possible not having to remove them straight after the activity; coloured papers, pencils; scissors, film, glue, stationery that can be useful for creating the museum.
2. Description of the game: My name is X because... (see page 37).

Programme – detailed description of sessions

Session II

Tuesday 25 January 2005, from 09:15 – 12:45

Title

Introduction Morning

Background

The first formal moments of a training course provide an idea of the atmosphere and context of the activity. The session provide basic introduction into the course aims and objectives, programme and methodology, involved partner organizations. The way how the session is planned and organized, also provide participants with an idea of the rhythm and methodology likely to be used during the course... The intro morning also allow participants to get to know each other in “more formal” way continuing the process started at the welcome evening.

Aims

- To introduce participants to the institutional and educational framework of the course, its methodology and programme;
- To provide an opportunity to participants to get to know each other better.

Objectives

- To familiarise participants with the institutional aims of the Council of Europe and European Commission in the field of European Citizenship;
- To foster the group development process by creating opportunities for participants to communicate and get to know each other;
- To take note of the diversity of experiences and realities related to participants’ background and the youth work they do;
- To enlist and prepare participants for the planning and organization of the training course.

Competences addressed

- Understanding the institutional priorities and objectives behind educational activities;
- Understanding the key concepts and methodologies behind a training programme or schedule;
- Ability to work with and contribute to an international and multicultural group;
- Ability to present oneself including the work one does.

Methodology and methods

Official opening; creative activity combining visual and verbal communication for getting to know each other; plenary presentations and explanation of the programme and methodology of the course.

Programme

09:15 Welcome and round of introductions of participants

09:30 Opening and introduction of the training course, by Goran Buldioski, Educational Advisor
European Youth Centre Budapest

09:50 Exchange of experiences and getting to know each other (Carousel exercise)

10:30 Introduction to the Council of Europe

10:50 *Coffee break*

11:20 Presentation of the course: Aims and objectives, Programme and Methodology

11:45 Exercise “To me it means ... “

12:10 Expectations of participants: presentation of the summary of participants' expectations from the application forms and the pre-course questionnaire, completed during the session

12:35 Technical info: Reimbursement and info on European Youth Centre Strasbourg

12:45 *Lunch break*

Outcomes

- All participants were welcomed by Goran Buldioski, Educational Advisor working for the Council of Europe's Directorate of Youth and Sport who in his opening speech highlighted the following aspects:
 - ❖ One of the aims of the Council of Europe and of the European Union in the youth sector is the promotion of European Citizenship and of international co-operation between young people and youth work structures in Europe.
 - ❖ This aim is primarily pursued through the programmes of the Directorate of Youth and Sport of the Council of Europe and the YOUTH Programme (2000 to 2006) of the European Union.
 - ❖ The Partnership Programme on European Youth Worker Training (the Partnership) is a joint initiative of the Council of Europe and the European Commission. The two institutions decided to take common action in this field and the aim of the Agreement is: "to promote active European citizenship and civil society by giving impetus to the training of youth leaders and youth workers working within a European dimension".
 - ❖ The Partnership held several pilot training courses on European Citizenship between 2001 and 2003. Based on the need for a higher number of training activities and a wider outreach in this field, the Council of Europe and the European Commission have embarked on developing short-term European Citizenship training modules.
 - ❖ The Training Partnership will hold the first 3 training modules between December 2004 and February 2005. Other 3 modules will follow these later in 2005 and 2006.
 - ❖ Each training module focuses on one important aspect of the concept and practice of European Citizenship. There will be common elements that all of the modules address, and there will be a specific focus for each of them.

The team of trainers offered introduction to facilitate a process of getting participants into new working frames and environments. The main objectives were fulfilled:

- Participants been familiarized with the institutional aims of the Council of Europe and European Commission in the field of European Citizenship;
- Participants been prepared for the training course;
- Participants identified the diversity of experiences and realities related to participants' cultural background;
- The group development process been successfully initiated by creation of environment for participants to communicate and get to know each other.

Evaluation

The timing of the session was followed as planned. "Exchange of experiences and getting to know each other" have required more time and the list of expectations was completed during the afternoon programme. The activity- To me it means ... became a good preparation of participants as a team. Presentation of the summary of the Pre-Course Questionnaire during the first morning session was an important help to participants in confronting their visions about their future developments and as well about the expectations of the other participants. For the team it was also helpful because it largely replaced the need for in-depth solicitation, presentation, and discussion of the participants' needs. This way, the participants only completed the pre-identified list stated in the Pre-Course Questionnaire.

Notes for further use

The exercise Carousel should ideally take place in a room with an open space in the middle. Unfortunately, the EYC Strasbourg does not have such space in the plenary room and the tables represent considerable obstacle to participants to move around. After the first morning session change places of the participants as people who became friends on welcoming evening seat together and try to get know each other better sometimes during the session.

Background documents, handouts and further reading

1. Welcome pack been distributed to participant prior to the course. The welcome pack contained, among other materials, the following:
 - Course description
 - Draft programme of the course
 - Draft list of participants (names and countries only);
2. Materials needed: post its, construction of Carousel (with chairs), empty wall for the post its, digital camera, colour printer.
3. Description of the Carousel Exercise (see page 38);
4. Print out of a test: What on Earth is the Council of Europe? (see page 40);
5. List of questions for the exercise “To me it means ...” and answers from the participants (see page 42);
6. Pre-Course Questionnaire (see page 44);
7. Summary of Pre-Course Questionnaire results (see page 47).

Programme – detailed description of sessions

Session III

Tuesday 25 January 2005, from 14:30 – 18:00

Title

Participants perceptions and realities on Citizenship

Background

After the first morning with introductions, this session is the first one focusing on Citizenship. Participants' perceptions and experiences are the “starting point” of the process of building up the programme. When following debates, reading of publications or looking at different websites about citizenship, the first thing most likely to strike you is how differently the term “citizenship” is used and understood. Aiming to overcome the static understanding of citizenship as a legal status in relation to the nation state, most contemporary concepts of citizenship are closely linked with the notion of “civil society”. That is the reason why we think it is important to describe the undisputed core of both notions (citizen-state and civil society) and highlight common elements, before introducing some of the main approaches currently discussed.

Aims

- To find out and make explicit the connection and mutual implications of the notion of citizenship and the real life of young people in Europe.

Objectives

- To share the different traditions and understandings of citizenship around Europe;
- To explore together the notion of citizenship;
- To get acquainted with some basic understandings of Citizenship.

Competences addressed

- Ability to work with and contribute to an international and multicultural group;
- Ability to use verbal and non verbal communication;
- Ability of active listening, relating concepts;
- Knowledge on: different traditions of the notion of citizenship, some basic understanding of it, reality of young people.

Methodology and methods

The methodology is based on the group sharing and discussion in plenary through a sculpture; input on basic understandings of Citizenship; stories of young people – case studies.

Programme

14:30 DNA on Citizenship, on the wall, walking around

14:45 Group discussion... Linked with the DNA:

- “What is the tradition (including meaning of the word) and understanding of citizenship in my country?”
- Preparation of a draw for the sharing in plenary
- Team present in the groups

15:30 Plenary sharing of the drawings

16:00 *Coffee Break*

16:30 Input on “basic understandings” of citizenship by Miguel Angel García López

17:00 Citizenship and young people (case studies, stories...):

- In groups (different that the previous ones) participants share stories, real cases of young people in which the issue of citizenship was problematic or it was used for neglecting their basic rights.

- To illustrate what we are talking about, the team can read; introduce one or two cases... for example from Domino.
- No plenary sharing
- Team present in the groups

Outcomes

The team invited participants to find out all the variety of understandings of the citizenship in their countries according to themselves. The participants had active discussions in groups and filled the “graphic of DNA” by such expressions as Passport, Country, Relations, European Union, Partnership and on the next stage Law, State, System, Information. The differences of the backgrounds of the countries represented by the participants were obvious in such explanations of traditions and understandings of Citizenship as “Red”, “System”. Later based on verbal discussions participants prepared a group drawing on Citizenship.

At the second part of the session been presented a real story of young person whose basic rights been neglected. As a continuation, in small groups participants shared experience in dealing with the issues of human rights and citizenship. This work in smaller groups was very interesting as it brought number of useful stories and explanations.

Evaluation

Participants appreciated the work in small groups (during the sessions the composition of groups was changed twice). Three of the groups prepared summaries of their work for documentation and the input of each of them is obvious there. The participants failed to use the non-verbal presentations as means for creative expression of their discussions. For the last part of the session, despite there were many interesting examples, but participants had some problems with identification of the correlation between neglected right and citizenship.

Notes for further use

The use of the real story has strong influence on the people and makes them more open for expression.

Background documents, handouts and further reading

1. Description of the DNA Exercise (see page 56);
2. Print-out of slide presentation: “Basic understandings” of citizenship (see page 58);
3. “All different – all equal” DOMINO (1996), Council of Europe.

Programme – detailed description of sessions

Session IV

Tuesday 25 January 2005 from, 20:30 – 22:30

Title

Organizations' Fair

Background

This session takes place after the first full day of activities; the participants have got to know each other's names, have a general idea of the realities they come from and of the reciprocal concepts of citizenship. After the first day of work participants will have an opportunity to get to know each other's organisational background, beneficiaries and their understandings of Europe. The evening is meant to be an opportunity for acknowledging the diversity of organisations and their work present at the course. The evening 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 them an opportunity to get a deeper knowledge of the organizations their colleagues come from.

Objectives

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

Competences addressed

- Ability to synthesize and present one owns organization and context in a sort of fair stand;
- Ability to develop communication skills;
- Ability to develop creativity;
- Knowledge of other social and organizational realities.

Methodology and methods

The activity foresees an active involvement of the participants as its protagonists; the technique they will be asked to use for presenting the organizations will be mostly graphic and verbal, with the use of flipcharts, materials brought from home and a verbal part for exchanging info and questions. The contents will be partly structured by the trainers, who will deliver a form to the participants with the minimal information they can't forget to give to the others.

Programme

20:30 Radio spots

21:15 First group attending the "clients" in the fair's stands

21:35 Second group attending the "clients" in the fair's stands

21:55 Third group attending the "clients" in the fair's stands

22:15 Free time for further exchange

Outcomes

In a relatively short time participants had a chance to be introduced in the work of the organisations represented at this training course. Some participants who were more interested in particular organisations continued talking between each other after the official Organisations' fair was closed.

Evaluation

The evening was enjoyable and the short the time given for presentations makes it dynamic. Participants prepared twenty and more stands with printed, video and other presentable materials been prepared by the participants. Some participants brought food and drinks from their countries that has helped better atmosphere to be created.

Background documents, handouts and further reading

1. The list of information necessary for presentation of the organizations (see page 61).

Programme – detailed description of sessions

Session V

Wednesday 26 January, from 09:15 – 13:00

Title

Perceptions of Europe and “The story of Europe”

Background

Looking in the history of Europe, different understandings and interpretations of it are indispensable element in any exploration of the concept(s) of European Citizenship. This session, therefore, should provide an opportunity to participants to share their own understanding and perceptions on the recent history of Europe, developments and events they have shaped the history, presence and future of Europe. Some of these considerations are very important for “mapping the terrain” in which the European citizenship is being constructed: idea of Europe from the CoE and from the EU, notion of Europe as something dynamic, in permanent construction, the last enlargement of the EU, Western and Eastern Europe, North and South, Europe and the rest of the world, “the cases of Turkey and Ukraine”, relation with the USA... Those issues are in the media, controversial and all of them could open a long discussion but the idea would be to use them as examples showing the evolution and challenges of the notion of Europe.

Is there a Eastern border of Europe?... Is Europe a Christian concept? Is Europe becoming just a counter power of the USA? Is there any special role and responsibility for Europe towards the rest of the world?

Aim

- To provide participants with an opportunity to share and learn from their different perceptions of Europe’s current situation;
- To provide an input referring to the current challenges of the European societies, in particular those underlying the development of the European Citizenship.

Objectives

- To share the different perceptions of Europe’s current situation: Europe as a continent, as a place of different cultures, as part of identity, Europe of events;
- To explore together the different perceptions and examine the reasons behind them;
- To get acquainted with the historical developments European citizenship as notion and phenomenon in Europe of today;
- To critically look at the current perceptions and challenges in European societies and debate the different potential developments of the European citizenship as notion and reality in European societies.

Competences addressed

- Ability to understand one’s own perception and the perception of the others on Europe’s current situation(s);
- Ability to see the relevance of the different perceptions in constructing European Citizenship as a notion and a phenomenon in real life;
- Knowledge on historical developments of European Citizenship and the current trends and situation(s) in Europe.

Methodology and method

The methodology is based on the group sharing and discussion in plenary; the second part of the programme is lecture, questions and answers.

Programme

- 09:15 Intro to the day
- 09:25 Session 1: My perception on Europe today
Method: Historical Timeline (Description in Session V A, page 62)
- 10:50 *Coffee break*
- 11:15 Input on “Recent history of Europe – current challenges” by Peter Lauritzen,
- 12:40 Sum-up: Each participant is asked to write one key - word on a post it that will symbolize the history and developments that he/she just heard his/her own.
Round of words, shared in plenary.
Note: Once everybody writes the word, the facilitator asks participants to read loud their word to the group
- 12:50 *Lunch*

Outcomes

All three timelines were mirrors of the history of Europe in the last 25 years. Participants brought important issues and reflected upon such memorable tensions inside their countries, or inside Europe such as the collapse of USSR, Yugoslavia, getting independence, becoming a member of Council of Europe, changes of constitutions, governments, wars, and political developments.

In order to conclude the session, the facilitator initiated a round of reflection in which each participant was asked in word to express his/her current “feeling” about Europe after the morning programme. Most of all been expressed the following words: diversity, history, union, federation, values, integration, sovereignty, and border. There were also such words, which exactly reflected the speech, as deterritorisation and modernization of maps.

Evaluation

In general the session was positively evaluated: the timelines worked properly, the dates were not surprise to no one but they have shown not only the most important events in recent history but also different importance people attach to these events. The lecturer managed to provide a personal view on the developments and history in Europe, while still referring to the most important historical events, discourses that led to united Europe and challenged the participants by asking some of the open questions in Europe today and the current difficulties.

Participants, in their questions to the lecturer, mainly focused on the role and statuses of such countries as Turkey, Russia, Albania, and former Yugoslavia in European dimension.

Notes for further use

It is vital to give participants the knowledge on European history, and let them to examine current challenges of Europe and European structures, through either the lectures, or sharing the knowledge of particular countries of participants (Historical timeline).

Background documents, handouts and further reading

1. Materials needed: A-4 colour paper (2 colours); 3 Timelines – 3 poster paper stuck on the wall; empty wall for the 3 timelines in the plenary room.
2. Description of the method: Historical timeline (see page 62);
3. Print-out of presentation: “Recent history of Europe – current challenges” by Peter Lauritzen, Head of Department, Directorate of Youth and Sport Council of Europe (see page 63).

Programme – detailed description of sessions

Session VI

Wednesday 26 January 2005, from 14:30 – 18:00

Title

Values in Europe, European Institutions and their roles

Background

Discussing Europe is a complex and demanding task. Even if one limits the discussion to the issues relevant to the development of European citizenship as a concept and reality, one faces a long list. Many factors influence the today's European realities: the market, the politics, the social services provided to its citizens, the civil society, different cultures, media etc. Relations between Europe and the rest of the world are also important issues in this discussion. In a short session as this one, trainers' team needs to decide on the starting point of the discussion. This starting point should be not only relevant to all these issues mentioned before, but also challenging enough for young people to discuss it without turning the discussion into mere political debate.

Therefore, the issue of European values is one that comes in the front of the discussion. Making choices in preparing session as this one is crucial. Hereby, from myriad of standpoints the team proposes a look at what "kind of values of Europe" are promoted by European Union, Vodafone - a big multinational company, Mr. Aznar – ex-Prime Minister of Spain,, European Peoples Party - leading political party and JEF- Young European Federalists network of youth organisations. The different set of values as promoted by these "actors" will be starting point for a discussion among participants who will have to see what are the values and driving forces underlying the European integration process.

Aim

- To provide participants with an opportunity to discover different values promoted in Europe today.

Objectives

- To explore different values promoted in Europe today (values linked with the issue of citizenship);
- To discuss the desired set of values that should stand behind the concept of "common Europe".

Competences addressed

Ability to discuss and raised discussion on values;

Knowledge on different roles of European institutions.

Programme

14:30 Intro into the afternoon programme

14:40 Values of Europe – Case study analysis (5 different case studies in 5 small working groups)

Divide the entire group in 5 small groups. Each small group receives excerpt from a longer text. The identity of the creator of the text is not disclosed (all words inside the text that indicate the author or originating company, organisation, institution, individual are omitted)

- ✓ Part of the EU constitution
- ✓ Mission / corporate responsibility act of Vodafone (multinational company based in Europe)
- ✓ Statement of a EPP - political party running with majority of seats in EU Parliament
- ✓ Article from ML Aznar, former Spanish Prime Minister for the Annual Issue "The World in 2005" issued by the Magazine "The Economist"

✓ Statement on European Development by Young European Federalists

Note: The excerpts are provided in Background Documents Session VI A – see page 65 to this session outline.

Tasks for each group:

1. What “kind of Europe” the text promotes? - Each group should analyse the texts and discover the values promoted behind the texts. They should make a list of those values (on a flip-chart).
2. The group should guess from where the text is coming. The organisation, company, individual who have made it and what type of document is it.
3. The team members disclose to each of the group the organisation/company, institution that has made the document and the type of document.
4. The group should make analysis of the set of values and identify what is emphasised, what is missing, what they like, what they do not like in the text (values behind it) they read.

15:30 Presentations of each group (The case and their consequent analysis)

16:00 *Break*

16:30 Statements exercise.

18:00 End of the day

Outcomes

5 working groups organized fair and presented the results of the Case study analysis on “Values of Europe” as promoted by the different organisations/ companies / individuals. The participants had intense discussions on the case studies, extracting the values and the underlying messages that each of the organisations. Companies/ party/ individual had to tell. It was particularly useful to see the different interpretations of the “set of values” being promoted as European. These discussions open a larger debate on “what should be the ideal values in united Europe”. With one exception, no one from the groups guessed the identity of the organisation/ party/company/individual behind the text.

Most of the participants were very active during statement exercise, outcomes of the exercise can be found in background document of Session VI B see page 70. After the Statement exercise team invited the participants to express their thoughts after the day:

- Today my Europe became larger.
- Today it was obvious that I am not as tolerant as I thought. I will change it.
- Be European means be a human being with human values.
- The enlargement is real challenge.

Evaluation

Participants highlighted at several occasions the difference between set of values of the organizations which they presented, for them, it seemed as the soft values of Europe. All of the groups listed values which are necessary for success, and found out that there are too many similarities.

Participants appreciate especially the last part of the session, because it offered a possibility of detailed debriefing.

Notes for further use

The work with the case studies needs debriefing in the plenary as well.

Background documents, handouts and further reading

1. Case studies (see page 65);
2. Statement exercise (see page 70).

Programme – detailed description of sessions

Session VII

Thursday 27 January 2005, from 9:15 – 12:45

Title

Block on Europe

Background

In the previous sessions, the participants have reflected on their notions of citizenship and their concepts of Europe, different values underlying the European societies and current challenges in Europe. This session continues that process by exploring the different social, economic, political and cultural dimensions and closely linking them with visions for “the future of Europe” and further link them with the notion of European Citizenship.

Aims

- To engage participants on two levels: their visions of the future of Europe and their responsibilities and power to change it.

Objectives

- To assist participants reflecting on different dimensions of European societies (positive and negative aspects of Europe) and its potentials for development;
- Link the participants’ reflections with broader visions and ideas for development of Europe as such, while continuously referring to their own reality and concrete actions they can undertake in their daily life;
- To present the “four dimensions” of European citizenship (legal, economic, cultural and political) and use them to reflect on the individual and social influence that can be exerted in order to activate changes.

Competences addressed

- The competences addressed will be knowledge of European sceneries;
- Ability for verbal and non verbal communication;
- Capacity to analyse political, economic, social and cultural dimensions of a society;
- Visioning and capacity to work in different settings, from small group work to plenary sessions.

Methodology and methods

The methodology foresees use of the Exercise “Take a Step Forward” from Compass as introductory exercise (Note: The team adapted some roles better to serve the purpose of the session). The exercise is followed by more elaborated discussion on the different dimensions of citizenship. The session will finish with work in small groups that later should present the results of their discussions by acting them out.

Programme

09:15 Intro to the day / linking with the previous session

09:30 Take a step forward (adapted from Compass)

Introduction to the exercise

Running the exercise

Debrief of the exercise in 2 parts: immediate debrief of the exercise and linking the exercise with the four dimensions of European Citizenship.

10:35 *Coffee break*

11:00 Introduction to the T-Kit on Citizenship

Input on “four dimensions of European Citizenship”

11:30 Visions for Europe and European citizens in 2055

Discussions in small groups

Splitting participants into 4 groups according to their preferences by inserting their name on one of the 4 flipcharts.

Note to the facilitator: If there are more people interested in one theme, any group bigger than 7 should split into 2 or smaller groups. Explain the task and split participants into small groups (also prepare and distribute written instructions).

Tasks for each group:

- Examine the current realities in Europe related to their theme (social, economic, political and cultural) - positive and negative aspects of Europe and possible developments in the area.
- Create their own visions for Europe in relation to the particular dimension in 2055
- Prepare a sketch of 3-5 minutes to present the vision they have devised

Note: Each group should prepare a written report taking account of their discussions on the current situations and the visions all together

11:30 Work in groups

12:05 Performances in plenary

The presentations were followed up by a general discussion in plenary.

12:45 Technical information before the free afternoon and close

Outcomes

Through the session, the participants achieved a deeper awareness about the changing social-economical situation(s) in the different European countries and how individuals could influence the future European development. The exercise “Take a Step Forward” succeeded in bringing the different situations and profiles of people living in Europe and opened a wider discussion on the different aspects of European development and consequently on European citizenship, too.

As a secondary result, the participants acquired a deeper perception of each other’s notion of Europe.

The immediate debrief of the exercise “Take a Step Forward”

To the question how you felt answers were:

Those who didn’t step forward: Afraid, Stressful, someone blocks me.

Those who went forward: Forgetting those who were behind; didn’t see, didn’t think of them who were behind; I was afraid of the future because of looking back; I was looking those in front; I felt safe not only because of nationality, but also because of my carrier.

Those who were in the middle: the reason of not going on was tradition; felt absolutely no free, the future was impossible because of prejudice of society; I did not look behind me;

Those who were behind: I looked back and saw Society as it is; marginalized; I did humble because there were other people in the same situation.

Different participants felt discriminated in their roles by the society. This discrimination steamed from diverse reasons: for example.

The son of a Chinese immigrant who runs a successful fast food business felt that economically he can afford good life, but culturally and politically he has limitations in the European societies. The participant whose role was Arab Muslim girl living with parents who are devoutly religious people, mentioned that cause for not going on was tradition, not money.

During the exercise “Take a Step Forward” most of the participants felt society prejudice and were sure that future of their roles was impossible.

Visions for Europe and European citizens in 2055 been discussed in small groups, outcomes of the exercise can be found in background document of Session VII A see page 71.

Groups working on social and cultural dimensions of citizenship prepared sketches of 3-5 minutes.

Social dimension: To stress the problems of social dimension of citizenship this group presented a

situation in an immigration agency, where civil servant is far from being loyal to all applicants. The attitude is completely different toward applicants with passports of EU countries, refugees, disabled and non-disabled applicants.

Cultural dimension: Participants presented a family, where mother and father are of different nationalities. They are waiting for their daughters to celebrate grandmother's birthday. Participants creatively presented the behaviour of parents when one of the daughters came with her girl-friend and the other with her Muslim boy-friend. The situation been overcome by the advice of grandmother: to get to know each other and overcome prejudice.

Groups working on political and economic dimensions of citizenship prepared reports on the tools of strengthening of mentioned economic dimensions of citizenship.

Political dimension: As one of the main ways of promotion of the political dimension participants mentioned empowerment of the citizens through education, inclusion of citizens in political parties, lobby groups.

Economic dimension: As one of the main ways of promotion of the economic dimension participants listed following preconditions: accessible education, development of economic skills, and knowledge of consumer rights.

Evaluation

In general the day was evaluated in a positive way. The exercise "Take a Step Forward" led the group to an understating of the complex realities in Europe and different people living in it. It has furthermore set an excellent background for the presentation of the "four dimensions of European Citizenship". Most of the participants found the approaches presented very relevant and helpful. They appreciated the form of working in groups. Two of the groups prepared written reports, while other two prepared sketches. Sketches were really creative, capturing some of the "burning issues" (immigration, visa regime, unemployment etc.) in the current European societies and reflecting their future solutions. The session also increased the interest of the participants in the T-Kit on European Citizenship and improved their understanding how better to use it..

Notes for further use

Give more time to prepare the sketches.

Background documents, handouts and further reading

1. Materials needed: role cards; an open space (a corridor, large room or outdoors); tape or CD player and soft/relaxing music.
2. Small groups, outcomes of the exercise: Visions for Europe and European citizens in 2055 (see page 71);
3. Print-out of slide presentation: "The first approach to European Citizenship: Senses of belonging and the four dimensions" by Miguel Angel García López (see page 73).

Programme – detailed description of sessions

Session IIX

Friday 28 January 2005, from 09:15 – 13:00

Title

European Citizenship

Background

In the previous days the participants have already explored the notion of citizenship –from Greek Agora until the modern understandings of it. They have furthermore explored the notion of Europe and were introduced to the notion of European citizenship –the four dimensions: social, political, cultural and economical.

This session focuses on the very last institutional, legal and political developments of the idea of European Citizenship: emerging European rights and responsibilities linked to the Constitution of the EU, problematic-conflict situations related to rights of Europeans and non European living in Europe, EU Europeans, non EU Europeans, current debates, some positions of NGOs working on the topic...

Aims – Objectives

- To give the opportunity to participants reflect about what it is for them European Citizenship;
- To get acquainted with the most relevant and updated understandings of European Citizenship;
- To explore the political and instructional implications of European Citizenship.

Competences addressed

- Ability to develop individual reflection, discussion and argumentation skills;
- Knowledge on the notion of citizenship and on the institutional developments around it.

Methodology and methods

Individual reflection; input, group discussion through an imaginary future situation.

Programme

09:15 Intro of the day and recapitulation of the most important issues rose during the previous days

09:30 “Design an European Passport:

Brief description: In groups of 5 participants designed an European Passport representing their idea/ideal of European Citizenship

Guiding questions:

- Who should issue the passport?
 - Should the passport be a legal or a symbolic document?
 - What information should be in the passport?
 - What symbols, stamps, coat of arms and texts, should be printed in the passport?
- What rights and responsibilities should be associated with this European Passport?

09:45 Input by Dr. Birzea: European Citizenship - Current developments and future challenges

11:15 *Coffee break*

11:45 Discussion (first in group and then with the expert)

Outcome

The European passport exercise showed the different understanding and perspectives of participants on the European Citizenship.

The input of the expert and the discussion afterwards closed the conceptual circle of the course (Citizenship – Europe – European Citizenship). It raised a lot of questions and interesting discussions

on the current political developments in terms of European Citizenship. Participants were separated into 4 different groups and each group prepared two questions to the speaker:

- Whose responsibility is to bring into life the idea of the European Citizenship in the personal level?
- Is a development of EU's common defence and foreign policy a mechanism to strengthen European Citizenship?
- What steps should do for future EU integration?
- If we give more power to the European Parliament, will it have a positive effect on individual experiences of citizenship?
- Is EU created to preserve peace or it has economic interests?
- Is European citizenship developing in a more positive and more intensive way?

Dr. Birzea answered to the questions. Participants had many more questions for him and would have liked to discuss some aspects in detail. The summary of Dr. Birzea's input can be found in background document of Session IIX B see page 74.

Evaluation

The European Passport exercise was a good "introduction" before the input of the expert. Dr. Birzea's input was direct; very informative and precise to the point. His answers to participants' questions encouraged discussions on the subject and a lot of personal reflection among the participants.

Tips for Further use

The European Passport exercise could be further developed and debriefed. In another place in the programme (not before and input but for example after it) could be an excellent base to start deeper discussions.

Background documents, handouts and further reading

1. Hand-out from the presentation of Dr. Cesar Birzea: "Concepts and Definitions of Citizenship and European Citizenship" (see page 74).

Programme – detailed description of sessions

Session IX

Friday 28 January 2005, from 14:00 – 18:00

Title

European Citizenship in Youth work

Background

In the previous session, participants have reflected on the notions of citizenship and the concept of Europe.

Aims – Objectives

- To give to participants the opportunity to explore the different fields of action of European Citizenship;
- To give to participants the opportunity to start to transfer what they learned during the course in their current / daily youth work.

Competences addressed

- Ability to reflect on a issue and learn from the opinions of the others;
- Ability to develop communication skills;
- Capacity to make an argument on a complex subject and discussion in a situation where many different, very often opposing opinions, emerge...

Methodology and methods

Simulation-case in groups; individual reflection.

Programme

14:00 Visit to the Council of Europe: short introduction of the building, visit of the Parliamentary Assembly

16:00 In groups Simulation-case “Imagine”

17:00 Sharing in plenary – typing and visualizing on the screen the results of each group

17:30 Individual reflection and writing in an A4 paper “How can I transfer EC in my youth work?”

Outcome

Simulation – Case A – A collection of ideas for working on European Citizenship in youth work

Individual reflection: Ideas and strategies for the follow-up of the course

Evaluation

In principle the afternoon reached all the objectives set before the session. The simulation-case was effective for exploring ideas on EC in youth work. Some groups started to develop very consistent activities and others had difficulties even to agree on a list of themes. The time for individual reflection was very intensively used and could be increased.

Tips for Further use

The time for the simulation – case, despite its success to bring out many innovative and different proposals, was a bit too short and in future more time should be allocated to this exercise. The typing and visualisation of the results of the groups was at the end a bit too long.

Background documents, handouts and further reading

1. Simulation-case “Imagine” (see page 88);
2. Outcome of the Simulation-case - Imagine... (see page 83);
3. Materials needed: Flipchart, A4 Paper, Computer and beamer for the typing and visualization.

Programme – detailed description of sessions

Session X

Saturday 29 January 2005, from 09:15 – 13:00

Title

Introduction Morning

Background***“Knowledge differs from information as it implies action”***

Every learning process has to be followed with concrete action that will make a real impact in the environment of the participants. Training multipliers is a very challenging process in which the accomplishment of learning outcomes is known only once the future multipliers would have had the chance to plan and organize activities within their own youth work. Development of project proposals by participants is one way how to ensure that the contents discussed and learned throughout the course will be channelled into practical activities at local, national and European level. In a short course such as this one, the prep team does not have sufficient time for proper project proposal development. One alternative to this is to ask participants to develop concepts for future projects and provide them information where they can find educational resources to finalize their project proposals and list of funding opportunities where they can submit their future completed proposals.

Aims

- To encourage participants to brainstorm ideas for follow-up projects in the issues of European Citizenship

Objectives

- To identify fields of youth work that can be beneficial for the work on understanding and promotion of citizenship (European citizenship);
- To help participants make transfer between the course and their realities;
- To develop ideas for concrete project as a follow-up to the training course;
- To respond to participants' needs and concerns when it comes to planning projects;
- To prepare participants for the evaluation of the training course and closing.

Competences addressed

- Ability to transfer learning into action;
- Ability to collect and analyse needs for developing the projects.

Methodology and methods

Work in small groups, creative presentations, individual and group consultations.

Programme

09:15 Intro to the day

09:40 Instructions for work in groups

09:50 Work in the groups

10:45 Coffee break

11:15 Presentations of the project concepts in plenary (each group should present the written form and 4 min presentation)

12:00 Support for Youth Work on European Citizenship

Eurodesk and EU Youth Programme

European Youth Foundation of the Council of Europe

Discussion

13:00 Lunch *break*

14:00 Presentation of the Partnership

Outcome

During the time given participants worked out several project proposals (see page 87).

Evaluation

Two of the groups were very creative in presentation of their project ideas. Most of the participants were motivated to develop cooperative projects. But as result of the lack of experience two of the groups experienced difficulties in differentiation of project and the working plan.

The phase of the presentation of Eurodesk and EU Youth Programme, European Youth Foundation of the Council of Europe was not detailed. It was not ideal to put this session at the end of the course, but given the duration of the course this was most appropriate. More focus could have been given to the actual process of applying to get funds from the European Commission.

Tips for Further use

It is important to assist participants with the development of the project ideas.

Background documents, handouts and further reading

1. Instructions for work in groups: “Taking action” (see page 84);
2. Outcome of the work in groups: “Taking action” (see page 87);
3. Handout - EU Youth Programme (see page 92);
4. Handout – Eurodesk (see page 95).

Programme – detailed description of sessions

Session XI

Saturday 29th January 2005, from 14:30 – 19:00

Title

Evaluation of the Course and Closing
Evaluation Team Meeting

Background

Evaluation is an integral part of every education activity. It should be planned from the very beginning and integrated in a general structure of the course. This course is planned with four steps of evaluation: ex-ante or evaluation of the planning process before the activity starts, ongoing evaluation during the activity, final evaluation at the end of the activity and ex-post evaluation or evaluation done minimum 6 months after the activity.

The final evaluation should cover several different aspects of the training course: - Outcomes of the course; Process of the course; Individual and group learning; Knowledge, skills and attitudes acquired during the course; Quality and relevance of the offered programme; Quality of the prep team and experts; and Immediate learning impact and the possibilities for follow up and multiplication. During the previous days participants have got to know one each other, worked on the concepts and visions about “Citizenship” and “Europe”, sceneries, concrete actions they can develop, tools and potentialities given by Europe as an abstract concept and in terms of existing institutions.

Aims - Objectives

- To give the opportunity to participants to reflect about what has happened during the course, remembering the different phases of it;
- To analyze what has been achieved;
- To put the bases for improving similar future activities both on participants’ and trainers’ side;
- To create a starting space for exchange of feelings.

Competences addressed

- Ability of individual and group reflection, discussion and argumentation skills;
- Ability to develop creative and expression skills;
- Capacity of analysing and evaluating a training experience and one’s own development.

Methodology and methods

Methods will be identified also on the basis of the kind of group. At the moment it’s foreseen to use drama technique, animation dynamic activities, written forms, verbal exchange of impressions, farewell messages.

Programme

14:00 Presentation of the Partnership Council of Europe – European Commission

14:30 Evaluation of the training course:

Recapitulation of the course: reconstruction of the programme outline in plenary.

Interactive evaluation: “The crowded chairs”.

Filling in the Evaluation Questionnaire (to be delivered before dinner).

16.00 *Coffee break*

16.30 Technicalities

Closing Round: Plenary: each participant completes the following sentence: “Now, what I would like to say is just...”

Certificates: Plenary: the team passes on to each participant the certificate of another one to be delivered in front of all, possibly with a dedicated message.

17: 00 - Evaluation Team Meeting

Outcome

Participants had the opportunity to evaluate each aspect of the training course in interactive way, to express their feelings. The time been provided for filling the evaluation forms (more then 90 percent of filled forms been returned).

Evaluation

According to the interactive evaluation, most of the participants were strongly impressed by the guest speakers and course in general, but there was no in-depth reflection.

Most of the participants did not keep their given time and their short announcements of the delivering certificates turned into long speeches. The same was with the completing the sentence: “Now, what I would like to say is just...”. All of the sentences were positive and most of them tended on follow-up.

Tips for Further use

The time allocated for this session was insufficient.

Background documents, handouts and further reading

1. Description of the interactive evaluation: “The crowded chairs” (see page 96);
2. Evaluation Questionnaire (see page 97);
3. [Summary of the Evaluation Questionnaire \(see page 100\).](#)

BACKGROUND DOCUMENTS

Background document Session I
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My name is X because...

My full name is...

But you can call me...

My name it means...

It was given to me by...

Because...

Famous people with the same name as me...

One thing we all have in common...

Background document Session II A

Carousel Exercise

Aim

To enable participants to get to know each other better in an interactive way.

Procedure

Participants are placed in two circles; inner and outer (see below). The two circles have equal number of places (chairs). There should be couples of chairs facing each other (from the two circles). Each participant receives a pen or pencil and set of post-its.

The facilitator asks several questions (see Set of question below) in rounds. After posing the questions he gives an instruction which circle should answer. The in every couple of participants one answers and the other writes down the key points on a post it.

After each round the facilitators “spins” one of the circles for X places in one side

Tips for the facilitator:

- Keep the same direction during the entire exercise
- Remind the participants to write the name on the post-its.

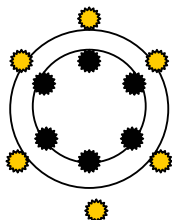
In the same time two other team members are taking pictures of all participants. Once finished the EYCB technicians are asked to print the pictures.

At the end of 6-7 rounds the photos are put up on the wall. Each participant should write his/her name on the photo. All participants should stick the post its next to the photo (name) of the persons they have questioned (they should be already on the wall).

Some time is left for participants to see their “ID” and to see other people “IDs”

Tips for the facilitator:

- Leave some time at the end of the exercise for the participants to see the other pictures and the characteristics of the others in the group.



Time

Approximately: 30 - 40 min

Materials

1 Digital camera, 4-5 sets of post-its, 1 set of questions

Set of questions

Note: The questions can be adapted and changed according to the need to raise certain issues in the group.

1. Tell me something more for your family (how many brothers, sisters, pets..)
2. Where do you come from? Which are your most favourite places in your town? Why?
3. What do you study/work?
4. What is your role in your organization?
5. What have you done (which deed) that you are most proud of?
6. What are your most favourite hobbies?
7. What makes you most nervous?

8. What is training for you?
9. Describe the country where you come from in 3 sentences.
10. What was the most interesting (training) project you have done in your organization?
11. What is Euro-Med youth work for you? In 2 sentences please.
12. Inner circle should think of a question to ask the outer circle.
13. Opposite, the outer circle should ask the inner circle.

By Goran Buldioski, Educational Advisor, Council of Europe's Directorate of Youth and Sport

What on Earth is the Council of Europe?

1.) *The Council of Europe is:*

- ☐ One of the political bodies of the European Union
- ☐ The oldest European intergovernmental organisation
- ☐ The meeting of all heads of states of the European Union

2.) *Which document constitutes the basis for the Council of Europe's work in defence of human rights?*

- ☐ The European Convention on Human Rights
- ☐ The Magna Charta
- ☐ The Universal Declaration of Human Rights
- ☐ The Magna

3.) *To which institution can you as a resident of one of the Council of Europe's member states, apply if you consider that your human rights have been violated by the state you live in?*

- ☐ The International Court in The Hague
- ☐ The European Council
- ☐ The European Court of Human Rights
- ☐ The

4.) *In which of the following fields is the Council of Europe NOT active?*

- ☐ Military defence
- ☐ Environmental protection
- ☐ Human rights
- ☐ Gender equality
- ☐ Protection of minorities

5.) *Is it true? Your country has ratified the European Convention on Human Rights, and therefore must accept the decisions of the European Court of Human Rights in Strasbourg.*

- ☐ Yes.
- ☐ No.

6.) *The European Convention on Human Rights and its protocols - among others - forbid:*

- ☐ Collective expulsion of aliens
- ☐ The peaceful enjoyment of possessions
- ☐ Voting and being a candidate in elections

7.) *The Pharmacopoeia is:*

- ☐ A Council of Europe body that issues quality standards for medicines ☐ One of the Muses ☐ A constellation of stars

8.) *The experts of the European Committee for the Prevention of Torture visit:*

- ☐ Prisons and mental hospitals ☐ Animal shelters ☐ Primary schools

9.) *Promoting fair play and the Anti-doping Convention: these are Council of Europe initiatives. In which field?*

- ☐ Youth policy ☐ Sports field ☐ Music

10.) *What does the Framework Convention for the Protection of National Minorities NOT ensure for national minorities ?*

- ☐ Safeguarding identities and religions law ☐ Equality before law
☐ Job placement after finishing school ☐ Measures to preserve cultures

11.) How many member states does the Council of Europe have?

- ☐ 16 ☐ 25 ☐ 46

Name: _____

Note: The European Youth Centre Budapest developed this Quiz-sheet for the Council of Europe's Stand on the "Sziget Festival" held in Budapest, Hungary in August 2004.

Background document Session II C

To me it means ...

To go often to cinema (How many times a year)?	.....
A big city (How many inhabitants)?	.....
A small village (How many inhabitants)?	.....
To be a bit late (How many minutes)?	.....
To go late to bed (At what time)?	.....
To wake up early (At what time)?	.....
To have a long meeting (How many hours)?	.....
To work a lot (How many hours per day)?	.....
To have a lot of money (How many thousands of Euros)?	.....
To have a lot of friends (How many people)?	.....
To have a huge family (How many children)?	.....
To make a trip (How many km/miles)?	.....
To be young (Until what age)?	.....
A long lunch (How much time)?	.....
To get enough sleep (How many hours)?	.....
Coffee Break (How many minutes)?	.....

The version filled by the group of participants:

To me it means ...	Min.	Max.
To go often to cinema (How many times a year)?	0	365
A big city (How many inhabitants)?	50. 000	12 mil.
A small village (How many inhabitants)?	15	10.000
To be a bit late (How many minutes)?	10 seconds	40 min.
To go late to bed (At what time)?	11 :00	03 :00 AM
To wake up early (At what time)?	-- AM	-- AM
To have a long meeting (How many hours)?	2	8 :30
To work a lot (How many hours per day)?	7	10
To have a lot of money (How many thousands of Euros)?	1	1 mil.
To have a lot of friends (How many people)?	3	10.000
To have a huge family (How many children)?	2	12
To make a trip (How many km/miles)?	20	10.000
To be young (Until what age)?	15	All life long
A long lunch (How much time)?	1	4
To get enough sleep (How many hours)?	6	12
Coffee Break (How many minutes)?	5	60



Training Course on European

Citizenship in Youth Work

MODULE 2

Europe: Concepts and Visions

24-30 January 2005

European Youth Centre Strasbourg

Pre-course Questionnaire

Dear participant,

This questionnaire is meant to help the team of trainers in the final design and planning of the course programme as well as in the evaluation of the course. We hope also that it will help you in following your own learning process during and after 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.

Thank you !

1. Participant's name :

PART I: BASIC COMPETENCIES IN RELATION TO THE COURSE

2. Have you ever taken part in any of the following programmes?

Please tick (✓) the right boxes.

	Yes as participant	Yes as trainer/organisier	No
Training Activities of the European Youth Centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
European Voluntary Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other EU Youth Programme training activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes for other, please specify:

3. What particularly attracted you about the course description? What is now your motivation to attend the course?

4. What is your knowledge of European Citizenship?

No knowledge

Detailed knowledge

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

Please describe briefly the areas of knowledge where you feel stronger:
and those that that you would like to improve

5. How do you see yourself as a youth worker / youth activist?

Beginner

Highly experienced

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

Please describe briefly the work that you feel most confident with:
and the ones that you would like to improve

6. How skilled are you at project management?

No skills

Highly skilled and experienced

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

Please describe briefly the skills you have:
and the ones that you would like to improve

7. In which way have you personally used European citizenship in your youth work?

- ☐ As a theme. Specify:
- ☐ Ran a project. Specify:
- ☐ As a methodology in other youth projects. List some:
- ☐ Other. Specify:
- ☐ I have not used it at all.

Comments:

8. How able and confident are you to communicate in an international environment (in English as well)?

Poor communication

A successful communicator

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

Please describe briefly the aspects that you feel to have difficulties with

PART II: YOUR WORK ON EUROPEAN CITIZENSHIP

9. Has your organisation carried out an international youth project on this theme before?

☐ YES

☐ NO

Please briefly describe the project (append any information if relevant):

10. How and why has the theme of European Citizenship been important in your work / work of your organisation up to date?

11. What are the difficulties that you have faced when trying to carry out a similar project?

12. What is your commitment to developing a concrete project on this theme after this course?

Unlikely

Fully committed

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

PART III: YOUR NEEDS AND DEVELOPMENT POTENTIAL AT THIS COURSE

13. What competencies (skills / knowledge and attitude change) do you hope to gain or improve during this course?

14. What do you expect from the training team?

15. What do you expect from the rest of the group?

16. What do you expect from yourself?

17. Your comments about the draft programme you have received:



Training Course on European Citizenship in Youth Work

MODULE 2

Europe: Concepts and Visions

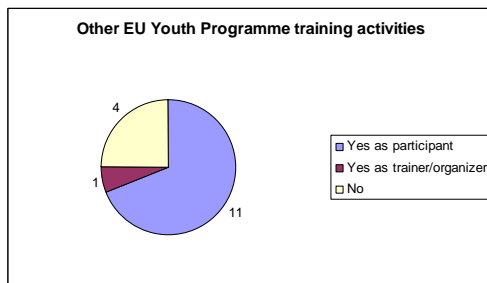
24-30 January 2005, European Youth Centre Strasbourg

SUMMARY of Pre-course Questionnaire

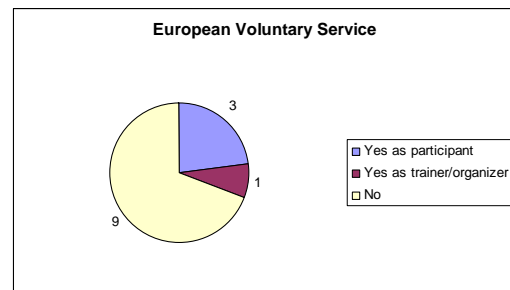
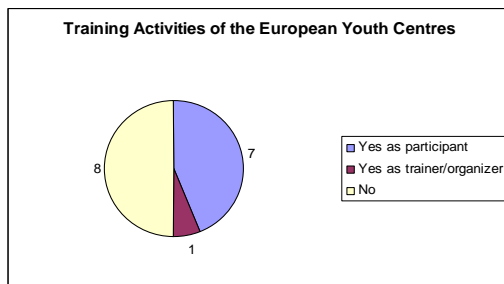
This summary provides an overview of the pre-course questionnaires used before the course to help the team of trainers in the final design and planning of the course programme.

PART I: BASIC COMPETENCES IN RELATION TO THE COURSE

2. Have you ever taken part in any of the following programmes?



- LTTC “Beyond conflict in the Caucasus Region”
- Rotterdam Youth Event 2004
- “Youth workers dealing with refugee situation”
- Study session on HR in EYCB



3. What particularly attracted you about the course description? What is now your motivation to attend the course?

- To gain knowledge, skills and understanding necessary for citizen to play an effective role in society at local, national and international level;
- To interact and share experience with other activists ;
- I want to contribute to tolerance and successful exchange of different views and to celebrate diversity ;
- To go deeper in the field of European Citizenship;
- To improve my knowledge of the European Union ;
- I expect that the module is designed in detail bearing critical and essential aspect of the European Citizenship;
- To obtain knowledge on European history, integration process, European institutions
- To find useful information for preparation of the EVS project;
- To find new ideas and to get to know how to bring them into youth programme;
- I hope that our collaboration will continue even after coming back to our countries.

Participants with some experience:

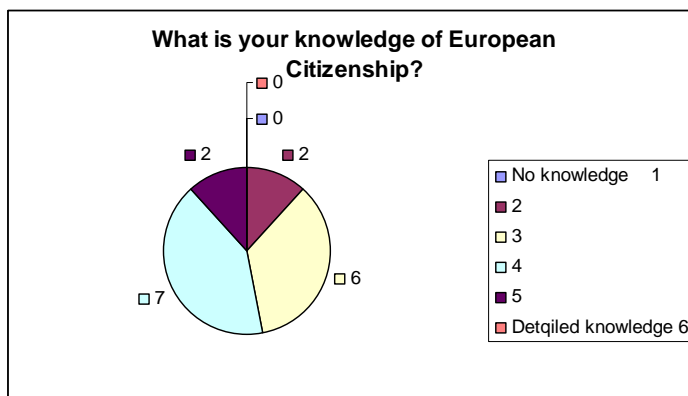
* I have some experience and I want to compare others participants thoughts, opinions and experience in the field of European Citizenship, values and space
 * I expect to broad my views on the subject

"I was caught by the theme" – 3 people mentioned

The participants see themselves as: decision makers, activists, youth worker and activists /given by 4 people/

No answer – 4

4. What is your knowledge of European Citizenship?



The areas the participants feel stronger:

- Vision of Europe;
- European Union; Council of Europe;

- Europe of values;
- Cultural dimension of Europe and European Citizenship;
- Youth exchange and voluntary work;
- Project realization;
- Communication, facilitation between participants and organisers.

And those they want to improve:

- How young people affect Europe;
- Formal entitlements and rights of Europeans, high school education;
- Discourse on Europe in the 21st century from different perspectives;
- Relation to nationality, identity, global citizenship, euro scepticism;
- Essence of different, approaches to the topic;
- How youth workers more efficient in promoting the education on European Citizenship;
- Relation between Citizenship and civil society;
- European identity;
- European democracy;
- Process of integration;
- Concrete knowledge of the difference Europe makes for citizens of new member states /no name/.

5. How do you see yourself as a youth worker / youth activist?



The areas the participants feel stronger:

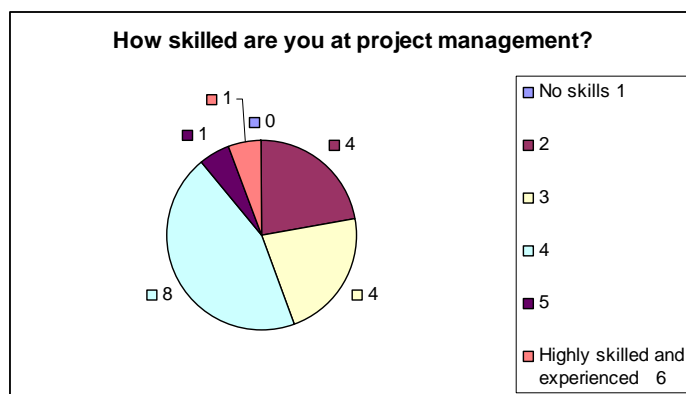
- Psychological trainings;
- Local participation and coordination;
- Organising events;
- Project realization;
- Communication facilitation between participants and organisers;
- High school activities;
- Work with youngsters in the youth centre;
- Short time training with group of 15-30 young people;
- Roma issues;
- Sexual and gender based violence;
- Camps for youth.

And those they want to improve:

- Practical skills on public work;
- How to design a project on European Citizenship;

- Project management, how to write a project, how to work in international environment;
- How to attract young people to voluntary activities;
- To work with different age and backgrounds, social theatre;
- Project management;
- Possibilities of the Youth programme;
- To develop visions.

6. How skilled you are at project management?



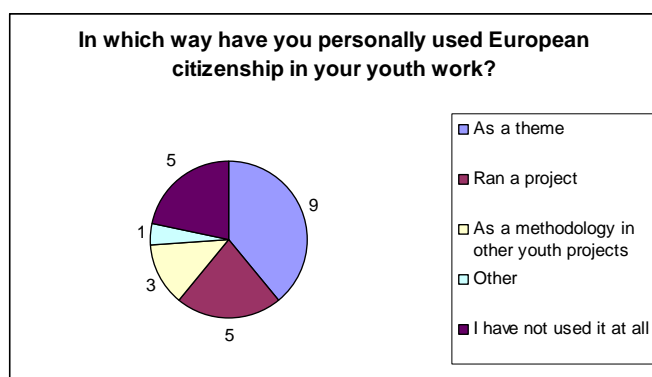
The areas the participants feel stronger:

- Communication, facilitation between the participants and organizers;
- Project activities realization;
- Preparation and implementation;
- Logistic issues, Human Rights;
- Conflict management, everyday support to student exchange programme;
- Monitoring, fundraising, teambuilding;
- Public and educational actions.

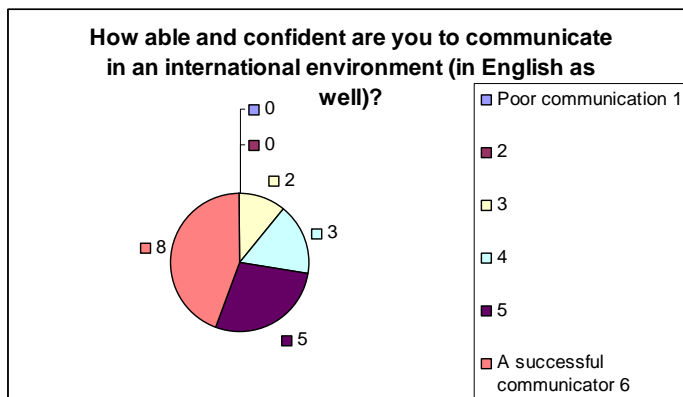
And those they want to improve:

- Cooperation, informative exchange, project report, financial part of the project;
- Working straight towards the target;
- Writing an application / project proposal;
- Team working skills, evaluation methods.

7. In which way have you personally used European Citizenship in your youth work?



8. How able and confident are you to communicate in an international environment / English as well?

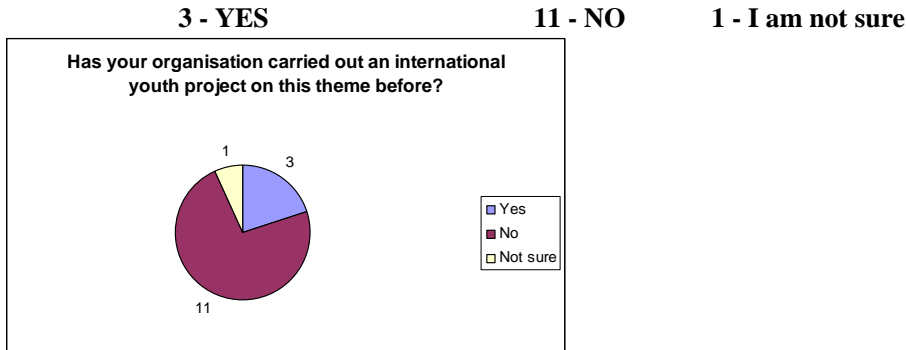


The aspects the participants feel to have difficulties with:

- To meet new people and to cooperate with them successfully;
- Language barrier.

PART II: YOUR WORK ON EUROPEAN CITIZENSHIP

9. Has your organisation carried out an international youth project on this theme before?



Please briefly describe the project (append any information if relevant):

- As a result of the project “Youth for Youth” (2002-2003) we issue the book “To Parents and Teachers. All about a Narcotism”...Peer education method... initiator of the Youth Movement “Youth Caucasus – Stop Drugs and Terrorism!”
- A seminar in Potenza (4 days, June 2004), a presentation about youth participation;
- for some European Exchange students we have a camp with the theme “To whom belongs Europe”;
- (no) But our members participated in such trainings of COE

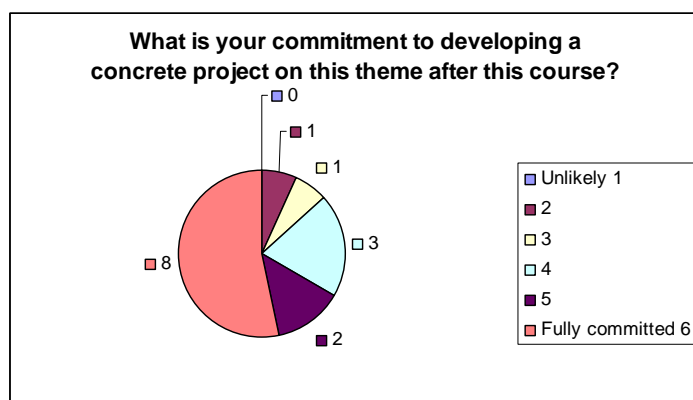
10. How and why has the theme of European Citizenship been important in your work / work of your organization up to date?

- All of our projects are somehow connected with European Citizenship; because it involves not only a political status, but also personal values of individuals like human rights, minority rights, mutual understanding and respect and other European values.
- The interest of the organization is in networking capacities, practices and approaches of young people and youth organizations in the field of youth work related to European Citizenship issues.
- It is important to study more about the EU and youth participation; to provide info to inform people of the possible results of a referendum on the EU Constitution.
- Impotence for Ukrainian statements and actions focused on EU integration, so it is important to know what EU and integration could mean.
- These questions are a bit difficult to me because it's all future work! I haven't been involved in European Movement till now we often face this issue in European projects (even when the theme of the exchange is different) and especially if the project is connected with Human Rights, democracy, etc; and I meet the theme as a journalist of a newspaper.
- Organization of students' problems dealt by people when studying; the "brain drain" is a problem in Lithuania; aim of the org: to make people express in their activities and let them know how much they can do in their native country; to encourage youngsters to be active members of our society.

11. What are the difficulties that you have faced when trying to carry out a similar project?

- Lack of interest of actors with power of decision in local and national administrative structures;
- Lack of partners from the structures of civil society;
- Lack of information and general understanding of the EU;
- Lack of a single youth policy in Bulgaria;
- Difficulties are too small to be important (financial);
- People in Hungary are not interested about their future; they do not have enough info and do not know how to reach them.
- Lack of knowledge and experience of Ukrainian youth workers;
- We haven't yet.

12. What is your commitment to developing a concrete project on this theme after this course?



PART III: YOUR NEEDS AND DEVELOPMENT POTENTIAL AT THIS COURSE
(Completed during the session)

13. What competencies (skills / knowledge and attitude change) do you hope to gain or improve during this course?

- Knowledge and full sense of the EU;
- Communication skills;
- Youth Programmes;
- Knowledge about Europe and different visions about European citizenship, identity, European values, and how to pass on this information to the target groups;
- To find out different perspectives of European Citizenship and to compare these;
- EU 6th Framework Programmes “Producing a Citizenship Projects”.

14. What do you expect from the training team?

- To give a good framework, informative, be friendly and helpful, be flexible, some general knowledge/resource for knowledge about related topics, not only work with us, but also socialize with us...
- Concrete examples of theoretical aspects of the course;
- Help us and motivate us;
- Clear explanations, creativity and vital atmosphere;
- Humour is the best relief valve in times of stress.

15. What do you expect from the rest of the group?

- I hope to meet active and initiative young people;
- Be flexible, to be supportive, patient and interested;
- I expect a good company and a highly motivated good team during the course;
- Openness and commitment;
- To exchange ideas and to create a network for European citizenship projects.
- To be understanding and cooperate, open-minded and interested;
- New ideas;
- I expect mutual cooperation and exchange of experiences;
- To communicate with each other during these days;
- To be ourselves, but to create a real group;
- Tolerance;
- Cooperation and preparation to work during the course, and of course friendly surrounding.

16. What do you expect from yourself?

- I hope to gain experience;
- Pick up some French during my presence in Strasbourg;
- I expect to work actively and motivated;
- I believe to return outfitted;
- Work;
- Become a part of the group;
- Communicate with everybody;
- I hope to bring on some ideas to influence positively the result of our effort;
- To develop in practice what I will learn after the course.
- To cope with the level of the course and to be competent and knowledgeable in this particular field;
- I think that I'll be able to work hard, to gain new knowledge, to improve my skills, to meet new friends and to share my experiences with them.
- I expect to find international partners to develop projects at international level.
- After course to be able to conduct similar course within our NGO, to gain more knowledge and find partners for further cooperation between our NGO's.

17. Your comments about the draft programme you have received:

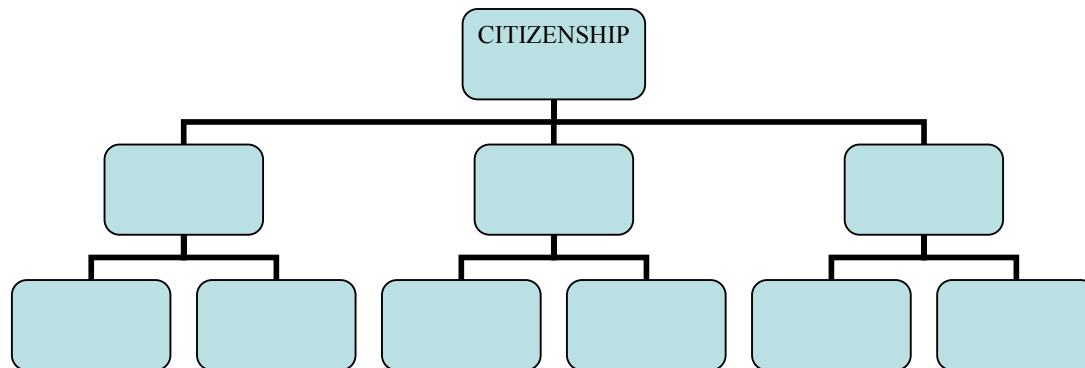
- We'll be busy, - Looks promising;
- The subjects we will focus on in this training are very broad;
- Sounds very good, hope we can reach our aims;
- Thank you!
- Time is always against us. I recommend starting breakfast at 8.00. Also the lunch break shall be shortened by 15 minutes. And if we finish at 18.15, we can get one hour more every day...
- It is well-arranged and profound;
- Seems to be coherent;
- The draft programmes reflect all the tendencies of modern vision of European Citizenship problem.

DNA Exercise

Description

- Participants are asked to fill in the diagram of DNA (presented below) level by level by words, which are associated with the word on the top.

Tips for the facilitator: The diagram could be filled by post-it
Set a question / statement / understanding and have nine ideas for participants to prioritise
Write each idea on a post-it note and ask each group to arrange their nine ideas in a diagram with their top priority at the top;
The group discuss the issue without it feeling like a discussion;
Post-it notes allow the ideas to be moved around again and again.



Working group notes:

Group 1 – “From these subsections of citizenship we very quickly agreed that the main aspects are to belong to a group (or more groups) of people, to be active part of that group (those groups) and on our common drawing we used symbols like flags, little figures connected with lines representing the people and also the network and the interdependence of the people with different backgrounds (the citizens), and a ship (which is the second part of the word ‘citizenship’), a bridge (to symbolize the connection among the people themselves and also their relation to their environment), flowers, clouds, trees, mountains (representing the environment in which citizens live and therefore citizenship may be defined).”

Group 2 – “We first talked about the difference between nationality and citizenship.

- **Nationality** has this clearly defined level of belonging to a nation (even if you are living abroad). It also has a rather clear relationship to the borders of a country which are defined.
- Being a **citizen** has a much broader meaning. It can mean that you belong to a certain community, village, city, ... which are on a lower level than a country but it can also refer to a higher level like for example a region, or Europe. You can also feel a citizen of the world.
- Nationality in this way connects you with a certain well defined group of people on one basis. Where are you born defines this in the first place but here we must take into account the different rules about how to obtain a nationality.

On the other hand you can feel yourself connected to several different groups, which are maybe not so well-defined, dependent on your own feelings. Citizenship is more about this last one. It is a broader concept than nationality.

Secondly we agreed that you could find in the concept of citizenship two important aspects:

On one hand a legal framework and on the other hand the aspect of participation in the civil society.

This goes together with two very important imbedded values.

- **RESPONSIBILITY**

Seen in relation to the legal framework this means for example that it is your responsibility to bring your rights and duties into practice.

Seen in relation to participation it means for example that you act in favour for the welfare of your community, or for example that you are well aware that you are responsible for your own actions.

- **RESPECT**

In relation to the legal framework you have to respect the rights of others (even if they are different from yours).

When it comes to behaviour in civil society you are expected to respect others as individuals or as a group in their “other-ness”. It’s respecting diversity.

Here it is very important to be aware of the fact that everybody has different perceptions of for example what citizenship is. These perceptions are constructions build under several different influences like for example language, culture, education,

For example even the word citizenship when you translate it, it sometimes refers to cities and in other languages not. This might cause different interpretations of the concept.”

Module on European Citizenship

“Europe: Concepts and visions”

24 – 31 January, 2005 European Youth Centre Strasbourg

“Basic understandings of Citizenship”

By Miguel Angel García López

The lecturer - Miguel Angel García López – presented quick historical overview on citizenship:

- Citizenship was born in the classical world of the Greeks and Romans: citizenship not for everyone;
- Aristotle – communities exist because of human kind’s impulse to be and live with others;
- Agora – centre of civic activities.

Further, he identified historical periods when Citizenship disappears and returns:

- The notion of citizenship had vanished from the continent during the medieval times of feudalism...
- The European Enlightenment brought citizenship back to centre.

Miguel Angel García López highlighted some basic understandings given by:

Jean-Jacques Rousseau – citizens should contribute to political decisions -without thought for personal advantage- through an acceptance of the social contract.

Hayek, (1967) - „Citizenship is the practice of a moral code –concern for the interest of others- grounded in personal self development and voluntary cooperation rather than the repressive compulsive power of state intervention .”

Marshall, (1973) - „Citizenship is a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed...”

Kymlicka and Norman, (1995) - “Citizenship is not just a certain status of rights and responsibilities. It is also an identity, and expression of ones’ membership in a political community.”

Ichilov, (1998) - “Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social and political elements and provides citizens with defined rights and obligations, a sense of identity and social bonds.”

Cesar Birzea, (2002), Training Course on European Citizenship - „Citizenship is the active membership and participation of individuals in society who are entitled to rights and responsibilities and who have the capacity to influence society. Therefore citizenship has to be more than a political and juridical status, it also is a social role“

For more thoughts the speaker recommended a few authors as John Locke, John Stuart Mill, Machiavelli, Hobbes, Smith, ...

The organizations' fair

Here you find some suggestions about information that it will be important to make available to the other participants.

- 1) WHERE is your organization based?
- 2) WHAT is its MISSION?
- 3) What TYPE of organization is it? (i.e. public board, school or university, non profit making association, foundation, etc.
- 4) HOW MANY ACTIVE MEMBERS/PEOPLE are involved in it?
- 5) Source/s of FUNDING
- 6) Your FUNCTION in the ORGANISATION
- 7) List 3 activities you consider as the most representative and interesting.

Historical timeline

Description of the method:

Process, instructions to the facilitators:

The entire group is split into 3 sub-groups (each 10 participants). In each group the facilitators follow these instructions:

- Explain the entire process
- Ask for a volunteer who will report to the big group

Method: Creating a historical timeline: Europe in the past app. 25 years (from the day each of participants was born)

- Each participant is asked to think of 3 events important to his/her own country and related to Europe since the day s/he was born.

- Participants write (large and legibly) the dates and the key-words describing the event on a small colour card (A-5 size). One event per card.

- Participants put their papers on a timeline (prepared by the team members beforehand)

Approximately - 09 : 45

- The facilitator goes through their responses and asks for clarification of the responses (if needed).

- Once the timeline is presented and it stands on the wall in front of participants, the facilitator requests from participants to create buzz groups with their neighbours (2-3 participants). Each buzz-group is requested, based on the timeline they look in front of them, to write 4 main issues in Europe today on A5 coloured papers (different colour than previous ones).

- The issues could reflect the conflicts and tensions inside Europe, external relations with the rest of world, political developments, market, NGO sector and etc. These issues are positioned next to the timeline. Each sub group checks if they have some points to clarify on its timeline

Approximately - 10:30

-Each sub-group presents its timeline in plenary

Final question for discussion in plenary: Which of the raised issues is linked to European citizenship? How? Why?

Module on European Citizenship
“Europe: Concepts and visions”
24 – 31 January, 2005 European Youth Centre Strasbourg

“Recent history of Europe – current challenges”

By Peter Lauritzen, Head of Department, Directorate of Youth and Sport Council of Europe

The lecturer - **distinguished Europe as:**

- A geographical notion with its extensions and concerning it let open question: Are Russia, North Africa Europe?
- Imperialistic fascist concepts of conquering the European space (Alexander the Great, Rome Empire, Napoleon, Habsburg, Prussia, Hitler, Stalin);
- Europe in history, influences (migrations, Arabs in Spain, Osman (Ottoman) Empire, multicultural empires, colonialism);
- Subjective perceptions (where am I born, how was I and my family affected by migrations, borders, imprisonments and extinctions, persecutions or: have I been on the profiting idea like gains of colonialism, exploitation of other continents, high level of education, personal wealth, employment and social security);

Europe is subjective concept, Europe has controversial items about geographical extension and Europe is marked by its history, like it or not.
Marked by history of bloody 20th century, by nationalism, chauvinism, by fantastic countries creation.

- Concepts such as nation, sovereignty, local community, belonging, ethnic and religious identity.

Today Europe means the creation of a new legitimacy based on the key word - deterritorialisation of old national sovereignties and identities, on common values and common rules and with the aim to contribute to culture and civilization within

the European space and throughout the world.

The lecturer presented some authors mentioning that he selected references based on the idea that Europe is based on common values and not on imperialistic thoughts.

How many countries were not governed by Nazi regime?
- There were few: Czech Republic, UK, Denmark, Sweden, all other countries were Fascist or, like France, had accepted Nazi in between the regime.

- Immanuel Kant's text "Zum ewigen Frieden";
- Voltaire, Rousseau, Hugo (example for France);
- Stresemann/Briand; the League of Nations;
- Resistance to fascism; programme of Hertenslein;
- Congress of Le Hague; Council of Europe.

From the point of view of institutional history, Peter Lauritzen **presented some interpretations:**

- Fight Communism, Stalin being the best federalist ;
- Include Germany in a peaceful fashion (Churchill in Zurich) importance of German French friendship treaty;
- US strategy (1): make Europe, share burden;
- US strategy (2) : prevent Europe, keep dissents going;
- Economic reason;

- End of the efficiency of the nation state; also: critique of nationalism (leads to barbaric worlds, inevitably becomes chauvinism);
- Create space – mobility, universal rights, freedom;
- Prevent war; at list inside the system.

People say that the movement of the European unity at the 50's came about because Cold War started and it became clear, that very soon after the II World War the West had to find the common consent to fight the Communist Empire, which was much better organized.

And the steps of institutional history:

- Coal and steel community (1954);
- European Economic Community (1958);
- EFTA (European Free Trade Association);
- Enlargement of the EEC, becomes EC, becomes EU – from 6 to 25/27, 30;
- Enlargement of mandate – from agriculture and the economy to social affairs, political affairs, culture and education;
- Internal market (1990 ties);
- Lisbon strategy (towards 2010).

New situation:

- End of the cold war;
- Multi-polar world;
- US dominance;
- China embarking;
- World wide terrorism;
- Globalisation;
- Wars becoming international civil wars;
- Role of Russia;
- Accession of Turkey.

The lecturer raised a number of open questions in Europe:

Is there an agreed border to the European project? How is it defined? By values? Common history? Economic reason? Geography? For a French person: which is nearer – Lithuania or Morocco?

What are the needs of modernization today ? How is space as a space for citizenship perceived by young people today? Any chance to make a pertinent distinction Europe / World?

An attempt: The UN agendas and the EC/CoE : what is in both the role of : social rights and social cohesion, political unity, democracy and Human Rights, memory, ecology, education and culture. What of all this is considered to be a public affair? Is Europe just a market, or a community? This is the deciding and distinguishing dimension to other parts of the world and this is also the opportunity for Europe to play a positive role.

CASE STUDIES

Group 1

Excerpts from a document of a European Institution

The “*Institution*” is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities.

These values are common to every part of the “*Institution*” in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

The aim of the “*Institution*” is to promote peace, its values and the well-being of its peoples.

All citizens affected by the “*Institution*” should enjoy an area of freedom, security and justice without internal frontiers, and an internal market where competition is free and undistorted.

The “*Institution*” shall work for the sustainable development of Europe based on balanced economic growth Aiming at full employment and social progress, and a high level of protection and improvement of the quality of the environment. It shall promote scientific and technological advance. It shall combat social exclusion and discrimination, and shall promote social justice and protection, equality between women and men, solidarity between generations and protection of the rights of the child.

The free movement of persons, services, goods, capital, and freedom of establishment shall be imperative for the “*Institution*”.

Tasks for your group:

- Please read the text carefully. What “kind of Europe” this text promotes?
- You should analyse the text and discover the values promoted in this text.
- Please write your list of values on a flip chart paper
- Once the group has the list of values, try to guess from where the text is coming. What is the name of this institution?

Note: Regardless where the group manages to guess or not, a team member will disclose the identity of the institution that has made the document and the type of the document.

- Finally, your group should make analysis of the set of values and identify what is emphasised, what is missing, what they liked and what they do not like in the text.

Group 2: Excerpts from a document of a multinational pan-European company

..... is a company driven by vision, values and goals. We aspire to be a great company – and central to that is being a responsible business. We already have a clear compass. One of our six strategic goals is to ‘be a responsible business’..... The business we are in touches people’s lives: our products and services help customers connect with friends, families and colleagues. These connections help build communities, create societies and make countries. With our operations spanning 26 countries, we have a significant impact on society and we must take our responsibility for the world around us seriously.

We are also taking firm action to implement our goal to ‘be a responsible business’, particularly when it comes to earning the trust of our customers and other stakeholders in areas of concern such as

health, supply chain and access to inappropriate content.....We are already starting to manage these risks through our Code of Ethical Purchasing, which we are advocating to all our suppliers..... These are just a few examples of how our company is demonstrating a commitment to business responsibility every day of every year – and there are many more.

Future Vision

The future is unfolding around us. Over the next decade we will be able to see all sorts of differences that we can barely imagine today.

In the **Website of our company** you can explore what we think that future might look like, experience some of the changes we believe will happen, and tell us what you think of them.

Our company is working hard to mobilize tomorrow's world, but we need your input. You are our partners in innovation, helping to shape a future that offers ... services we want, and brings us closer to the people we care about, wherever they are in Europe.

Code of conduct

The Board of Directors of The company has adopted this code of ethics (the "Code"), which is applicable to all its employees, to

- promote honest and ethical conduct, including the ethical handling of actual or apparent conflicts of interest;
- promote the full, fair, accurate, timely and understandable disclosure of the Company's financial results in accordance with applicable disclosure standards, including, where appropriate, standards of materiality;
- promote compliance with applicable governmental laws, rules and regulations;
- deter wrongdoing; and require prompt internal reporting of breaches of, and accountability for adherence to, the Code.

Tasks for your group:

- Please read the text carefully. What “kind of Europe” this text promotes?
- You should analyse the text and discover the values promoted in this text.
- Please write your list of values on a flip chart paper
- Once the group has the list of values, try to guess from where the text is coming. What is the name of this company?

Note: Regardless where the group manages to guess or not, a team member will disclose the identity of the company that has made the document and the type of the document.

- Finally, your group should make analysis of the set of values and identify what is emphasised, what is missing, what they liked, and what they do not like in the text.

Group 3: Excerpts from a document of a “movement”

The aims of the “movement” are to:

- promote and foster close and ongoing collaboration among its members for the purpose of implementing their common policy at European level;
- encourage and organise unanimous action by its members at European level;
- work (i) to achieve free and pluralistic democracy, (ii) for respect for human rights, fundamental freedoms and the rule of law on the basis of a common programme;
- promote the process of unification and federal integration in Europe as a constituent element of the European Union.

Main concerns for the movement

Europe is undergoing a period of considerable change. Its States and populations have to adjust to new circumstances. European society is seeking a new identity. The end of ideological, political and military confrontation between East and West has created new openings as well as new opportunities for agreement and cooperation.

For us this time of upheaval offers us a unique and unprecedented task. Our prime mission is to seize those opportunities offered and use them to the full. Periods of profound change also generate imponderable issues, dangers and potential for conflict.

Furthermore, our democracies are experiencing a profound crisis of values challenging the political system right down to its foundations. We ,...., are aware of these dangers, temptations and the loss of direction resulting from this crisis. We cannot provide perfect solutions to overcome them but we act on the basis of fundamental values and principles which point us in the right direction.

We wish to impart a valid response to those aspiring to a more human society. Our society cannot be restricted to satisfying material needs alone. The needs of human beings in their totality and their fulfilment in the framework of a completely new society are crucial for the realization of their wellbeing.

Understanding the signs of the times

Perceptions of the values of European citizens differ and often appear contradictory: a withdrawal into the private sphere; the growth of materialism, individualism and cynicism, together with the collapse of universal ideals; at the same time a commitment towards specific issues in society (single-issue politics) but also an aspiration to lead one's life on the basis of values such as responsibility, loyalty and a concern for security.

We ,, wish to make a positive contribution to these changes in the spiritual climate and seize these opportunities. Many citizens, whether adhering to a religion or Church or not, are willing to collaborate, to be committed and to demonstrate solidarity. Our philosophy, on the basis of its political tradition, seeks to appeal to what is "best", to the "constructive" aspect which exists in each human individual, and to give contemporary expression to the ideals of social and Christian personalism.

Tasks for your group:

- Please read the text carefully. What “kind of Europe” this text promotes?
- You should analyse the text and discover the values promoted in this text.
- Please write your list of values on a flip chart paper
- Once the group has the list of values, try to guess from where the text is coming. What is the name of this movement?

Note: Regardless where the group manages to guess or not, a team member will disclose the identity of the movement that has made the document and the type of the document.

- Finally, the group should make analysis of the set of values and identify what is emphasised, what is missing, what they liked, and what they did not like in the text.

Group 4: Excerpts from a policy paper, recommendation by a famous politician for the agenda of the future European leaders

It is the job of political leaders to try to ensure the future for the people they represent is safer and better than the present. The threats for our security, our economic growth, and the prospects for development in large areas of the planet are at risk, what can Europe do?

The alliance between the United States and Europe will continue to be fundamental. We must not forget the lessons of Normandy or the fall of the Berlin Wall. In my view, the Atlantic link must be strengthened. And we will need a greater sense of determination than those who wish to eradicate our freedoms.

.....

In order to defeat the terrorism we must continue to defend our rights with determination, strength and persistence. We must update our laws, strengthen international co-operation and enhance

collaboration among our intelligence services. We must not allow any safe heavens for terrorists. The elaboration of a universal list of terrorist organisations and the effective pursuit of these groups' sources of finance are tools that we need to develop.

.....

Beyond terrorism, Europe faces a second big challenge: increasing its lacklustre economic growth. The European economy is an engine that does not work, as it should. Europe has only recently reunified, with ten countries joining the EU in 2004, yet scepticism about greater economic openness is rife. This is happening because political leaders are drawing precisely the wrong conclusions and are failing to introduce the reforms that Europe needs. Europe needs more dynamic growth. European economy has to be more flexible and provide a definitive impetus for the reforms needed to create single genuine market.

Europe should also look beyond its borders and promote global economic liberalisation. It could play a more active role within the framework of the World Trade Organisation. It must work alongside USA in an Atlantic economic region that goes beyond mere trade, one based on liberalisation and openness. This project should also welcome the involvement of other nations.

.....

In these two tasks – fighting terror and fostering economic freedom – collaboration between the USA and Europe could be decisive. It can help ensure the freedom, security and economic progress for millions of people.

Tasks for your group:

- Please read the text carefully. What “kind of Europe” this text promotes?
- You should analyse the text and discover the values promoted in this text.
- Please write your list of values (taken from the text) on a flip chart paper
- Once the group has the list of values, try to guess from where the text is coming. Who is this political figure who has written the text?

Note: Regardless where the group manages to guess or not, a team member will disclose the identity of the author of the text.

- Finally, the group should make analysis of the set of values and identify what is emphasised, identify what is missing, what they liked, and what they did not like in the text.

Group 5: Excerpts from a Statement of a European Youth Network

The countries of Europe share a common cultural, economical and political background. They have been characterized through centuries by similar development patterns. A federal Europe would be open to all European countries which are prepared to adopt federalist principles. This would be the best way to safeguard the interests of all Europeans.

The national dimension has become completely insufficient to assure economic growth, environmental protection and social justice, democratic decision-making and sustainable development. The creation of a European Federation would lead to a more effective way of dealing with such issues. These can only be solved by a supranational body which in the long term will prevail over the short term national self interest.

Internal discrepancies in economic development could effectively be reduced through binding coordination by a European government. Balanced economic development will strengthen Europe as a whole.

Among the already existing European institutions, the EU should be considered as the nucleus of a European Federation. A more federal structure for the EU is needed fully to achieve economic prosperity, social justice, and environmental protection.

The present political structure of the EU does not permit true European interests to be pursued. The EU should not be governed by the representatives of the member states' governments. The Heads of State and governments, their ministers and their unelected civil servants currently hold the power to block or to modify every decision. They represent their national interests and therefore usually ignore a true European standpoint. The development of European politics should be the result of a democratic process where real European needs are taken into account. The European Parliament is regarded as the potential federator of Europe. It must have the power to take on its constitutional functions and to plan a constitution of the European Union. The European Parliament will not be given such a power if it does not have the support of a large part of the public and especially young people. The Council of Europe plays a role in the process of all-European integration promoting all-European cooperation and protecting human rights in a growing number of European states. Peace is the fundamental value of the federalist movement. One of the main goals should in this field is thus to reach a cooperative all-European system of mutual security. The development of the OSCE into a supranational structure together with the progressive enlargement of the European Union will provide the appropriate framework to pursue the above-mentioned goal.

A European Federation should not be a terminal point in our efforts to obtain a better world. Instead, a European Federation ought to be seen as a starting point towards a World united by federalist principles as the best guarantee of world peace.

The principle of solidarity should not be limited to Europe but should also be extended to global relations in order to overcome the great disparities between North and South. A strengthened structure for the United Nations organisation is the only way to increase its role in the world integration process.

Tasks for your group:

- Please read the text carefully. What “kind of Europe” this text promotes?
- You should analyse the text and discover the values promoted in this text.
- Please write your list of values (this document is based on) on a flip chart paper
- Once the group has the list of values, try to guess from where the text is coming. What is the name of the European Network?

Note: Regardless where the group manages to guess or not, a team member will disclose the identity of the movement that has made the document and the type of the document.

- Finally, the group should make analysis of the set of values and identify what is emphasised, what is missing, what they liked, and what they did not like in the text. Write them on a flip-chart too.

Presentation: All members of the group should be ready to present the text, the discussion, and the findings of the group. The presentation will take place in a form of a fair. Further instructions will be given by the team once the groups are back to plenary.

Statement exercise

Description

- Participants are asked to step to the “agree” or “disagree” side of the room or remain undecided by standing in the middle;
- The first statement is read out to them;
- Participants are now asked to explain their decision whether they agree or disagree with the statement, trying to convince the people with opposite opinions and the undecided ones of their standpoints;
- Only one person at a time may speak, holding the floor by a symbolic microphone;
- No direct answers, comments or interferences with the people holding the floor should be made by the other participants;
- Participants are free to change sides whenever they feel convinced by the aspects and arguments stated.

From the exercise

Statement 1: There is an agreed border to the Europe.

Participants' comments:

- There is no any organization, book, and source which can say me where is Europe.
- Europe has no borders, but European institutes have.
- 100 miles from my house, there is a note, that here is the border between Europe and Asia (Chelyabinsk, Russia).

Statement 2: Europe is created by politicians.

Participants' comments:

- Europe is not the same as it was, there were two many waves of migration.
- It is not right giving definition of Europe.
- Europe exists much longer than politicians do.

Statement 3: Not EU country must give up part of its culture to be involved.

Participants' comments:

- Culture is identity does this mean that you must forget your identity to become European?
- Respect of values and life on this continent does not mean that you must lose your culture.
- Europeans must be tolerant, if this statement is true, we are not tolerant.

Statement 4: Patriotism is the same as Nationalism.

Participants' comments:

- We do not need nationalism to take care about our values.
- Two tricky things are for me Nationalism and European integration.
- When the country being integrated EU it is being integrated by all its identity.

Statement 5: Europe is the same as European Union.

Participants' comments:

- This statement is not politically correct.
- The idea of Europe can be everywhere.
- This statement is stupid, but it is the mirror of the real life.
- EU is not Europe, but Europe becomes EU.
- Europe is the best place for living, and it doesn't matter is it in EU or no.

Visions for Europe and European citizens in 2055

Working group notes:

The social dimension of Europe and European Citizenship. Visions for 2055.

Some of us felt like their societies are rather cold and solidarity are not felt very often (Belgium and Germany) many people don't like the idea of the forced solidarity through the tax-system and they also don't think that they can actually do something (informal) by themselves ... the state has to take care of the ones who need help.

But 2 members of the groups felt a lot of solidarity which is more informal than formal. But a good formal system of solidarity will

Formal solidarity between rich and poor EU countries is something good, because it helps them to develop!

certainly make the situation of persons who are less fortunate (we are absolutely not only talking about money here!) less problematic. A lot can be done to relieve at least a bit of the burden on people's shoulders.

They agreed there is an absolutely need of both. There is a need to work on both aspects. They also agreed that the informal solidarity could be more effective in short term, as laws, new measures and technical improvements take a lot of time.

In this social component, we also think that every country can learn from each other to improve both formal and informal aspects of solidarity.

Their vision for 2055 was very positive:

- *The same rights and duties (social) for every country;*
- *Developed countries;*
- *Mutual respect;*
- *Disabled people/minorities have the same possibilities; they are not that much behind/gap has to be smaller.*

The political dimension of Europe and European Citizenship. Visions for 2055.

Citizenship concerns the political relations between the individual and the State.

Political dimension of European citizenship is to support all its other dimensions, such as cultural, social and economical. Starting from each individual person, moving up, to higher inter-personal levels, we can distinguish the positive political aspects that Citizenship can bring:

- *Liberty of the person;*
- *Freedom of speech;*
- *Thought and faith;*
- *The right to property;*
- *Equality under the law;*
- *The right to participate in the exercise of political power;*
- *And all other rights that are related with parliamentary institutions.*

Regarding negative political aspects of the citizenship:

- *Political mechanisms can be used against citizens that are not part of the Union (disadvantages in the four freedoms that were established in the EEC, or even the new members of the EU can't benefit fully from being a citizen of the European Union simple because their countries are passing through the transition period and it is easy to move but very difficult to find a job);*

What we can change in the political aspects?

We don't think that implementing changes there will be immediate results in the areas where the most negative political aspects are present, but at least there can be guaranteed that the same treatment and the same position will be implemented for everybody!

- *As we know rights are there to be respected but sometimes it is not the case and the law and the rights are not followed and are not implemented at all;*
- *Some infringements are not taken into account;*
- *Suppressing cultural values (the EU citizens are giving up a part of their identity)*
- *You choose a religion and on the basis of your selection you can be discriminated, the person can't integrate into the society;*
- *Freedom of speech (the media and the TV stations in specific situation can't tell the truth) – “The politicians must tell the truth all the time, but not necessary the whole truth”, words of a Canadian Liberal;*
- *In the transitional period that the new member states pass, the employees can't work in the “old Europe”.*

European Citizenship at the moment is just a written word.
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**Module on European Citizenship
“Europe: Concepts and visions”
24 – 31 January, 2005 European Youth Centre Strasbourg**

“A first approach to European Citizenship: Senses of belonging and the four dimensions”

By Miguel Angel García López

Mr. Miguel Angel García López shortly introduced a contested concept and four dimensions of citizenship. He highlighted that:

Senses of belonging and European Citizenship:

- Identity --- multiple and dynamic senses of belonging
- EC would be both a process and a status which ideally would allow individuals to be fully their own selves and at the same time to be an active part of their community/ies all around Europe. This, without renouncing any part of their identity or their senses of belonging, but deepening them.

European Citizenship: the 4 dimensions:

- The political -including legal status-dimension

The political dimension of citizenship refers to political rights and responsibilities vis à vis the political system.

- The social dimension

The social dimension of citizenship refers to the behaviour between individuals in a society and requires some measure of loyalty and solidarity.

- The cultural dimension

The cultural dimension of citizenship refers to the consciousness of a common cultural heritage –in the interrelated diversity-.

- The economic dimension

The economic dimension of citizenship refers to the relationship between an individual and the labour- and consumer- market. It implies the right to work and to a minimum subsistence level.

Module on European Citizenship
“Europe: Concepts and visions”
24 – 31 January, 2005 European Youth Centre Strasbourg

“Concepts and Definitions of Citizenship and European Citizenship”

By Dr. César Birzea

Definitions of citizenship:

- “Citizenship is a status bestowed on all those who are full members of a community. All who possesses the status are equal with respect to the rights and duties with which the status is endowed. There are not universal principles that determine what those rights and duties shall be, but societies in which citizenship is a developing institution creates an image of ideal citizenship against which achievement can be directed ... Citizenship requires a direct sense of community membership based on loyalty to a civilization which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law” (Marshall).
- “Citizenship is not just a certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one’s membership in a political community” (Kymlicka and Norman).
- “Citizenship is the involvement in public affaires by those who had the rights of citizens” (Barbalet).
- “Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social, and political elements, and provides citizens with defined rights and obligations, a sense of identity, and social bonds” (Ichilov).
- “Citizenship concerns the political relations between the individual and the State” (Janowitz).
- “Citizenship is the peaceful struggle through a public sphere which is ‘dialogical’” (Habermas).
- “Citizenship concerns the legalities of entitlements and their political expression in democratic polities” (Turner).
- “Citizenship is a non-economic concept which involve the practice of both fundamental or civil rights and enabling rights (political and social rights)” (Dahrendorf).
- “Citizenship is the practice of a moral code – a code that has concern for the interests of others – grounded in personal self-development and voluntary co-operation rather than the repressive compulsive power of the State intervention” (Hayek).

	The individualist paradigm: market model; liberal theory and social critique	The political paradigm: participation model; democratic theory and republican/communitarian critique	The collective identity paradigm: membership model; universal theory and primordial critique
Citizenship as a practice	Individual liberties (negative freedom)	Civic duties (positive freedoms)	Common virtues/vales

Citizenship as an institution	Welfare entitlements	Democracy as a strong public sphere	Common culture and tradition
Citizenship as a discourse	Rights	Obligations	Belonging

Fig. 1.1. Three conceptions of citizenship

Citizenship is the active membership and participation of individuals entitled of rights and responsibilities and having the capacity to influence the politics.

Relationships between rights and responsibilities:

- Responsibilities are not a counterbalance or the symmetrical opposite of rights; each of the two is based on a different reasoning: this is a relationship between statutory juridical norms (rights) and moral norms (responsibilities).
- Democratic citizenship emphasises the rights and the obligation of States to respect them.
- Pronouncing a right intrinsically entails the moral consequence of respecting it, consequently responsibilities, through the clause of mutual restriction: the right of one individual is limited by the similar rights of other individuals.
- Responsibilities are so abstract and diffuse that they cannot be limited to a particular right; there are not stable pairs of rights-responsibilities as a relationship from cause of effect.

Three components of democratic citizenship (Marshall)

- The **civil components** of citizenship is composed of the rights necessary for individual freedom (liberty of the person, freedom of speech, thought and faith, the right to property, equality under the law, etc.); the institution mostly associated with civil rights is the rule of law and a system of courts.
- The **political components** consists of the rights to participate in the exercise of political power, as a member of a body invested with political authority or as an elector of the members of such a body; political rights are associated with parliamentary institutions.
- The **social components** represents the right to the prevailing standard of life and the social heritage of society; social or welfare rights ensure equal access to what are considered to be based social-economic provisions such as education, health care, housing and a minimum level of income.

Citizenship as status and role

First of all, citizenship is a **juridical and political status**:

- it is the set of rights and liberties that the State grants its citizens;
- it is a civic contract between the State and the individual, as a subject of the right;
- includes legal rules that define membership of a political body;
- sees citizenship as the internal face of nationality (citizenship is certified by passports);
- involves the citizen's loyalty to the State that protects him/her and grants civic rights;
- involves a balance between rights and responsibilities;
- ensures access to public life and civic participation.

In the second place, citizenship is a **social role**:

- citizenship is one of the identities of an individual;

- it is context-related, in the sense that it can have a simultaneously diverse content depending on the political community it refers to (regional, national, European or world citizenship);
- it presupposes certain competencies or a civic literacy that make it possible to effectively exercise their citizen status;
- it dissociates citizenship from belonging to a particular territory.

European statutory citizenship

(cf. Article 8, Maastrich Treaty, 1993)

1. The right to move and reside freely within the community member states.
2. The right to vote and stand in municipal elections for the European Parliament.
3. The right to diplomatic or consular protection by other member states, if the national member state is not represented in the non-Community country where he/she is staying.
4. The right to petition to the European Parliament.
5. The right to bring a complaint against bodies before an Ombudsman.

Citizenship of the Union

Article 8

1. Every national of a member State shall be a citizen of the Union. Citizenship of the Union shall be additional to national citizenship; it shall not replace it.
2. Citizens of the Union shall enjoy the rights and be subject to the duties provided for in the Constitution. They shall have:
 - the right to move and reside freely within the territory of the member States;
 - the right to vote and stand as candidates in elections to the European Parliament and in municipal elections in their Member States of residence, under the same conditions as nationals of that State;
 - the right to enjoy, in the territory of a third country in which the member States of which they are nationals is not represented, the protection of the diplomatic and consular authorities of any Member State on the same conditions as the nationals of the state;
 - the right to petition the European Parliament, to apply to the European Ombudsman, and to address the Institutions and advisory bodies of the Union in any of the Constitution's languages and to obtain a reply in the same language.

Source: **Treaty establishing a Constitution for Europe,**

July 2003

CITIZEN'S RIGHTS

Article II-39

RIGHTS TO VOTE AND TO STAND AS A CANDIDATE AT ELECTIONS TO THE EUROPEAN PARLIAMENT

1. Every citizen of the Union has the right to vote and to stand as a candidate at elections to the European Parliament in the Member State, in which he or she resides, under the same conditions as nationals of that State.
2. Members of the European Parliament shall be elected by direct universal suffrage in a free and secret ballot.

Article II-40

RIGHTS TO VOTE AND TO STAND AS A CANDIDATE AT MUNICIPAL ELECTIONS

Every citizen of the Union has the right to vote and to stand as a candidate at municipal elections in the Member State in which he or she resides, under the same conditions as nationals of that State.

Article II-41

RIGHTS TO GOOD ADMINISTRATION

1. Every person has the right to have his or her affairs handled impartially, fairly and within a reasonable time by the Institutions, bodies, and agencies of the Union.
2. This right includes:
 - a) the right of every person to be heard, before any individual measure which would affect him or her adversely is taken;
 - b) the right of every person to have access to his or her file, while respecting the legitimate interests of confidentiality and of professional and business secrecy;
 - c) the obligation of the administration to give reasons for its decisions.
3. Every person has the right to have the Union make good any damage caused by its Institutions or by its servants in the performance of their duties, in accordance with the general principles common to the laws of the Member States.
4. Every person may write to the Institutions of the Union in one of the languages of the Constitution and must have an answer in the same language.

Article II-42

RIGHT OF ACCESS TO DOCUMENTS

Any citizen of the Union, and any natural or legal person residing or having its registered office in a Member State, has a right of access to documents of the Institutions, bodies and agencies of the Union, in whatever form they are produced.

Article II-43

EUROPEAN OMBUDSMAN

Any citizen of the Union, and any natural or legal person residing or having its registered office in a Member State, has a right to the European Ombudsman cases of maladministration in the activities of the Institutions, bodies and agencies of the Union, with the exception of the European Court of Justice and the High Court acting in their judicial role.

Article II-44 RIGHT TO PETITION

Any citizen of the Union, and any natural or legal person residing or having its registered office in a Member State, has a right to petition the European Parliament.

Article II-45 FREEDOM OF MOVEMENT AND OF RESIDENCE

1. Any citizen of the Union has the right to move and reside freely within the territory of the member States.
2. Freedom of movement and residence may be granted, in accordance with the Constitution, to nationals of third countries legally resident in the territory of a Member State.

Article II-46 DIPLOMATIC AND CONSULAR PROTECTION

Every citizen of the Union shall, in the territory of a third country in which the Member State of which he or she is a national is not represented, be entitled to protection by the diplomatic or consular authorities of any Member State, on the same conditions as the nationals of that Member State.

Source: **The Chapter of Fundamental Rights of the Union**

Features of European Identity

Huntington	Duroselle	Wright	Chapter of European Identity
The Classical Legacy	Roman law	Humanism: the tendency to treat man as the goal of all institutions and a goal-in-itself	A community of destiny
Christianity	Judeo-Christian ethics		A community of values
Separation of spiritual and temporal authority	Renaissance humanism and individualism	Liberalism: a belief that everyone should have the opportunity to develop one's own personality	
European languages	Enlightenment rationalism and science		A community of life
Rule of law	Artistic classicism and romanticism	Pragmatism: a belief that there are no absolute truths, and provisional truths are those confirmed by practice	An economic and social community
Representative bodies		Relativism: a belief that all experience should be interpreted in the appropriate context of scientific, social or cultural assumptions	A community of responsibility
Individualism			

Four models of political participation

- Integration of young people in political decision-making processes
 - youth municipal councils;
 - youth forums;
 - youth parliaments;
 - hearings for young people;
- action-oriented participation
 - collecting signatures;
 - demonstrations;
 - active engagements in environmental or animal protection groups;
 - political opposition;
 - squatting;
 - information campaigns;
- associative initiatives
 - youth organizations;
 - clubs;
 - youth centres;
 - sports associations;
 - other leisure-time oriented associations;
- ombudswork
 - ombudspersons;
 - advocates for children and young people;
 - child commissioners.

Source: B. Riepl, H. Wintersberger. Towards a Typology of Political Participation of Young People. In: **Political Participation of Youth below Voting Age**. Strasbourg, European Centre, 1999, pp. 227-231.

SIMULATION-CASE - IMAGINE...

that you are the board of a local youth NGO... The city council has received some European funding to run activities with young people on European Citizenship.

The city council opens a call for proposals of activities related to European Citizenship.

Your organisation wants to present 6 proposals.

Discuss which kind of activities you would like to develop and fill in the following table.

Consider that in the city there is a variety of youth organisations. The topics and the kind of activities should embrace this diversity.

Info: For the running of activities you will be able to use a local Youth Centre with all the basic services.

Proposals for activities on European Citizenship

	Field of action	Kind of youth activity	Title – Topic
1.-			
2.-			
3.-			
4.-			
5.-			
6.-			

Outcome of the Simulation-case - Imagine...

Proposals for activities on European Citizenship

Group I

	Field of action	Kind of youth activity	Title – Topic
1.-	Education	Youth exchanges	Concepts and visions of Europe 21st Century
2.-	Culture	Festival	EC and cultural diversity
3.-	Youth Policy	Networking	Europe closer to us
4.-	Environment	Hiking camping	Lets make Europe cleaner
5.-	HR	Training course	Youth Rights and responsibilities in new Europe
6.-	Sport	Games	Young Europeans Olympics – Games without frontiers

Group II

	Field of action	Kind of youth activity	Title – Topic
1.-	E-learning	Creation web page	How European are you?
2.-	Information	Info campaign on European Constitution	Let s constitute ourselves
3.-	Children	Painting competition	How do I imagine myself as a real European Citizen
4.-	Teenagers	Preparing a module pack on European issues	Euro teen
5.-	Youth exchanges	Encouraging young people to create and share their experiences	Citizenship Culture Friendship
6.-	International	Intern Conference on EU-Turkey	Eye contact

Group III

	Field of action	Kind of youth activity	Title – Topic
1.-	Environmental protection	International participation for local improvement	United hands for...
2.-	Culture	International promotion of cultural diversity	Euro culture caravan
3.-	Education	Forming books	EC at schools
4.-	Social and environmental	Local help from young people for unemployed people	Electronical utility
5.-	Social	Information technology development	ICT for youth
6.-	Social and political	Youth participation in decision making process	Youth councils

Group IV

	Field of action	Kind of youth activity	Title – Topic
1.-	Immigration	IC evening	Get to know your neighbour
2.-	Politics	Street campaign on European elections	Choose your Europe
3.-	Youth Policy	Info sessions in schools on the Youth Programme	Youth Programme in your school
4.-	Rights and duties	Info-package	Your passport is more than a piece of paper
5.-	Diversity	Dancing evening focused on different disabilities	Dance in another way

Group V

	Field of action	Kind of youth activity	Title – Topic
1.-	Human Rights	Seminar on Roma Rights	Abusing Roma Rights
2.-	Culture	Youth Exchange	Cultural diversity for united Europe
3.-	European Citizenship	Conference	Recommendation on EC for local governments
4.-	Information	Information campaigns	Informed good Citizens
5.-	Minorities	Long Term seminars	Integration of minorities into the European Society
6.-	Environmental protection	Awareness raising campaign in Schools	Common environmental issues...

“TAKING ACTION”

AN IDEA WILL MAKE PROGRESS IF TRANSFERRED INTO PROJECT, TO HAVE A PROJECT MEANS WORK TO BE DONE AND DEADLINES TO REACH. IT IS NOW TIME TO LINK YOUR IDEAS TO THE REALITY(IES).

1. Discuss what kind of activities you would like to run as a project. Choose an idea for your project, using the Proposals for activities on European Citizenship which you proposed yesterday. Discuss and develop **a concept paper of your potential future project**. There are many questions in this process: What is the problem? Who needs your intervention? What approach you might take and what techniques you might use? And many more.

Re: Each group will receive a list with the project ideas proposed during Friday afternoon session

2. Discuss the entire concept of the project first, then focus on individual elements of the project. The form provided below outlines the key steps in the development of your concept paper for a project on European Citizenship.

3. Fill in the form presented on the next page and use it as a support for your oral (creative?) presentation. Please submit the written report to the documentalist, who will incorporate your report into the final documentation of the training course.

4. Prepare a 4-minute presentation for plenary.

Re: Any creative ideas are welcome. It is up to you to decide the format of the oral presentation.

“TAKING ACTION FORM”

WHY THIS PROJECT IS NEEDED?

Problem(s) it addresses, background of the problem needs and wishes it will satisfy

WHO WILL BENEFIT FROM IT?

Larger youth public that will be in contact with the projects, specific target group, How young people will influence the project ?

WHAT EXACTLY THE PROJECT IS FOR? HOW WILL YOU DO IT?

Overall objective of the project, What do the young people get from your project? What will they learn? Methods and instruments to be used? How will it be done?

WHERE THIS PROJECT COULD TAKE PLACE?

Refer to your own particular environment (for each of the group members separately). Can you implement this type of project back home? What is specific for each of you?

Name	Name	Name	Name	Name	Name

“TAKING ACTION FORM”

GROUP MEMBERS: Victoria Shaban, Simina Craciun, Uljana Babayed, Oana Rodica Parvan, Sue Tack

WHY THIS PROJECT IS NEEDED? Problem(s) it addresses, background of the problem needs and wishes it will satisfy Because of the lack of information about citizenship (European citizenship)					
WHO WILL BENEFIT FROM IT? Larger youth public that will be in contact with the projects, specific target group, How young people will influence the project? Young people who receive their national citizenship, symbolized by their national passports.					
WHAT EXACTLY THE PROJECT IS FOR? HOW WILL YOU DO IT? Overall objective of the project, What do the young people get from your project? What will they learn? Methods and instruments to be used? How will it be done? Goal: awareness raising on citizenship and European citizenship. Cooperation with local governments, at the moment young people receive their passport, they also get a package made by our NGO. Package: euro<26 Card, information on EC, simplified constitution of the nation and of Europe, Youth Program, our NGO's activities, CD with music of all European countries, reduction card for international train ticket, member cards of our NGO, lottery. Methods: spreading information.					
WHERE THIS PROJECT COULD TAKE PLACE? Refer to your own particular environment (for each of the group members separately). Can you implement this type of project back home? What is specific for each of you?					
Name: Victoria	Name: Simina	Name: Uljana	Name: Oana	Name: Sue	Name
Yes, but demands in Ukraine money and seriousness.	Yes, we can and we will! We already have cooperation, relationship with our local authorities.	Good idea for Belorussians, who feel far from Europe. It will be very difficult to cooperate with local authorities.	I would implement it in a small town, where young people do not have opportunities to discover Europe.	I am ready cooperate with local government.	

“TAKING ACTION FORM”

GROUP MEMBERS: Alvyda Usinskaite, Andrzej Raszyk, Bernadett Melinda Parrag, Csilla Szabo, Bojan Stojanovic, Burcu Demirturk

<p>WHY THIS PROJECT IS NEEDED?</p> <p>Problem(s) it addresses, background of the problem needs and wishes it will satisfy</p> <ul style="list-style-type: none"> ➤ Spread the concepts of European citizenship ➤ Non-formal way of educating people about European issues ➤ Overcome the time and space limits.
<p>WHO WILL BENEFIT FROM IT?</p> <p>Larger youth public that will be in contact with the projects, specific target group, How young people will influence the project?</p> <p>Any age group, but with a special focus to youth.</p>
<p>WHAT EXACTLY THE PROJECT IS FOR? HOW WILL YOU DO IT?</p> <p>Overall objective of the project, What do the young people get from your project? What will they learn? Methods and instruments to be used? How will it be done?</p> <p>We will organize:</p> <ul style="list-style-type: none"> ➤ Companies to introduce /advertise this webpage / as part of the curricula ➤ Info distribution about objects of the project through School addresses (e-mails) ➤ Links of the school websites.
<p>WHERE THIS PROJECT COULD TAKE PLACE?</p> <p>Refer to your own particular environment (for each of the group members separately). Can you implement this type of project back home? What is specific for each of you?</p>
<p>C Y B E R S P A C E</p>
<ul style="list-style-type: none"> ○ Meeting of IT people and project people ○ Design of webpage ○ Campaign/implementation ○ Up-date/fellow-up

“TAKING ACTION FORM”

GROUP MEMBERS: Ecaterina Matcov, Janek Kevishs-Petuhko, Dace Krasta, Gerti Shella, Diana Hajdu Kis

WHY THIS PROJECT IS NEEDED? Problem(s) it addresses, background of the problem needs and wishes it will satisfy					
<ul style="list-style-type: none"> ➤ Citizens, young people do not understand EU ➤ They feel distant from European reality, especially EU reality ➤ They feel “lost” in this “mysterious” environment ➤ They feel excluded ➤ But/and they are today’s guaranty for tomorrow’s common Euro future ➤ Informed, trained young citizens as good citizens 					
WHO WILL BENEFIT FROM IT? Larger youth public that will be in contact with the projects, specific target group, How young people will influence the project?					
<ul style="list-style-type: none"> - Youth: pupils, students, marginalised groups, disadvantaged people, young professionals, young single mothers - Supplementing the proposals of young people (to design the future of the campaign etc.) 					
WHAT EXACTLY THE PROJECT IS FOR? HOW WILL YOU DO IT? Overall objective of the project, What do the young people get from your project? What will they learn? Methods and instruments to be used? How will it be done?					
<ul style="list-style-type: none"> -Raise awareness of the European issues among young people - Knowledge, relevant information - Methods: debates, trainings, forums, seminars, ToT, concerts, youth camps, web site works, networks, one week events, competitions, awards, surveys. 					
WHERE THIS PROJECT COULD TAKE PLACE? Refer to your own particular environment (for each of the group members separately). Can you implement this type of project back home? What is specific for each of you?					
Name: Ecaterina	Name: Janek	Name: Dace	Name: Gerti	Name: Diana	Name
It can take place in 2 countries with large groups of minorities.	I think that disinformation persists especially in the new EU member countries.	The theme of 1 project should be more concrete, it could be organization of youth exchange.	Feasible in my country.	This project at the moment is too general.	

“TAKING ACTION FORM”

GROUP MEMBERS: Lusine Yeremyan, Kirill Trukhanov, Lukasz Machcinski, Manuel Luis, Marek Orosz, Marina Mikova

WHY THIS PROJECT IS NEEDED? Problem(s) it addresses, background of the problem needs and wishes it will satisfy <ul style="list-style-type: none"> The lack of cooperation on the issue of European Citizenship between NGOs from Russia, Poland, Bulgaria, Armenia, Portugal, Slovak Republic; The lack of youth awareness of the European concepts and visions and the role of European institutions in the changing environment. 					
WHO WILL BENEFIT FROM IT? Larger youth public that will be in contact with the projects, specific target group, How young people will influence the project? Teenagers (age 12-15); youngsters (age 16-23); young decision makers and leaders, youth NGO's, lead communities.					
WHAT EXACTLY THE PROJECT IS FOR? HOW WILL YOU DO IT? Overall objective of the project, What do the young people get from your project? What will they learn? Methods and instruments to be used? How will it be done? Objective - To develop cooperation between youth NGO's, young people from divers cultures, backgrounds. What the young people will get – Intercultural competence, knowledge, skills connections, “links”. Methods and instruments – Youth exchanges programs, camps, trainings, cultural festivals, game competitions. How it will be done – Workshops, intermediate camps, multipliers, exchanges, creating webpage. What do they learn – Different visions of Europe, some methods, tools, instruments of working with youth					
WHERE THIS PROJECT COULD TAKE PLACE? Refer to your own particular environment (for each of the group members separately). Can you implement this type of project back home? What is specific for each of you?					
Name: Marina	Name: Kirill	Name: Lusine	Name: Manuel	Name: Marek	Name: Lukasz
Concretely I will organize a youth camp, classes.	To invite multipliers from the 6 countries to a summer camp to work with a target group on the topic: <ul style="list-style-type: none"> European Citizenship. 	To organize a regional cross-border seminar on the role of Europe in the 21 st century, combining issues on European concepts and visions, inviting young decision makers from various countries.	Our organization already developed projects of networking with other countries. I am working in the educational dimension.	We will implement the project: “Do it for Europe”. It will <ul style="list-style-type: none"> develop local and municipal communities; socialization of young people. 	I don't nearly think it can be implemented. The project should have some relation with needs of target group. I am not sure of its being in my environment.

“TAKING ACTION FORM”

GROUP MEMBERS: Mirije Sulmati, Martina Wiedenmann, Naiba Ahmadova, Nina Dronova, Ignacio Quesada Rodriguez, Nicolae Toderas

WHY THIS PROJECT IS NEEDED? Problem(s) it addresses, background of the problem needs and wishes it will satisfy There are a lot of stereotypes about different cultures. Division among countries to western and eastern Raise the knowledge about other peoples countries Build a bridge between countries Satisfy the wish to travel Give the feeling of equality					
WHO WILL BENEFIT FROM IT? Larger youth public that will be in contact with the projects, specific target group, How young people will influence the project? The target group are young high school student International team of young people will implement the project					
WHAT EXACTLY THE PROJECT IS FOR? HOW WILL YOU DO IT? Overall objective of the project, What do the young people get from your project? What will they learn? Methods and instruments to be used? How will it be done? Promoting cultural diversity, creating friendship and building bridges among young people around Europe <ul style="list-style-type: none"> Young people will make friendship, they will learn through fun and more knowledge about history Through non-formal education stressing the value of culture and not tolerance and integration (because they intervene to mind) Europe will be divided in regions and there will be caravans before the tour start there will be publicity in every country. 					
WHERE THIS PROJECT COULD TAKE PLACE? Refer to your own particular environment (for each of the group members separately). Can you implement this type of project back home? What is specific for each of you?					
Name: Mirije	Name: Ignacio	Name: Martina	Name: Nicolae	Name: Nina	Name: Naiba
Yes, to brake stereotypes and to promote cultures and Macedonia has a very good shape and it is easy to organize things.	I am able to develop this project in Spain and well for the disabled people (should be interesting to promote their participation).	Maybe we could develop something similar within Germany. Problem is that we work with young people from all over the world, and Asians and Americans can't be included.	My opinion is positive about this project, because it promotes the culture of other city, youth activity, social responsibility. My organization will promote this project.	I think because of this project young people will see the world as bountiful as diversity.	This project will give an opportunity to young people to get more knowledge about history, culture.

**European Commission Youth Programme
Which are the Programme countries?**

Countries, which can participate in all five Actions of the YOUTH programme, are called “Programme countries”.

Member States of the European Union (EU) ¹		
Austria	Germany	Malta
Belgium	Greece	Netherlands
Cyprus	Hungary	Poland
Czech Republic	Ireland	Portugal
Denmark	Italy	Slovak Republic
Estonia	Latvia	Slovenia
Finland	Lithuania	Spain
France	Luxembourg	Sweden
		United Kingdom

Countries in the European Free Trade Association (EFTA) which are members of the European Economic Area (EEA)		
Iceland	Liechtenstein	Norway

Countries which are candidates for accession to the European Union (Pre-accession countries)		
Bulgaria	Romania	Turkey

Which other countries can participate in the YOUTH programme?

The countries in other parts of the world (“Partner Countries”), which can participate in Actions 1, 2 and 5 of the YOUTH programme, are divided into the following priority regions:

¹ B.2 footnote: Individuals from an Overseas Country and Territory (OCT) and where applicable the relevant public and/or private bodies and institutions in an OCT shall be eligible for the YOUTH programme, subject to the rules of the programme and the arrangements applicable to the Member State with which they are connected. The concerned OCTs are listed in annex 1A of Council decision of 27 November 2001 on the association of the overseas countries and territories with the European Community (2200/822/EC), Official Journal L 314 of 30 November 2001

Priority 1 regions			Priority 2
Mediterranean Partner	Eastern Europe and Caucasus ³	South East Europe ⁴	Latin America
Algeria	Armenia	Albania	Argentina
Egypt	Azerbaijan	Bosnia and	Bolivia
Israel	Belarus	Herzegovina	Brazil
Jordan	Georgia	Croatia	Chile
Lebanon	Moldova	Former Yugoslav	Colombia
Morocco	Russia	Republic of Macedonia	Costa Rica
Syria	Ukraine		Cuba
Tunisia		Serbia and Montenegro	Ecuador
Turkey			Guatemala
Palestinian Authority of the West Bank and Gaza Strip			Honduras
			Mexico
			Nicaragua
			Panama
			Paraguay
			Peru
			El Salvador
			Uruguay
			Venezuela

For further detailed information and the application process concerning international cooperation with Partner Countries, see chapter H.

A Call will be launched by the European Commission for innovative pilot projects which promote an exchange of experience and best practices in youth policy and youth work between the European Union, pre-accession and EEA/EFTA countries and the ACP (Africa, Caribbean, and Pacific) countries, Asia and Latin America. The Call will be published in the Official Journal of the European Communities and at the following website http://europa.eu.int/comm/youth/call/index_en.html.

For further information, please consult:

2 the Euro-Med Resource Centre, at tel: (33 1) 39 17 27 73 or euromed@salto-youth.net /

<http://www.salto-youth.net/euromed>

3 the Eastern Europe and Caucasus Resource Centre, at tel: (48 22) 622 37 06 or eeeca@salto-youth.net /

<http://www.salto-youth.net/eeeca/>

4 the South East Europe Resource Centre, at tel: (386 1) 42 65 269 or see@salto-youth.net /

<http://www.salto-youth.net/see/>

The Euro-Mediterranean Youth Action Programme (Euro-Med) 5

The Euro-Med Youth programme gives the 10 Mediterranean Partner Countries a privileged position in international cooperation in the youth field. Its aim is to facilitate the integration of young people into social and working life as well as stimulating the democratic process of civil society in the Mediterranean Partner Countries. Its more specific goal is also to improve mutual understanding between young people around the Mediterranean basin, based on and with a commitment to mutual respect, tolerance, and dialogue between the various cultures. Furthermore, it aims at increasing the importance of youth organisations, developing active citizenship for young people (especially young women), and promoting the exchange of information, experience and expertise between actors in the youth field.

5 For further information on training opportunities within Euro-Med cooperation please consult <http://www.salto-youth.net>

What can Eurodesk offer you?

- Starting point - guiding you to the right information:
Study abroad / training/ work abroad/ volunteering???
- Answer questions about funding for youth projects, exchanges, trainings...
- Help you to finding project partners all over Europe
- Online help:

Eurodesk website www.eurodesk.org

European Youth Portal www.europa.eu.int/youth

YOUTH PROGRAMME (European Commission)

http://europa.eu.int/comm/youth/program/index_en.html

http://europa.eu.int/comm/youth/program/guide05_en.doc

► **YOUTH - Youth for Europe Youth Exchanges** (Action 1) - promotes trans-national exchanges based on joint projects between groups of young people aged from 15 to 25.

► **YOUTH - European Voluntary Service** (Action 2) is aimed at young people aged from 18 to 25 to volunteer in a host organisation in another country for a maximum period of 12 months.

► **YOUTH - Youth Initiatives** (Action 3) - aims to encourage initiative and creativity among young people. It can give young people the chance to try out ideas through initiatives which give them an opportunity to be directly and actively involved in planning and realising projects in their local community. Future Capital (dedicated to former EVS participants).

► **YOUTH – Support Measures** (Action 5) Support Measures are instruments aimed at helping all those involved in youth activities or interested in youth matters to prepare and develop projects and initiatives within the context of the YOUTH programme. For further information concerning training activities, please consult www.training-youth.net and www.SALTO-YOUTH.net.

http://europa.eu.int/comm/dgs/education_culture/appel/index_fr.htm

New Web site with call for proposals in the field of Education and Culture

Interactive Evaluation “The crowded chair”

4 chairs set in a row, each with a number on it, from 1 to 4, indicating a grade of assessment: “1” very low, “4” very high satisfaction.

All the group of participants listen to one of the elements to be evaluated, standing behind a line. After the point has been read by a team member, they are expected to run and sit on the chair expressing the mark they prefer to the issue concerned; after evaluating each issue they have to go back further the line.

Issues listed for the group:

- 1) *The accommodation (rooms, sauna, etc)*
- 2) *Time Management*
- 3) *The experts/resource people*
- 4) *The dinner in town*
- 5) *The European Citizenship*
- 6) *The Fund Raising Auction*
- 7) *The working spaces*
- 8) *The social activities*
- 9) *The Food*
- 10) *The group of participants*
- 11) *The snow*
- 12) *The training team*
- 13) *The programme pace*
- 14) *The working conditions*
- 15) *The course in general*

Points 11, 13, 14 have eventually not been read, for reasons of time management.



Training Course on European Citizenship in Youth Work
MODULE 2 – Visions and Concepts of Europe
24 – 30 January 2005

**Final Evaluation
Questionnaire**

Dear participant,

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

Thank you !

Participant's name (optional) :

PART I: THE COURSE

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

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

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

Objective	Grade	Comments
To provide participants with an opportunity to reflect upon Europe (concepts and perceptions) - its history, integration processes, nationality, sovereignty and belonging to the Europe of today, its relation and position vis-à-vis the rest of the world, current challenges, contradictions and tensions;		
To acquaint participants with the different concepts and definitions of citizenship;		
To enable participants to reflect about European citizenship and European identity and key values and concepts associated with it, such as human rights, democracy and respect for cultural diversity;		
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 critically and creatively reflect on the role and the relevance of European citizenship for young people and for current and future youth work practices;		
To increase participants' competence to critically look at existing and develop new types of youth work practices addressing European citizenship in their daily youth work;		
To develop participants' knowledge and motivation to critically understand the European youth programmes and their potential to support the awareness of European citizenship among young people and through youth work.		

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

5. Your comments for the team?

PART II: LEARNING

1. What were your initial expectations for this course?

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

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

No knowledge

Detailed knowledge

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

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

and those that that you would still like to improve

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

PART III: TRANSFER

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

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

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

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?



Training Course on European Citizenship in Youth Work
MODULE 2 – Visions and Concepts of Europe
24 – 30 January 2005

**Summary of Final Evaluation
Questionnaire**

APPENDIXES

Appendix I: Application form of the European Citizenship Training Modules for youth workers and youth leaders

Application Form

Please type or use CAPITAL letters and write legibly.
ALL entries must be filled in.

Please choose **ONE** module only!

I am applying for:

- ☐ **MODULE 1: Citizenship in Europe** (6-12 December 2004)
- ☐ **MODULE 2: Europe: Concepts and Visions** (24-30 January 2004)
- ☐ **MODULE 3: The Role of Youth Work in Participation** (21-27 February 2004)

Surname: _____ First name: _____

Nationality: _____ Age: _____ Sex: ☐ Male ☐ Female

Complete address: (street name and number) _____

(postal code) _____ (town) _____ (country) _____

Telephone: Home: _____ Work: _____

Fax _____ Email: _____

Your working languages (please mention all languages in which you are able to work):

English ☐ French ☐ German ☐ Spanish ☐ Russian ☐

Other languages (please specify): _____

Do you have any special needs or requirements (e.g. dietary, disability, etc.) ? _____

Organisation: _____

Your role / function: Are you a(n):

- ☐ officer?
- ☐ leader / board member of an organisation?
- ☐ youth worker directly involved with young people?
- ☐ decision-maker?

Address: (street) _____

(postal code) _____ (town) _____ (country) _____

Telephone: _____ Fax: _____ E-mail _____

At what level are you involved in youth work?

- ☐ local
- ☐ national
- ☐ international
- ☐ other (please specify):

In what way are you involved in youth work? Are you :

- ☐ a paid youth worker?
- ☐ a voluntary youth worker?
- ☐ other? (please specify):

Since when have you been involved in youth work? _____

List any other training course of the European Youth Centres (Council of Europe) or of the YOUTH programme (National Agencies, SALTO Centres) that you have attended over the past 3 years.

Please respond to the following questions on separate sheets of paper (maximum 3 pages):

1. What is your *motivation* for wanting to take part in this course? What are your *expectations* of the course?
2. Please reflect briefly on your understanding of *European citizenship*.
3. What do you understand by the “*European dimension*” in your youth work?
4. What kind of *projects and target groups* do you work with, and how, in your opinion, they are *related* to European citizenship?
5. What *experience* do you have regarding international youth work (duration, type, content, your role etc.)?
6. What type of *training* (if any) *have you followed* regarding international youth work, non-formal education, citizenship education and/or project management?

Recommendation letter:

Please attach a *letter of recommendation* from your *organisation* or *National Agency*.

Visa for travelling to France

If you are accepted as a participant on this course, will you require assistance in obtaining a visa for France?

No ☐

Yes ☐

If yes, please indicate:

Date of birth _____ Passport No.: _____ Issued at

(place): _____

on (date): _____ Date of expiry:

I confirm that, if selected, I am committed to take part in the full duration of the training module.

Date: _____ Signature: _____

Deadline of application extended until midnight 26 September 2004!

The Partnership Secretariat has decided to extend the deadline of applications for the first European citizenship training module in light of technical problems we have had in receiving applications.

Interested people are invited to apply to the training module. All other conditions, dates etc. communicated earlier remain unchanged.

Applications should reach the European Youth Centre Strasbourg by no later than midnight on

Sunday, 26 September 2004.

Partnership Secretariat

Appendix II: Final Programme

<i>Time</i>	<i>Monday 24/01</i>	<i>Tuesday 25/01</i>	<i>Wednesday 26/01</i>	<i>Thursday 27/01</i>	<i>Friday 28/01</i>	<i>Saturday 29/01</i>	<i>Sunday 30/01</i>
Breakfast 8:30-9:15 MORNING 9:15 11:00- 11:30 Coffee-break 12:45		Introduction - Getting to know each other - Sharing experiences	Europe - How participants “see Europe”? - History & current challenges (outsider’s perspectives) - Europe of values	From Europe to European Citizenship: European Citizenship in daily life: the “four dimensions”	European citizenship -European citizenship: current definitions and perceptions, challenges, legal and institutional developments	“Taking Action” - What can we concretely do - Development of participants’ concrete project ideas	D E P A R T U R E
LUNCH 13:00-14:30							
14:30 AFTERNOON 16:00-16:30 Coffee-break 18:00	A R R I V E L S	Citizenship - “Defining and discussing” citizenship My perception of citizenship Different models of citizenship	Europe - Vision of Europe vs. Euro scepticism - Europe and the world - Aspects of European development: market, politics ...	FREE A F T E R N O O N	Youth work on European Citizenship - Youth work on EC - Relevance of EC to young people	Follow-up, evaluation and closing	
SUPPER 19: 00							
20:30 EVENING	Welcome evening	Organisations’ Fair	Special event evening	Dinner in town		Farewell party	

Appendix III: List of participants names, organisations and countries
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**European Citizenship Training Modules for youth workers and youth leaders
Module Two: EUROPE: Concepts and Visions**

List of Participants

ALBANIA

Gerti SHELLA	Albanian Youth Council
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AZERBAIJAN

Naida AHMADOVA	GN Information Technologies NGO
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BELARUS

Uljana BABAYED	Belorussian Youth Public Union “New Faces”
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BELGIUM

Ecaterina MATCOV	JEF - Europe
Sue TACK	European Movement Belgium
Bernadett Melinda PARRAG	European Federation for Intercultural Learning & AFS Hungary

BULGARIA

Marina MIKOVA	Foundation “Meeting the 21 st Century”
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GERMANY

Martina WIEDENMANN	AFS Interkulturelle Begegnungen e. V (AFS Germany)
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HUNGARY

Diana HAJDU-KIS	Children and Youth VE- GA
Csilla SZABO	Pillar Foundation

LATVIA

Janek KEVISHS_PETUHKO	Riga Stradins University, Student Self-Government
Dace KRASTA	Social Integration Centre

LITHUANIA

Alvida USINSKAITE	Vilnius University Students Representation
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POLAND

Lukasz MACHCINSKI	Association 'For the Development of Town and Municipality of Debrzno'
Andrzej RASZYK	Polish Forum of European Education

PORTUGAL

Manuel LUIS	Associação Juvenil Peniche
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REPUBLIC OF ARMENIA

Lusine YEREMYAN	Armenian Youth Atlantic Association
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ROMANIA

Oana Rodica PARVAN	Euro<26 Romania Association
Nicolae TODERAS	Civic Attitude Group - Bucharest
Simina CRACIUN	Youth Association for Education, Leadership, Information and Ecology Romania - Atelier

RUSSIAN FEDERATION

Nina DRONOVA	Rostov Regional Public Movement "Stop drugs"
Kirill TRUKHANOV	NGO "Human Rights Centre "INFINITY" Youth Human Rights Movement

SLOVAK REPUBLIC

Marek OROSZ	Christian Democratic Youth of Slovakia
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SLOVENIA

Bojan STOJANOVIC	Youth Centre Celje, Slovenia, EU
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SPAIN

Ignacio QUESADA RODRIGUEZ	A Toda Vela
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THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Hanriet ISENI	Association of Young Roma from Macedonia (Youth Forum)
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Mirije SULMATI	European Youth Parliament Macedonia
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TURKISH REPUBLIC

Burcu DEMIRTURK	AGEE - Ankara
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UKRAINE

Victoria SHABAN	International Youth NGO “European Youth Parliament Ukraine”
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Appendix IV: List of references

Useful sites

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

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

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

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

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

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

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

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

The Citizenship Foundation (United Kingdom) website:

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

The Institute for Citizenship (UK):

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

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

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

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

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

Speak out! on European Citizenship

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

The European Court of Human Rights

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

European Commission:

Error! Hyperlink reference not valid.

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

Eurobarometer

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

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

White Paper of the European Union

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

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

Texts and policy documents produced by European Youth Ministers Conferences:

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

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

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

European Commission

The web site of the European Commission unit on youth

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

European Youth Forum- Forum Européen de la Jeunesse

The web site of the umbrella organisation of youth organisations and structures in Europe

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

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

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

The all different – all equal Education Pack:

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