



TRAINING MODULES ON EUROPEAN CITIZENSHIP 2004-2005

Documentation

MODULE-5

EUROPEAN CITIZENSHIP: INSTITUTIONS AND POLITICS

EUREKA! EUROPA?

The module formerly known as “E PLURIBUS UNUM”

**21-27 November 2005,
Bergen, Netherlands**

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.

Documentalist: Paola Pertegato

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EUREKA! EUROPA?

The module formerly known as “E PLURIBUS UNUM”

Acknowledgements

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Hosted by the Dutch National Agency of the Youth Programme

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EXECUTIVE SUMMARY

What is Europe?

What is Europe all about? Where are we in Europe? Who is Europe? Who is European? What is European Citizenship? And what shall we do with it? What is the role of the institutions in Europe? What is our role in Europe? How do youth policy and youth work relate to the European institutions? And what got politics to do with all of this?

These are just a few of the questions raised and explored jointly by 30 Europeans in the training module “Eureka! Europa? European Citizenship: Institutions and Politics” in November 2005. This course, hosted by the Dutch National Agency and run by the Partnership between the European Commission and the Council of Europe as one of six modules in a series of training events on European Citizenship, focused in particular on the relation of European-wide youth work and youth policy to institutional and political developments.

The module brought together 25 participants and 5 trainers with a broad variety of personal and professional contexts, backgrounds and biographies. In a way it reproduced Europe in a nutshell, a pre-condition to experience European citizenship while discussing about it.

But how do you approach an intellectual notion which is under construction, with a group of participants as diverse as Europe can get, in educationally and conceptually meaningful ways in less than a week?

Based on the scarce experiences of working with this topic and within this format, the team wanted to try and turn confusion into understanding, the hunger for answers into delight about questions, fear of unclarity into appreciation of ambiguity.

Consequently, the team has been clear to participants from the outset that they would not be able and willing to provide ultimate answers, the truth of experience or the wisdom of age. And they couldn't. The changes and developments throughout Europe certainly pose more questions than they provide answers!

Rainer Maria Rilke wrote once in a letter to a young poet:

“Try to love the questions themselves. Do not now look for the answers. They cannot now be given to you because you could not live them. At present you need to live the question.”

Living the question could be described as the conceptual thread of the training module. It is reflected in the title “Eureka! Europa?”, in the successful and widely appreciated module reader, in the introduction to the course, in the language of the team and, later on, the language of participants, in the informal moments of the week, in each session of the course until its final moments – and in this introductory summary.

Looking at participants' feedback as well as the team evaluation, this integral approach has over-all been very successful. In terms of training units, the simulation exercise, the interview with local citizens and the World Café Debate have been most notably contributing to the felt success from the perspective of

participants and to achieving the objectives of the course and shaping participants' learning from the perspective of the team.

Naturally, every course, and pilot activities all the more, spark off ideas for further improvement. In particular, the team of the next module should pay special attention to finding a better balance between participants with very little and very advanced theoretical knowledge on European institutions and politics.

Once more participants and team have both been undecided as to whether the time available was enough for the learning process. Less uncertain is the feedback regarding the ambitions suggested by the objectives of the module: Before the course one participant asked the team this pointed question: "Is this module the beginning of a full-time two-year study programme?"

It was not, but it certainly has marked the beginning of a longer process of learning and engaging with Europe, including its institutions, its young citizens, its youth work and youth policies. More specifically, it

has opened up pathways to re-negotiate the relations between elected political representatives, administrative and institutional partners and civil society organisations and re-define conditions and structures of youth participation.

has clarified the role of politics and the institutions while, inevitably, pointing at the huge gap and subsequent contradictions between the self-perception of these actors on the one hand and their perception by European citizens, old and young alike on the other hand.

has explored the role of the individual and dealt with the role of youth work and youth policy in constructing a common Europe beyond its institutional facades.

By and large, the module has been a success to build on. The following pages provide you with a glimpse into different moments of the course, hopefully providing you with an impression of the module's concept and implementation as well as with ideas for future educational activities and further thinking on Europe, European citizenship, and Europe-wide politics, policies and practises.

May you find some questions worthwhile asking, questions worthwhile being lived.

What are you waiting for?

Andreas Karsten, on behalf of the team

INTRODUCTION

Training Modules on European Citizenship (4-6)

2005

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

1. Rationale & Framework

Europe has an increasingly direct influence on the lives of young people. Whether we consider the domain of the European Union member states or the wider circle of member states of the Council of Europe, the influence and impact of “Europe” on young people is undeniable. Youth policies and programmes are an important part of this development.

European citizenship implies a set of entitlements and responsibilities applying to all citizens in Europe. It also involves the question of access to rights concerning mobility, education and the labour market, as well as the question of the motivation of young people to actively get involved in the European dimension of their lives. Awareness is only the first step to enter a process. Youth workers are irreplaceable mediators in this process. Taking on this active social role implies, however, that youth workers themselves participate in the definition of the contents and practices of European citizenship.

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

Some of the aims of the Agreement are:

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

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

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

The Partnership held three 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 **European Citizenship training modules**.

These modules have been jointly developed by representatives of the Council of Europe and the National Agencies and SALTO Centres of the YOUTH programme as well as trainers.

The Training Partnership held the first 3 training modules between December 2004 and February 2005 and organised three more Modules in 2005.

Each training module **focused on one important aspect of the concept and practice of European Citizenship**. There were common elements that all of the modules addressed, and there was a specific focus for each of them.

2. General Aims & Objectives

The general **aims** for these training modules on European citizenship were:

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

The **objectives** of the training modules were:

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

Objectives of the specific module 5

The team of trainers defined the following set of objectives of Module 5:

- to provide the participants with an opportunity to reflect upon Europe in relation to: its history, integration processes, senses of belonging, its relation with the rest of the world, the historical role and present function of European institutions, the relation of European institutions to young citizens, utopias about Europe, the future of Europe and current challenges, tensions and contradictions;
- to explore concepts and practices of citizenship as lived in the realities of the participants and to compare those lived experiences to theoretical models of citizenship and European citizenship;
- 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 reflect on the dynamic context of European and world society and politics (cultural, social, economic, demographic, geographical) and how that affects the conditions for the development of citizenship in Europe;
- to critically and creatively reflect on the role and relevance of European citizenship for young people and for current and future youth work practise;
- to increase participants' competence to critically look at existing and develop new types of youth work practises addressing European Citizenship;
- to develop participants capacity to multiply the newly gained awareness and knowledge to their peers and other young people in their youth work contexts.

3. Aspects of European Citizenship: 3 Training Modules

Three training modules were offered in November-December 2005. The idea is that the Partnership will launch several Modules in 2006 and onwards, so that more and more youth workers can take part in the debate and be prepared to do action in the field of European citizenship in youth work on local, national and international level.

Modules gathered 25 participants for five full training days. All modules were offered in the English language.

Below you will find the content summary and dates of the three modules.

Any of the modules could be attended separately, so, for example, attending Module 4 was NOT a condition to apply for Module 5 or Module 6.

Interested applicants were asked to apply only for one of the three modules.

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

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

Module 6. European Citizenship: Human Rights. 2-8 December 2005. Belgium.

The dates refer to the days of arrival and departure of participants.

4. Methodology

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

Therefore, the modules:

- were based on the intrinsic motivation of the learner;
- were practice and problem oriented;
- generally did not imply the control of individual learning achievement;
- were learner-centred and based on the experiences and youth work objectives of participants;
- were based on a personal responsibility for learning, supported by a strong group dimension and a collective and collaborative approach;
- enabled participants to apply and transfer what they learned to their youth work practice;
- took into account the needs and motivations of participants and were open to regular feed-back and evaluations;
- were documented to gain a maximum multiplying effect.

5. Profile of participants

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

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

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

There were specific selection criteria for all three Modules:

- Proven experience of youth work in the field of human rights (M6) or intercultural learning (M4) or political education (M5);
- Diversity of experiences among participants (cultural, social, economic, demographic, political, etc);
- Diversity of target groups with whom the youth workers work (immigrants, disabled young people, disadvantaged young people, peripheral youth, youth from rural contexts, urban youth, etc);
- Diversity of levels of youth work conducted (local through to European / international) and of organisations and institutions conducting youth work

The module concept

1. INTRODUCTION

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

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

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

The training modules therefore did not attempt to address the concept and practice of European Citizenship as comprehensively as before, but rather focused on one important aspect per module. The Training Partnership funded three modules during December 2004 – February 2005. These were hosted by the European Youth Centre Strasbourg of the Council of Europe and it involved staff and trainers of the National Agencies-SALTO network. In 2005 three Modules were organised in close cooperation with three volunteering national agencies with a co-funding approach. As a longer-term aim from 2006 onwards, it is to be considered whether interested Agencies and SALTO Centres would want to incorporate some of these European Citizenship training modules into their Training and Cooperation Plans. These courses from 2006 would receive educational support from the Partnership Secretariat in cooperation with the SALTO network.

In order to better understand the educational needs of European Citizenship the format was evaluated, so as the programme and the results of the 3 modules on European Citizenship, with the following objectives.

- To see to what extent the set objectives of the courses were achieved;
- To get feedback on the learning achievements of the participants and the trainers of the courses;
- To examine the results just after the courses;
- To evaluate the use of resources relating to European Citizenship and the special focus of the courses;
- To assess the cooperation among the different partners involved during the preparation, the implementation and the follow up of the courses.

2. DETAILS AND FACTS OF THE THREE MODULES

Based on the extensive documentation of the 3 training courses of 2001-2003 and a joint preparatory meeting in June 2004 three modules were designed around the following main aspects:

1. Citizenship in Europe

Objectives:

To compare the lived experiences and practices of participants in relation to theory and conceptual models of citizenship;

To reflect on the dynamic context of European society and how that affects the conditions for the development of citizenship in Europe;

To explore participants' senses of belonging in relation to how young people express citizenship;

To develop the awareness and attitudes of the participants for dealing with the complexity of “being a citizen”;

To deal with concepts of civil society and to share practices of youth participation within civil society;

To explore experiences of European programmes as: locations of youth citizenship and, as tools for the promotion of (European) citizenship;

To reflect on how to multiply new awareness to peers and other young people;

Number of participants: 26.

Team: Yael Ohana (educational adviser of the CoE), Neringe Jucytne (NA Lithuania), Evija Samsonova (NA Latvia), Peter Wootsch (Hungary).

Resource persons: Gavan Titley (Ireland), Sebastian Ilinca (NA Romania).

Documentation: Andreas Karsten (Germany).

Date of the activity: 6-12 December 2004.

2. Europe: Concepts and Visions

Objectives:

To develop a common understanding of effective youth participation;

To enable participants to reflect upon the different realities of democracy and civil society;

To explore the role of youth work and youth organisations in various aspects of participation;

To raise awareness of possible ways of youth participation in decision-making processes;

To equip participants to be able to promote participation and active citizenship with young people;

To enable participants to use non-formal education as a means of empowering young people for European citizenship;

To develop social and interpersonal skills related to participation.

Number of participants: 29.

Team: Goran Buldioski (educational adviser of the CoE), Miguel Angel Garcia Lopez (Spain), Paola Pertegato (Italy), Tatyana Belyaeva (Russia).

Resource persons: Cesare Birzea (Romania), Peter Lauritzen (Council of Europe).

Documentation: Tatevik Margarian (Armenia).

Date of the activity: 23-30 January 2005.

3. The role of youth work in participation

Objectives:

To develop a common understanding of effective youth participation;

To enable participants to reflect upon the different realities of democracy and civil society;

To explore the role of youth work and youth organisations in various aspects of participation;

To raise awareness of possible ways of youth participation in decision-making processes;

To equip participants to be able to promote participation and active citizenship with young people;

To enable participants to use non-formal education as a means of empowering young people for European citizenship;

To develop social and interpersonal skills related to participation.

Number of participants: 26.

Team: Miriam Lexmann (educational adviser of the CoE), Mikkel Sarbo (European Youth Forum), Erzsebet Kovacs (Hungary), Sean Mc Dermott (UK).

Resource persons: Susie Green (SALTO UK), Renaldas Vaisbrodas (European Youth Forum), Andrew Hurley (NA UK).

Documentation: Laimonas Ragauskas (Lithuania).

Date of the activity: 21-27 February 2005.

Statistics of the three modules:

Number of participants of the three modules: 81.

Number of non-EU participants: 37 (45%).

Number of trainers involved including the trainers doing the documentation: 15.
Number of resource persons involved: 7.
Number of involved national agency staff: 5.
Number of all people involved: 108.

3. EVALUATION

An evaluation report was written based on the following information collected during the 3 modules.

- 67 pre-course questionnaires by participants;
- 76 post-course questionnaires by participants;
- 10 team evaluation questionnaires;
- 15 interviews of participants;
- 3 evaluation meetings with the teams of the Modules;

In May 2005 we are planning to have an evaluation meeting of some participants, trainers and the national agencies that have been (in the first three modules) and national agency staff that will be (in the next three modules) involved in the implementation of the modules.

4. THE NEW THREE MODULES

Based on the results and conclusions of the above report and activity the following three modules were implemented in cooperation with three volunteering national agencies: Belgium (Flemish), the Netherlands and Romania.

They were: Diversity and Intercultural Learning, E Pluribus Unum and Human Rights.

These modules were implemented during the second half of 2005.

4. Diversity and intercultural learning – in Romania (14-20 November 2005)

- The Europe of values
- The European cultural heritage
- The concept of 'culture'
- What is intercultural learning?
- The tolerance of ambiguity
- Equality versus diversity
- Migration, immigration and integration
- Dealing with diversity in youth work

5. Europe: E pluribus unum? – in the Netherlands (21-27 November 2005.)

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

6. Human Rights – in Belgium (2-8 December 2005)

- The evolution of human rights (the Universal Declaration, the European Convention)
- The first, second and third generation of human rights
- Aspects of human rights: equality

- Aspects of human rights: social inclusion
- Aspects of human rights: anti racism
- Human rights in youth work
- Human rights education in Europe

More information, reports and documents can be found at the site:

<http://www.training-youth.net/INTEGRATION/TY/TCourses/2004.html>



The Team of Module 5

From left to right:

Paola Pertegato (Documentalist)

Andreas Karsten (Course Director)

Peter Barendse (Youth Programme -National Agency of The Netherlands)

Tatevik Margaryan (Trainer)

Kees Hoogendoorn (Trainer)

Peter Wootsch (Trainer)

The Programme Flow and Main Contents/Issues Addressed by the Module

FINAL PROGRAMME

	Monday 21 Nov	Tuesday 22 November	Wednesday 23 November	Thursday 24 November	Friday 25 November	Saturday 26 November	Sunday 27 Nov
<i>Breakfast 07:30 – 08:30</i>							
09:00 hrs Morning session <i>coffee and tea break included</i>	CITIZENS ARRIVE	Opening Introduction to the course and course context Getting to know each other Participants expectations	Europe: Different Perceptions, Interpretations, Approaches, Experiences based on participants' experiences	Exploring the dimensions of citizenship ...	Karakus Simulation exercise “Politics, citizens, institutions and youth work”	Simulation exercise Continued Debriefing	CITIZENS GO HOME AND MULTIPLY
<i>Lunch break 13:00 – 14:00</i>							
14:30 hrs Afternoon session <i>coffee and tea break included</i>		Group Building Me: A citizen in Europe? Timelines of Europe and citizenship	Exploring the future of Europe and its citizens A World Café Debate on Europe	Free afternoon <i>Voluntary consultations on the youth programme</i>	Simulation exercise continued	Open Advice Session Multiplication Follow-up to the course Evaluation Closing	
<i>Dinner 19:00</i>							
Evening	Welcome evening	Citizens celebrate ☺	Organisations' Fair	Dinner in Alkmaar – Meeting local citizens!	Citizens rest...	Citizens compete and say farewell ☺	

Monday 21 November 2005

Arrival of Participants

19.00 *Dinner*

Session I – Welcome Evening

20:30 Welcoming the participants - Getting to know one each other

Tuesday 22 November 2005

Session II – Introduction Morning

- 09:00 Official Opening and introduction of the training course
- 09:15 Introduction to the course and course context (Team, Background, Aims and Objectives, Programme, Approach, Participants' Questions)
- 10:15 *Coffee break*
- 10:45 Getting rid of the “busy keepers”
- 10:50 Getting to know each other and the participants expectations
- 12:10 Collecting “Citizenship” objects in town
- 13:00 *Lunch*

Session III – Me: A Citizen in Europe

- 14:30 Five groups of participants identify and present rights and responsibilities they will have during the course
- 15:00 Participants vote about the rights and responsibilities presented
- 15:10 Counting committee: a group of groups' representatives counts and summarises the result of the voting
- 15:30 The counting committee presents a list of the results: top rights and responsibilities

Session IV – Timelines of Europe and Citizenship

- 15:45 Draw your own time-line "*Find five key events which shaped you as a citizen*"
- 16:00 *Coffee Break*
- 16:30 Exhibition and small groups created for exchange
- 16:55 Creation of a European Timeline. Work in group and plenary

Session V – Reflection Groups

- 18:00 Reflection groups
- 19:00 *Dinner*

Session VI – Citizens Celebrate

- 20:00 Intercultural Party

Wednesday 23 November 2005

Session VII - Europe: perceptions, interpretations, approaches, experiences

- 09:00 Introduction to the day
- 09:05 Energizer
- 09:20 Poll on visions of Europe in Bergen
- 11:00 Preparation of the presentations of the results of the poll

11:30 *Coffee break*

12:00 Group presentations and debriefing

13:00 *Lunch*

Session VIII - Exploring the future of Europe and its citizens - A World Café Debate on Europe

14.30 Introduction to the Activity

14.45 The World Café

17.30 Plenary - Observation of Outcomes

18.00 Reflection Groups

19.00 *Dinner*

Session IX - Organisations' Fair

20.00 Preparation – Setting Materials

20:30 Organisations' Fair

Thursday 23 November 2005

Session X - Exploring the Dimensions of Citizenship.

09:00 Introduction to the day, technical announcements

09:20 Energizer

09:30 “Design a European Passport”

11:00 Presentations of a European Passport

11:30 *Coffee break*

12:00 Input on “European Citizenship”

13:00 *Lunch*

Session XI - Free Afternoon - Consultations on the Youth programme

14:30 Dutch National Agency desk available for information on the “Youth” programme

19.00 Meeting local citizens! Dinner in Town – Alkmaar

Friday 24 November 2005

Session XII - Simulation Exercise “Karakus” – 1st day

9.15 Introduction of background, setting etc.

9.30 Politically inspired speech

9.35 Getting into their roles - Guided and facilitated

9.45 Defining roles

10.15 Introducing one's role to the others in plenary

10.45 *Coffee break*

11.00 Defining expectations towards the other actors
11.45 Negotiations
12.30 Short intermediate debriefing

13.00 *Lunch*

14.30 Establishment of the new Karakus Youth Programme “Education for Karakian Citizenship”
18.00 Initial debriefing

Saturday 25 November 2005

Session XII - Simulation Exercise “Karakus”– 2nd day

9.30: Practical info on departures and Energiser
9.40: Short introduction about how to give and to use others’ feedback.
9.45: Debriefing

11.00 *Coffee Break*

11.30 Group work: prepare a statue representing how your feelings relating to yesterday’s activity
12.00 Representation. Each group representing the statue. Observers changes. Observation.
12.45: Round of the microphone: “say just one word”.
12.55: Technical announcements about departures, farewell night organisation, etc.

13.00 *Lunch*

Saturday 26 November 2005

Session XIII - Open Advice Session - Evaluation of the Course and Closing

14:30 Recapitulation of the programme
14.45 Open advice session
15.45 *coffee break* and reflection group: “find 1 question for the trainers.”
16.50 on the church square: Let’s Get Rid of Our Fears.
17.10 intro to the next phase of the afternoon: evaluation and evening.
17.20 Filling in the Individual Evaluation Questionnaire (to be delivered before dinner).
18.00 Dynamic evaluation: “Getting closer”
18.35 “One word”: describing how this course has been.

19.00 *Dinner*

Farewell party – The Quote Contest

21.30 Farewell Party

Programme – detailed description of sessions

The programme of the MODULE-5 EUROPA! EUREKA held in November 2005 was organised in different units. For each of them a distinct session plan was developed. In this publication divided into sessions, we refer to an educational unit / part of the programme that presents you not only with the aims, objectives and different steps for facilitation, but also the background, outcomes and evaluation these elements had in this course, which represents a logical and educational unity. Therefore, on the overall, they represent an educational unit. This structure of the session outlines will enable trainers and multipliers to decide 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 (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), connections with the needs of the target group or sub-groups.

Aims

The general purpose of the session in the training

Objectives

The concrete objectives or goals that the session seeks to achieve. They are also based on the learning or educational objectives according to: *Knowledge, Skills, and Attitude*.

Competences addressed

The main competences, which will be exercised during the given session.

Methodology and methods

The methodology also includes the way in which approach is carried out, in order to make sure that the objectives mentioned above can be achievable.

Programme

Timetable of the session as 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 evaluations and feedback expressed by the participants. These feedback notes focus on the format of the related session and on its sustainability – not on all the possible aspects that participants may give feedback about.

Notes for further use

This part is a kind of conclusion by those in charge (or the team) of the module. It states some guiding notes, elements 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 they worked out. This material is intended to be a document reference for participants who might wish to read in order to extend their learning process.

Welcome Evening

Session I

Monday 21 November 2005, from 20:30– 22:00

Title

Welcome Evening

Background

The first evening, the first moment of getting together is important to make sure that everyone finds her/his place around. This happens in an informal way. In this very moment the participants have the opportunity to meet for the first time as a complete group. The programme of this module is designed to get to know the participants (names, countries of origin) and to raise curiosities through the conversation. The module is developed in a relaxing and enjoying way during the very first evening. The module functions as an icebreaker, energiser and teambuilding, and it is aimed to get the group of people together.

Aim

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

Objectives

- To welcome participants;
- To get to know each other's names;
- To start to get to know some participants informally, but in a structured way;
- To break the ice between participants;
- To give a space to create a dynamic interaction and interpersonal communication;
- To get to know the working environment.

Competences addressed

- Teamwork;
- Co-operation;
- Communication;
- Participation.

Methodology and methods

- Icebreaking is a participatory and interactive exercise for work;
- Interpersonal communication group dynamics and combined methodology for the exchange of information.

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 orientation points, north-south etc. participants are asked to find their place in the room "Europe", according to the country they come from; after everyone has stopped, they are asked to say their name and country.

Greetings: During 5 minutes, all participants welcome each other in their languages and according to their culture (hugs, kisses, shake hands).

Name Game: Participants stand in a circle; they say their name and make a gesture or movement. The next person repeats the name and adds his/her gesture repeating up to 10 names and then continuing with the next ten. This continues until the circle is completed.

“3 Statements about myself”: Participants write three statements about themselves, one of the statements must be wrong and the other participants try to find out which is the wrong one. The short discussion of the statements can be the ground for further contacts.

Introduction to the facilities of the Best Western Hotel Marijke.

Outcomes

The exercises made the participants talk with each other and laugh, which is definitely important, as an icebreaker on the first evening. The activities were relaxing and participants enjoyed themselves, despite most of them were very tired.

Evaluation

The activity “Name game” was rather long; however, it fulfilled its main objectives. The exercise: “Europe human map” and presentation of the results of the political compass helped to know about each other more than just names.

Notes for further use

All participants got small presents (chocolate letters).

Evaluation

According to the participants feed back, this activity contributed to the development of a warm atmosphere.

Background documents, handouts and further reading

1. Materials needed: papers, markers and pens;
2. <http://www.politicalcompass.org>

Introduction morning

Session II

Tuesday 22 November 2005, from 9:00-13:00

Title

Introduction Morning:

- opening;
- introduction to the course and course context;
- getting to know one another;
- participants expectations;

Background

The first formal moments of a training course provide an idea of the atmosphere and context of the activity. The session provides a basic introduction to the course aims and objectives, programme and methodology, involved partner organizations. The way in which the session is planned and organized, also provides participants with an idea of the rhythm and methodology used during the course.

Although we assume that most of the people have previously read the information sent them by e-mail, it is always good to take all participants at the same time through the most relevant aspects of the course. Just in

the interest of having a common starting point, but also to make sure that people who did not have time to read all information catch up with the others.

The intro morning also allows participants to get to know one each other in “more formal” way continuing the process started at the welcome evening.

Last but not least, this morning serves to make participants understand what this training module is and what it isn't, what it can do and it won't do, which questions it can answer and which it cannot answer. In this regards, the team also introduced the question books. These handcrafted notebooks were a tool to deal with the arising questions – using the book, participants could write questions down, think about them, relate them to other questions, analyse the core of them, etc.

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, providing them with some background information about the Partnership, the path of the 6 modules, the team preparatory meeting;
- To take participants through the following elements:
 - the facilitating / organising team: all members of the team explain briefly their relevant experience related to the training module and the role that they will take up the coming days;
 - the aim and objectives of the training module;
 - the day to day programme of the training module: to give a short overview of scheduled activities, also in order to make people aware of both their work and free time.
- our approach to working with the group: explain some working principles the team intends to adopt in this module, like experiential learning, own responsibility, flexibility in adapting the programme, advice on how to get concentrated on the learning issues rather than writing and sketching on paper during the sessions.
- To sensibilise participants to the nature of holistic learning processes and that such a process provokes more questions than answers.
- To foster the group development process by creating opportunities for participants to communicate and get to know each other;
- To help participants in concentrating on the learning process without being distracted from personal and professional external factors. This objective is specifically related to the activity on the ‘busy keepers’
- To collect elements useful to update the training, to give feedbacks concerning relevant expectations of the course and personal ones; to compare in the evaluation phase, for group building. This objective is related to the work on expectations.
- Energising, reflecting on the issue, group building. Objective specifically related to the work on the European Citizenship.

Competences addressed

- Understanding the institutional priorities and objectives behind the 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 information about one's own work;
- Ability to ask your own questions and to deal with such questions proactively.

Methodology and methods

Official opening. Creative activity combining visual and verbal communication useful to get to know each other. Verbal presentations in plenary, combined with written information on flipchart/whiteboard /PowerPoint presentation.

The day to day programme was previously displayed in a visible place in the room, so that it is possible to refer to it during the whole training module any time.

The same thing may be useful for the aims and objectives.

Something special: the team decided to give handy, nice notebooks to each participant to take notes of their questions, thoughts, feelings, addresses, etc.

These were then used as a constant element of the course and source of reflection for the participants.



Programme

09:00 Opening and introduction of the training course, by Andreas Karsten, course co-ordinator and Peter Barendse, representing the “Youth” National Agency of the Netherlands.

09:15 Introduction to the course and course context (time equally divided into: Team, Background, Aims and Objectives, Programme, Approach, Participants’ Questions);

10:15 *Coffee break*

10:45 Getting rid of the “busy keepers”

10:50 Getting to know each other and the participants expectations

12.10 Collecting “Citizenship” objects in town

13:00 *Lunch break*

Outcomes

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

- Participants were familiarized with the institutional aims of the Council of Europe and European Commission in the field of European Citizenship;
- Participants were prepared for the training course;
- Participants identified the expectations and concerns of the course and started sharing their perceptions of the word “Citizenship”;

- The group development process was successfully initiated by the creation of an environment in which participants can communicate and get to know each other.
- Questions were introduced as a positive source of learning.

In the activity “Getting Rid of the Busy Keepers” the participants individually wrote on papers the thoughts they had to forget in order to concentrate on the course (i.e. exams, problems, work, etc). The sheets were put in a hat that remained in a corner of the plenary for the whole week.

Outcomes in the Appendices, pages 64-68:

INTRODUCTION – Key points

EXPECTATIONS:

What I would like to gain;

How I would like to contribute;

What I would like to avoid

OBJECTS representing European Citizenship

Documents and files

Most information provided in this session is to be found in the Participants Guide 'What you can't be without ... take me along and don't lose me', sent out to participants 2 weeks before the start of the module. See Annex I

Me: A Citizen in Europe

Session III

Tuesday 22 November 2005, from 14:30-15:30

Title

Me: A citizen into “CitizenSHIP” of the course!

Background

Most participants are in a new environment to them. We want the participants to feel the importance of the course and that we appreciate their participation and contribution in the course.

Aim

- To gather and analyse participants’ ideas about their rights and responsibilities during and after the course.

Objectives

- To develop participants understanding of their roles;
- To reflect on participants’ competences of a multiplier of the European Citizenship education;
- To try out tools for participation and involvement.

Competences addressed

- Ability to relate one’s role in relation to citizenship;
- Group work;
- Critical reviewing;
- Ability to work with and contribute to an international and multicultural group.

Methodology and methods

- Group work and presentation;
- Self-directed learning by doing;
- Discussion in plenary;

Programme

14:30 Five groups of participants identify and present 3 rights and 3 responsibilities they will have during the course.

15:00 Participants vote (by 10 sticky dots) about the 15 rights and 15 responsibilities presented.

15:10 Counting committee: a group of five representatives of each group counts and summarises the result of the voting.

15:30 The counting committee presents a list of the top 5 rights and responsibilities which came out from the vote.

Outcomes

- Counting committee noted that the “Rules” could be called guidelines for them;
- In the decision making process they realised that sometimes rights and responsibilities are so linked that it’s hard to separate them;
- Lists of Rights and Responsibilities which had been prepared and used during the course:

RIGHTS

RIGHT TO BE YOURSELF
TO HAVE FUN AND FREE TIME
FREEDOM OF CHOICE
THE RIGHT TO BE WRONG
TO BE RESPECTED

RESPONSIBILITIES/OBLIGATIONS

TO RESPECT THE RULES/PEOPLE
TO BECOME A MULTIPLYER
TO BE ACTIVE
TO BE RESPONSIBLE AND ACCOUNTABLE
FOR OUR ACTIONS/ENVIRONMENT

Evaluation

In general, the activity was evaluated in a positive way. Participants enjoyed working in smaller groups and voting, but participants, except the counting committee, preferred not to be involved in the counting process. This would have meant their general rethinking about all the process in general; actually, those who got personally involved could reach a wider perspective.

Notes for further use

The process of counting can be rather long; to avoid boredom of participants not involved in the counting committee, the counting can be done during the coffee break.

Background documents, handouts and further reading

Materials needed: flipchart and markers, sticky dots.

Timelines of Europe and Citizenship

Session IV

Tuesday 22 November 2005, from 15:30-17:50

Title

Timelines of Europe and Citizenship

Background

On the first day of the course we started to introduce conceptual elements, then improved using the time-line exercise.

Aims:

- To help participants to discover first of all the meaning of citizenship.
- To prepare them for further steps towards the understanding of the complexity of the phenomenon and its contents.
- To find a natural link between theory and their own experiences.

Instructions:

Draw your own time-line (in 15'). *"Find five key events which shaped you as a citizen"*. The exhibition will take place during the coffee break (30'), after it, small groups will be created for exchange (25').

Introduction:

An example of time-line (Mahatma Gandhi's)

Outcomes/debriefing:

Timelines stuck on the wall, small exhibition, „visit” of the exhibition.
Spontaneous talks about the impressions.

Participants' questions:

- *"What is the difference between shaping as a citizen and shaping as a person?"*
- *"An example to show it can be a broken heart doesn't shape you as a citizen as voting for the first time can do."*
- *"What if I don't feel I have been shaped as a citizen yet?"*
- *"You don't need to, just express yourself on your flipchart about it."*

Some keywords coming out: war, education, voting.

European timeline

As a second step, the trainers asked the participants to work in groups for the creation of a 'European timeline'.

The team decided to link this part of the exercise to certain specific topics of the course, like: minorities, historical-political or youth political events concerning the four dimensions of citizenship.

The tasks of the groups were:

- put the 'event' on the right place depending on the dates;

- share information for the better understanding of the importance of the selected events.
After the activity on the timeline, the trainer worked on the feedback about contents and exchange of feelings.

Background documents, handouts and further reading

Materials needed: for the first phase: flipcharts and markers for all; for the second phase: previous research and preparation of sheets with the information and of the line on the floor; markers, wallpaper tape.
For the outcomes see the appendices, pages 69-71.

Reflection groups

Session V

Tuesday 22 November 2005, from 18:00-18:30

Title

Reflection groups

Aim

To provide the participants and the team space and time to reflect on the events of the day

Objectives for participants

- to look back at the events of the day
- to see to what extent these events were successful in terms of discovery and learning
- to provide an opportunity to give feedback about this to the team

Objectives for the team

- to look back at the events of the day
- to see to what extent these events were successful in terms of discovery and learning
- to provide an opportunity to receive feedback about this from participants
- to adapt the course to changing needs if necessary

Method

Every day some time was scheduled wherein participants were asked to sit together for 30 minutes in small groups to reflect on the day. (Meanwhile facilitators and other team members did the same in their team meeting).

Every individual participant received a small piece of paper saying “Reflection Groups. A short moment to personally reflect on today’s events and share your thoughts and feelings with a few others”, together with some guiding questions. The groups could work wherever they felt comfortable in the venue.

Ideally one spokesperson for every group would give a short summary of the outcome in the team meeting afterwards – formulated as a question, since the whole idea of ‘questions instead of answers’ was somehow the motto of the whole module.

The groups would stay the same every day. The team had prepared a list in advance, paying attention to make them the most varied possible, from the points of view of gender balance, age, geographical provenience.

Outcome

The results of the reflection groups for the days of the course can be read in the appendices, p. 72

Citizens Celebrate

Session VI

Tuesday 22 November 2005, from 20:00-23:00

Title

Citizen Celebrate

Aim

To provide space & time for participants to get acquainted with the surface level of their “cultural iceberg” by exchanging typical food and drinks.

Objective

To have an intercultural night with a further step, considering the links between cultures and geographical areas

Method

In the pre-course materials participants had been informed that they had to bring a nice taste of their region or country which had originally arrived there from another area, which had “migrated”.

Preparation phase: in the plenary room where participants are not allowed to enter: food and drinks. previously delivered to trainers. are put on a table labelled with numbers, trying to cover indications on provenience. The team keeps a list with solutions.

During the evening, participants have to smell, taste, examine the products and guess where they come from and what area is their original one.

Materials needed: decorations for the room, candles, tablecloths, glasses, knives, serviettes, papers and pens, stickers, markers.

Outcome

Participants had brought plenty of specialities. They organised a musical background too.

They were actively involved in the game and the evening was also an important further step for the group building, in a spontaneously created warm environment.

Europe: perceptions, interpretations, approaches, experiences

Session VII

Wednesday 23 November 2005, from 9:00-13:00

Title

Europe: perceptions, interpretations, approaches, experiences.

Background

By having a chance to share ideas on the issue based on their realities and backgrounds, compare, observe and reflect on a poll implemented in different institutions of the Bergen, participants should be able to understand the idea of “under the construction” and be encouraged to do similar activities with their target groups.

Aim

- To challenge participants' views and opinions on Europe;
- To involve the group of participants in an interactive and participative exercise, generating a common shared experience.

Objectives

- To draw out and recognise the differences in thinking and experience;
- To reflect on participants' competences on the phenomenon of Europe of today;
- To explore together the different perceptions and examine the reasons behind them;
- To develop intercultural skills of communication and co-operation.

Competences addressed

- Ability to discuss;
- Knowledge on different visions of Europe;
- Ability to work with and contribute to an international and multicultural group.

Methodology and methods

- Interview;
- Plenary presentation.

Programme

09:00 Introduction to the day

09:05 Energizer

09:20 Poll on visions of Europe in Bergen

List of places to visit and interview:

- 1) Streets and squares;
- 2) Supermarket;
- 3) School or kindergarten;
- 4) Library;
- 5) Police;
- 6) Post office;
- 7) Town-hall;
- 8) Private houses.
- 9)

11:00 Preparation of the presentations of the results of the poll

11:30 Coffee break

12:00 Group presentations and debriefing

Questions for debriefing:

- 1) Did you like the exercise?
- 2) How was the intercultural communication amongst the group and the people you met (language, gestures, openness, facial expressions, helpfulness, etc.)
- 3) Were people surprised by your questions on Europe?
- 4) What is Europe from the political/economical/geographical point of view according to the people interviewed?
- 5) Do you believe that the answers would be different if this question would have been asked in your own country?
- 6) Was it useful for getting a wider perception of Europe?

13:00 Lunch

Outcomes

- Meetings and communication with the local community;
- 8 presentations of the groups (see appendices, p.75); they prepared verbal and later on also written reports. The group “Streets and Squares” included videos also but there had never been time to watch them in plenary.
- The most important outcome for the participants was, probably, the fact that answers were unequivocal.

Evaluation

The participants were very creative and as the groups were small (3 participants) all of them were actively involved in the process. Participants found the activity very useful and appreciated the detailed debriefing.

Background documents, handouts and further reading

Materials needed: flip chart and markers.

The World Café - The Future of Europe

Session VIII

Wednesday 23 November 2005, from 14:30-18:00

Title

Exploring the future of Europe and its citizens - A World Café Debate on Europe

Aim

To provide an opportunity for participants to reflect on the future of Europe

Objectives

- to reflect on what Europe is for participants
- to reflect on how Europe has been constructed
- to reflect on what Europe can become
- to reflect on what is needed for Europe in order to become like that

Background

The 2 main sessions so far were on ‘Europe’ and ‘Citizenship’. Before going on to the dimensions of European Citizenship on the following day, and taking into account that one of the objectives of the module is to develop youth workers’ competencies to be agents for change, it makes sense to take some time to reflect on what Europe ideally should be, and what is needed to realize this future scenario.

Method

1. Trainer ran a short energiser, making already a link with the rest of the session. People sat in a closed circle, trainer divided group in three categories: past, present and future. One person in the middle. When all the ‘present’ people hear ‘present’, they get up as quickly as they can and look for another chair. Person in the middle is supposed to occupy one of the chairs. When person in the middle says Eureka, everybody gets up to look for another chair.

2. Trainer asks participants to come up with words that people automatically associate with the word 'future'. People came up with the following words: opportunity, pollution, technology, wild, plan, creativity, past, mess, question, fear, hope, unknown, light, constitution, challenge, development, Monnet, curiosity, possibility. Trainer makes link between words mentioned and the program of rest of the afternoon.

3. The rest of the method was an adapted version of The World Café (in this setting called Eureka Café), a widely known method, to be found on the net under theworldcafe.com. The adaptation was especially shown in the fact that people could get coffee and tea for free but snacks were only available if exchanged with insights in the questions, written on a special sheet of paper and to be explained and discussed with the waiters of the café.

The questions to be discussed at the café tables – shown on PowerPoint on the wall - were the following:
What is our Europe?

1. How has this Europe of ours been constructed?
2. What should our Europe ideally become?
3. What is needed to realize this vision?

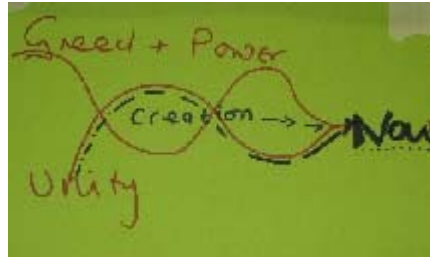
At the end of the café, at 17.30, people had a close look at all the insights that had come out (displaced on a wall). People who had questions for clarification about certain insights, could ask them to the people who wrote them down.



Outcomes

World Café Debates produce, if well managed, collective wisdom. While it is difficult to assess the individual level of progress and insight, the following spotlights might give you an idea of the directions the discussions were going:

- 1) Dynamique, accessible, simple, dialogue
- 2) All of Europe → Member States of a strong, consolidated, transparent, sustainable EU
- 3) Greed + Power Unity → Creation → Now



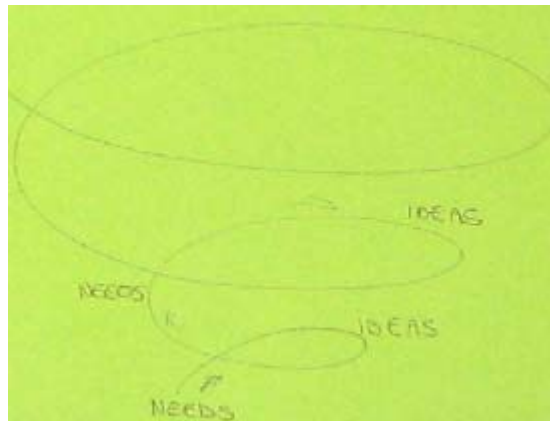
4) There are no European values, there are universal values!

5) HUMAN RIGHTS PREVAIL ECONOMIC INTEREST

6) Culture is the thread (or whatever other kind of raw materials). Society is the method of weaving.

Participants' explanation: Society is the way the different cultures come together and create something that's always different.

7) Need → Ideas → Need → Ideas



8) Vision of Future Europe. Welfare



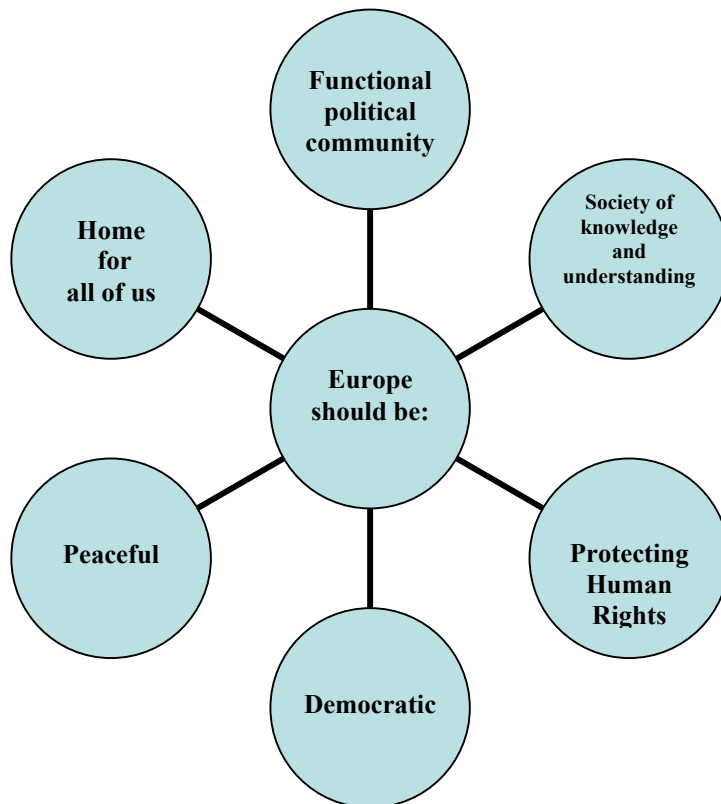
Participants' explanation: We meant to create a vision of Europe we wanted to reach at first.

Welfare was the same as well being and it was the 1st thing wanted to reach for our children. We put the European flag just to fill an empty space, there was not deeper meaning behind it.

9) EUROPEAN MENTALITY/ID \neq BEING A EU MEMBER!

Participants' explanation: having a European Mentality doesn't necessarily mean being a European Member

10)



11) FREE & UNITED IN OUR DIVERSITY

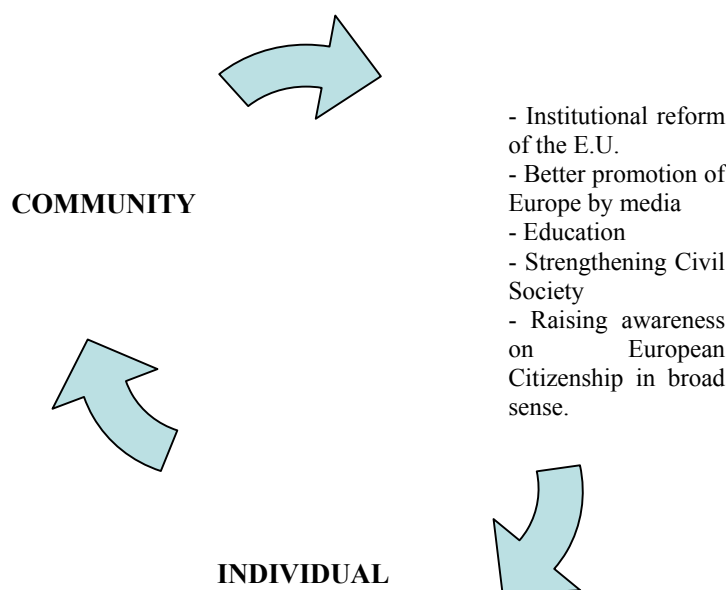
12) “Subsidiarity”

Participants’ explanation: “Decisions are taken at the lowest possible level that’s effective.” The decision making is taken closer to the citizens but it has to still effectively address the issues of the society. (i.e. Europe won’t decide how many trees to grow in your village and your village won’t decide upon major environmental issues affecting a global level).

13) CAN A LIBERAL SOCIETY PRESERVE ITS MULTICULTURALISM?

Participants’ explanation: We were thinking how Europe could be. We started to think how to preserve the multicultural element. Making it free in 300 years it will be possible to see the preservation of it or it will be a mixed unique thing. Multicultural vs. intercultural.

14)



Background documents, handouts and further reading

The method World Café is to be found at www.theworldcafe.com

See appendices (p. 80) for the introduction of the session

Organisations' Fair

Session IX

Wednesday 23 November 2005, from 20:30-22:30 (area available from 20.00 for setting materials)

Title

Organisations' Fair

Aim

To give an opportunity to participants to get informed about each other's organisations and everybody's professional relation to the theme of European Citizenship. No more concrete objectives to be identified.

Background

Context / relation with previous and forthcoming sessions: although the Module on E.C. is not a Contact Making Seminar or in other ways meant to find partners for future co-operation, participants usually appreciate it if some time can be found in which they can get more acquainted with one another more professionally.

Method

We provided a 'market place' in one of the working rooms, in which participants could use flipchart paper, markers and other writing and decorating materials, tables, chairs, the walls et cetera.

Participants were all asked to provide one another at least with 5 aspects about their organisation, to be written clearly on half-a-flipchart-paper:

- NAME of your organisation
- What TYPE of organization is it (i.e. public board, school or university, non profit making association, foundation, think tank etc.)
- WHAT is its MISSION
- Your NAME and your FUNCTION/ROLE in the ORGANISATION
- 3 ACTIVITIES you consider as the most representative and interesting

One of the facilitators explained the format of this to the group by giving an example of his own.

Outcome

Participants took almost 30 minutes to prepare this organisational market and 1,5 hours to freely move across the room and 'visit' each others' organisations. There seemed to be a lot of attention, lots of questions were asked in pairs. There was no plenary part of this session.

Pictures were taken of all of the flipcharts and were inserted in the CD ROM for the participants.

Most of them had leaflets and gadgets to deliver.

Exploring the Dimensions of Citizenship

Session X

Thursday 23 November 2005, from 9:00-13:00

Title

Exploring the Dimensions of Citizenship.

Background

In the previous days the participants have already explored the notion of Europe and this session is the transition to the 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.

Aim/ Objectives

- To give the opportunity to participants to 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

- Knowledge on the notion of citizenship and on the institutional developments around it.

Methodology and methods

- Plenary presentation;
- Group work;
- Lecture.

Programme

- 09:00 Introduction to the day, technical announcements
09:20 Energizer
09:30 “Design a 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 rights and responsibilities should be associated with this European Passport?
11:00 Presentations of a European Passport
11:30 Coffee break
12:00 Input on “European Citizenship”
13:00 Lunch

Evaluation

The European passport exercise did not give very creative examples of passports, but prepared base and set of questions before the input.

Background documents, handouts and further reading

See appendices, p. 81 for the outcomes of the plenary work “Citizenship in the languages of the participants”.

See annex II for the hand-out from the presentation on “European Citizenship”.

Free Afternoon - Consultations on the Youth programme

Session XI

Thursday 23 November 2005, from 14:30-19:00

Title

Free Afternoon

Consultations on the Youth programme

During the free afternoon the participants had the option to get information on the “Youth” programme, thanks to a space for consultation organised by the Netherlands National Agency.

19.00: Meeting local citizens!

Dinner in Town – Alkmaar

Simulation Exercise “Karakus”

Session XII

Friday 24 November 2005, from 9:00-18:00

Saturday 25 November 2005, from 9:00-13.00

Title

Simulation Exercise “Karakus”

Background

The simulation exercise brought together different elements and aspects of the programme so far. After having looked at citizenship, Europe and European citizenship, the simulation combined these focal points and put a strong emphasis on the role of institutions and politics.

Aim

Participants were encouraged to face the challenge of putting ideals about democracy and about one's own contribution as a citizen and youth worker into practise and reality.

Objectives

- To explore European Citizenship, in particular key values like human rights, democracy and cultural diversity;
- to reflect on the role and relevance of European citizenship for young people and youth work;
- to increase participants' competence in developing a critical look at existing and develop new types of youth work practices addressing European Citizenship;
- to develop participants' capacity to multiply the newly gained awareness and knowledge to your peers and other young people in your youth work contexts.

For the debriefing part also:

- to give the possibility to speak to the people that normally don't do and
- to allow participants to consider the strong and weak elements of their group, qualities and faults.

Competencies addressed

Taking on a role of someone else

Identifying and analysing one's own role in society

Developing realistic and negotiable expectations towards others

Negotiating skilfully and successfully

Reflecting critically upon a given framework and question it.

Working under time pressure and with outside interferences

Methods

The session consisted of a simulation exercise. See appendices, p 82.

For the debriefing, the path starts from contents to pass then to communication, analysing difficulties about the roles etc, on how difficult it was to identify the expectations of others.

The approach is to dedicate half time to observers and half to those who lived the experience directly.

Some contents to analyse: how much did they use the quality of each person? What were the conflicts within the groups? Were they discovered, solved and if so how?

THEIR MULTIPLIER ROLE:

Reflection group.

Define your position

How you as youth leader and as youth workers are in contact with the civil society?

(create a visual structure, they'll come with an octagon, pyramids, whatever).

What will be the next step(s)?

How can implement?

What you are as a person are doing once home?

What would you tell your colleagues if you had just three minute for reporting about this course?

Programme

For Friday the 24, see appendix.

For Saturday the 25:

9.30: Practical info on departures and Energiser

9.40: Short introduction about how to give and to use others' feedback.

9.45: Debriefing

11.00 – 11.30 Coffee Break

11.30 Group work: prepare a statue representing how your feelings relating to yesterday's activity.

12.00 Representation. Each group representing the statue. Observers changes. Observation by observers and rest of the group.

12.45: Round of the microphone: say just one word.

12.55: Technical announcements about departures, farewell night organisation, etc.

13.00 Lunch

Outcome

The simulation successfully made participants realise that:

- expectations towards other actors of democracy have to be based on a common understanding of the roles of each actor;
- negotiations are not about winning, but about compromises;
- theoretical agreements about ideal situations are not easy to transfer to reality and practise and that this transfer needs an effort from everyone involved;
- it is useful to listen to all opinions and voices, also the more quiet or less outspoken ones;
 - frameworks can and should be critically looked at and questioned if an alternative would make more sense.

The outcome is based on the observations of the team and of the observers.

See appendices, p. 92 and p. 96 for the reports of the debriefing phase.

Evaluation

The simulation exercise was certainly not easy to digest for most participants. Yet, it contributed a lot to participants' learning by bringing together different elements of the course and by approaching the complexity of European Citizenship, politics and institutions in reality.

Notes for further use

This exercise has been developed for this training course and this session specifically. It has only been used this once and will need further testing and heavy adaptation and fine-tuning to be applicable to other situations. Parts of the simulation were based on the exercise "Making Links", which can be found in the manual Compass. <http://eycb.coe.int/compass/en/contents.html>

Documents and files

Participants received a fact sheet on Karakus and the rules of negotiation as a handout.

Appendices, p.82:

- Fact Sheet on Karakus
- Roles given to participants
- Timing of the session
- Rules of negotiation
- Overview of agreed expectations during first rounds of negotiations (ideal democracy)
- The establishment of the Karakus Youth Programme: rules and outcomes
- The reports by the observer-participants
- Debriefing - outcomes

Open Advice Session

Evaluation of the Course and Closing

Session XIII

Saturday 26 November 2005, from 14:30 – 19:00

Title

Open Advice Session

Evaluation of the Course and Closing

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 some 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, 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

The “Open Advice Session”: Silent Talk. In a nice atmosphere. Participants had 15’ to reflect upon their note book and chose 2 questions to share with others on which they felt like getting advice. Then they wrote them on a flipchart, stuck them on the wall and shared in silence, adding comments to other participants’ flipcharts when they felt to.

Some example: Can there be “European Identity” ? How far can Europe go? Does anybody in Europe really know where we are going?

“Let’s Get Rid of Our Fears”. The participants together with a trainer took away the fears that had not come true outside in town, including so also a symbolical gesture of liberation. Fears were those identified in the first day activity on expectations.

Methods for the evaluation were identified also on the basis of the kind of group.

The dynamic interactive evaluation: “Getting closer”: one trainer standing on a chair in the middle of the room quoted an issue concerning the course. The participants had to come closer the more positively they assessed the outcomes and vice versa.

“One Word”: the task to participants was “Come up with one word in your own language that describes best how this course has been for you (and then translate it into English)”.

Programme

14:30 Recapitulation of the programme

14.45: Open advice session

15.45 – 16.15 *coffee break* and reflection group: “find 1 question for the trainers.”

16.50: on the church square: Let’s Get Rid of Our Fears.

17.10: intro to the next phase of the afternoon: evaluation and evening.

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

18.00: Dynamic evaluation: “Getting closer”

18.35: “One word”: describing how this course has been.

Outcome

Participants had the opportunity to evaluate each aspect of the training course in interactive way, to express their feelings. Time was provided to fill in the evaluation forms on the spot (ca. 90 % of filled forms have been returned).

Appendices, p. 99:

- Open Advice Session
- Dynamic Interactive Evaluation: Getting Closer
- Find 1 Question For The Trainers
- One Word

Evaluation

According to the interactive evaluation, most of the participants gave a positive feedback on the course in general. They especially appreciated the group, the interactive learning and the exchange of experience with the other participants. Positive were also the comments on the variety of methods used and of the complementary profiles of the trainers. See the appendices for further information.

Tips for Further use

Materials needed for the Open Advice Session: Flipcharts, markers for all

Background documents, handouts and further reading

Summary of the Evaluation Questionnaire (p. 42).

EVALUATION OF THE MODULE



Training Course on European Citizenship in Youth Work
MODULE 5 – European Citizenship: Institutions & Politics
21-27 November 2005, Bergen, The Netherlands

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 !

(Note of the documentalist: in this text, E.C. is the abbreviation for European Citizenship)

Participant's name (optional):

22 participants filled in this form; 8 inserted their names

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?

12 participants: The Simulation Exercise

Why:

- to see how people react when they have power to decide;
- challenging (to see communication problems among different groups in society);
- to see the characteristics of the people (despite the role) and lack of creativity in playing a role;

- to experience practical elements considering the E.C. and youth work;
- first experience of this kind;
- good team work;
- to put negotiation skills, tolerance, understanding into practice;
- to see a new method;
- to see different perspectives;
- to observe myself at work/to observe mistakes I might make in life;
- to have an insight into reality;
- effective;
- introducing the idea of “observer”.

7 participants: Interviews to the local citizens

Why:

- direct way to meet peoples’ thinking;
- useful; probably in my country I’d get opposite answers;
- to find out more about what the Dutch people think;
- interesting interviewing the police officer;
- to compare with similar research made in my country;
- to get a true insight;
- to see the differences among citizens of old and new Europe.

6 participants: The World Café

Why:

- to see different views;
- so much fun to discuss in such a comfortable setting.

4 participants: The Input of European Citizenship.

3 participants: Informal and Formal Conversations with Other Participants

Why:

- I met gorgeous people;
- Interaction.

3 Participants: The personal Timelines

Why:

- to see everyone’s background
- to realise myself as a citizen

3 participants: Non formal education/methodology/methods

2 participants: The Reflection group

1 participant: Free time

Why:

- reflection and relaxation

1 participant: the Open Advice Session (“wrote/received questions/comments”)

Why:

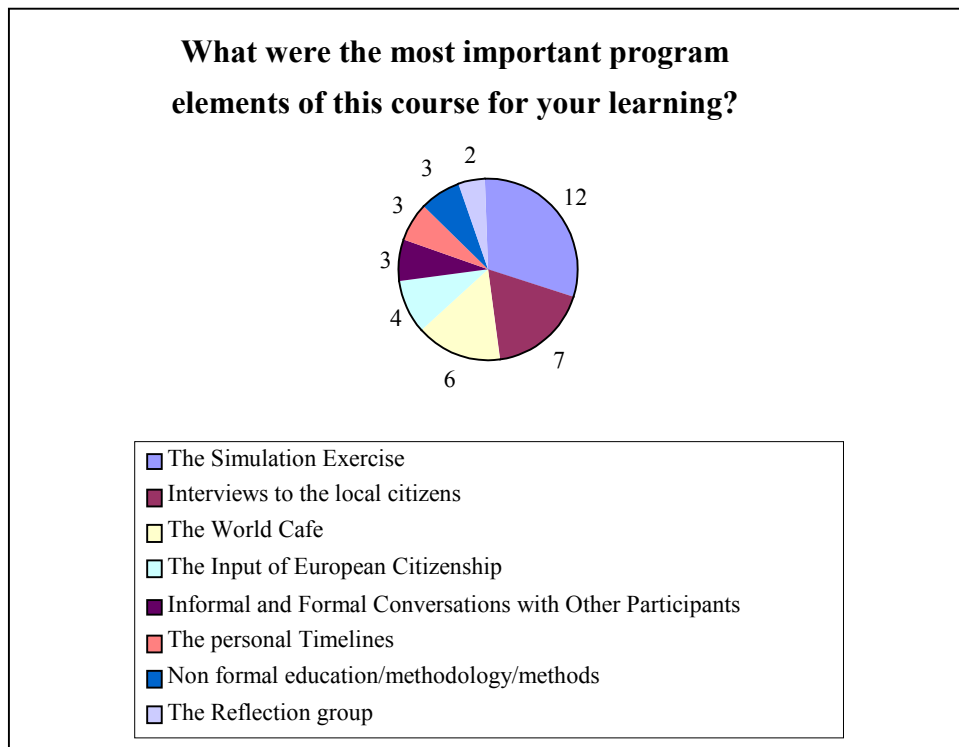
- impetus to ask myself questions: realised how many *incertainties* are there.

1 participant:

- The Reflection Booklet;
- Institutions and policy;
- The meaning of European Citizenship (probably got from each other);
- The meaning of “What is training module”;

- Learnt that nobody can give a clear definition of E.C;
- Very pleasant discussions about Europe with a team member.

1 participant gave no answer.



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

3 participants: Research in Bergen/Interviewing the local citizens

Why:

- probably it took too long. (note: the same participant put it also in the first reply as important)
- it bugged me a bit (note: the participant presents it as a personal problem, not a programme's one, adding he learnt from the activity).

3 participants: The Activity on Expectations

Why:

- it didn't provide new information;
- the presentation was a bit long.

2 participants: The Personal Timeline:

Why:

- The questions to ourselves didn't provide new information.

3 participants: Time line of Europe/ History timeline

Why:

- not active enough.

2 participants: Designing the ideal European passport

1 participant: long introductions to the programme;

2 participants: some of the games and exercises

Why:

- silly (the energisers)
- lacking a concrete purpose and product

2 participants: the simulation game (or part of it)

Why:

- why do we have to argue on numbers? Wouldn't be enough to prioritise them? (Referred to the part of the simulation assigning percentages of public funding to youth programmes)

2 participants: None of the elements was not relevant

2 participants: The Activity on Rights and Responsibilities.

Why:

- only applied to the context of the seminar.

1 participant: the thursday sessions

Why:

- frustrating, didn't learn anything.

1 participant: World Café

Why:

- I liked the method, but I found it useless, the discussions were pointless.

1 participant: The lecture Input on Citizenship:

Why:

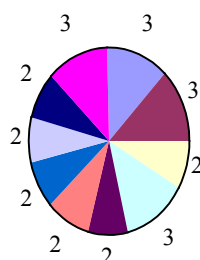
- least fun and learning.

Other comments:

- When applying I expected an opportunity to learn about real European Institutions and Politics. The focus was mostly on training us for active citizenship, that I believe most of us already are. Therefore some elements were far from my needs, but I think they were conducted very professionally and in an enjoyable manner.
- Not too much direct information from trainers.
- I would prefer a scientific approach (despite acknowledging that the background of participants differs).

3 participants gave no answer.

**Which program elements were least relevant
for your needs?**



- Research in Bergen
- The Activity on Expectations
- The Personal Timeline
- Time line of Europe
- Designing the ideal European passport
- Some of the games and exercises
- The simulation game
- None of the elements was not relevant
- The Activity on Rights and Responsibilities
- No answer

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

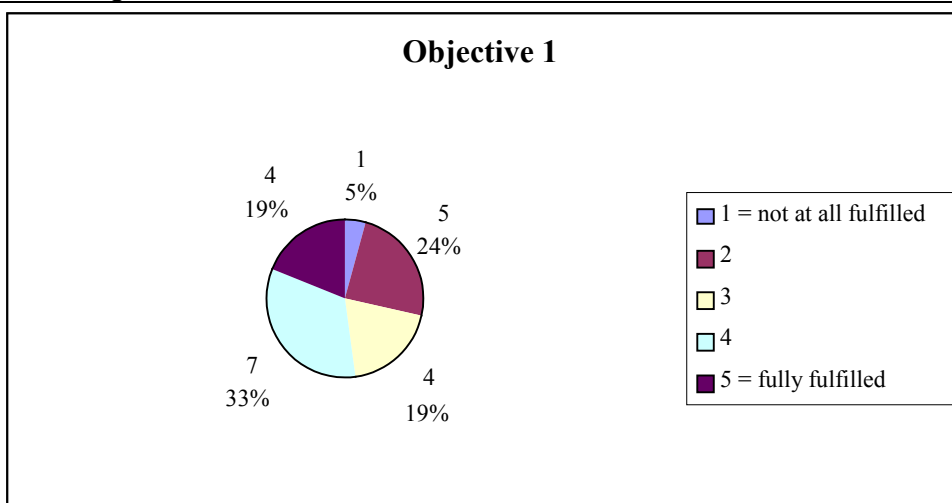
Objective	Grade	Comments
to provide the participants with an opportunity to reflect upon Europe in relation to: its history, integration processes, senses of belonging, its relation with the rest of the world, the historical role and present function of European institutions, the relation of European institutions to young citizens, utopias about Europe, the future of Europe and current challenges, tensions and contradictions	<p>One participant left it blank.</p> <p>AVERAGE: 3,38</p>	<ul style="list-style-type: none"> - 7 participants made no comment 😊😊😊😊😊😊😊 - 2 participants: not deep enough 😊😊 - 2 participants: Good opportunity considering the diversity of participants' countries . 😊😊 - 2 participants commented there was not much to reflect and not a lot of info about most of the mentioned issues. 😊😊 - Missed a discussion on borders - "This was fulfilled with very much success". 😊 - It would have been interesting to get an introduction to other opinions as well. - There was almost nothing concrete. 😊 - Really ok, 😊 but missed young people from Western Europe. 😊 - Reflect upon Europe, 😊😊 - Europe's history, 😊 - Senses of Belonging, 😊😊 - Europe's relation with the rest of the world, 😊 - The historical role 😊 - Current Challenges 😊 - The Present Function of European institutions 😊😊 - The relation of European institutions to young citizens 😊 - The future of Europe and current challenges 😊 - Utopias about Europe 😊 - The integration processes, 😊😊

		- Tensions and contradictions ☹
to explore concepts and practices of citizenship as lived in the realities of the participants and to compare those lived experiences to theoretical models of citizenship and European citizenship	AVERAGE: 3,13	<ul style="list-style-type: none"> - 10 participants made no comment - Methods and free time discussion gave the answers - Almost did not analyze citizenship of nations outside the E.U. <ul style="list-style-type: none"> - 4 participants commented not to have treated of theoretical models - No theoretical models, but we were given opportunities to explore citizenship practice of Dutch people. - Yep! This was good. The World Café helped with this. <ul style="list-style-type: none"> - More concrete aspects of citizenship could be discussed - The topic still remains mysterious to me...
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	<p>One participant left it blank.</p> <p>AVERAGE: 4,02</p>	<ul style="list-style-type: none"> - 13 participants made no comment - We got questions but answers have to wait - Topics have been touched - Reflected a lot but not sure about the outcome. - Yep! It was achieved through various elements. - Would have liked to get deeper
to reflect on the dynamic context of European and world society and politics (cultural, social, economic, demographic, geographical) and how that affects the conditions for the development of citizenship in Europe	<p>Two participants left it blank.</p> <p>AVERAGE: 3,37</p>	<ul style="list-style-type: none"> - 14 participants made no comment. - I was lacking previous knowledge to use during the course - Theory required - Covered only partly and generally during World Café. - We had very good discussions on this issues. - We didn't reflect that much in the World context. - Yep! It was achieved through various elements. - Better a different method instead of the Timeline
to critically and creatively reflect on the role and relevance of European citizenship for young people and for current and future youth work practise	<p>Three participants left it blank., one put a question mark.</p> <p>AVERAGE: 3,63</p>	<ul style="list-style-type: none"> - 12 participants made no comment - It happened mainly in the simulation - We could hear different approaches. - Ready individuals critically reflected upon these issues. - The role and relevance of European citizenship didn't become clear. - This was great, I am really thinking critically about E.C. - Opened many doors for reflection. - Not fully explored, but the group was not fully the target of youth workers and leaders.
to increase participants' competence to critically look at existing and develop new types of youth work practises addressing European Citizenship	<p>Two participant left it blank.</p> <p>AVERAGE: 4</p>	<ul style="list-style-type: none"> - 11 participants made no comment - This training was a good start for work - None of these were covered. - There was valuable but still depends on each participant individually - We did not criticize the E.C. that much. We took some values and understandings for granted. - Done very well through the simulation exercise - I have mixed feelings about this.

		<ul style="list-style-type: none"> - Sharing our own different experiences was really great! - Not fully explored, but the group was not fully the target of youth workers and leaders. - I am more critical now than 5 days ago.
to develop participants capacity to multiply the newly gained awareness and knowledge to their peers and other young people in their youth work contexts	<p>Two participants left it blank.</p> <p>AVERAGE: 3,36</p>	<ul style="list-style-type: none"> - 12 participants made no comment. - 3 participants: difficult to say it now. - 2 participants: That was valuable but still depends on each participant individually. "This is up to us" - To gain knowledge and awareness it was ok, but I've missed the focus on multiplying. Needed more time for self reflection - Methods? - Not sure of a clear outcome, but I could use some methods. - Methodology was not "thought". Otherwise I would be able to.

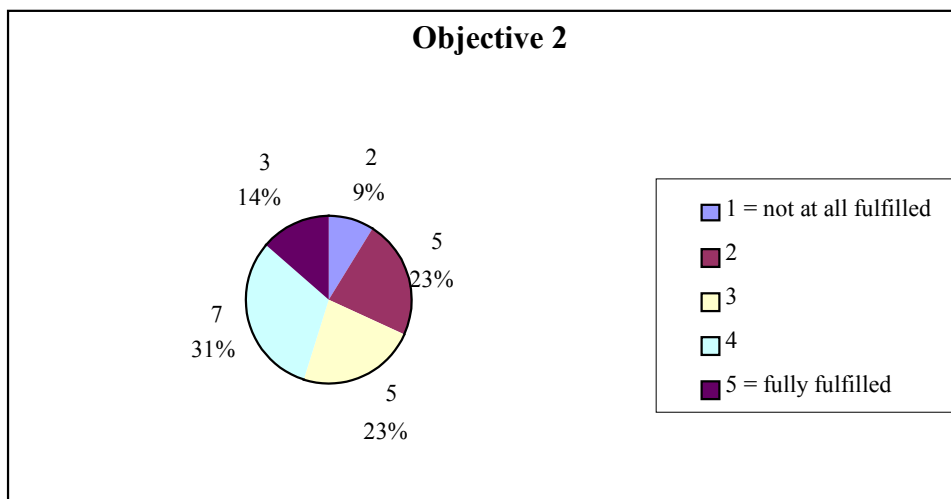
3. To what extent do you feel that the objectives of this course have been fulfilled:

Objective 1
To provide the participants with an opportunity to reflect upon Europe in relation to: its history, integration processes, senses of belonging, its relation with the rest of the world, the historical role and present function of European institutions, the relation of European institutions to young citizens, utopias about Europe, the future of Europe and current challenges, tensions and contradictions.



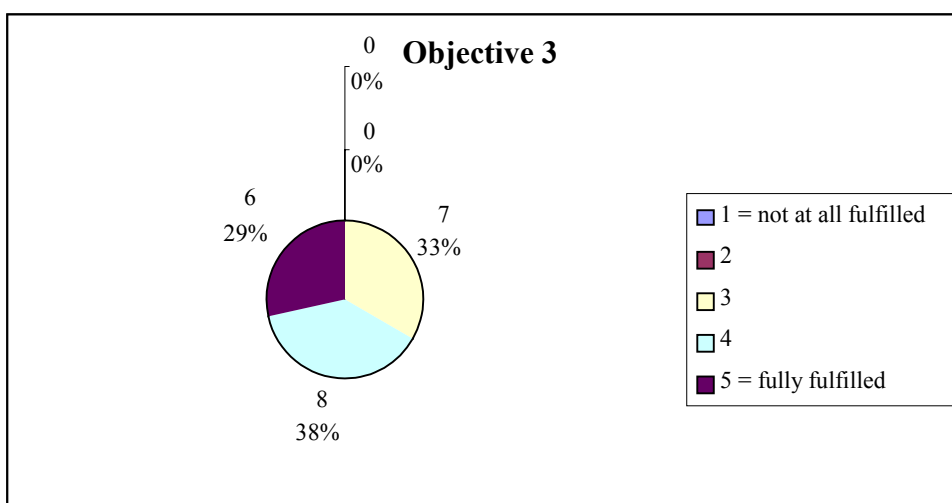
Objective 2

To explore concepts and practices of citizenship as lived in the realities of the participants and to compare those lived experiences to theoretical models of citizenship and European citizenship.



Objective 3

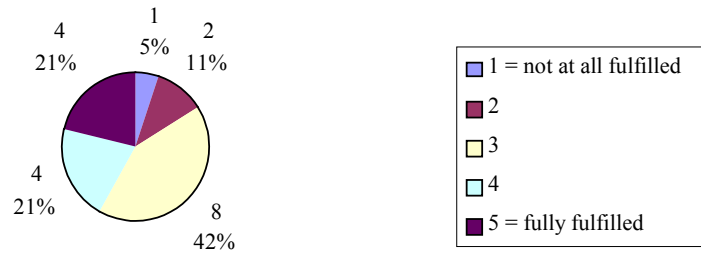
To enable participants to reflect about European Citizenship and European identity and key values and concepts associated with it such as human rights, democracy and respect for cultural diversity.



Objective 4

To reflect on the dynamic context of European and world society and politics (cultural, social, economic, demographic, geographical) and how that affects the conditions for the development of citizenship in Europe.

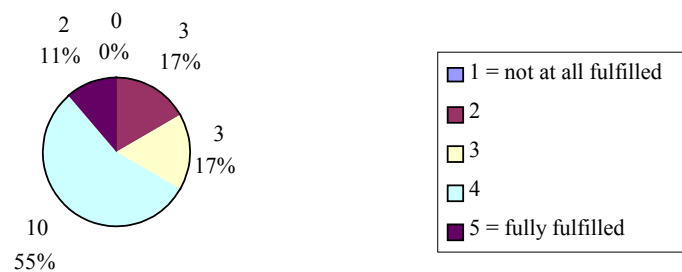
Objective 4



Objective 5

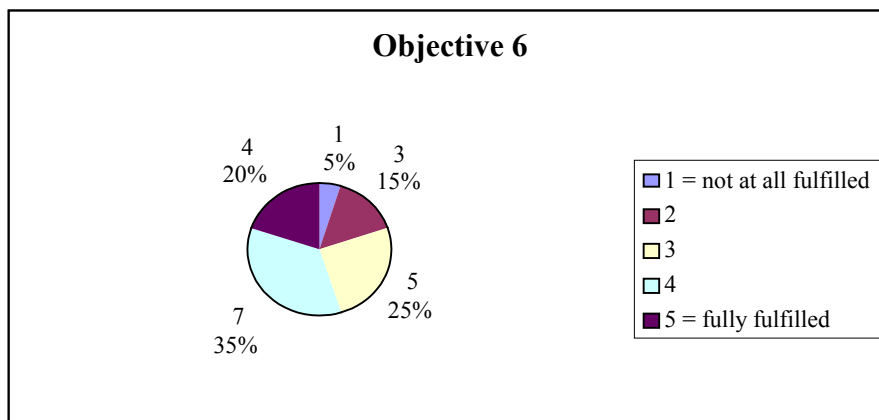
To critically and creatively reflect on the role and relevance of European citizenship for young people and for current and future youth work practice.

Objective 5



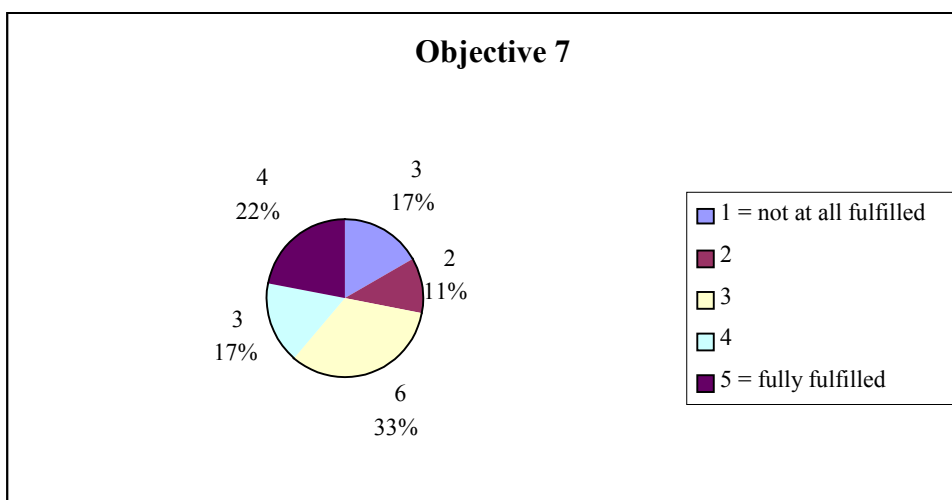
Objective 6

To increase participants' competence to critically look at existing and develop new types of youth work practices addressing European Citizenship.



Objective 7

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



A participant's request:

"Can you make objectives a bit more easy next time, please?"

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

IT WAS ENOUGH

8 PARTICIPANTS:

Comments:

- More than 5 days would be too much: one needs time to digest learning and for it to become part of our reality; it would require too much effort to all.
- It was sufficient but:
 - the objectives are very vague and were addressed only partly;
 - better with less interactive activities: during the group work a lot of time was spent in conversations irrelevant to the tasks;
 - more free time would be needed;
 - would have liked some of the questions to be explored more deeply.

IT WAS NOT ENOUGH

10 PARTICIPANTS:

- The most part needed 1 or 2 more days:
 - to analyze the simulation;
 - to work on the questions;
 - to develop an exercise on the subject;
 - to connect the topics of E.C. and the institutions and politics (E.U. and the C.O.E.).
 - people need time to co-operate and open themselves to the others
 - otherwise it was very well planned (steps, progress, workload and time!)
- 3 needed more time (not specified how much):
 - also due to language barriers, to go deeper in the comprehension of Citizenship and E.C.;
 - to go deeper in reflections and to relax and have personal time;
 - to understand the others' backgrounds and see similarities and differences;
 - ...but I think I would have the same answers after 10 or 15 days.
- One needed 10 days.
 - Including theoretical aspects and opinion of experts
- One needed 2 or 3 weeks:
 - To properly address the objectives above combining formal - lectures and paper assignments

4. Do you think that the time available for the program of the course (5 working days) was enough to properly address the objectives?



■ IT WAS ENOUGH
■ IT WAS NOT ENOUGH

2. Your comments for the team:

Comments for the team were generally very supporting and thankful for the hard work done.

The participants recognized the strong efforts made for the positive realisation of the training course.

Most of the participants appreciated the team variety of profiles and backgrounds, considering their differences in their constructive complementarity.

Sometimes the participants noticed a bit of lack of shared communication/co-ordination, with the result of some confusion; but it was indicated as isolated occasions, while it was mostly recognised as the team showed a good balance and friendly relations among the trainers.

Many wrote they liked the team as a whole unit and also the people individually.

A few gave positive feedbacks about the participants selection.

PART II: LEARNING

1. What were your initial expectations for this course?

EUROPE: INSTITUTIONS AND POLITICS

- 9 participants: To learn more about Institutions (i.e. E.U. and C.O.E.; Interdependence between citizens and institutions) and Politics in Europe (the name of the module);
- 2 participants: To get more concrete information from trainers about the future of E.U.
- 4 participants: To gain theoretical knowledge on Europe (historical and political background; European values, European integration process).
- 4 participants: To gain theoretical knowledge about E.C.(i.e. different models of citizenship; the meaning; to see and explore more the connection E.C.-Institutions/ To extend knowledge on E.C. and European integration/different perceptions of E.C. and what they might mean; democratic deficit
- 2 participants: To discuss about different existing models of democracy

YOUTH WORK

- 9 participants: To acquire knowledge/ To gain further practical skills to combine these questions of E.C. and for the implementation of it into my daily work/ To learn opportunities for youth to be active and interact efficiently with European Institutions/ To get new ideas for projects/ To get quality in working methods/ To deepen knowledge on youth policy, opportunities for youth, etc.

EXCHANGE

- 9 participants: To speak about the reality of our different backgrounds./To speak about our experience and to implement it./ To exchange ideas and perceptions with the others./ To share our ideas, values and to see who also has adopted the idea of the “European Project”/ To compare my country’s reality of (European) citizenship to other countries./ To learn/see new perspectives.
- 3 participants: To meet people for friendships and to establish valuable networks.

MYSELF

- 5 participants: To reflect upon my own knowledge and attitude towards this issue/To explore myself through exploring the concept of E.C.

One expected to have a good experience.

4 participants came with no previous specific expectations on the course. One of them had expected it to be a training for trainers on methods before understanding it was not like that when getting the programme.

One participant expressed his/her initial concern about his/her ability to follow the sessions and personal relief for having finally managed to succeed in it.

One expected the age of participants to be higher.

2 participants gave no answer.

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

ALL FULFILLED

2 participants: All, entirely!/To a very high degree.

NEED MORE TIME NOW

4 participants: To fulfil all my expectations I need to work on this theme./ I have found a lot of new questions, but I am not sure if any answers. I need some more time to put all the things together./

MYSELF/AWARENESS

4 participants: More aware of where I need to go to find more./Only “to reflect upon my own attitude towards this issue” was fulfilled./ I can’t say I have learned a lot, however, due to many questions aroused, I have changed my view and perspective on this issue.

NOT ENOUGH INSTITUTIONS/THEORETICAL KNOWLEDGE

6 participants.

Some comments: We spoke about different models of democracy and about the meaning of a E.C., but not enough about the institutional/political reality of Europe./ Weak education in political science and knowledge of geopolitics.

PRACTICE

3 participants: negative feedbacks (too abstract./ Not acquired tools as desired/ not enough about youth policy, youth work, opportunities for youth, etc.).

3 participants: positive feedbacks: methodology (I.e. The World Café and the Simulation).

POSITIVE EXCHANGE WITH THE OTHERS

10 participants

100% fulfilled the expectation to see how other people interpret the concept of E.C. (and to share experiences, opinions, views and attitudes)/ Found out about other countries realities/ Good contacts and friendships and hope to establish co-operations/ New ideas, perception of people and values/ To meet people and share similar ideas was completely fulfilled (united by the idea of a Europe that should be a good place to live in. Didn’t get new knowledge but new overview and points of view)/ To see how differently the people see the World around them./ A broader perspective has been open on how people in other parts of Europe look at their identity.

EUROPEAN CITIZENSHIP

3 participants: POSITIVE Most of expectations towards E.C. were fulfilled.

- Acquired introspection of what it meant to me and implementation of a clearer vision to be able to extend the principle more effectively. Totally fulfilled: a real insight.

- Learnt more about Europe and Europeans but still have many questions.

- 1 participant had no previous expectations and liked the way the module made him/her look for answers instead of giving no answers.

- 1 participant gave no answer.

Comments: Very useful things: intercultural communication, discussions on the future of Europe (World Café); positive the intention to think on a European level.

TEAM

- Understanding; trainers very clear in explaining; friendships, co-operation; nothing boring.

IDENTITY

One participant wrote he/she got really confused on whether he/she believes in European identity and if yes, if he/she likes it or not.

MORE COMMENTS

- The need of intercultural perspective on the issue.

- Gained different understanding of the European Integration

“The experience was very good”

One participants remarked that the others had few experience, because of their young age. “Too young (I understand it is youth work).”

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
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	8 <input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>

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

- 8 participants: EXCHANGE the view of Citizenship from other countries/ different perceptions or angles you can look at it./ among average people in Western countries/ common values./ What do people usually understand with that; the relation between citizenship and identity./ I feel “richer” with people’s experiences and shared views/ Seen that people have different opinions on Europe and we’ll need lots of efforts to establish a sense of Citizenship. Lots of people have negative feeling towards EU because they feel they got too much regulations from Brussels.
- 6 participants: CITIZENSHIP: Meaning, concept, definition and its origin. (1 of which of European Citizenship).
- 5 participants: CITIZENSHIP: generally; theoretically; youth policy; the history and the place that belonging has in it.; perspectives.
- 5 participants: MYSELF: myself in a group/ stronger in presenting arguments/I feel more “reflective”/ Awareness to see how much I still have to learn, etc./ Argumentation and being able to offer better argumentation, explanation on all concepts we have been debating during this week.
- 4 participants: EUROPE: Concept of Europe; European integration; time change; political, historical, social and geographical context of Europe; the capacity to focus on the citizen the future of Europe.

- 3: TO BE CONTINUED this subject is something I want to work forward/ Different perspectives on E.C. that still need to be explored/ Opened an area for exploring and discovering. This course raised the “question”.
- 2: EUROPEAN CITIZENSHIP (Institutional level – E.U.); the key values of E.C. ;
- 2: None of the areas./ A new view, but not real knowledge.
- 1: What is a training module

and those that that you would still like to improve

9 Participants: INSTITUTIONS and POLITICS: relation between citizens and the institutions / Institutions in Europe and their role, Institutional view on citizenship; Federalisation of Europe/ theory/ the link E.C. – Institutions and Politics (E.U. and C.O.E., Parliament) in real life.

7 participants: CITIZENSHIP: the legal aspects; citizenship, future concepts, other countries reality; a definition (despite several were given, it’s difficult to come up with a specific one).

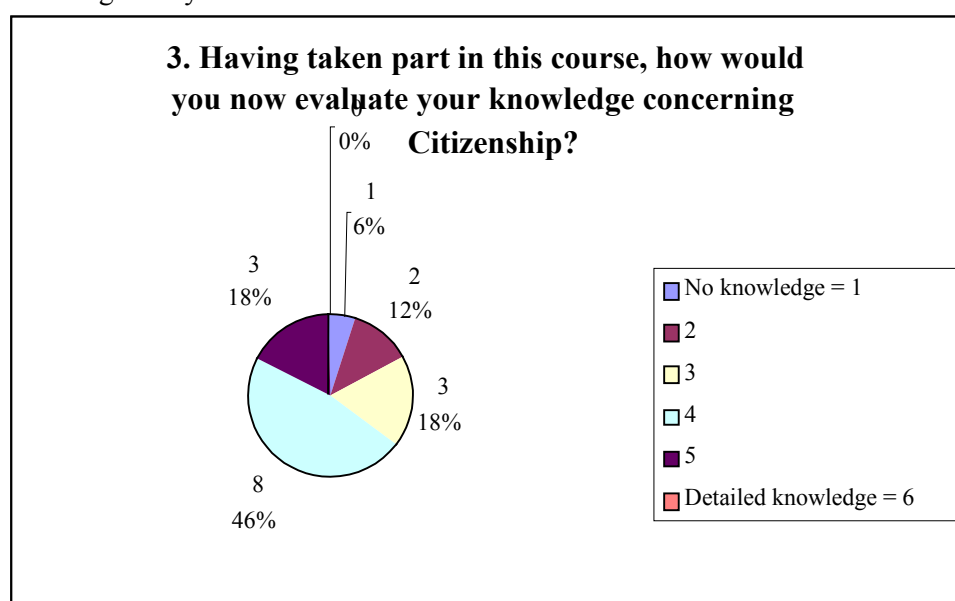
6 participants: EUROPEAN CITIZENSHIP: theoretical approaches/ training possibilities/ its promotion and possible effects/ identity/ other countries reality.

3 participants: HISTORY: of Citizenship (in Europe and in different countries)/ of Institutions/ how has this concept developed over the years.

3 participants: YOUTH WORK and METHODS: methods on this topics, also to promote change, positive attitude towards E.U., to establish connections ; to concentrate on knowledge and then start including it into youth work; youth programmes.

1: GEOGRAPHY.

2 participants didn’t give any answer.



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

- 4 participants: MEANING/OPININIONS/PERCEPTIONS What does it really mean in general and to me? / How do people in my country think about it?/ Its relation to identity
- 5 THEORY: the conceptual framework. A theoretical overview from constructivist versus institutional theories. Research on this issue./ More of the legal aspect/ Ideal or reality? Where is the line?/ Knowledge about formal institutions, politics, theoretical approaches and discourses on Europe and its citizenship./ Knowledge of the legal definitions of E.C. in different European states. It would be interesting to see who the politicians have defined it. /The link between citizenship and E.C/

- 7 PRACTICE: Not much more to know. The concept of E.C. includes a lot of aspects, as human rights, democracy, culture, tradition, mentality, etc. so probably some practical work back home would be enough./ Rights and responsibilities connected to E.C. – what does it mean in a real life situation./ Connection theories-reality. Connection citizens-institutions./ a concrete frame to be able to understand./ Its application in the context of the “future of Europe Debate”; How to integrate people in Europe? Does everybody want to be integrated into E.C.? YOUTH WORK and METHODS: How can you support youth to feel E.C.?/ Projects, methods, issues existing when dealing with young people
- 4 TO BE CONTINUED: Maybe I have to experience it, first of all. This course was an expression of E.C. for me. Should try to think more on it and to explore this European dimension. /Still need to know more, much more.../
- “...but I will work on it and will find answers”
- 2 VERY OK participants: A lot ☺
- 1 OK: The course was enough for gaining knowledge on E.C./
- 1 HUMAN RIGHTS: Understanding of the concept from the point of view of human rights.
- 1 HISTORY
- 1: GEOGRAPHY: How far do the citizens go?
- 1 participant didn't give any answer.

PART III: TRANSFER

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

- 12 participants TO BE CONTINUED/personal level: need to find at least some answers/ to reflect and connect this puzzle together/ to deepen knowledge./ to go to other seminars & training courses about the topic./ Extending my research within the field/ I will have the question “What is European Citizenship” in the back of my mind for the rest of my life”. / looking for more info on theoretical understanding about identity. What do philosophers, scientists, sociologists are saying about that.
- 8 participants: organising/ implementing TRAINING activities (at local or national level).
- 7 participants: sharing outcomes/awareness with NGOs
- 4 participants: writing REPORTS.
- 4 participants: co-operating with the “YOUTH” programme NATIONAL AGENCIES
- 3 participants: inserting what acquired in their daily work.
- 2 participants: by new projects with implementation of contents and methods (i.e. on active participation and citizenship of youth).
- 2 participants did not answer to this question.
- 1 participant: implementing and spreading what acquired in everyday life.
- 1 participant: raising the question of E.C. in my country
- 1 participant: meeting people from European countries.
- 1 participant: organising a forum on E.C.

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

INTERCULTURAL/EXCHANGE

3 participants: to promote the importance of cultural exchange to the youth/ cultural diversity: to insert in next initiatives.

REFLECTION

4 participants: Important to make people think about what they believe about some things they actually sense every day./ The ability to reflect / ask questions (1: the method of Open Advice Session)/ Need of more awareness about the society we live in./

ACTIVE CITIZENSHIP

2 participant: Important to give people possibilities to learn how to be more active at a local level, it's where Europe starts./ To teach to the youngsters to feel part of a bigger entity than their national one, where they have rights and obligations.

ENVIRONMENT:

1 participant: work to implement

GEOGRAPHY

1 participant: uniting the European Citizens geographically, not just institutionally.

METHODS

10 participants: (3) Simulation/ (2) interview session/ (3) World Café method: in project creation and management./ (2) Timelines: for working groups and committees to get to know each others' background/ "Nice methods" easily usable/ reflection groups, energisers. Use and Targets: training for university students; activities for the youth, including disadvantaged ones./ Promoting the importance of non-formal education.

KNOWLEDGE

1 participant: to spread at national and organisational level / to promote the acquisition of new knowledge on Europe to disadvantaged youth in order to be active citizens.

EUROPE

12 participants: European dimension: understanding to transfer to young people in socially disadvantaged position, by encouraging them to find opportunities to develop themselves. / Europe does not mean only E.U. / European politics, historical, social and geographical aspects (to transfer to NGO and youth). 5 of these participants: the concept of E.C.

IDENTITY

1 participant: Different understandings on identity.

ALL

2 participants: All what gained will be involved in future work to "make the World better/ means: workshops, courses and individually (i.e. in informal conversations).

SOME TARGETS

Work colleagues; members of NGOS; University; representatives of public authorities; young people

SOME ACTIVITY

Street action (through NGO).

Another comment: it depends on the needs, then things will come clearer

One participant gave no answer.

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

TRAINING INITIATIVES

(Where specified: 6 courses, 3 seminars, 2 workshops)

14 participants: co-operation with the National Agencies./ Connection with the concept of E.C./including the European Dimension/ To start trainings on European issues. / Workshops On E.C., European identity, concept of Europe/ Educational course for the new members of my organisation. / Promotion of youth participation in trainings like the present one.

TRANSVERSALITY and METHODS

7 Participants: using all what gained in any future event./ Introducing new methodologies to teach./ Raising the issue in a theatre group./ Making it one of the key promo objectives for the coming year along with the “future of Europe Debate”./ With volunteers.

REPORTS and EVALUATION

6 participants: sharing with colleagues and youth.

NEED MORE TIME

4 participants: due to the many questions raised and the fact they are still confused.

RESEARCH

1 participant: organising a team to promote a pilot seminar to evaluate the need of promoting further these ideas.

YOUTH PROGRAMME

2 Participants: exchanges and info to the N.A. on this module's outcomes

NEW PROJECTS

5 Participants: with new skills, methods, contents. Promotion of E.C. at a national level. Discussion on the concept of E.U. during congresses and events.

HUMAN RIGHT EDUCATION

1 Participant

1 Participant: with space

1 participant: probably not at all.

1 participant gave no answer.

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?

FINANCIAL SUPPORT

17 participants: To be independent and free to multiply. Many indicated it as a obvious and permanent organisational issue.

TRAINING / EDUCATIONAL SUPPORT

11 participants: more training, (2: methodologies and methods, 1: knowledge on the European integration, 1: organisational know how.)

6 participants: educational support (1 indicating the educational materials as most important need).

2 participants: a second course after a while to develop the acquired skills could be useful, after having put the present outcomes to practice.

MOTIVATION

1 participant

NO CLUE

1 participant

A TEAM

2 participants

SUPPORT FROM ORGANISATION

2 participants

RESEARCH

1 participant

PERSERVERANCE

1 participant

Suggestion:

“It would be useful to show the timetable (programme) to remind more all we did to easily answer”

Team Evaluation Summary/Key issues

based on the evaluation meeting of the team on Nov 27, 2005

Due to the time constraints and well aware of the detailed evaluation questionnaire which will be sent to the team by early next year, the team focused in its first evaluation on overall impressions of the course, on the team work, on the co-operation with the Dutch National Agency and the selection of participants.

Regarding the course, its concept and its methodology team members noted that:

- a concept under development brings additional challenges to educational processes;
- a course leaning so heavily on intellectual notions needs more time to unfold;
- the objectives of all modules are too ambitious as they suggest that a lot of learning processes can be completed during 5 days while they can only be initiated;
- the original titles of the module provoked an understanding of a theoretical, knowledge-only based series of lectures, an impression which was corrected only two weeks in advance when participants received the participants guide;
- the participants guide was a key to success of the module, since it prevented expectations which couldn't have been met. Participants said that the course already started when they received the reader;
- the title should therefore be changed and the idea of a pre-course reader be kept;
- the methods chosen were absolutely adequate and made for a good mixture;
- the facilitation and delivery could have been a bit more balanced;
- the simulation exercise was a crucial learning point by bringing together the many different elements of the module and relating them to each other;
- the group of participants was very diverse and enriching but carried two problems, namely the huge gap in institutional expertise ranging from practically zero to practically everything and the missing participation from Western European states;
- the module may have provided too few answers for some participants, in particular for those with little or no theoretical knowledge on institutions in Europe;
- the team of the next module needs to find better means of addressing this imbalance.

In relation to the co-operation within the team all trainers agreed that:

- the teamwork was excellent: very positive, supportive, empowering and energetic;
- the diversity in terms of background, experience, age, approach was enriching;
- the mixture of youth trainers from different institutional backgrounds was great;
- the participants recognised the positive atmosphere and considered us one team;
- the team lacked gender balance, which the team noticed more than participants did.

Concerning the co-operation with the agency the team underlined that:

- the support of Peter Barendse and his colleagues was superb and went beyond practicalities;
- the co-operation was mutual and successful both personally and professionally;
- the engagement of the Agency contributed to the success of the module in many ways;
- the participation of different staff members was absolutely positive and smooth and;
- the interest shown about and beyond the module was encouraging and supportive.

As regards the selection of participants the team members recommended that:

- the modules need to be stronger promoted in Western European countries as to increase the number of quality applications from this area;
- more attention should be paid to participants being rooted in organisations or positions in which they can work on European citizenship and related issues;
- less priority should be given to applicants with only a strong personal motivation;
- the selection process needs to become much more transparent. In particular, it needs to be possible for every stakeholder involved in the selection to have access to all available information about each selection stage. At present, the pre-selection of participants by National Agencies is not transparent at all and does not adhere to any standards since standards have never been agreed upon. This has led to numerous time- and energy-killing complications which should be avoided in the future.

APPENDICES

Participants European Citizenship Module 5

Name	Organisation	Country
Shake Badalyan	International Centre for Human Development	Armenia
Katerina Barushka	Centre for Youth Information and Documentation	Belarus
Pavle Stupar	"Zdravo da ste" youth centre "Kastel" Banja Luka	Bosnia and Herzegovina
Veneta Stoyneva	Foreign Language School Lingua Mundi, (GTCE)	Bulgaria
Kremena Tuneva	Foundation "The Wisdom of Ages"	Bulgaria
Viktor Koska	Zoon Politikon, student organization	Croatia
Ondrej Lochman	LOS - Liberecká občanská společnost	Czech Republic
Marit Kannelmäe	Estonian National Agency for the EU Youth Programme	Estonia
Timo Mohnani	European Pharmaceutical Students' Association	Finland
Tinatin Tsertsvadze	National Council of Youth Organizations	Georgia
Alban Kryeziu	Syri I Vizionit - Eye of Vision	Kosovo
Sandra Bukovska	Club "The House" - Youth for United Europe	Latvia
Dina Lurje	European Law Student Association	Lithuania
Kate Ivanovska	Youth Association "Perpetuum"	Macedonia
Cheryl Micallef-Borg	JEF Malta	Malta
Dumitru Slonovschi	Moldovan Export Promotion Organization	Moldova
Agnieszka Górczynska	Institute of Civil Affairs	Poland
Anduena Dogaru	Arsis - The Youth Cultural Association	Romania
Mladen Cvetkovic	Scout Group "Remizijana"	Serbia and Montenegro
Tómas Pesek	PLUSKO (volunteer); Slovak National Agency (trainer)	Slovakia
Tina Fistravec	Young European Federalits	Slovenia
Gaetano Gualdo	European Youth Office of Seville City Council	Spain
Nina Ivancic Savron	Young Voices of Slovenia	Slovenia
Nicole Monique Joseph	Trafford Youth Service	United Kingdom

Team

Trainers

Andreas Karsten	Frankly Speaking	Germany
Tatevik Margaryan	World Independent Youth Union	Armenia
Peter Woosch	Freelance trainer and expert	Hungary
Kees Hoogendoorn	Freelance trainer	The Netherlands

Documentalist

Paola Pertegato	Xena Centro scambi e dinamiche interculturali	Italy
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Session II

INTRODUCTION MORNING

Key points of the power point introduction



- European Commission – Council of Europe
- The aim of the partnership: “to promote active European Citizenship and civil society by giving impetus to the training of youth workers and youth leaders working within a European dimension”
- Means to reach this aim: training; publications; networking.
- 6 Training Modules on European Citizenship
 - Citizenship in Europe
 - Europe: concepts and visions
 - Youth Participation
 - Intercultural Learning
 - Institutions and politics

- Human rights

- This Training Module:

- Hosted by National Agency of the YOUTH Program of NL
- 100 candidates from all over Europe and beyond
- 25 participants from 20 different countries
- Preparation meeting in October

- Aim:

- Supporting the professional development of youth workers and youth leaders by extending their competencies to integrate elements of European citizenship within their projects and practice and support their role as multipliers with young people.

- Objectives:

- Reflect on Europe:

history, integration, relation with rest of the world, institutions, future.

- Reflect on Citizenship:

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

- Explore European Citizenship:

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

- Explore Europe's future:

Reflect on the dynamic context of European and world society and how that affects citizenship in Europe.

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

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

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

- Day to Day Programme

- About our Approach in this TC Module:

Europa Eureka?

Forget it!!!

“One question provides more wisdom than a thousand answers”

“An expert is someone who has made more mistakes than others”

I hear and I remember

I see and I understand

I do and I learn

Confucius

To be or not?

To be!

That is the question!

W. Shakespeare

Working principles:

- Mobile phones & internet
- Taking photos
- Taking notes
- Time

EXPECTATIONS - WHAT WOULD I LIKE TO GAIN?

Outcomes: by buzz groups of 3 people working for 15' with those next to each other in the plenary circle, after 5' reflection at individual level.

Group A:

- 1) Interdependence between Citizenship and institutions: how the practise of Citizenship can influence the institutions' work;
- 2) citizenship: different aspects/perceptions/concepts depending on different communities;
- 3) sharing experience and knowledge on this issue and sharing active participation.

Group B:

- 1) Different Concepts of Citizenship of people from different communities;
- 2) best practices – typology of projects;
- 3) we don't expect to find a definition of European Citizenship, but at least a draft;
- 4) Something relevant for practices.

Group C:

- 1) Approaches to European Citizenship in different countries;
- 2) more on the role of the European Commission and Council of Europe and their relations;
- 3) European Union enlargement;
- 4) sharing experience on national policies on the issue of European Citizenship;
- 5) how to deal with the relation between national policies and European policies/strategies;
- 6) making new friends.

Group D:

- 1) sharing knowledge;
- 2) theoretical;
- 3) energy/ideas.

Group E:

- 1) Different perspectives on European Citizenship from different people;
- 2) knowledge; how to be multipliers;
- 3) making new friends;
- 4) democratic deficit. How can I, myself, be a counter reactor?

Group F:

- 1) To clear out the concept of making new friends;
- 2) how to involve young people in it;
- 3) sharing about youth work;
- 4) sharing about national youth policies in different countries.

EXPECTATIONS - HOW CAN I CONTRIBUTE TO IT?

Outcomes: by buzz groups of 3 people working for 15' (random composition), after 5' reflection at individual level.

Group A:

- 1) knowledge and skills: about the institutions, political structure, framework; delivering working practice;
- 2) active participation.

Group B:

- 1) Different perspectives to share;
- 2) through active participation, giving our point of view etc.

Group C:

- 1) Experience and opinions;
- 2) we all feel Europeans;
- 3) energy and enthusiasm.

Group D:

- 1) experience;
- 2) active participation;
- 3) different perspectives from different countries (their values etc.), interdependence within the group, win-win strategy.

Group E:

- 1) Sharing is a “keyword” here: past experience.
- 2) Youth policies, Malta perception;
- 3) campaigns promoted at home for youth participation.

Group F:

- 1) Positivity and openness (for other ideas and mutual understanding);
- 2) knowledge and skills on European Citizenship and values;
- 3) creativity and art;
- 4) knowledge on European enlargement etc.

FEARS - WHAT WOULD I LIKE TO AVOID?

Outcomes: post-its put on the wall after 8’ individual reflection.

In the second phase everybody in the group had the possibility to read them and to ask for clarification when needed.

- Bad Weather (2 people)
- Rain or snow
- Not having time on my own
- Getting sick – getting fat
- Headaches
- Not being able to be outdoors
- Not seeing the city
- Not being able to walk around the village
- Staying indoors all day
- Not having free time
- Losing my drink card
- Not to lose my flight again
- Lack of fun
- Leaving without speaking to everyone
- Being late for sessions
- Unable to express myself
- I don’t contribute as much as I ought to
- Not living up to everyone’s standards (on my part) (I am the youngest -19- I feel that maybe I can’t live up to these people’s expectations and standards)
- Not having learnt and contributed all the way that I wanted to (A lot people know that they have to leave the floor but they don’t do it when they come to have the possibility to speak)

- Losing myself in theories
- Not enough time for myself and quiet reflection
- Boredom (2 people)
- Get bored (2 people)
- Lack of ideas
- Judgement of personal opinion
- Judging people
- Conflicts
- Lack of communication
- That everyone will be quiet or separatist
- Too many integration games
- People feeling a stranger
- Lack of collaboration
- Misunderstanding mess
- Misunderstanding
- Misunderstandings
- Misunderstanding conclusions
- Misunderstanding or not understanding
- Too many discussions without interactivity
- Too different expectations and disappointment
- Too much of politically correct blah blah blah
- Possible value conflicts among group members
- Some people speaking too much all the time
- Long winded speeches
- Too many differences amongst participants
- Andreas
- To hear what I already know
- Leaving without outcome
- Leaving without T.C. materials
- Lack of practical implications
- (Important to know what the people think, not only what they have read in the newspaper)
- Empty post it. Why? Answer: there's place for something more.
- Disconnection

OBJECTS REPRESENTING EUROPEAN CITIZENSHIP

5 groups had to explore the area out of the hotel for 30 minutes, looking for objects that in their opinion had to do with the European Citizenship, then chose two to present in plenary and to put in the basket of the European Citizen's Ship (The basket-ship can be filled further during the entire week).

Outcomes:

Leaf and postcards

Europe is young and alive: community of citizens
Europe for people
Diversity

To grow and keep grow and expanding
Framework

Leaf (changing and vulnerable but needed for moving on) and **postcard** (representing the people)
Shell (tiny, small, but you can hear the stories inside it – if you know how to listen)

Candies in different colours: they represent the different angles, perceptions that exist on it, because of different cultures, but the content inside is hidden, the essence is a unity.

A heather **plant:** it's a small plant that needs to be watered and cared to grow; leaves and flowers have different colours, but all together it's a unity.

An **oak leave** with different colours, so differ cultures and natures: its spots means:..
The shape reminds fingers, like hands of people which give opportunities.
Bus ticket: so as for the new countries European Citizenship is like a ticket to Europe.

Participant's comment: "Interesting to see the symbols and negotiating on them according to different cultures and perceptions"

Session IV

Outcomes

PARTICIPANTS TIMELINES

"Find five key events which shaped you as a citizen".

The participants timelines are a personal outcome.

For this reason, the team decided to ask the group to allow to publish them and to insert only some examples of the authorised ones.

<i>Woman - Bulgaria</i>	
1989	The fundamental changing of the political system in Eastern Europe in particular in Bulgaria, which was followed by many social, pshycological changings.
1992	Become emancipated with age of 18 years.
1993 2001	Law studies which gave knowledge, how things should be legal and about constitutional rights and responsibilities.
2001 2004	Birth of my children, which gave me strongest input to think global and to be more aware of the place and time where I live.
2000	The removing of visa regime which gave me the chance to travel to open my eyes and mind for other ways of living and thinking.

<i>Woman - Georgia</i>	
2002 June	First time participated in election (voted).
2003 Nov.	Parliamentary elections – protest rallies in front of the main building for 20 days – „Velvet Revolution” by that time I was really proud!

2003 April	Independently (without lobbying) I found work (job) as a translator (which was not and it is not easy to do in my country). I felt that I was independent.
2003	Beginning of my involvement in youth work. First steps made in AEGEE after which I moved to NCYOC and since that I am doing voluntary youth work, which inspires me and makes me feel that I am necessary for sb else...
2004 Sept.	First touch with international event getting know lots of people with different cultures, countries. Most inspiring for me, personally is touching with cultural difference and exploring it ... people around me, is, are that inspires me to be active and volunteer... and motivated.

<i>Man - Kosovo</i>	
1997 1998	War and attack against my people and family genocide.
1999	Finish of the war.
1999	Returned home my family and all refugees.
2000	Create NGO and working with young people.
2002	Finishing Academy of Leadership.
2003	Registered in Law Faculty.
2004	Leading project and programmes.

<i>Woman - Lithuania</i>	
1991	Independence.
1999	Youth Camp leader for the first time.
2000	Anna Frank Project.
2003	Jewish Community conflict with the State authorities.
2004	ELSA Lithuania VP.

<i>Woman - Poland</i>	
1997	Decided to quit eating meat because of ethical, political and health reasons.
1998	Got active in an ecological organization (NGO).
2003 2004	Got involved into direct democracy and did not like it (work as an EVS volunteer) democracy doesn't work.
2003	Gave a vote on Poland's EU membership.
2003	Engaged myself in activities of a Polish Magazine „Obywatel” (Citizen) a magazine of a common sense wing (not left, not right).

<i>Man - Spain</i>	
1993 spring	First time I went to vote.
1995	Summer in UK (1st time out on my own).
2002 2003	Work experience in Dublin.
2003	Traineeship in Italian Embassy in Managua.
2003 2005	Work in the European Office of Sevilla City Council.

EUROPEAN TIME-LINES OF THE CITIZENS

<i>Event</i>	<i>Date¹</i>	<i>Event</i>
	2005	The proposal for a new European Constitution fails during votes in France and The Netherlands.
All Equal – All Different Campaign Against RAXI	1997 1995	Second European Youth Centre opens in Budapest
Youth for Europe Programme was announced at the first time	1994	
	1993	With the Maastricht Treaty EU involves to its present stage of co-operation and decision-making
	1992	UNCED Conference in Rio de Janeiro – dealing with climate exchange and other environment and development issues
First Roma student enters university in Romania	1991	
Tim Burner-Lee develops the World Wide Web: www	1990	Declaration of Rights of Disabled Persons is adopted
UN Convention: Rights of Child	1989	Cowan vs State of France: The European Court rules that no EU citizens discriminated because of their national citizenship
	1987-9	
	1988	Conference of European Youth Ministers on Youth Participation
	1984	Bob Geldof creates 'Live Aid' to fight against hunger and poverty in Ethiopia and other countries in Africa.
	1985	
Ronald Reagan and Michael Gorbatsov meet in Iceland. Outcome: disarmament, glasnost, perestroika, leading to the end of the Cold War.	1986	
	1987	
	1983	The first text book of Kurdish language being published in ...
	1990-95	
Declaration of the Elimination of All Forms of Intolerance	1981	
	2001	
	1979	First direct election of the Parliament of the European Union commonly referred
	1972	

¹ Eg.: ~~1998~~: means wrong choice of participants

		to as the European Parliament.
Discovery of the Acquired Immune Deficiency Syndrome (AIDS), in the USA	1978 1980	
	1969 1992	First Youth Law (in Europe) implemented in (Finland) ... in ...
Labour Party of UK wins election with the slogan: 'Nigger for your neighbour? Vote Labour!'	1964, early 1970s	

Session V

Outcomes

REFLECTION GROUPS

Day 1

Guiding questions:

- What happened today?
- How has this day been for you?
- What did you discover?
- What question would you like to ask the team?

Most groups did not formulate their feedback in the form of a question – instead they gave direct feedback to the team. Maybe not everybody had understood the idea of the question. Maybe their need of being able to give direct feedback simply prevailed.

Group1:

Participants don't feel a continuous and joined process in the exercises, despite they enjoyed it.

Give breaks when participants are tired.

Balance between fulfilling the daily program and personal needs (time, hunger, need for relaxation and reflection).

'Institutions and politics' had not been treated yet, and participants are worried about this won't be done later.

Being is different from doing, they are happy to have the opportunity to reflect upon it.

Group 2:

There are some teachers in their group, used to traditional methods. They'd like to get some more lectures, to find a balance between formal and non formal.

They like the small groups for sharing.

Divisions on desires: food for thought/facts and numbers

Complain of the "lecturers' group": no practical info, but they are aware that it is just the first day.

Balance was appropriate for the first day.

Group 3:

As the main question of the day, they have chosen: ...committee opened many reflections.

Last exercise (timeline) was frustrating, they didn't know the dates, but they realised they just had to be aware of the fact things which are happening and as an invitation to reflection.

All happy on the working methods (liked E.C. objects exercise, creative).

Occasion to share ideas, because "Definition of E.C. is not possible".

There are opportunities to be involved in making decision processes we are not aware of.

Group 4:

People are too tired to listen to presentations of organisations, but they could enjoy a free intercultural evening to get to know one each other better.

We take responsibility for learning.

Not for every activity it was clear the way you team want to lead us – the objectives.

Generally it was considered a typical 'first day' and decided to trust the team and wait to see the direction.

Group 5

Why only one woman as a facilitator?

Why do the trainers speak so much and is the course not more interactive?

Day 2

Guiding questions:

- What happened today?
- How has this day been for you?
- What did you learn / discover?
- What 3 questions would you like to ask the team?

In the second day more people were ready to formulate their feedback in the form of questions to the team – though not everybody. The following is an overview of suggestions, remarks and questions.

Group1:

Will we get certificates?

We feel the need to understand more about the methods- skills- tools we can use in order to multiply once home – especially about the World Café. (Personal: she's like to gain games, learning tools, stimulating questions to make people realise what E.C. is, to reflect about the concept.)

Why isn't there an expert – someone that knows more than us - to show us their vision of Europe?

What does Europe mean to you guys-ladies included?

Group 2:

What have you discovered working in the World café? What did you want – expect us to learn?

We spoke about the different Europe concepts (cultural, social, political etc.), but what about Citizenship?

Why do the partnership European Commission – Council of Europe and yourselves want to promote the idea of C.? Is it in danger or what?

This kind - non formal method - is different from what I do at home, I appreciated it, but I am tired in this moment.

Group 3

I am satisfied with the non formal method.

A very good day and with the World Café working method.

Apart from one members comment: facilitation was not there.

The rest of the group we cant say if missing facilitation was good or not.

Extremely good to have the table host continuing the work in the World Café.

What we learnt is to step over what you already know.

It was useful to learn from the other citizens and other participants; we are surprising ourselves etc.

We liked that we were clearing up our personal visions, defined challenges more and came to be more concrete.

We'd like to share your trainers' opinions on our thoughts.

Would the results be different if we were different in the political compass?

If it will rain tomorrow can you provide please reading materials on interesting issues apart from the Youth programme?

Group 4

We'd like to have the info on the organisation night earlier, and not only few hours before.

Will there be more about institutions than now? At the beginning it was not clear and still we are interested to understand it.

We trust the trainers, we just want to understand whether we will receive it or not.

Don't you think that the way it is now the understanding of Citizenship is mostly east European because of the presence of all these participants. The contribution of Bergen's citizens is not enough, we miss having more ideas from western people. We miss impressions from the trainers.

The world café was a nice great experience, despite we don't know what we have learnt: we need more time to see it.

We'd like to understand Citizenship legally and not and then connect it to the European dimension.

Group 5

Would it be possible to have the outline of the process before the session in order to understand the methods etc. (in our group we have different views on how much responsibility we have on what we do, some need more some less structures).

The interviews were very good experience, but we missed a closure.

We have different knowledge about institutions and politics, so some would need to know about role and responsibilities of the 2 institutions, EU and COE, their structure and so on (it is difficult to discuss with people with different backgrounds-knowledge).

How could we build successfully from the results of the day?

We are looking forward to tomorrow.

Day 3

On day 3 we asked people to go in reflection groups directly after the morning session, since the rest of the day was meant to be free time. Instead of asking people to come with questions to the team meeting, we asked them just to reflect in their groups and write relevant observations and upcoming questions down in their individual booklets.

Guiding question:

Look at the questions that you have raised until now. What question(s) do you see in a different light now after this morning?

No written outcome.

Day 4

No reports were asked to the groups after the simulation.

Session VII

Europe: perceptions, interpretations, approaches, experiences.

POLL IN BERGEN

From the plenary:

“Almost everyone asked where we came from and who is organising”.

“We interviewed a policeman. There was also a policewoman, but she was working”.

REPORTS BY THE GROUPS

LIBRARY

Our aim was to interview as many people as possible, having different ages, from various places. We have introduced ourselves first, explained a bit the frame and then asked the question. If the interviewed persons were open to discuss more, we asked some other questions. First, we asked an aged lady on the street and the answer was very encouraging” Europe is hope”. As the library was closed, we asked people from: two banks, several shops and boutiques, an exhibition, a restaurant, a group of teenagers on the street, a travel agency a state agency and hair dressing saloon.

The general attitude was positive; most of the people were open to answer and to discuss about Europe.

Meeting the local community and discussing about Europe with different people, having different background and ages was considered by all our group as being a great experience and an open door to reflection.

The answers were very interesting and some of them surprising for all the group. Some of them were related to the economical and political aspect of Europe and especially to EU but there were also answers more related to the European values such as multiculturalism, equal opportunities, mobility, cultural diversity and unity(ex: “Europe is brotherhood”).

The European reality was seen from different perspectives, according with people’s knowledge and understanding, expectations (“Europe is hope”) and fears (the most common was not to “lose national identity”) and personal experience.

The question was surprising at the beginning for most of the persons and step by step people started to became more and more interested, asking about us, the activity we are participating in and the countries from where we are coming.

The main awareness was considered by the group as being the opportunity to reflect on different approaches and way of understanding “Europe” .

STREETS AND SQUARES

Report on meeting with the locals and discussion

1. What was the meeting like for you?
2. Were the people surprised when hearing the question?

3. Our vision, our countries
4. Reality in Europe

Our two groups went to the streets and to the primary school. We found it to be a good experience.

People were surprised when they heard the question, it was clear they didn't expect it. It raised varied first reactions.

We could say we got mostly positive responses and answers that did reflect they feel European. We noticed that when they speak about personal European identity, they do still stress the national identity.

The perceptions could be categorized as mostly cultural and economic. Older citizens had a more positive perception of what Europe is. Children had a surprisingly good level of knowledge about Europe, although they mainly connected it to European Union.

When debating our personal views, a lot of different aspects were emphasized. For one, when we speak about Europe, we tend to speak about European Union. Europe means different things to us; some spoke about culture, others about history, opportunities, value system, diversity, etc.

STREETS AND SQUARES - 2

It was interesting to go out and ask people what Europe is for them.

Generally we had a good reaction, Bergen citizen said a lot of time that Europe is their home, a common space and a big country. Some said they don't feel European, but this was a minority, while some other couldn't give us an answer.

A lot of time they identified Europe as European Union. Moreover, they spoke about Europe in an economic way, some other in a social way, or geographically or cultural.

One aspect we pointed out it was that normally old people had a stronger European identification. This might be because of their historical memory, as they still can easily remember an Europe divided, with nationalisms and a world war that destroyed so many lives and things.

SCHOOL AND KINDERGARDEN

Interview with school guys aged between 10-12

It took us about 4 minutes to find the secondary or primary school, but after the third attempt, asking the native people where the school is in this little Bergen town, finally we got the right answer – left, right then again left aging right and after 10 minutes walking u will find a school' - said the woman in her late 50s and looking at us with investigating face – who this strange people all with strange appearance are'? Or might BE`?

Finally we get to the school and to the interview – the director of the school asked who we are and after giving answers ' - I am from Byelorussia, I from Georgia and I am from Kosovo, she let us enter the school and brought with her 4 little guys aged 11-12.

In the beginning we asked the teacher with the same questions as the guys.

- WHAT IS EUROPE?

- The same currency, travelling easily, working together. 'I have good feeling about Europe because it is one corporation.'
- DO YOU FEEL MORE EUROPEAN or DUTCH?
- I feel more Dutch then European.

Jeroen, 12

''What is Europe... Europe is a beautiful land, in Europe there are many rules. It is good to be in EU, because it has good rules. Everything is good in Europe, I can not see anything bad...

oh, yes, one bad thing is that language is different and I'd like it be the same, for example Dutch language...

we have the same currency- euro and it is good, because we do not have to exchange money when we travel...

all countries belong to Europe that geographically are located on the territory of European continent. But Europe is too small and I would like to bring at least 5 more countries in it to enlarge...

When I am out of Europe I will be proud of with history of Rome...'

Another 2 guys said that they will be happy to see Australia in EU and of Course Turkey because they have been there and found Turkish people nice, and will be happy to see them in EU as well...

POLICE OR FIREMEN STATION - POST OFFICE - MAYOR'S OFFICE-TOWN HALL - PRIVATE HOUSES - ELDERLY PEOPLE

Four groups gathered into one producing this report.

WHAT IS EUROPE?

Did the questions surprise the people?

- We did get more of the answer that "wow, this is a really difficult question, so we really need to think about it";
- Most of the time the question itself was not a difficult one or surprising for the people – because they did get an explanation from us why we are doing it;

What was the answer?

- mostly it was negative answers;
- "Europe means nothing, because Europe did not react on the statement of the Iran president;
- "Europe is football"
- first reaction was HOLIDAY;
- post office clerk said that it was waste of money;
- benefits are not there, that would be needed for the people in Europe;
- over all most of the people had more negative attitude towards Europe (middle aged people!)
- elderly people love their country and since it is part of Europe, they care about Europe also;
- the answers were still surprising, because in UK a lot of people would not have an opinion about what Europe is for them;
- Europe is centre of everything (a big part of everything) – centre of the world;
- there are too many people in Europe;
- it is only the western Europe (people said, for many of them Europe only means the Western part, the European Union)
- Europe has its geographical, political, spiritual, cultural meaning;
- if the person would have been born somewhere else then he would have had a different answer (for example in Poland European feeling would mean more to people, in The Netherlands it has been a part of people's lives for so long, that they do not take it as something to talk about or stress);

- there are too many regulations in Europe coming from Brussels;
- European constitution – the person said no, because the document came from Brussels and the people can not have an effect/express their opinion on it;
- The police said yes for the voting of the constitution, because that would be a first step towards the European identity;

Is it political, economical or cultural entity?

- It is a mess (the people are very confused and they do not understand – also part of the reaction to media - media gives mostly the negative news);
- negative reaction towards the enlargement, because the crime has risen after the new member states entered.

The reality of Europe ... (our group's discussion is also added within the answers, so all information do not come from the people that were interviewed.

- people feel frustrated, because a lot is happening and they can not have an effect;
- Brussels is giving the rules;
- Dutch writer who took a coffee with one of the group: "The main thing is that you have to work on your own and then you look at the community – you should take it step by step – care about the things around you. The further you go on with it, the less you care about it. This is the way the reality is – the most I engage myself with it so every day I do not care about it so much";
- The writer was very happy that young people like us are together and caring about it and taking the responsibility;
- The identity - I have my identity and then of course at the end of the day I am also European;
- UK has the strongest identity (the softer feeling of European identity);
- Identity is built by inner and outer influence (if other countries do not take your country as Europe, then it is not enough that you yourself consider yourself European);
- When you are in war, then the European identity disappears and you may have a really strong national one;
- The reality is that for a lot of people Europe, in general, do not mean a lot;
- Personal and political – personally people are not in touch with Europe (when they have to give more money away because of Europe, then they face the political side of the thing.
- The group would introduce themselves out of Europe as people from their country (and the next level would be Europe);
- Are borders created because of these definition of being European or having a European Citizenship?
- You can be defined by other people who could not reflect who you really are– but first you have to identify yourself;
- In every country, the various legal aspects of citizenship are different - can this really be changed – because on practical level it is difficult to measure the values;
- It is fair that our own identity can be lost because of European identity (new member states).

SUPERMARKET GROUP

What is Europe?

QUESTIONS:

1. Was it nice to meet with citizens?
2. Did the questions surprise people? (How did they react?)
3. What is Europe from the political/economical/geographical point of view according to the people interviewed?
4. Did the answer surprise you compared to your opinion/vision?

ANSWERS:

1. Yes, to most of them. Most of them were nice.

2. Most of them were surprised, they said „It is a difficult question“, it took some time to think before they were able to answer.
 3. From the social-political aspect it was more about the power division among the countries but most of the answer were concerned with cultural and economical aspect.
 4. Surprisingly we found out that there is a kind of a gap. Because we asked about Europe and all answers coming out were thinking of the European Union concept and not thinking about the other countries around Europe.
- I don't have European feeling.
 - Europe is a good thing, world is becoming smaller and Europe is good thing for future.
 - I don't really know what to say, I don't travel around.
 - It is football and champions league, few countries together.
 - Good thing, but countries have to have also their rights.
 - Europe is no borders.
 - Europe is a good thing, like one country, but I am afraid of xenophobia and racism in Europe.
 - It is globalisation, being part of the group, to play one role in world affairs, being one group against USA and China and other super powers, European currency.
 - I live in Europe so I am European.
 - It is Euro currency.
 - It doesn't mean very much to me.
 - Trying to be together.
 - Different cultures.

Session VIII

The World Café - The Future of Europe

Contents of the power point introduction



- **The secret of the World Café...** it is all about **collective wisdom...**
- **Café Etiquette:** focus on what matters; contribute your thinking; speak your mind and heart; listen to understand; link and connect ideas; look for insights and deeper questions; write and draw on the tableclothes! ENJOY ☺
- **Question 1: What is our Europe?** Politically, socially, culturally, economically, geographically, historically, ...
- **Question 2: What has shaped this Europe of ours?** Politically, socially, culturally, economically, geographically, historically, ...
- **Question 3: What should Europe become for us, our children and grand-children?** Politically, socially, culturally, economically, geographically, historically, ...
- **Question 4: What needs to happen for our vision to become true?** Politically, socially, culturally, economically, geographically, historically, ...

Session X

European Citizenship



THE WORD “CITIZENSHIP” IN THE LANGUAGES OF THE PARTICIPANTS

Outcomes of work in plenary

United Kingdom-English: “It is citizenship that is citizen and ship”. To be member of the city and to be member of a state

Moldavian: Citizen is who belongs to the city

Slovak: OBČIANSTVO: from the word OBEC which means village or commune (more a village than a city).

Czech: same meaning as in Slovak.

definition of the word Citizenship (in bracket are the words without diacritics. Czech interpunction)
OBČANSTVÍ (OBCANSTVI): from "občan (obcan)" that is a member of a town.

Dutch: citizen of a country: something you behave or feel inside; connected with burg, a reality inside city walls, the citizen is the one living in it.

Serbian and Croat: two words: one connected to a state and another more suggesting that you don't have a citizen in a country to be part of this expression, it's broader, difficult.

Serbian: Citizenship is the set of rights, obligations and duties for every single citizen...but also feeling of affiliation which should exist in every single person

Georgian: MOHALAGE: citizen is a person who lives and serve, something to do in the city.

Bulgarian: GRAŽHDANSTVO: The direct translation of “Citizen” is someone who lives in the city, but the legal definition implies the connection to the state.

Maltese: CITTADINANZA, like in Italian, derives from 'city'. It has a legal background and means that you are a citizen of a country. The idea of public spirit is not implied in the meaning.

Belarusian: HRAMADZIANSTVA: derives from the word HRAMADA. 1) a society 2) a group of people 3) a community

Macedonian: GRAGANIN with the meaning - someone who lives in a city, belongs to a city. In the dictionary the word for citizenship equals with national and nationality.

Slovenian: DRŽAVLJANSTVO: state of being a member of a certain country. DRŽAVA means a state/country.

Polish: not known the etymology, resident.

Finnish: population or society.

Spanish: Ciudadania, to be part of the city.

Kosovo: Albanian: in the past it was like in Armenia, now just being part of the country

Lithuanian: PILIETYBĖ- from PILIS , which is fortress(tower) - the centre of the city - so basically a citizen is a person belonging to the city.

Latvian: Pilsonība: citizenship definition in from "pilsonis" that is a member of a state.

German: Staatsbürgerschaft: you have a passport of the state: someone living in a state.

Hungarian, like a mirror of the German word: someone belonging to the state.

Armenian: QAGHAQATSIUTYUN; QAGHAQATSI means citizen: someone who lives or comes from a city. Citizenship is his/her status.

Session XI

Simulation Exercise "Karakus"

Fact Sheet Karakus (FSK)



Welcome to the Planet Karakus. Our planet was formed around 4.57 billion years ago. It has a radius of 6.400 km and a diameter of 12.700 km. The surface area covers 510 million square km, 30 % of which are land.

The Karakestrial World

The Karakian World is organised in 1.5 Million Communities. Every 500 years the capital changes in a rotation system from

one region to another. The present capital is Divercity in Zee.

The overall population of Karakus is 865 Million and is predicted to grow to 2.5 billion in 2013. Most of the growth is expected to take place in the developing regions in the North and West of Karakus.

On Karakus there are about 1.5 million communities. The co-operation between communities is mainly facilitated by two organisations.

The Karakian Organisation for Community Co-operation (KOC²) combines the richest communities of Karakus. Less than a quarter of the communities are a member, belonging mostly to the rich East, representing 74 % of the karakestral wealth. While KOC² was founded on the basis of economic co-operation only, it has evolved to a stronger political and social community. Throughout this development, selective and scattered co-operation with the KOE has happened on occasion. Its headquarters are located in Libertus.

The Karakian Organisation of Egalitarians (KOE) brings together more than two thirds of all communities independent of their wealth. As a value-based organisation it stands for the protection of human rights, democracy and the rule of law. While KOE was founded as a political community, it has evolved to also face with questions of economical, environmental and social nature. Throughout this development, selective and scattered co-operation with KOC² has happened on occasion. Its headquarters are located in Leftistan.

Civil society is strong in all regions of Karakus, and youth work and policy are standard elements of communal policy-making and implementation.

This day brings together representatives of the two organisations as well as community governments, community parliaments, non-governmental organisations and youth workers to define and agree upon their roles and expectations towards each other in an ideal democratic society.

Governmental representatives

You are a representative of the government of a community in the poorer North of the planet Karakus. Your community is not a member of KOC², but you are very active in KOE.

You are a representative of the government of a community in the richer East of the planet Karakus. Your community is a very active member of KOC², but you are not so interested in KOE, even though you officially are a member.

You are a representative of the government of a community in the richer East of the planet Karakus. Your community is a very active member of KOC² as well as KOE.

You are a representative of the executive organ of KOC², the Commission. Your organisation has co-operated numerous times with the KOE, and so far experiences have been positive.

You are a representative of the executive organ of KOE, the Commission. Your organisation has co-operated numerous times with KOC², and so far experiences have been positive.

Parliamentarian representatives

You are a representative of the parliament of a community in the poorer North of the planet Karakus. Your community is not a member of KOC², but you are very active in KOE.

You are a representative of the parliament of a community in the richer East of the planet Karakus. Your community is a very active member of KOC², but you are not so interested in KOE, even though you officially are a member.

You are a representative of the parliament of a community in the richer East of the planet Karakus. Your community is a very active member of KOC² as well as KOE.

You are a representative of the parliament of KOC², the Karakestrial Parliament. Your organisation has co-operated numerous times with the KOE, and so far experiences have been positive.

You are a representative of the parliament of KOE, the Parliamentary Assembly. Your organisation has co-operated numerous times with KOC², and so far experiences have been positive.

Non-governmental representatives

You are a representative of an NGO of a community in the poorer North of the planet Karakus. Your community is not a member of KOC², but you are very active in KOE.

You are a representative of an NGO of a community in the richer East of the planet Karakus. Your community is a very active member of KOC², but you are not so interested in KOE, even though you officially are a member.

You are a representative of an NGO of a community in the richer East of the planet Karakus. Your community is a very active member of KOC² as well as KOE.

You are a representative of an umbrella organisation of NGOs co-operating closely with both KOC² and KOE. Your NGO supports their co-operation based on positive experience.

You are a representative of a large human rights NGO working closely together with KOE. Your NGO is sceptical of more co-operation between the two big organisations.

Youth workers

You are a youth worker in a community in the poorer North of the planet Karakus. Your community is not a member of KOC², but you are very active in KOE.

You are a youth worker in a community in the richer East of the planet Karakus. Your community is a very active member of KOC², but you are not so interested in KOE, even though you officially are a member.

You are a youth worker in a community in the richer East of the planet Karakus. Your community is a very active member of KOC² as well as KOE.

You are a representative of the trade union of youth workers. Your organisation is co-operating closely with both KOC² and KOE and supports their co-operation based on positive experience.

You are a representative of an association of youth workers dealing with disadvantaged children. Your organisation works closely together with KOC² and is sceptical of more co-operation between the two big organisations.

Observers

You are an observer. While your role during the exercise is not as outspoken as the others, it is equally important. You observe the group of governments.

You are an observer. While your role during the exercise is not as outspoken as the others, it is equally important. You observe the group of parliaments.

You are an observer. While your role during the exercise is not as outspoken as the others, it is equally important. You observe the group of NGOs.

You are an observer. While your role during the exercise is not as outspoken as the others, it is equally important. You observe the group of youth workers.

Step 1 – 13 min
9.17 – 9.30

Introduction of background, setting etc.

Step 2 – 5 min
9.30-9.35

Politically inspired speech.

Step 3 – 10 min
9.35-9.45

Getting into their roles. Guided and facilitated.

Step 4 – 30 min
9.45-10.15

Defining their own role.

Government & Parliament
NGOs & Youth workers
Observers

Part 1:

Spend 15 minutes brainstorming the role that you should and could play in a democratic society. What are the main functions you perform? Distinguish between community level and Karakestrial level.

Part 2:

Spend 5 minutes to prioritise your five most important functions. Use a flipchart and markers.

Part 3:

You have 10 minutes time to agree which level (community or planet) and which organisation (on its own or in partnership with another organisation) should perform which function.

Step 5 – 30 min
10.15-10.45

Introducing their roles to the others in plenary upstairs.

Short presentations of the 5 prioritised roles and who performs them.

Step 6 – 15 min
10.45-11.00

Coffee break

Step 7 – 45 min

11.00-11.45

Defining their expectations towards the other actors.

Part 1:

Spend 30 minutes to brainstorm what you require from each of the other actors in order to carry out your own functions. What demands do you have towards each of the other actors? List these demands under separate headings for each actor and distinguish between community level and Karakestrial level.

Part 2:

Spend 15 minutes to prioritise your six most important demands towards each actor. Use A4 paper and markers. Please put each demand on a separate sheet!

Step 8 – 45 min
11.45-12.30

Negotiations

Step 9 – 30 min
12.30-13.00

Short intermediate debriefing (How difficult was it? How realistic is it?)

Step 10 – 210 min
14.30-18.00

Establishment of the new Karakus Youth Programme
“Education for Karakian Citizenship”

Step 11 – 90 min
18.00-19.30

Initial debriefing

Step 12 – 210 min
09.30-12.00

Debriefing continued and conclusions

Rules of play in the democracy of Karakus

1. The aim of the exercise is for each actor of Karakus' democratic society to get their demands accepted by the other actors.

2. The negotiations are made between pairs of groups of actors in three rounds as follows:

Round 1: Government and Parliament negotiate, and NGOs and youth workers negotiate.

Round 2: Government and NGOs negotiate, and Parliament and youth workers negotiate.

Round 3: Government and youth workers negotiate, and Parliament and NGOs negotiate.

3. The group-pairs decide themselves who is to start and they take it in turns to make demands of each other.

4. When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, that is, why it is important to enable them to fulfil their own functions.

5. When deciding whether or not to accept a demand, people should decide whether or not what is being asked is fair, and whether or not they would be able to carry it out.

6. If the second group accepts the demand, one string of wool is established between the two groups to represent the link that has been established between

the two groups. The A4 sheet of paper with the accepted demand is attached to the string.

7. Repeat the process, until all demands have been discussed.

8. Repeat the process in each round until there are connections between all four actors.

Outcome of the group work

PRESENTATION OF THE 5 PRIORITISED ROLES/FUNCTIONS AND WHO PERFORMS THEM.

What you would like to do in an ideal democratic society.

ELECTED REPRESENTATIVES

- 1) Representing the interest of the communities;
- 2) Adopting the laws;
- 3) Electing the prime minister and approval of the government;
- 4) Controlling the government;
- 5) Monitoring and investigating different problems/issues.

Reply to a participant's question: the members are elected by parties.

GOVERNMENT

- 1) Implementation of laws adopted by the parliament; suggest legislation through proposals
- 2) Setting policies along a co-decision procedure;
- 3) Adequate communication and consultation with the civil society;
- 4) Ensuring intercommunal and planetary communication and co-operation
- 5) Implementation of a fairly adequate judiciary.

NGOs

- 1) Prosperity (to be comfortable)
- 2) Democracy
- 3) Basic Values (i.e. human right)
- 4) Free market
- 5) Co-operation

Issues written again after the coffee break (the task hadn't been understood correctly), in order of priority:

- 1) Lobbying
- 2) An alternative 2 way communication channel between community + government;
- 3) Education and training
- 4) Incentives (to give)
- 5) Encourage the involvement in Democracy.

Question: How do you evaluate your success?

By the amount of active participation in society hard to define; it's much more abstract.

YOUTH WORKERS

- 1) Young People need based youth work;
- 2) Rising awareness through education and trainings;
- 3) Active participation support (community and wider);
- 4) Enhance the co-operation between young people and communities, NGOs and institutions → lobby for participation of the young people in the decision making process (point added after the coffee break);
- 5) Defending young people rights.

Some observations by participants:

- A court of justice is missing.
- The media are missing.
- Although education and training is mentioned by a group (actually two groups), one of the key elements missing is education.

THE ESTABLISHMENT OF THE KARAKUS YOUTH PROGRAMME

Task for the groups

To design and agree upon a common youth programme for all of Karakus “Young people of our future: Education for Karakian Citizenship”.

Elements of the programme are at least:

- a) youth research;
- b) youth policy development;
- c) youth exchanges;
- d) youth workers + youth leader training;
- open actions (up to them):
- e) ...

1) Discuss

which priorities you would give to each element of the program; you can introduce 2 elements by yourself. Indicate your priorities by percentage.

Example:

a) 5%; b) 7%; c) 53%; d) 10%; e) 15%; f) 10%

The total must be 100%

2) Think about as many arguments as possible for each choice.

3) Decide who will represent you for every single point during the debate.

Example:

a) Monika; b) Penguin; c) Peter; d) Gina G.; e) Erin; f) Monika.

Total: 30 minutes

Mode of decision making:

Step 1:

Exchange of arguments. 60 seconds for each representative: 4 x 60 sec = 4 minutes

Step 2:

Discussion to agree on a percentage/compromise: 5 minutes

Step 3:

Conclusion of debate between representatives - with or without an agreement: 1 minute

Step 4:

In case of agreement: Short consultation between the representatives and their own group to seek support: 1 minute

Step 5:

Final Round of commitment: Yes or No from each representative: 30 seconds

Outcome

	Elected Representatives Parliament	Government	NGOs	Youth Workers	Percentage agreed	Compromise
Action A Youth Research	10%/+	20%/-10	7%/+3	5%/+5	NO	NO (6% proposal by last group)
Action B Youth Policy Development	25%/-13	20%/-8	5%/+8	10%/+2	12%	YES (12%)
Action C Youth Exchanges	25%/-5	10%/+6	18%/-2	15%/+1	NO/16%	YES (16%)
Action D Youth workers + Youth leaders training	30%/-5	10%/+5	10%/+5	20%/-4	NO	NO (15% proposal by last group)
Action E	Project Funds; Scholarships for disadvantaged youngsters; Internships 30%/+2	New Facilities 25%/+7	Youth Activation 37%/-5	Local Youth Work 35%/-3	Youth activation and social inclusion at a community level: 32%	YES (32%)
Action F	Award Fund: 20%/-1	Building infrastructural facilities: 20%/-1	Youth voluntary institution 23%/-4	Youth Information 13%/+6	Youth resource centres 19%	YES (19%)
	140%	105%	98%	100%		

The Karakus SHOUTING and SCREAMING methodology

Objective

Getting rid of the Karakian identity/customes and more

Task

Scream on the melody of Happy Birthday:

“Now Good Bye Karakus

Happy Welcome on Earth

Happy Welcome dear Earthlings...

Happy Welcome on Earth!”

REPORTS BY THE OBSERVERS

Observer of the elected representatives group

In the simulation game I had the really tough, important and at the same time easy task – to observe how my group of elected representatives works with each other and how do they interact with other institutions of the community.

I want to make some remarks though I have more (I had written 10 pages during the observation process).

The group worked as a team but it was rather passive group. There was definite leader, female one, who came later, but as soon as she came she took the leadership of the group. Other members felt a little bit confused, finding it difficult to define their role, functions and relations. But after some times of debating they decided that though they represent different parties, they have the same aim - to lead the country and to build democratic society.

While saying so, in determination of their needs and requirements towards the three other institutions they found more easily what they want from youth workers and NGOs, however I found it more abstract and general – ACTIVE, COOPERATION, etc; but when it came the government, they decided that government must subordinate the parliament... DEMOCRACY...

All groups find it easier to define their needs and requirement to each other and they built some kind of network in less then 45 minutes, and it seemed that everything in this community will go on so smoothly as it was during that process of exchanging needs and expectations... but, when it come the implementing process and negotiations it turned out that there was no comprehension between the government and parliament, while NGO and youth workers cooperated pretty well and found the tools how to deal with governmental structures in order to get what they wanted.

Parliamentarians seemed absolutely powerless during the negotiations, do not having any tools to persist the demands of NGO, youth workers and Executive government. And I remember one phrase stated in the first round by executive government delegate towards the parliamentarian, when it was talk about agreement about the percentage of the budget which must have been allocated to action A and for which parliamentarian voted NO – 'hey common, government says YES, and how do u dare to say NO....'

while during the first session parliamentarians claimed that parliament is the body that must be superpower in the community and all others must obey their rulings and decisions... though as I have already mentioned in the decision making process they turned out to be the weakest institution.

To make some kind of conclusion I dare to say, that it was easier for all of them to make theoretical things, but when it came to implement there was complete misunderstanding among the negotiators. Sometimes I had the feeling that they were talking about completely different things and I lost the point....

As an observer I do really gained a lot by observing the things which I might not remark if I were player. I was in more advantageous position, having more time to remark the things which players might miss because of the time pressure

That is our life and in real life it is even tougher, to make right decisions in time pressure...

But for the next time I know for sure that I will be participant and not observer. Not because I do not enjoy being an observer, on the contrary, I explored a lot, but I am always trying to find different experiences in my life.

THANK U, TEAM, FOR ARRANGEING TRAINING IN AN INVOLVING AND INTERESING WAY....

Observer of the youth workers group

Members of the group:

- Pavel, member of KOE, KOC, but not interested in neither of them*
- Eny, defends ill peoples' rights*
- Peter, representative of trade unions, works with KOE, KOC*
- Penguin, KOC member, sceptical about work with big organisations, supports disadvantaged young people*

- Moloko, member of KOE

1. Task: to agree upon main functions in youth work, set priorities

The group cannot agree on priorities. Only some of the members are active in the discussion. 2 of them only partly engaged, 1 of them gives no input.

There are two main actors who take active part in the discussion, they agree with each other.

The group comes up with only four main functions, afterwards they are asked to come up with the fifth one, after the plenum session.

During the plenary session the group is interested and asks questions to other groups.

2. Task: the group should decide upon 6 expectations towards : the government, Parliament, NGO's. Afterwards they should decide on the level of these expectations: planetarian, community)

The group doesn't distinguish between the two levels. There is no incorporation of the given roles. Members of the group refer to their experience from the Earth. Only Moloko stresses her background.

The group is confused about the role of two organisations KOE, KOC. Only two members of the group are truly devoted to the discussion. Eny refers to experience from the Earth quite frequently. Peter defends his opinion, contributes to the discussion. Everyone talks at once. Often they do not listen to each other.

Pinguin gave no input, is passive. the group takes decision by discussing things.

3. The groups negotiate between each other. They should agree upon expectations towards their negotiation partner.

The youth workers versus NGO's

- good understanding between the two groups

- they are unanimous

- they come up with a common strategy towards the Parliament and the government

the youth workers versus elective representatives

- unanimous

- Moloko refers to the previous expectations, agreements with NGO's

- Parliament wants youth workers only to be " nice and good people", they cannot reject those kind of expectations

the youth workers versus the government

- everyone speaks at once

- member of the government insults one youth worker

- youth workers are suspicious towards the government

- lack of understanding

4. Task: decide how much money should be devoted to miscellaneous projects. They should also propose two other projects, which are important in the Youth Policy.

They read many times the previously proposed categories. Discussion is held only between three members. The other two are passive. They cannot agree, since some of them think in terms of future, some seem to be attached to the bad experience from the Earth. They prioritise all of the categories. There seems to be lack of understanding, the group is confused by the task.

5. Task: the final negotiation round between all the actors

Just before the round they decide whether they should lower their demands in case of a misunderstanding /

lack of compromise.

Youth workers communicate during negotiations. They understand the needs of NGO's.

Moloko raises her hand to take voice, it's a sign of courtesy. During the negotiations they co-operate with NGO's. Pavel builds on previous agreements.

In end all groups decided to shift the rest of the money to the categories, which had no money at all.

Observer of the NGOs group

ROLE SHAPING:

1. *The ground of the discussion was Who are we? And how can we work together?*
2. *All individuals used »we« when speaking about his/her NGO, emphasizing the size of it as an argument as well – to increase the credibility in the eyes of others, power, representation towards each other...*
3. *Comments: »No messing with that«, »you want our money«, »what you do, does not concern us« being a devil's advocate ok for a beginning, on the other hand, the phrasing is excluding and labeling...*
4. *... Participants were taking sides (KOC or KOE?) to measure power relations, but also to think and communicate in categories (an element we shouldn't forget)*
5. *A process of trade-offs started very early, focusing on economic elements, without even considering how the other society parts might react to that....*
6. *Free market as a priority for ideal democracy – how far does the link between democracy and capitalism as a system of economy really go?*
7. *the attitude »what can we do for the citizens« instead of »we are the citizens«, that was later reflected in expectations shaping, when the group agreed that youth workers are closer to the target group ... what made them think that?*

Specifically exposed democratic elements as I saw them:

- *suggesting a board to cooperate in coordinate the action of the NGOs on planet level*
- *asking all representatives explicitly if they agree on the first priority, instead of assuming they do*

Joint debate:

- *VERY IMPORTANT issue rose: how do representatives get elected? It was obvious that the elected representatives group did not even discuss it*
- *Making a suggestion instead of a question from one group to another*
- *Defining principles instead of roles: discovering how unclear is the role of NGO sector in our real societies, which was obvious also later when the group tried to define roles again... difficulties in shaping*
- *Issue of leadership was raised as well ... important to consider the role of leadership in a democratic community*
- *Comment on linking the roles through cooperation as extremely important democratic perception*

EXPECTATIONS:

1. *it proved very difficult for the NGO group to think concrete and beyond their personal experience*
2. *I missed an expectation that they can monitor the implementation of the work of the three other groups*
3. *again, reflection of concrete understanding and issue that we deal already with in today's societies, but less debate on what could be ideal*
4. *exercising the right of not being involved*

Specifically exposed democratic elements as I saw them:

- *the process of expectation shaping was marked by getting into others' roles and stimulated more specific role division (power division)*

- *trust and open mind – two important values coming up with expectations*

NEGOTIATIONS

1. NGOs-YOUTH:

- *trade-offs and alliance building*
- *it was BTW MENTIONED that NGOs are in the formal structures, youth workers aren't (which is completely the opposite of what we have today), but the thought was not further explored – both sides accepted it*
- *time enabled the group to discuss the relations they expect with other groups (very good element!!)*
- *the needs which expressed in expectations were very similar*
- *ongoing parallel debates, no main negotiator*
- *they could have listened to the other two groups when finished, they chose not to*
- *harmonizing of vocabulary*
- *the feeling grew into using the wording US vs. THEY*

2. GOV-NGOs

- *disagreement that caused disrespectful use of language at the beginning, also patronizing attitude from the side of government*
- *more concrete elements of relationship discussed than in previous group*
- *FIRST actual change of expectation*
- *A lot of going back to how things are arranged in our society in real life*
- *Focusing on representation and not direct democracy (the option of direct democracy was excluded without being debated)*
- *No main negotiator, but no parallel debates*
- *We – you was established*

3. NGOs-PARL:

- *a move to a better working environment that produced a mixed setting of how people positioned themselves – apart from the main two negotiators*
- *main 2 negotiators, with parallel debates – no checking if everybody agrees was obvious*
- *we – you was present*
- *MONITORING of the work and implementation came as an expectation from the side of the PARLIAMENT*

OPEN NEGOTIATIONS:

- *Agenda of how the negotiation sequence will go was set, and nobody tried to change it – it might make a difference?*
- *Not listening to each other, lack of mutual respect when the other is speaking*
- *No common understanding on the concepts that the elderly citizens council introduced (differences between youth policy, youth development, youth work etc)*
- *clashes and power competition among sides instead of looking for a viable compromise*
- *alliances building with similar groups, which reflected the after lunch debate on expectations*
- *not using the arguments that were discussed previously within a group*
- *apparently there was not enough trust in the person in the middle if comments had to be made all the time...*
- *taking it too personal or have the ability to develop arguments*
- *getting better in the last two, open actions which brought in a lot of improvisation and adapting*

Missing: Forgetting the roles and instructions

THREE MAIN CONCLUSIONS TO PONDER ON:

1. *The culture of dialogue*
2. *The meaning of participation*
3. *Exploring the roles that we can play as citizens in our societies*

Observer of the parliament group

1. Learning Culture

The participants held a sense that there was a right + wrong. The construct of duality rather than a creative learning culture was adopted.

Thus resulting in conflict, people were intent on getting their views across (winning) and not looking for the bridge that could be built between the apparent diverse expression of opinion.

This led to the fostering of a blame culture. E.g. people blaming the government group for being too autocratic etc. + not exploring what they needed to do to achieve a collective agreement.

People were looking to see where they were 'Right' and where others were 'wrong' rather than looking for shared responsibility.

2. Self collective awareness.

Some participants demonstrated little self awareness, of how they effected the negotiation process, this was both in terms positively + negatively.

There were individuals that were able to bring people together + others that contributed to the disunity of the group. Awareness of consequence + intention seemed lost in the desire to either:

** Get the job done*

** Win a point.*

3. Over- view

As the game went on people lost the vision and got lost in the detail, personal feeling + the fear of not having their needs met, this became more apparent as the game developed. They no longer were working for the common good. Personal feeling began to guide and inform their actions either in terms of withdrawal or in terms of aggressive negotiation. People became partisan and exclusive.

Session XII

KARAKUS SIMULATION

DEBRIEFING - OUTCOMES

Introduction

How to give and get feedbacks and how the debriefing will work - some indications:

- 50%-50% Observers-Rest of the group
- Differentiate Roles from People
- No personal accusations
- Microphone: only the people holding it have the right to speak
- Be Brief and Concise
- Speak only about the question asked – step by step

Feelings

Sounds expressing feelings of participants about their first group work, trying to define roles and functions, expectations, programme:

Whistle, Wow, Mmm, Zzz, bam bam; different sounds; many remind question marks, express doubts; many seem relieved, many express tiredness; some satisfaction and joy.

Was it difficult to define the expectations from the other parts involved?

In general observers participants answered that it seemed not too difficult to define them, but that it is something that they didn't explore in the group very much. It resulted to be interesting task, i.e. how they explored the expectations in a satisfactory way in order to communicate with the other group.

Not everybody was involved. They were more in the task than in the role. Some people were more involved than others and participating more than others.

The group, when asked why were their role/expectations not explored enough, spoke mainly of time pressure.

There were also problems of identification with their roles, also due to not knowing much about the reality they were supposed to be living in.

They observed that they tended to define themselves as a group not representing different governments but "the government", a general idea of it.

"It was a jumping from the role to ourselves to the role again"

"It's not necessarily a matter of time, but of imagination"

"It was clear what we wanted from the government, but it was confusing to define the demand from ngos and youth workers."

"I couldn't understand how this planet was functioning. I didn't understand the connection with the morning, while working on the youth policies, why nobody used the results of the morning negotiations."

About the negotiations: try and define which was the most difficult and which one the most successful.

Observers noticed that the groups found it easier to define the expectations towards youth workers and NGOs.

They were surprised of the way they spoke about "what can we do for the citizens" instead of "we are the citizens". That was good then in the negotiations with the youth workers. They were literally talking like "us" and parliament and government were "them".

Most pointed out as the hardest negotiation was between parliament and government, getting almost to an argument; when emotions come, one individual makes significant differences in a negotiation.

The communication between NGOs and youth worker, resulted easier.

Some were surprised by the proposal of the government not to give money directly, but to give it to a bit corporation so to make NGOs become independent from the government.

It's important not to look at the government from the bottom to the top and to be afraid of them, but to communicate on an equal base.

They were talking about the fact that, for a government, it would be easier to communicate with umbrella organisations. This implies leaving many solutions aside to come to common proposals, to a result.

We were not patient enough, that made misunderstanding. It was a very intercultural experience. We may be speaking about the same things but not make an effort to wait and listen to the other.

There was no mentioning about democracy, it was assumed that it was a representative democracy and not a direct democracy. The role of the citizen was never considered.

It was underlined the importance of not having considered the fact of sharing a common meaning to certain concepts before discussing: it affected the negotiations.

Interesting that today we speak of negotiations and dialogue. There's a different between what we learn and how we behave.

Some concerns by participants:

Why was the network of co-operation not applied in the afternoon?

Why didn't they get to a collective wisdom, but just a collection of numbers?

Group work: “prepare a statue representing how your feelings relating to yesterday’s activity.”

Each group was representing itself by a human-statue. Observation was active by observers and the rest of the group.

After the representation the observer of the group could change the statue, moving the people who composed it, according to her/his impressions and considerations. Actually, all of them did change the setting of the statues, sometimes significantly, especially registering a less positive in-group communication or unity than the one perceived by the players.

YOUTH WORKERS

NGOS

GOVERNMENT

PARLIAMENT



Main insights, conclusions, observations, learning point of the day.

The observers identified some issues to stress and to reflect upon as learning points:

- 1) the cultural dialogue;
- 2) how people were talking to each other and think on how to improve this interacting;
- 3) the meaning of participating in a decision making process in a society; how we can explore the roles we can play in society afterwards, given we already have them, to change it;
- 4) try and look the situation from the others' points of view, try and understand them

About learning they commented: it was important to allow to learn. Sometimes you have to do something wrong to understand that it is wrong; we learn from mistakes, if we are aware of them. It is crucial when this happens in a collective learning. It is important to be aware of what we can take from the process-game. It is not a smooth process if we stay with ourselves.

Sometime rescuing people is not the best way of learning.

Leadership: how important is leadership in a democratic community and how do we want to organise that?

Round of the microphone: “say just one word”

Here most of the words said, often participants say more than “just one word” ... ☺:

- happy, had disagreement by then managed to reach our main goals about the budget, etc.; we had a very good observer, thank you.
- Satisfied, I have learnt.
- Interesting and I learnt a lot.
- Excellent example of team work and spirit.
- Good experience, good way to learn how to act as a citizen in an institutional frame.
- Interesting experience.
- Introspection, I am still learning.
- Need more time, many questions.
- Hot experience - learn from each others.
- Interesting and useful, but it was a simulation; it was another planet, but the link with ours was obvious.
- Exhausted, new experience, interesting.
- Possible to show the real perceptions of people. Citizenship is not the same for all, we have to come to a compromise, an agreement, leave things and come to something new.
- Learning by doing, exploring.
- Yesterday I sometimes felt a bit out. Now I feel much better, after clearing things.
- What is Citizenship?
- None will get there, unless all get there.

Session XIII

Outcomes

OPEN ADVICE SESSION

Questions written by the participants on the flipcharts

- Timeline creates people (persons) events around them, within them shape individuals this character! Do you believe?
- What is most valuable you gained from the training? Experience, knowledge, people, friends...?
- Are citizens born or made?
- What are the obstacles that prevent you to be European citizen?
- What stops people to be active citizens?
- Who has the responsibility to make someone heard and how to support this action?
- What democracy is doing for us in our Europe?
- When all citizens will be inside of their –ship?

- We will find the right direction only if we know where we are going to. Does anybody in Europe really know where are we going?
- Can each of us make his own definition about European integration and European citizenship?
- What is the definition of citizenship, responsible citizenship, democratic citizenship, European citizenship?
- What are the differences between all these and do I and others identify with any of them?
- Is the creation of a political culture, a culture of dialogue and collective wisdom, a realistic and achievable goal?
- What will I remember the most from this seminar?
- What I would like to change?
- How to make people Europeans?
- Do we need a war to realize what is peace?
- Have we found answers to (some) of the questions asked?
- How can we achieve the process of collective wisdom in real life situations?
- Is the European citizen name for every single European from each part of Europe?
- Shall we be able to multiply the 'European Citizenship' idea into the everyday youth work ... and how?
- Do we really have anything in common? What?
- What does Europe really signify?
- What is our Europe?
- Is it thinking 'painful'?
- Which aspect of European Citizenship prevail in reality – institutional or geographical?
- Which identity is more important: European or national? How to manage both?
- Which are the most significant expressions of European citizenship?
- Is it a process, tool or a structure?
- What we should understand 'European dimension'?
- Where will we meet again?

- Do we need the/a European identity?
- Europe! Eureka!
- What does the previous question mean?
- What should we do to be able to stick to cooperation and not competitive attitude?
- And one think about: is citizenship really answering need of people living in Europe or are we transferring our need to their shoulders???
- Can there be a 'European identity'?
- Is there other way for democracy?
- So ... what is the 'European citizenship'?
- Can an American consider him/herself as a European citizen?
- How to, in a simple way, explain what European citizen ... ship back home, to youth, students n' my mum?
- How far Europe go?
- What is the reason for choosing 'being passive' in significant moments of life?
- What do I see in a different light after this training?
- What is that makes us European citizens?
- How can we become non-citizens?
- What can I bring home after this course in order to multiply my new knowledge?
- Which is the future of Europe?

FIND 1 QUESTION FOR THE TRAINERS

15.45 – 16.15 coffee break and reflection group: find 1 question for the trainers.

- 1) What was your motivation to work in this course?
- 2) Is the geographical or the institutional element the most important?
- 3) Paola: how will you use the knowledge and information of this course?
Tatevik: Do you feel European?
Boys: What is your next project after this course?
- 4) What is your personal vision of the future of Europe? (Group quoting Emma Bonino, European Parliament member from Italy, who spoke of United State of Europe, as an example).



DYNAMIC INTERACTIVE EVALUATION: GETTING CLOSER

Outcomes of the participants' evaluations

Activities:

Positions: Most people close, some half way, very few a bit more on a distance.

Comment: contents or methods? Contents.

Some commented that they liked all: time, groups, interactive style, “not boring”. They enjoyed the activities and the fact they were varied and covering “so many issues”; appreciated the developing flow of the training.

Many people agreed that they were missing some theoretical inputs: policies and politics was very general.

But there were also replies commenting that it depends very much on the backgrounds, some said they would have been bored by theories, after having had so much in their studies and past.

One said to have appreciated the timeline, but that it could be useful to know the effect of the events on the follow up-changes.

One thought that the methods were not adequate for the contents/objectives.

Two said that it could be useful to have some more info on how to multiply, fund raise, to have tools for transferring it into their work.

Facilitation:

Positions: All close to the trainer; one a bit further.

In general the fact that the trainers were so different and had different qualities/approaches/styles was seen as a very positive element. It was appreciated how they completed one each other.

“Never seen such a huge group of trainers.”

Some comments:

- Good that the methods were not only adapted but innovatively used.
- Sometimes the instructions were a little unclear.
- Time pressure made it very hard.
- Passport exercise could be developed.
- Reflection group was the first time without facilitator, but it was ok.

Practical organisation:

Positions: All close, few in the middle; three farther.

“We didn’t have Jacuzzi.”

☹ Some common areas were full of smoke.

☺ In general it was really appreciated to get the participants’ materials and info before the course. Some reported that they had never received such a material before and that the course started when they got it.

Group (especially related to your expectations)

Positions: Many people close, Tina farther, Viiktor farther, some in the middle,

There were some regrets about the fact that the participants from western countries were few, so the dialogue was missing.

One had the impression that the target group – youth leaders and youth workers - is not represented that much.

Many reported that they had no specific expectations before coming.

It was also widely valued to share this experience with people with different backgrounds and perceptions.

There was the strong perception to have learnt much from the other people, “this is what created my vision of Citizen”.

One remarked that it was good to see many people from Former Yugoslavia and that they could work together.

ONE WORD

The task was: come up with one word in your own language that describes best how this course has been for you (and then translate it into English).

Following, the English translations of the outcomes:

- Journey
- The place of experiments/workshop
- A double word meaning nice/useful
- Impressive
- Question mark / too soon to make it concrete
- Too fast
- Confusion (many people and stories: confused on the idea of EU)
- One step forward / therefore successful
- Connection (we depend very much on each other, I understood): how much an event in a country (positive or negative) could impact on the other countries?
- Shaking in a positive way (☺ In one of the activities the participant had understood Events that “shaked” you as a citizen” instead of “shaped you”): so

I'll go home and shake the other people.

- Crossroads.
- Knowledge both of things and people
- Widening or opening perspectives etc.
- Confusion: both in positive and negative way.
- The ground of something to think in the future
- At the end you get an experience that is always good to have
- Charging (a battery), like loading energy etc.
- Challenge
- Reflective about many questions etc
- Different: happy to see people who want to change things and not look only for money
- A better future for us all;

The trainers said:

- A ball of wool/Beginning
- Synergy
- Beginning/start
- Beginning
- Magic
- Proud

ANSWERS TO THE PARTICIPANTS' "1 QUESTION TO THE TRAINERS"

CLOSING SPEECH BY THE COURSE CO-ORDINATOR

In reply to the questions posed to the team by participants we said:

Dear European Citizens,

moments like this – when people admit they have been shaken and that this has been a positive experience – visualise quite powerfully and emotionally why we, the team, do this kind of work, which is one of your questions to us: We believe in the impact and power of non-formal education and its methodology. And we believe that young people and professionals working with them need training and educational support – to empower multipliers like you and through you young people.

We also believe geographical or institutional frames are not decisive about how you feel, or where you belong. European Citizenship is a concept based on values, not on borders or bureaucracies. And therefore Armenians can very well feel as Europeans, and so does Tatev.

We have together produced many ideas, thoughts, insights and questions. We are convinced of its quality, and consequently we will try – sorry, fellow citizens – to sell everything. Alternatively we will use it to publish “Harry Potter as a European Citizen”, and if that also does not work we will compile a good documentation and also continue using many outcomes in our further work as activists and educationalists.

In this way we will contribute to the success of this course, because we will do something useful with the outcomes, as soon as Monday morning.

Naturally, we are also extremely interested in what you do with all of this – the many insights and the many questions. So this would be our two questions to you:

Will you do anything with this?

What will you do with this?

While now it can only be a rhetorical question, we hope and ask you to keep us posted and informed. The Email address heureka@nonformality.org will continue to be operational!

We are curious to see what the mid- and long-term impact of this course will be, because what you and we do will have its part in shaping Europe's future. “Young people are the future of Europe”, of course, but much more importantly, we are its present as well. What you and we do today will determine our own and Europe's future.

We hope having contributed to your motivation to engage in, with, about and for Europe.

Don't feel bad if you can't run a training on European Citizenship now – this course wasn't meant to reach that. If you can engage in a discussion about Europe, its politics and European citizenship, if you can ask powerful questions – be happy about that!

Remember: A value-based community is something that is constructed by its citizens – we have constructed something together which will hopefully provide you with a motivation and a framework for further questions.

With these final words and answers to some of your questions to the team I declare this training module closed.

FAREWELL PARTY

THE QUOTE CONTEST

Following some of the politicians quotations brought by participants for the competition that took place during the farewell party:

“Whoever speaks of Europe is wrong: it is a geographical expression.” Otto von Bismarck

“Some day following the USA there will be a United states of Europe.” George Washington

“As far as I’m concerned war always means failure.” Jacques Chirac

“Success is the sole earthly judge of right or wrong.” Adolf Hitler

“I have always known that civic opinion is killing that what is needed for a nation” Jean Raffarin French Prime Minister, after France rejected the Constitution.

“I was born in 1920. I served as a soldier in the Second World War. I will never forget the scourges of nationalistic rivalry and totalitarianism. As an Italian and a European citizen, I feel the duty to point out, especially to the younger generations, the value of the unity of our continent and the need to continue along the chosen path”. Carlo Azeglio Ciampi (President of the Italian Republic) – 17th March 2005 in his speech during the investiture as Doctor of Civil Law at Oxford University.

“The blessed introduction of the single European currency has thus far produced the exact opposite result of what the euro was created for -- an asphyxiated economy and hobbled growth under the burden of 'stupid' ties”. Silvio Berlusconi (Italian Prime Minister) – 22nd November 2004 edition of “Il Foglio” Italian newspaper.

“Ich bin ein Berliner” (...I am a Donut). John Fitzgerald Kennedy

Unassociated quotes

“Camel is a horse that was designed by a committee.”

“The human right is not something that someone gives you but something that none can take from you.”

“Euro-optimists are basing their positive attitude towards Europe on their optimistic view on life: it has to be better, because it can’t get worse.”

“I would never die for my believes because I might be wrong.”

“A mind is a wonderful thing to waste.”

“You are the change we want to see in the World.”

ANNEXES

Annex I

Module Reader - Preparation Guide for Participants

Annex II

Session X – Input on European Citizenship



Partnership Training Module

EUREKA! EUROPA?

European Citizenship: Institutions and Politics

The module formerly known as "E Pluribus Unum"



Hotel Marijke, Bergen, Netherlands
21-27 November 2005

What you can't be without
...take me along and don't lose me...

what's in it?

A few words of welcome...

About the course

- The trainers team
- Rationale and Framework
- Aims and Objectives
- Working languages
- Introduction to the Programme
- Programme Grid

About your preparation

- Preparing for the contents
- What to bring with you?

About your travel

- Travel Essentials
- If you need a visa...
- Getting to the hotel

About the Netherlands, Bergen and Hotel Marijke

- Weather conditions
- Working, Sleeping, Eating and Living

About getting in touch

- Useful contact details

About what to do next

- Your personal to-do list

CONTENTS

A little abbreviation dictionary

COE	stands for Council of Europe
EU	stands for European Union
>> and the two institutions have a partnership in the field of youth work, policy and research.	
Sadly enough, this partnership has no abbreviation yet - suggestions are warmly welcome :)	
NA	stands for National Agency. They manage the YOUTH Programme of the EU at state-level.
SALTO	stands for Support and Advanced Learning and Training Opportunities within the European Youth Programme and is a network of 8 different resource centres connected to NAs
NIZW	stands for Netherlands Institute for Care and Welfare (the abbreviation comes from the original Dutch name). The Dutch NA is part of this institute.
ICL	stands for intercultural learning
EYC	stands for European Youth Centre (there are two, one in Budapest and one in Strasbourg)
EYCS	stands for European Youth Centre Strasbourg. Hm, what could EYCB mean, then?

a few words of welcome...

Tata!! Congratulations! You have applied to participate in the training module 'European Citizenship - Institutions and Politics', for which we are really grateful - and you have been selected by the team as one of 25 participants, for which you are allowed to be really grateful for a moment, too.

You were selected because we believe that you can learn something at the course for yourself and your organisation, association, company, group or movement at home. But there is more to it: You might wonder a little why, but we do believe that the other participants can learn something from you as well.

For this reason and many many more we, and we can surely speak on behalf of all other participants, are looking forward to meeting you on November 21 at Hotel Marijke.

To make this week of intercultural learning a successful and enjoyable experience for you and us, we have compiled this wonderful little survival information package for you.

We hope you appreciate the work behind these pages and read them one by one and very attentively ☺

Some of the following information gives you advice on how to prepare for the contents of the module. We also introduce the aims and objectives of the course again and present the programme to you.

Though we would like you to read and think through the programme, we also would like you not to be astonished if, upon your longingly expected arrival, the programme has changed a little. Even more: It might change a little further throughout the week!

Why that, you might be asking yourself. Don't these fellas know what they want? Well, we actually do know what we want. But we are

running this training module for you, and not for us... So we have to and want to be able to react to your needs or difficulties, ideas or demands, proposals or desires. This course is yours!

That does not mean, on the other hand, that the module will all of a sudden deal with a completely different topic - but that's so self-evident that we don't have to state it explicitly, do we?

Next to the thematic preparation we have also included some essential organisational information. We not only explain how to get to the venue, a hotel named Hotel Marijke in Bergen (Netherlands), we also tell you which means of travel you are allowed to use, which routes you can take, how your travel costs will be reimbursed and what to do if you need a visa. Please make sure to read this information carefully before you decide on how to travel and especially before you book your ticket!

As you will see on the following pages, the programme of the week looks quite demanding. And it will be...

But it will also be lots of fun, we promise! The course is not gonna end at the time of sunset, not at all. There will be time as well to talk, discuss, debate as well as dance, watch videos, sing, go out and party. A few items we are asking you to bring along will help to facilitate this more informal part of our joint intercultural experience.

Should you have any questions, suggestions, problems or proposals - please do not hesitate to contact us at any time. We will get in touch with you as quickly as we can!

Looking forward to meeting you soon,

Peter

Andreas

Kees

Tatev

Paola

the trainers team

We first thought about putting some photographs here, but then decided that we want to leave that wonderful surprise for the day of your arrival!

So there are five of us, from all corners of Europe, with all sorts of different backgrounds, different ideas, different ways of thinking, different ways of working...

But despite all the differences we make a great team and are desperately waiting for the day when it will all begin! And we are:

Paola from Italy, Tatevik from Armenia, Kees from the Netherlands, Peter from Hungary and Andreas from Germany.

The rest you'll have to find out yourself...

rationale and framework

European Citizenship has recently become a widely used buzz word, but its promotion has been a long-standing priority of the Council of Europe and European Union alike.

Violations of human rights within and outside the EU and the increasing change of patterns of political participation are only two of many developments which have brought the two big European institutions together to work on European Citizenship.

This co-operation between the Council of Europe's Directorate of Youth and Sports on the one hand and the European Union's European Commission on the other hand happens in the framework of a partnership with the following aims:

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

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

→ to promote the understanding of and respect for cultural diversity and intercultural cooperation.

Quite a few pilot activities have been run with youth workers and youth leaders since 2001; a training kit (T-kit) was written and recently also shorter training modules were successfully tested.

This module is part of a series of 6 jointly developed modules on European Citizenship and is one of three to be hosted, for the first time, by a National Agency. In this respect, a great thank you goes to the Dutch National Agency - great guys, not only because they host our module!!

the main learning objective...

Is for you to develop a sense of space and place in contemporary Europe, the skills required to be active agents for change

and development, and the knowledge required to make choices within this context.

Read on, and it will become clearer...

aim and objectives

You have read about the background against which the partner institutions decided to organise this course. You were introduced to the highly ambitious learning objective, speaking of a sense of space and place. You also know why you are interested in the course yourself.

Bringing these different elements, aspects, interests and expectations together is certainly not easy! And yet: The aim of this module, underpinned by a couple of concrete objectives, tries to do exactly that - bringing all of these different motivations and aspirations together.

Think this won't work? Let's give it a try:

The aim of our module is to support the professional development of youth workers and youth leaders by extending their competencies to integrate *elements* of European citizenship within their projects and practice and support their role as multipliers with young people.

Yip! And to reach this aim, the team has defined a set of objectives, which are:

→ to provide the participants with an opportunity to reflect upon Europe in relation to:

its history, integration processes, senses of belonging, its relation with the rest of the world, the historical role and present function of European institutions, the relation of European institutions to

young citizens, utopias about Europe, the future of Europe and current challenges, tensions and contradictions.

- to explore concepts and practices of citizenship as lived in the realities of the participants and to compare those lived experiences to theoretical models of citizenship and European citizenship;
- 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 reflect on the dynamic context of European and world society and politics (cultural, social, economic, demographic, geographical) and how that affects the conditions for the development of citizenship in Europe;
- to critically and creatively reflect on the role and relevance of European citizenship for young people and for current and future youth work practise;
- to increase participants' competence to critically look at existing and develop new types of youth work practises addressing European Citizenship;
- to develop participants capacity to multiply the newly gained awareness and knowledge to their peers and other young people in their youth work contexts.

working languages

The working language of this training module will be English. Don't be afraid, your English doesn't need to

be perfect - neither is ours! It should be good enough to actively participate in plenary as well as in smaller working groups, that's all.

introduction to the programme

As you know, the training module will deal with all sorts of issues connected to Europe, citizenship, youth work and young people.

Starting from your personal experience, we will address a variety of topics, such as citizenship in today's Europe, the future of Europe and the role of citizens therein, the importance and relevance of youth work for active citizenship and many others. Of course we are also going to take up practical questions in relation to working with young people on European Citizenship.

The training module is held at a hotel in the northern part of the Netherlands. It is hosted by the Dutch National Agency of the EU Youth Programme and co-organised by the Institutional Partnership between the EU and the COE. Both organisations have a long tradition in non-formal education and training.

In most countries non-formal learning has become a recognised and acknowledged form of educating and training people. That wasn't always the case and has also changed thanks to the effort of the Council of Europe and the European Union as well as many NGOs, such as the European Youth Forum.

So, our training will be non-formal learning, all the time and all the way through. It goes without saying that this does not mean that everything is unorganised, chaotic and anarchic all the time. On the contrary!

But it means a number of things which are different from formal education or spontaneous informal learning and which make non-formal learning a distinct form of education.

It means for instance, that you are at the training module because you wanted to yourself, and not because anyone told you that you have to be there.



It means that we do not control what you have learned by means of any sort of test.

It means that we will not award you a diploma stating that you have completed the Heureka! Europa? Training with an average grade of 1,3.

Diploma



It means that the learning is based on your experience, your motivation and your needs.

It means that you are responsible for your own learning, but that the team and the group supports you.

It means that your feedback is valid and important and will be used to improve future training modules and programmes.

And, let's not forget that, it also means quite a bit of stress and - lots of fun!

On the following page we present you an overview of the week's programme. While it is not exactly what you would call expounding, it hopefully provides you with a general idea of what the week will be like.

We won't give you a more detailed version of the programme - not because we are lazy, but because we want to keep the programme flexible enough to react to you, your needs and interests. We hope you agree!!

programme grid

	Monday 21 Nov	Tuesday 22 November	Wednesday 23 November	Thursday 24 November	Friday 25 November	Saturday 26 November	Sunday 27 Nov
<i>Breakfast</i> 07:30 – 08:30							
09:00 hrs Morning session coffee and tea break included	CITIZENS ARRIVE						CITIZENS GO HOME AND MULTIPLY
		Opening Introduction to the course and course context Getting to know each other Participants' expectations	Europe: Different Perceptions, Interpretations, Approaches, Experiences based on participants' experiences	Exploring the dimensions of citizenship ...	Simulation exercise "Politics, citizens, institutions and youth work"	The role of youth work in citizenship education The role of youth workers	
<i>Lunch break</i> 13:00 – 14:00							
14:30 hrs Afternoon session coffee and tea break included		Group Building Me: A citizen in Europe? Timelines of Europe and citizenship	Exploring the future of Europe and its citizens A World Café Debate on Europe	Free afternoon <i>Voluntary consultations on the youth programme</i>	Simulation exercise continued	Multiplication Follow-up to the course Evaluation Closing	
<i>Dinner</i> 19:00							
Evening	Welcome evening	Citizens celebrate ☺	Citizens compete ...	Meeting local citizens!	Citizens rest ...	Citizens say farewell ☹	

preparing for the contents

In as far as possible, we would like you to collect some background information before coming. What we are most interested in - no, that's you. Again: What is most interesting for the training - ups, that's you again... Well, then: Answers to the following questions would be helpful for your personal preparation of the training programme:

- Which different concepts and meanings of citizenship exist within your society? Is there a word for citizenship in your language?
- Who is considered a citizen? What is required to become a citizen? Is there any formality associated? What is the difference between a citizen and a "national"?
- Is there any statistical information available regarding the participation and exercise of young people's rights and duties in society?
- What are the forms and contexts for citizenship education in your country (both in formal and non-formal education)?
- Is there any debate or reflection regarding "European Citizenship"?

But don't worry, we are not expecting you to bring all sorts of legal texts. What we are looking for is more general answers and considerations, not very detailed legalistic ones!

prep@www: a few useful sites to consult

ALL AROUND CITIZENSHIP

The European Year of Citizenship through Education, a project of the Council of Europe

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



The T-Kit on European Citizenship

<http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit7/index.html>

The UK-based Citizenship Foundation

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

The Institute for Citizenship, an independent charitable trust based in London:

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

The Active Citizenship Network, a European grassroots movement with Italian roots:

<http://www.activecitizenship.net/>

A challenging article on citizenship and identity:

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

The Europa-Server Web-entry-page to education and training within the European Union

http://www.europa.eu.int/pol/educ/index_en.htm

The EU on active citizenship and young people

http://www.europa.eu.int/youth/active_citizenship/index_eu_en.html

YOUTH POLICY IN EUROPE

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

The EU Youth Portal

<http://www.europa.eu.int/youth/>



Documents and useful links about the work of the Directorate of Youth and Sport:

http://www.coe.int/T/E/Cultural_Co-operation/Youth/

The web site of the European Commission Unit on youth with information on the white book on youth policy, the youth programme and more:

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

MATERIALS ON NON-FORMAL EDUCATION

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

http://www.coe.int/T/E/human_rights/Ecri/3-Educational_resources/

<http://eycb.coe.int/compass/>

<http://www.infed.org/>

...

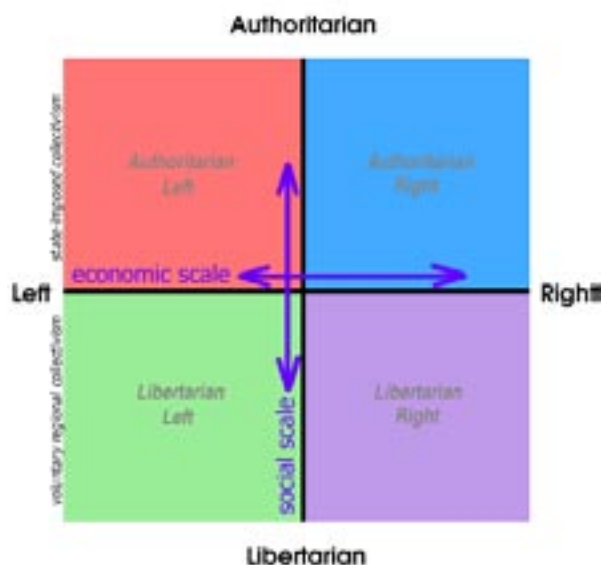
Of course, there is much more information available. We hope to have given you a few good starting points. Enjoy looking around!

preparing even more...

Where do you stand politically? In other words: Which quadrant of the political compass do you inhabit?

No idea what we are talking about?

Have a look at this, then:



Yes, indeed: We are interested in your political beliefs, understanding, positions. Don't worry! This is not a test - you will participate in our module no matter how libertarian, authoritarian, left or right you are!

Never forget that these concepts are simplifying models of locating people according to a chosen set of opinions - they are not all-inclusive or the absolute truth, and they are no reason for qualifying or disqualifying a person's positions or opinions!

But they are not completely stupid either... Which is why we would like to use one of these models called the Political Compass.

It is a model which we might have invented did it not exist already. It did though and so we couldn't invent it ourselves anymore, which is something sad and something we want to mention clearly and honestly:

We like the idea but it wasn't ours.

All thanks and honour go to a political journalist and a professor -- and a couple of bigshots like Theodor Adorno who did some groundbreaking research inspiring those two.

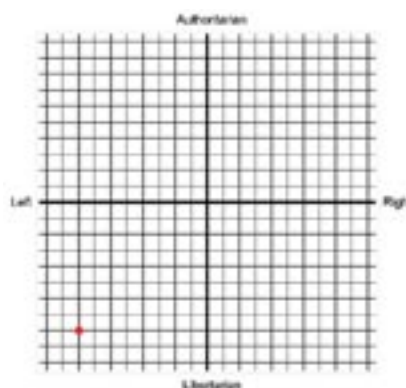
Well anyway, we would like you to navigate to the website of this project at

<http://www.politicalcompass.org>

and take the test which is entirely and completely anonymous.

Please do not try and read ahead on the test or the way it works as this might influence your answers. Don't try to be politically correct (what the heck is that anyway?!) but reply to the questions as you personally feel and think.

Once you have done so, you will get a page with your result, giving you quite a few explanations and comparisons and a graphical chart looking like this:



Please fax us a printout of this diagram to the number +49 30 56.82.64.92. Alternatively you can also send the chart as a pdf document to heureka@nonformality.org. Or you just send the coordinates to the same email address, in this case: Economic Left/Right -7.75 and Social Libertarian/Authoritarian -7.54.

And please do not worry: Your result won't be published. Nothing funny will happen, your political compass will remain absolutely anonymous and private of course!

what to bring with you

There are a number of things we would like you to bring along for the official programme as well as the informal moments of our week. They are all equally important and we would like to ask you to not only read through the list but to also bring the stuff along!

And here is the list:

a) a small introduction to your organisation (mission, activities, projects, full address) - one page to be copied for the other participants;

b) the most intelligent and the most stupid quote of a politician about Europe;

c) a poem, proverb, song, lyric, prosa, wisdom or something similar which inspires you personally;

d) materials for a small exhibition on your organisation: posters, leaflets, photos... any visual and text material you can bring to present your organisation in an exhibition;

e) the political compass of yourself which you will have faxed or emailed already by then but nonetheless, please do bring it;

f) a nice taste of your region or country which was brought to you from another country -- food or drinks which migrated so to speak :)

g) your artistic skills! Can you play the guitar, sing, dance? Have you got any hidden talents? Please let us know and share it with all of us!



h) some sunshine would be nice indeed (it will, after all, be rare enough in late November) and of course endless amounts of good mood and motivation for work and leisure!

i) originals of all your tickets and all invoices and receipts related to them (read the next chapter carefully!);

j) any dictionaries you might require;

k) an alarm clock and the loading cable of your mobile (don't forget the mobile itself -- would be sad to have only the cable);

l) any insurance you might consider good to have (health insurance for a foreign country for instance or a luggage loss insurance or third liability or or). Unfortunately we cannot provide any of these.

Some of these things you have handy, we are sure. For others you might have to do some research, rummage in your organisation's archives, do some research at a newspaper's headquarter or ask questions at a radio station.

We understand that some of this takes time. You can be sure that we didn't establish the list in order to minimise work for us and let you do all of it. Never!

Each and every single item on the list has a particular importance, a specific meaning. By bringing them along you already make your first contribution to the success of our training module.

Thank you!
Very much indeed :)



If it makes you happy:
Our list of things is much longer, so long that we actually had to use numbers instead of letters... And we promise to bring some good mood ourselves!

travel essentials

We hope and understand that you are quite excited about the training module and all. But beware: Many participants before you made one mistake before coming to their course: They didn't read the following lines. Please don't. Believe us, fight the devil of excitement and read on.

Thank you!

As you know, this module is organised by the COE and the EU. In most organisations there are rules for how the money is being spent. That's also true for both of these, and naturally, their joint partnership!

And that is where you come in: The partners in organising this module are gonna pay for your food, your accommodation and your materials during the course, and they are also going to reimburse your travel expenses.

(Some of you get the reimbursement from their National Agency, some from the Dutch NA and some from the Partnership -- doesn't matter though, the rules are all the same!)

Reimbursement simply means: You, your organisation or your parents pay for your travel in advance. After the training course you'll receive all of your travel expenses back by a bank transfer.

To receive your reimbursement, you'll have to follow a few regulations. There are not many rules, but they are strict. And here they come:

Rule No 1: Be there all the time

Simple and straight forward: You only get reimbursed if you attend more than 80 % of the training module. And: If it is really and truly unavoidable, you should at least have a good reason for missing parts of the course (which, in any case, cannot be more than 20 % of the programme!).

Rule No 2: Travel cheap

Imagine 30 young people from all over Europe, sometimes even beyond Europe, travelling to one place. The expenses are tremendous, and so is the impact on the environment. So please arrange your journey in the most economic manner possible.

Use reductions, special youth and student fares, special offers.

On average travel expenses of each participant should be not more than 350 Euros. But please remember that there might be people living further away from the Netherlands than you do. It is also in their interest and to make their participation possible when we ask you to travel as economically as possible.

Rule No 3: Use public transport

In general we will only be able and allowed to reimburse tickets for trains, planes, busses and trams - regular public transport that is.

Make sure to get a receipt for everything!

Rule No 4: Use train if...

you live up to 700 km away from Bergen in the Netherlands. You have to travel 2nd class.

Rule No 5: Fly only if...

you live further away than 700 km!

Make sure to get an APEX ticket (that means to have at least on Saturday night included in your stay and therefore get a better price).

Should it be necessary to arrive a day early and/or leave a day late in order to get a considerably cheaper flight or to get a flight at all, please inform us as soon as possible - otherwise we can't organise bed and food for you for these extra nights!

Rule No 6: Check your route :)

Please do all of us the favour and check carefully which route you book to avoid mistakes:

Flight to Amsterdam, train to Alkmaar, bus to Bergen

is the favourite and only route for you.

Don't fly anywhere else than Amsterdam!

There are many other places in Europe by the name of Bergen, most notably one in Norway. Don't let yourself be fooled by this -- of the many different European Bergens you only need one -- the one located in the northern part of the Netherlands.



Rule No 7: Use cheap flights if possible...

You can get to Amsterdam with many national and international airlines including KLM, Lufthansa and others. But there are also more and more budget airlines taking you to Holland's capital. The most frequent services at the moment are offered by the three companies Easyjet, Sky Europe and Transavia. Their respective websites are:

www.easyjet.com
www.skyeurope.com
www.transavia.com

And of course, if flying with any of these airlines is cheaper than travelling by train you are welcome and allowed to fly!

Almost there, yes, but alas, there is one last rule, to bind them all:

Rule No 8: Receipts receipts receipts!

Without proper receipts - meaning readable papers indicating the price that you paid and what you paid it for - there will be no reimbursement! A copy of the flight ticket is in most cases not enough. You would also need the invoice of your travel agent and something like a credit card statement as a proof of payment. Also keep your boarding pass!

Now, enough rules to follow, isn't it?

Assuming you do as you were just told and you fill in the reimbursement form (which we will give you once you arrived) - taking all that for granted, you can assume that you will receive your travel reimbursement by bank transfer soon after the training -- normally this means before the end of 2005.

Exhausted?

Why not take a break? After all, we didn't write all of this in one go either...

Just one last piece of advice before you go take your well-deserved break: The Partnership does not provide you with any insurance coverage for your travel and stay - you'll have to take care of that on your own. Make sure to check with your insurance what the options are (if you are a national of one of the EU countries, for instance, you just need to get form E 111 from your health insurance, because the EU has a special social security convention.) It might also make sense to cover loss through theft or unforeseen travel cancellations.

Well, enough! Get a coffee, a tea, call a friend, visit someone, watch TV, listen to the radio, do whatever you feel like! But do it! Go!

if you need a visa...

Travelling to the Netherlands is easier for some of us and a little more difficult for others. But in general it is quite possible to make it, even if you do need a visa.

That is the case if you have the nationality of one of the following states:

Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Moldova, Russian Federation, Serbia and Montenegro, the Former Yugoslav Republic of Macedonia, Turkey and the Ukraine.

You also need a visa if you come from Estonia, Latvia and Lithuania but have a non-national passport.

And you do need a visa as a national of any state that is not a member state of the Council of Europe, too.

To get your visa you'll have to contact the consular section of the Dutch embassy in your country. Depending on where you travel from, you might also need transit visas from other embassies.

Getting a visa can take some time, so our advice to you is: Run! Get it done! As soon as possible! Now!

As a proof for your invitation to attend the course the Dutch NA and the Council of Europe have already sent you a letter confirming your invitation to come to this training module. While you are reading this, the Secretariat of the Partnership and the Dutch National Agency are both busy supporting your visa procedure and are available in case that problems arise.

But: This letter is only a support, it doesn't make things faster and cannot change procedures. So please, do make sure to deal with the embassies on time.

If you need help doing so, try and ask a friend, your parents or relatives or check with a travel agent. Surely there will be someone who has managed to get a visa before you!

If you are not sure where the Dutch embassy is located, use this link to find out:

http://www.minbuza.nl/default.asp?CMS_ITEM=MBZ456360

The site is in English, so nothing to worry!



Remember: We are really looking forward to meeting you, and it would be a shame if we couldn't because you couldn't get your visa because you tried to get it one week in advance... Too bad it would be! Don't let us be disappointed, please :-)

Thank you, and good luck!

getting to the hotel

Once you arrived in Amsterdam, you'll need to get from the airport or the train station to the hotel. That is an absolutely feasible project, so don't worry!

First of all, the address of the hotel:

**Best Western Hotel Marijke
Dorpsstraat 23-25
NL-1861 KT Bergen (Noord Holland)**

The hotel is relatively close to the bus stop at the main square of Bergen and easy to find. Should you need to ask someone for directions, go ahead: Most people speak English and it won't be a problem at all.

Alternatively you can go to the next corner with identifiable street names and call the reception of the hotel to get directions. The number is:

+31 72 581 23 81

But why not give it a try yourself first?

This is how you have to go:

a) from the airport to Alkmaar

At Amsterdam Schiphol Airport, follow the signs leading you to Schiphol train station. There are no direct trains to Alkmaar, but you only have to change once at a station called Amsterdam Sloterdijk.

You can buy your train tickets using ticket machines at the train station in the airport. There are quite a few machines before you go down to the platforms. A single ticket costs 7.60 Euros, a return ticket 14.10 Euros.

There are trains to Amsterdam Sloterdijk four times an hour: .00, .10, .30 and .40. The ride to Amsterdam Sloterdijk takes a little more than 10 minutes, and you will always have a connecting train to Alkmaar.

The train ride from Sloterdijk to Alkmaar takes roughly 40 minutes, and the whole travel from Schiphol to Alkmaar shouldn't last much longer than an hour.

b) from Alkmaar to Bergen

Once you have arrived in Alkmaar, walk to the central bus stop -- it is in front of the railway station and towards the left. Get a bus ticket from one of the machines at the bus stop or directly from the driver (and don't forget to stamp it when on the bus).

Take bus 160 or 162, get off at Bergen Plein.

From the main square of Bergen you will have to walk for 5 minutes following the directions on the map below.

x) alternative routes

Maybe you take the train or the bus from your town. Maybe you fly with Ryan Air to Eindhoven. Maybe you do something we couldn't imagine when writing these instructions.

No problem, you can find the best way to travel also by yourself:

<http://www.ns.nl/>
<http://route.anwb.nl/>
<http://www.hotelmarijke.com/>



wheather conditions

November in the Netherlands is normally quite a beautiful time. Autumn has come, the leaves are falling...

But despite all prettiness it can be fairly cold, windy and rainy. Therefore, bring your warm and cozy winter clothes!

working, sleeping, eating, living

As you are aware, the training module will be held at Hotel Marijke, where everyone will also be lodged and fed :)

There is a wireless network at the hotel, but it really is pretty expensive and probably no option. You can be called at the hotel (there is a phone in your room) or receive faxes.

Bicycles are available for rent.

You will share your rooms, which have a TV and a bathroom, with one other person.

The hotel has a bar, which is not the cheapest place in the world to buy a drink but also not the most expensive one.

There are a couple of small shops in walking distance as well as a few pubs... All in all a rather survivable setting we find :)



useful contact details

How to get in touch...

To get in touch with the team, please use the email address

heureka@nonformality.org

or send a fax to the number

+49 30 56.82.64.92.

Please use these contact details for programme questions only, such as the political compass.

For all organisational questions and issues please get in touch directly with the hosting Dutch Agency:

Peter Barendse

+31 30 230 65 46

p.barendse@nizw.nl

Githa Dekker

+31 30 230 65 50

g.dekker@nizw.nl

The mobile phone number of the Agency is:

+31 65 199 15 70

my personal to do list

make sure that before you leave all boxes look like this: ☒

- | | |
|---|---|
| <input type="checkbox"/> read this document all the way thru at least once | around and make myself familiar with citizenship and citizenship education |
| <input type="checkbox"/> get the visa-procedure going as quickly as possible, if needed | <input type="checkbox"/> deciding which poem, song, prosa, lyric, wisdom or proverb I would like to take along |
| <input type="checkbox"/> check different travel options, compare tickets and prices | <input type="checkbox"/> compile material for a visual exhibition presenting my organisation (flyer, poster, photo, text, leaflet...) |
| <input type="checkbox"/> reserve, book and pay for all my tickets and keep all the receipts to bring along | <input type="checkbox"/> prepare a short one-page introduction of my organisation |
| <input type="checkbox"/> send an email to the Dutch National Agency with all my arrival and departure dates and times | <input type="checkbox"/> find out about special migrated food or drinks |
| <input type="checkbox"/> decide for the most stupid and most intelligent quote of a politician about Europe | <input type="checkbox"/> replace batteries in my alarm clock |
| <input type="checkbox"/> do the political compass survey and send result to team | <input type="checkbox"/> fix all loose pages in my old English dictionary |
| <input type="checkbox"/> find out about citizenship in my country and language | <input type="checkbox"/> organise good wheather, preferably around Bergen |
| <input type="checkbox"/> spend some time to browse | <input type="checkbox"/> prepare for one week of extremely good mood |