



Training Modules on European Citizenship in Youth Work

Evaluation Seminar & Preparation of the follow-up (16th – 18th of March 2006, EYC Strasbourg)

Conclusive Report

By Florian Cescon

Executive Summary

The Evaluation Seminar of the Training Modules on European Citizenship (Strasbourg, 16th- 18th March 2006) gathered 24 participants, mostly external trainers from the previous three Modules and representatives of future hosting National Agencies.

The seminar aimed at evaluating the former 3 Modules (November-December 2005), at preparing the next 6 Modules (May-October 2006) and at exchanging ideas on the future management of Modules from 2007 onwards. The seminar tried to fulfil these objectives by favouring exchanges between National Agencies and trainers on topics of common interest.

The comprehensive feedback on the previous Modules given by the participants during the seminar showed the differences in perception of the Modules which can sometimes exist between the trainers and the NAs. There is therefore a strong need to ensure a smooth collaboration of all stakeholders and to try and develop a common understanding of the Modules concept, in order to secure the success of the future Modules.

Moreover, as the Modules are now in a transition phase (future decentralisation within the NAs network, with a methodological support from the Partnership), there is a strong need to analyse the demand for these Modules from the NA perspective.

At the same time, the need to revise the overall concept of the Modules and to develop a clear curriculum before decentralising the Modules was expressed by the participants.

Although it was not the task of this seminar to revise the concept of the European Citizenship Modules, the participants developed some basic quality criteria based on their experience. These criteria could be used in the future Modules.

The participants also agreed on four common expected outcomes/priorities of the Modules (both from the trainers and from the NAs perspectives). According to these discussions, the Training Modules on European Citizenship should:

- 1/ Underline the political and institutional relevance of European Citizenship.
- 2/ Contribute to the conceptual development of European Citizenship.
- 3/ Promote its practical application and encourage the use of tools for multiplication (new Youth in Action Programme, Human Rights Education Youth Programme etc.).
- 4/ Relate to a European identity which already exists.

These expected outcomes listed above could be taken into account if/when the Modules concept and curriculum are revised.

In general, the Modules should always pursue a double aim: to promote the "understandability" of the concept, but without giving up the conceptual development of European Citizenship.

The seminar also examined some key objectives and learning benefits for the Modules and developed some basic Quality Criteria, which will be distributed to the team members of the next 6 Modules at a later stage.

Following the discussions held during the seminar, a reference document on the selection procedure of future participants in the Modules (both from EU and non-programme countries) is also being developed for the attention of the teams and hosting NAs of the future Modules.

Last, the seminar also came up with some general ideas on future steps (possibility to transform the current Modules into one Training Course, increased information flow towards all stakeholders, possibility to develop a clear curriculum: see page 12), which could be taken into account by the Partnership statutory bodies, if considered relevant.

1. The Evaluation Seminar – A brief overview

1.1 Aim

- The aim of the Seminar was to evaluate the preparation, implementation of the previous three European Citizenship Modules, and the cooperation among the partners.
- The Seminar also aimed at preparing the next 6 Modules for 2006.

1.2 Objectives

The objectives of the Seminar were the following:

- To assess the outcome of the last 3 Modules, which took place in November-December 2005 (in terms of content, format, learning benefits, cooperation between the different partners, etc.).
- To prepare the next six Modules, which will take place in May-October 2006.
- To discuss the basic quality criteria of the future Modules.
- To exchange ideas about the future management of the European Citizenship Modules from 2007.

1.3 Methodology

The Seminar tried to follow these objectives by encouraging the following methodological approach:

- To work from the diverse experiences and perceptions of the different actors in the process.
- To favour exchanges between National Agencies and Trainers on topics of common interest (e.g. participants selection, participants preparation & follow-up, preparatory meeting, venue selection, expected outcome, etc.).
- To foster input and ideas for the further development of the modules process, with regard to the organisational management, the educational/methodological approach.
- Methods of work:
 - facilitated and self-facilitated discussions;
 - mixed group work;
 - presentations & conclusions in plenary.

1.4 Participants

The Evaluation Seminar gathered 24 participants in total, including the facilitators. Some participants attended specific parts of the Seminar only.

The participants of the Evaluation Seminar had the following profile:

- 8 external trainers of the previous 3 Training Modules (Erzsébet Kovács, Rouzana Ivanian, Marius Ulozas, Andreas Karsten, Kees Hoogendorn, Tatevik Margaryan, Paola Pertegato, Yael Ohana);
- 8 NA representatives (Peter Barendse, Ildikó Gulacsi, Hazel Patterson, Katie Antippas, Adele Tinaburri, Giuseppe Gualtieri, Tatiana Monney, Yannis Yannakis);
- 1 representative of the Council of Europe (Yulia Pererva);
- 1 representative of the European Commission (Artur Payer);
- 1 representative of the Partnership Secretariat (Hans-Joachim Schild);
- 1 representative of SALTO-Training (Udo Teichmann);
- 1 representative of the European Youth Forum (Aymeric Dupont).

The facilitators of the Seminar were:

- educational adviser of the Partnership (Florian Cescon);
- assistant to the Partnership Coordinator (Marta Medlinska);
- former educational adviser of the Partnership (Laszlo Földi).

This rich blend of participants allowed for a fruitful, intense albeit very often challenging exchange of views between the main stakeholders of the Training Modules (educational teams, National Agencies and Partnership secretariat).

1.5 Programme grid

N.B: The draft daily programme below was adapted according to the wishes and needs expressed by the participants.

	Thursday 16 March 2006: Evaluation of former 3 Modules (Romania, Netherlands, Belgium)	Friday 17th March 2006: Preparation of next 6 Modules & Basic Quality Criteria		Saturday 18th March 2006: Exchange of ideas on future Modules management
Morning session 9.30-13.00	Introduction Round-table presentation of participants Objectives & Programme of the Seminar General Introduction (H.-J. Schild) Brief presentation of the results of the questionnaires (teams, participants)	National Agencies viewpoint 1. Content and expected outcome of Modules 2. Venue quality criteria and link to local context 3. Preparatory meetings	Teams viewpoint 1. Organisational & administrative issues 2. Concept of EC Modules 3. Elements of content 4. Methodology	Context of the future developments of European Citizenship Education ECE in the Youth in Action Programme (A. Payer) ECE in the Council of Europe Programme (M. Medlinska – Y. Pererva) Future role of SALTO with regard to ECE (U. Teichmann)
	11.00: Coffee Break	11.00: Coffee Break		11.00: Coffee Break
	Individual Modules Evaluation (3 Working Groups: Team Module 4, Team Module 5, Team Module 6) Discussion on preparation, implementation and evaluation of Modules (contents & process-wise)	(continued) 4. Recruitment and selection of participants 5. Participants preparation and follow-up (by hosting and sending NAs)	(continued)	Future role of Partnership secretariat in ECE (F. Cescon) Discussion and general ideas on future steps Conclusions & Evaluation of Seminar
Afternoon session 14.30-18.30	Plenary Brief presentation: NAs feedback (U. Teichmann) Mixed Groups Evaluation (3 groups)	(continued) 6. Communication with Partnership and team 7. Revision of logistics document	(continued)	From 13.00 onwards: Departure of participants
	16.30: Coffee Break	16.00: Coffee Break		
	Plenary Meeting Presentation of results of Mixed Groups Discussion / Conclusions	Plenary Meeting Presentation of results: National Agencies / Teams Exchange of views between NAs and Teams both on content & administrative issues		
	18.30: Welcome Drink	20.00: Dinner Out		

2. Evaluation Seminar – Main outcomes

The general structure of the Seminar was as follows:

- 1st day: **Evaluation** of the former 3 Modules;
- 2nd day: **Preparation** of the next 6 Modules & development of basic Quality Criteria;
- 3rd day: **Exchange of ideas** on future Modules management.

Thursday 16th March:

Evaluation of the former 3 Modules (hosted in Romania, Netherlands, Belgium)

2.1 AM session: Introduction & Feedback on the previous Modules

Objectives/Concept

- To familiarise participants with the overall aims and objectives of the seminar and its political context; to introduce the programme day-by-day.
- To create opportunities for trainers and NA representatives to communicate and get to know each other.
- To present and discuss the overall feedback on the previous 3 Modules, such as provided by former participants, by trainers and by National Agencies.
- To evaluate the results of each Module within each team.

Most relevant outcomes

➤ Feedback from the trainers

The feedback below is based on the questionnaires filled in by the teams before the seminar.

Preparation of the Modules

- Module venues: the following criteria should be taken into account when selecting the Module venues, according to the team: link to local reality; direct link to an international airport; efficient Internet access and office facilities; facilities for small group work.
- Preparatory meeting: should be at least two months before the Module (according to some team members); teams should get the evaluation of the previous Modules; more time should be devoted to discuss the concept and the methodology of the Module.
- Selection of team members: Teams were generally well selected (good expertise and motivation); team co-operation was positive; Course directors should be trainers experienced in the former Modules; gender-balance should be respected within the teams; a special trainer pool for European Citizenship would be efficient;
- Selection of participants: the pre-selection stage of participants by Agencies needs reviewing (lack of transparency); a good gender and geographical balance (Western Europe/Central and Eastern Europe) should be guaranteed; a good balance of profiles of participants is also needed.
- Preparation of participants: it proved to be very useful to send a booklet ("Welcome pack") to the participants of Module 5, in order to prepare them and to set adequate expectations about methods and contents. This practice should become common standard among all future modules.

Implementation of the Modules

- Organisational and financial management: it should be avoided that team members have to cover the costs for the preparatory meeting (hotel and meeting rooms) and wait for the corresponding reimbursements over a long period of time. Contractual regulations between the Partnership and the Agency should cover such meeting facilities. The rules and procedures for reimbursement of participants should be harmonised and simplified.

- **Objectives:** objectives should be refined, in order not to give participants a wrong impression of what such a training module can do, and cannot do. These objectives, which were originally set for a 10-day training course, should be scaled down.
- **Timing:** the Modules cannot be shorter; one or two additional days for working on the practical follow-up of the Module could be useful.
- **Content:** the core concept of all Modules is not developed in a descriptive way. There is no explicit and conscious coherence among the different Modules.
- **Learning results:** the Module was coherent with needs and expectations of participants; participants were able to gain a basic understanding of the concept though the Module; some participants were disappointed because they expected a university-style series of lectures about the European institutions.

Follow-up of the Modules

- **Transfer of knowledge:** it is not clearly visible at this stage; not enough participants were in positions in which it was obvious they would have a chance to multiply the new knowledge, skills, attitudes etc. This aspect needs to be taken into stronger consideration.

➤ **Feedback from the former participants**

A brief summary of the evaluation forms which were filled in by the participants right after each Module was presented.

General comments

- Duration of 5 days – adequate or too short to address all issues.
- Objectives – very ambitious; should maybe more limited.
- Methodology – good variety and balance; adequate to the themes.
- Good balance between formal and non-formal methods.
- Enjoyed and benefited the exchange with participants from all over Europe.

Planned follow-up

- Participants envisage transferring their knowledge in formal, non-formal and informal settings. Different kinds of activities are planned with their own organisations, NAs etc.
- Some participants plan to initiate projects in international cooperation using the contacts obtained during the Module.
- Other participants shared their willingness to become more active in public/social life on a personal level.

Main challenges

- Lack of financial resources for transferring their knowledge; lack of time.
- Need for further educational support (mainly trainings on the methodology), need for specific educational material, practical tools to work on these issues with young people.

➤ **Feedback from the National Agencies**

The feedback below was presented by the SALTO representative. It was based on the answers provided by 9 NAs (hosting and sending NAs of previous Modules), following the request sent by SALTO before the meeting.

The 7 NAs present confirmed several aspects and added others. However, the summary below is not aiming to represent a common position of the network of NAs.

Content / expected outcome

- NA staff want to be involved in the broader design, the implementation and evaluation process of the training course concept in order to understand better the idea and to stimulate ownership and motivation do put efforts into a Follow Up strategy
- The content and expected outcome of the existing courses were not sufficiently discussed with NAs, but NAs should send and finance participants.
- A kind of “confident multiplier on ECE” would be welcomed as an outcome. Participants should be able to apply ECE to his/her local context. This means that they would be able to identify work areas which already cover the dimension or work areas which can cover EC with some small adaptations or further efforts.

- Course participants should understand the YOUTH (in Action) programme as a toolbox to support ECE, thus reflection on the aims and possibilities of the YOUTH (in Action) Programme should play a crucial part of the course content.
- Sufficient pre-information is crucial for NAs to decide upon participation in general and to allow best recruitment of participants in particular.

Participants

- The profile of participants need to be re-considered and should be linked to the expected outcome of the courses (see chapter content and outcomes above).
- The selection procedure should be coherent to the known standards of NA co-operation: The (pre-)selection of sending NAs has to be considered as the most crucial element in order to continue co-operation at national level after the course
- Due to the heavy work load, the selection procedure of participants from Non-Programme countries need to be further reflected (see also chapter financing below).

Team composition

- A trainer pool to deliver the training courses should help to guarantee quality and sustainability, when it comes to the implementation of several courses per year. This would also avoid work intensive calls and selection processes to design new trainer teams for every single course.
- For the testing phase, NA can deal with the need for 5 staff per team (course director, senior and junior trainer, documentalist and host NA). For a future standard course on European Citizenship to be co-ordinated and organised in the frame of the NA network - and fully financed by the national TCPs - a number of 2 trainers per course supported by the host NAs should be envisaged, as valid for other training courses organised in the frame of TCPs.

Co-ordination / Financing

- The co-ordination of the training courses should fit into the TCP period (April – March). For the time being, NAs have to submit the annual Training and Co-operation Plan to the European Commission by December. This inter linking would allow the integration into the NA training strategy, which needs to be negotiated with the European Commission on annual basis.
- The course concept does not foresee, that host NAs can send a sufficient amount of participants to the course which might be needed in order to justify a high financial investment from the TCP budget. Thus, the hosting costs should be shared amongst participating NAs or the course concept has to be adjusted towards bigger national groups per course.
- Having to finance the host costs, NAs with a smaller budget will not be able to host a course. There should always be the standard possibility for host NAs to ask sending NAs to contribute to the hosting costs.
- The expenses to be made for participants from Non-Programme countries need to be further reflected and a sufficient solution to be developed.

This comprehensive feedback showed the **differences in perception of the Modules** which can sometimes exist **between the trainers and the NAs**.

There is a **strong need** to ensure a smooth collaboration of all stakeholders in the future and to try and **develop a common understanding of the Modules concept**, in order to secure the success of the future Modules.

2.2 PM session: Discussion on Preparation, Implementation & Evaluation

Objectives/Concept

- To discuss the preparation, implementation and evaluation of Modules (both contents & process-wise).
- To discuss these aspects for each previous Module, and then within mixed groups (gathering trainers and NAs), in order to be able to find some common grounds and understanding of these issues.

Most relevant outcomes

➤ Discussion within each Module

- The preparation, implementation and evaluation of the Modules were thoroughly discussed within the context of each Module.
- A summary of these discussions applying to one Module can be found in **Annex 1** (Minutes Working Group on Module 5).

➤ Discussion within Mixed Groups

- The Mixed Group on preparation discussed the following topics: promotion, venue, preparatory meeting, selection of team members, selection of participants, financial aspects, evaluation process, preparation of participants, role of NAs. The report of this Group is attached in **Annex 2**.
- The Mixed Group on implementation discussed the following issues: language, timing, objectives, methodology. The report of this Group is attached in **Annex 3**.
- The Mixed Group on follow-up mainly discussed the following issues: evaluation, transfer of knowledge, documentation, communication, outcomes, transparency, role of NAs. The report of this Group is attached in **Annex 4**.

➤ Overall conclusions of the day

- Some participants suggested that the Modules were rather supply-oriented and that the general need for these Modules had not always been clearly analysed.
- As the Modules are now in a transition phase (future decentralisation within the NAs network, with a methodological support from the Partnership), there is a **strong need to analyse the demand for these Modules from the NA perspective**, taking into account the needs of the youth field. The NAs indeed constitute the appropriate level at which the demand should be analysed, according to most of the participants. As the NA network is quite diverse, the demand for these Modules in the future might be quite disparate too.
- At the same time, the **need to revise the overall concept of the Modules and to develop a clear curriculum** before decentralising the Modules was expressed by the participants. Moreover, there should be a decision regarding the profiles of participants for which the Modules are developed (youth workers at local level? Intermediaries?). The follow-up strategy should be defined more clearly.
- All participants agreed that, although it was not the task of this seminar to revise the concept of the European Citizenship Modules, it could develop some basic quality criteria based on their experience. These criteria could be used in the future Modules.

Friday 17th March:

Preparation of next 6 Modules & Basic Quality Criteria

Objectives/Concept

- The programme of the day was significantly reshuffled in order to cater the needs and expectations expressed by the participants.
- The morning plenary mainly focused on the expected outcomes of the Modules (both from the team and the NA perspectives).
- The rest of the day was mostly devoted to separate working groups (trainers working group and NA working group), with a common discussion of the main outcomes of both working groups in plenary.
- A Joint Working Group on one topic of specific concern for both the trainers and the NAs (namely, the selection of participants) was also set-up and came up with some helpful suggestions.

2.3 AM session: Expected outcomes of the Modules

Most relevant outcomes: “Expected Outcomes/Priorities of the Modules”

Following a lively discussion in plenary, the participants agreed on four common expected outcomes/priorities of the Modules (both from the trainers and from the NAs perspectives).

According to these discussions, the **Training Modules on European Citizenship should:**

- **1/ Underline the political and institutional relevance of European Citizenship:**
 - By relating European Citizenship to the legitimacy of the European construction;
 - By relating European Citizenship to the wish of young people to be more involved in political processes;
 - By being honest and straightforward about the sources and reasons of the concept.
- **2/ Contribute to the conceptual development of European Citizenship:**
 - By promoting a holistic understanding of European Citizenship (skills, knowledge, attitudes);
 - By building on the work done so far by experienced youth workers (valorisation); By providing space and opportunity for participants to contribute to the conceptual development of European Citizenship.
- **3/ Promote its practical application and encourage the use of tools for multiplication** (new Youth in Action Programme, Human Rights Education Youth Programme etc.):
 - By providing time and space to discuss concrete plans and projects as follow-up;
 - By selecting participants according to their projects (especially when they have not yet started implementation);
 - By advertising the support materials and resources available to youth workers at different levels.
- **4/ Relate to a European identity which already exists** (a clear relation to Europe must exist within the Modules):
 - By increasing the identity of participants of/as European Citizens;
 - By not only preaching but also living (!) European Citizenship;
 - By answering concrete questions: What can Europe do for you? What can you do for Europe;
 - By facilitating recognition of the concept as part of the present, daily reality;
 - By raising awareness of European Citizenship among young people.

The expected outcomes listed above could be taken into account if/when the Modules concept and curriculum are revised. In the future, the Modules should be presented in a clearer way to attract the people who can make the best use of it.

In general, the Modules should always pursue a double aim: to promote the “understandability” of the concept, but without giving up the conceptual development of European Citizenship.

2.4 PM session: NA Working Group, Team Working Group & Joint Working Group on the selection of participants

Most relevant outcomes

➤ ***National Agencies Working Group***

The NAs Working Group focused on two main issues: the selection of the educational teams of the next six training Modules and the organisational management of the future Modules.

• **Selection of the educational teams of the next six Modules:**

The Partnership secretariat and the National Agencies pre-selected the 24 trainers (6 Course Directors, 6 Senior Trainers, 6 Junior Trainers, 6 Documentalists) of the next six Modules.

The Partnership secretariat had received a record number of applications (almost 150) from trainers wishing to take part in the educational teams of the Modules.

Choices were made according to the areas of competences and experience of the trainers. Whenever possible, the selection team also kept in mind the necessary geographical and gender balance both within and between the different Modules, as well as the wish of some National Agencies to have at least one local trainer in the Module they will be hosting.

The selected Course Directors were also involved, at a later stage, in the selection of the other members of their teams.

The final composition of the teams is described in **Annex 5**.

• **Organisational management of the future Modules:**

The NA Working Group also focused on the organisational and financial management of the Modules, by discussing in details and revising the document on logistics which had been produced by the Partnership secretariat.

The following aspects were discussed, among others: preparatory meetings; venue quality criteria and link to local context; recruitment and selection of participants; communication with Partnership and team; respective roles and tasks.

The result of these discussions (revised document on logistics) is enclosed in **Annex 6**.

➤ **Trainers Working Group**

The trainers Working Group mainly focused on the key objectives of the Modules, as well as on some basic Quality Criteria which all Modules should respect.

• **Key objectives and learning benefits of the Modules:**

According to the trainers, the training Modules should allow/enable their participants to:

- 1/ Be able to understand and briefly explain European Citizenship;
- 2/ Be able to identify European Citizenship in their daily work;
- 3/ Feel and take on some responsibility to implement a project related to European Citizenship afterwards;
- 4/ Be able to connect European Citizenship to Human Rights Education, Intercultural Learning, etc;
- 5/ Be informed about the use of tools for multiplication (Youth in Action Programme, European Youth Fund);
- 6/ Discuss, explore how to put the concept of European Citizenship into practice.

• **Basic Quality Criteria of the Modules:**

The Working Group also developed some Quality Criteria, to be applied by the future Modules. These criteria will be summarised in a document developed by Laszlo Földi (Description and Quality Criteria), which will be distributed to the team members of the next 6 Modules at a later stage.

➤ **Joint Working Group on the selection of participants**

The Joint Working Group came up with a procedure trying to improve the co-operation of all actors involved in the selection of EU and non-programme countries participants of the next Modules (hosting NAs, sending NAs, teams).

Further to this procedure, a message was sent by the Partnership Secretariat to the sending NAs, asking them to prioritise the applications of the participants (see **Annex 7**).

Following the discussions held in the Working Group, a reference document on the selection procedure is also currently being developed by Marta Medlinska for the attention of the teams and hosting NAs. It will be circulated to the teams at a later stage.

Saturday 18th March:

Exchange of ideas on future Modules management

Objectives/Concept

- To briefly describe the institutional and political context in which European Citizenship Education will evolve in the future.

- To exchanges ideas about the future management of the European Citizenship Modules from 2007.
- To collect views and expectations regarding the Partnership secretariat.

N.B.: the facilitators clearly underlined the informal and non-binding nature of this exchange of ideas. The formal decisions, if any, will indeed be taken at a later stage by the appropriate bodies of the Partnership (Management Board, Sectorial Groups).

Most relevant outcomes

➤ Context: Future Development of European Citizenship Education

The first part of the session consisted in a series of informative presentations.

- A. Payer presented the new Youth in Action Programme of the European Commission, its aims and objectives. The promotion of European Citizenship will be one of the main general objectives of the new Programme (see presentation in **Annex 8**).
- M. Medlinska presented the new priorities of the Council of Europe Youth Sector. European Citizenship is tackled in many programmes (transversal approach) and is addressed specifically in the priority on “Youth Participation and Democratic Citizenship” (see presentation in **Annex 9**).
- Y. Pererva shared her experience regarding the European Year of Citizenship through Education (method used to reach many multipliers with a limited budget).
- U. Teichmann presented the future support structure meant to facilitate the delivery of the new Youth in Action Programme, indicating the place of SALTO in it. The role which SALTO would play in the decentralised management of the EC Modules remains to be discussed in details.
- F. Cescon expressed the willingness of Partnership secretariat to develop new strategies in the field of EC training, to find new ways of disseminating results and to reach new multipliers. He also underlined the wish of the Partnership management to promote the political visibility of the Partnership and to increase the information flow (see presentation in **Annex 10**).

➤ Discussion and general ideas on future steps

- Most of the participants appreciated this useful background information.
- The following ideas were discussed:
 - The Partnership should transform the existing Modules into one single Training Course on European Citizenship for the network of NAs (this would be one support measure for the Youth in Action Programme). This course could be divided into two levels (beginners/advanced).
 - The information on the Partnership decision-making process should be clearer (who decides what? when do the meetings take place?). The information flow should allow for some feedback from interested and motivated parties.
 - Quality criteria and quality assurance can only be developed with adequate financial and human resources. It is too early to start thinking of labelling the Modules. Moreover, the overall concept of the Modules should be clarified first.
 - A political decision must be taken soon by the Partnership statutory bodies: do we want to develop a curriculum? The participants were in favour of this decision. But if such a decision is taken, there is a need for an adequate timeframe and budget.
 - Once the concept of the Modules is clearer and their management is decentralised, the Partnership could focus its resources on some innovative action (pilot training for trainers; discussions on curriculum, etc.). The Partnership could launch the momentum and the resources to implement the actions could come from elsewhere.

ANNEX 1

WORKGROUP MODULE 5

1. Preparation

Set-up and design of module:

- Pre-shaped design and set-up limited the role of everyone involved. Would have liked to get involved in the whole process earlier, also content wise. People that work on a level far away from training reality set aims and objectives of the Modules.
- Evaluations seem to have little influence on action, for example: titles, calls. Too little time between this evaluation and the next round of Modules. Little possibility to put the outcome of evaluation into practice as a follow-up.
- NA is somehow limited to 'practical organisers', teams to 'slaves of methodology' and YP to 'money source'.

Selection of participants:

- Transparency and accountability.
- Conflict management and resolution: how do we act and react when a conflict about selection arises, in terms of procedures?
- Shame that NA was not involved continuously and from the start in the selection of participants (nor in other aspects of the preparation)

2. Implementation

Objectives:

- Objectives are formulated with too much ambition for a 5-day training course.

Language:

- Academic language in the information we sent out creates the wrong expectations about what people can get from the course, and how.
- Also a gap between the language of the target group and the language used in our promotion material.
- Also: are the media that we use (websites!) the appropriate ones for the target group we want to reach?
- Gap between the language we use in the course (English) and the language people need to use when they 'multiply' back home.

Role of the National Agency:

- To be renegotiated every time.

3. Follow-up and evaluation

Using the outcome and results (by us and by the participants):

- Many participants think about training activities as a follow-up after the course. Is this what we want? Do we expect other creativity and possibilities to multiply?
- Make ideas transparent over time.
- Stranger focus on transfer during the course.
- Using after-course possibilities.
- Spread it out into other programmes and activities.

ANNEX 2

Strasbourg, 15.03.06
European Citizenship Modules Evaluation Seminar

WORK GROUP ON PREPARATION

Note for the reader: the discussion is focused on evaluation, not on suggestions for the future.

PROMOTION

Elements evaluated: → content
 → actual dissemination

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<ul style="list-style-type: none">• Reference to the background of the partnership• Provides a framework	<ul style="list-style-type: none">• Too abstract• Part of one call (need for 6 different calls)• Confusing use of the word “module”• Vocabulary is far from grass-root level, too “high”• The call for participation was not enough familiar and concise• The profile of participants is too general• The possible outcomes are not specified• The call is too long to read• Dissemination has not been target enough/Lack of dissemination strategy

VENUE

+	-
<ul style="list-style-type: none">• Flexibility in changing venue• Good working spaces• “Intercultural” exchange with other people in the building• Small village (but with all shops/facilities)• The list of criterias was useful• Communication between team and NA• Important to visit it in advance/to organise the preparation meeting there	<ul style="list-style-type: none">• Far from airports (2 modules)• Lack of technology/office facilities• Small village

PREPARATORY MEETING

+	-
<ul style="list-style-type: none">• Good	<ul style="list-style-type: none">• Too short time before the activity (M6)• Lack of communication• Too late process of team selection etc.• Change of contact person• Lack of communication between NAs and Partnership resulted in financial problems for the team• Too short for effective work• Too short for effective selection

Suggestions for the future: everything should be discussed together; financial coverage should be clear to team.

It would be useful to have a longer prep meeting, also in order to integrate the team members who have not been part of the process on E.C. More time/days would be needed for a good selection (according to the number of applications).

SELECTION OF TEAM MEMBERS

+	-
<ul style="list-style-type: none"> • Good to involve the coordinators in the team selection (to have two phases for the selection: 1) coordinators 2) team members • Good that there is an open call • Geographical diversity (in- and outside the European Union) • Transparency 	<ul style="list-style-type: none"> • Slow and late procedures • Lack of involvement of local trainers

SELECTION OF PARTICIPANTS

It needs to be set again with totally new criteria. Given that there are different parts involved (teams, NAs etc) with possible different criteria, we need to know who have the final say on a candidate.

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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Not clear role of NAs (How far does the NAs' role go?) • Not transparent enough the pre-selection made by the NAs

FINANCIAL ASPECTS

Messy, slow, bureaucratic, to be improved.

EVALUATION PROCESS

+	-
	<ul style="list-style-type: none"> • Lack of precourse communication with participants about expectations and so on (i.e. pre-course questionnaire)

PREPARATION OF PARTICIPANTS

+	-
<ul style="list-style-type: none"> • Pre-course materials/info-pack (M5) 	<ul style="list-style-type: none"> • No pre-course materials; participants did not expect what they got • No time enough for preparing prep-pack.

ROLE OF NAs

+	-
<ul style="list-style-type: none"> • Very good cooperation • Present in the team meeting • Involved for the very beginning 	

Group composed by Yael, Adele, Giuseppe, Hazel, Paola, Ruzana.

Report by Paola

ANNEX 3

Working group on Implementation

Present:

Erzsi K.
Udo T.
Peter B.
Laszlo F.
Kees H.

Language:

- 'Europe' should somehow be present and represented in the course in different ways (culture, Euro-scepticism, history, et cetera). Also language wise! Russian, English, French speaking parts of Europe should have equal opportunities to participate, also by communicating in another working language than English. This may have financial implications if interpreters are needed. The obligation of 'being able to communicate in English' in the participants' profile may exclude high potential youth workers from many countries. Proposal: elaborate possibility of other working languages than English.

Timing:

- Not smart to organise Modules at exactly the same time, takes away the opportunity for teams to pass on relevant outcomes of the course to each other.
- Duration of the course: 5 days is okay, but then the objectives should be more modest. More than 5 days is not realistic; it may scare participants away instead of attracting them. What also would help is – in addition to more modest objectives - to have very experienced trainers in the team, and to have one extra preparation day (although the latter is maybe not necessary for all Modules). In conclusion: the length of the TC itself should not exceed 5 days, and the length of the preparation should be adapted to the experience of the team and the complexity of the Module.

Objectives:

- Important questions: who sets the objectives? Who can influence the development process of shaping these objectives? Where is the influence of National Agencies in this process?
- Objectives are not set well enough. Too broadly formulated for a good understanding, too ambitious for the duration of the course.
- The aims were set 'from above', while the objectives were set by the different teams. One important step was missing: detailed written information about the 'curriculum of the Modules' that should give understanding about why they should be carried out.

Methodology:

- Methods should be linked to participants' local reality and build upon their existing experience.
- We should make decisions about how to describe certain elements of the course: aims and objectives, topics, content, approach, methodology. If we do not standardise things more, we cannot 'sell' the Modules to the network of National Agencies. In the end NAs want to see clearly what they pay for and what they will be responsible for.
- Measurement should be organised to check what participants got out of the course and especially how they pass their experience on to other people and organisations in their local reality.
- Is 'module' the right word for what we aim at? We seem to develop 6 courses with the same aims and objectives, but looking from different angles. There is a danger that, if

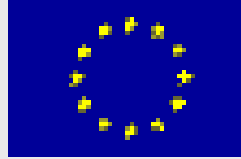
we develop objectives in separate teams, we create by coincidence modules that are too similar to or too different from each other.

ANNEX 4

Follow-up and evaluation

Certificates.	Certificates should be prepared beforehand.
CD-ROM.	Blank CDs should be available at the venue.
Reimbursement.	The travel reimbursement should be finalised on the spot.
Evaluation Criteria.	Quantitative and qualitative criteria should be reviewed.
Evaluation Forms.	The forms need harmonising. Pre- and post-course.
Evaluation Summary.	The summaries need a standard format for comparability.
Evaluation.	An external, thorough evaluation is being recommended.
Evaluation Team.	A full extra (paid) day directly after the course for evaluation. Better structured, certain topics should be covered.
Transfer Knowledge.	<p>It is not clear what should be transferred – and how. Recruitment criteria and selection need to be related to transfer. Not much time was spent during the modules on transfer. Communication about follow-up actions is not transparent. We don't have access to information about follow-up actions. There is no communication interface for exchange about follow-up. Facilitating transfer is difficult, if skills are missing. Facilitating transfer is impossible, if not in multiplying position. Facilitating transfer is ambitious with a 5-day-format. Facilitating transfer of intellectual experience is ambiguous. Facilitating transfer is not limited to the youth programme.</p> <p>The idea of the EC courses was to have space for discovering and exploring the concept, not to to pragmatic skills-related training.</p>
Documentation.	<p>The documentations are high quality, but difficult to access. The documentations are not serving the needs of outsiders. The documentations have a lot of potential for extraction. The documentations have a lot of potential for adaptation. The documentations are not general enough for adaptation.</p> <p>The role of documentalist is unclear (active, passive etc).</p> <p>Documentations on paper have clear limits. Where have all the photos gone? Where have they gone to?</p>

	Should the documentations of the modules be compiled together in a modular publication?
Communication.	<p>There is no encouragement of post-course communication.</p> <p>There is no facilitation of post-course communication.</p> <p>There is no structure to post-course communication.</p> <p>Is there a motivation of participations to stay in touch?</p> <p>Are participants embedded in a supportive structure/organisation?</p>
Using outcomes.	<p>Should participants be stronger linked to organisations?</p> <p>How can the sending organisations be involved more/better?</p> <p>How can the different realities of youth work be respected?</p> <p>Is a letter of support enough? Should org answer specific questions?</p>
Transparency.	<p>If there is no idea on what participants should be doing afterwards, and no idea on what participants actually are doing afterwards:</p> <p>Why are you astonished that the modules' impact is not transparent?</p> <p>There is no clarity on what information should be collected/shared.</p>
Role of National Agencies.	<p>The task of supporting former participants should not be exclusively loaded onto the shoulders of the agencies. It is unfair, limits the follow-up to national level and disregards the diversity in relation to quality and level of support provided.</p> <p>NAs should be available as contacts, info-points and supporters of further actions and applications towards the youth in action programme.</p> <p>NAs could encourage sending organisations to apply.</p> <p>Ideally, support from agencies should be complementary.</p> <p>So then: What is the support we provide? What is the support participants provide themselves with?</p>
Miscellaneous.	<p>Local events and seminars.</p> <p>National seminars of seminar-attendants of one year.</p> <p>Impact evaluation seminar.</p> <p>Use participants in responsible positions and situations.</p> <p>Involve participants as resource persons.</p> <p>Offering participants opportunities to write articles.</p> <p>...</p>



European Citizenship Education

Strasbourg, 18-03-06

Artur Payer, DG EAC, Youth Policies Unit





The framework

- Demographic change - decreasing number of young people
- Widening and deepening the European Union and its identity
- Need for a sustained immigration flow
- Increasingly multi-cultural societies
- Low turnout in elections
- Increased global interdependence
- Aim to better involve young people in the development of the European Union

Documentation



- **EC Treaty, Art. 13** calls for “appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation “
- **Charter of Fundamental Rights of the EU**
- **White Paper “A new impetus for European youth”**
- **Youth in Action Programme** “The YOUTH IN ACTION programme will primarily aim to promote experiences of European citizenship by young people by offering them ways and means to make it more concrete through various forms of active engagement, at European level as well as at national and local levels.”
- **Communication “ Making Citizenship Work -** fostering European culture and diversity through programmes in Youth, Culture, Audiovisual and Civic Participation “
- **Plan D for Democracy, Dialogue, Debate**



The White Paper on Youth Policy (2001)

4 youth priorities:

- participation,
- information,
- voluntary activities,
- a greater understanding and knowledge of youth



Framework for European co-operation in the field of youth (Council Resolution 2002/2005)

3 strands:

1. Young people's active citizenship (Open Method of Coordination)

focus on 4 White Paper priorities, standardised questionnaires answered by Member States, COM presents synthesis report, Council adopts common objectives; Member States consult young people, COM consults EYF

2006 COM report on participation and information

2007 COM report on voluntary activities

2008 COM report on better knowledge



Framework for European co-operation in the field of youth (Council Resolution 2002/2005)

2. European Youth Pact (adopted 2005 by European Council)

with 3 strands

- employment and social integration
- education, training and mobility
- reconciling work and family life

Pact is being monitored in National Report Papers

Pact is transversal document – other DGs involved



Framework for European co-operation in the field of youth (Council Resolution 2002/2005)

3. Including a youth dimension in other policies

- Promoting diversity and all forms of racism and xenophobia
- Declaration of Youth Ministers on Racism and Intolerance in Relation to Young People under Irish Presidency (2004)
- Berlin conference « Youth in Action for Diversity and Tolerance » (2005)
- DG Employment Campaign « For diversity – against discrimination »
- Council of Europe Campaign « All different – all equal » (supported by the European Commission in the framework of the Partnership)
- Youth Autonomy



The Youth in Action programme

(Draft) general objectives:

- to promote young people's active citizenship in general and their European citizenship in particular;
- to develop solidarity and promote tolerance among young people, in particular in order to reinforce social cohesion in the European Union;
- to foster mutual understanding between young people in different countries;
- to contribute to developing the quality of support systems for youth activities and capabilities of civil society organisations in the youth field;
- to promote European co-operation in the youth field.



The Youth in Action programme

(Draft) implementation:

- 3 priorities: Cultural diversity, European Citizenship, Inclusion of young people with fewer opportunities;
- Action 1.3 – Youth Democracy Projects: projects with a national and a transnational networking dimension
- Action 4.3 – Training, exchange and networking



The 2007 European Year of equal opportunities for all – towards a just society

DG Employment: four specific objectives

- **Rights:** raising awareness of the rights to equality and non-discrimination and on the problem of multiple discrimination
- **Representation:** stimulate a debate on ways to increase the participation of under-represented groups
- **Recognition:** facilitating and celebrating diversity and equality
- **Respect:** promoting a more cohesive society

2008: European Year of Intercultural Dialogue



« Baby Steps »

- What is the demand for European Citizenship?
- Citizenship – local, regional, national, European
- Development of new participation patterns (processes should reflect aims)
- Information as basis

Good luck 😊

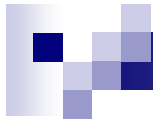
Priorities of the Council of Europe youth sector





objectives of the CoE's youth sector

- To help young people to find ways of meeting both the challenges facing them and their own aspirations
- To encourage young people to be actors in the process of bringing about a closer European unity based on the principles and values of pluralist democracy, human rights and the rule of law



objectives of the CoE's youth sector

- To empower young people, through non-formal education/learning and participation methods, to play an active role in the strengthening of civil society in Europe
- To promote and support the development of youth policies in Europe



priority fields of the youth sector 2006-08

- Human Rights Education and Intercultural Dialogue
- Youth Participation and Democratic Citizenship
- Social Cohesion and Inclusion of Young People
- Youth Policy Development



Human Rights Education and Intercultural Dialogue

- youth promoting global solidarity and the peaceful transformation of conflict
- youth promoting intercultural dialogue, inter-religious co-operation and respect for cultural difference
- developing networks of trainers and multipliers in Human Rights Education with young people



Human Rights Education and Intercultural Dialogue

- supporting and promoting good practice in Human rights education and intercultural dialogue at the local level
- supporting the recognition of human rights education and intercultural dialogue in formal and non-formal education



Youth Participation and Democratic Citizenship

- promoting and sustaining the role of youth organisations in the development of democratic participation
- promoting citizenship education and participation of and by young people
- promoting access of young people to decision-making



Social Cohesion and Inclusion of Young People

- facilitating the access of young people to working life and to social rights
- youth work and policy responses to violence



Youth Policy Development

- developing and promoting standards for youth policies, in connection with Child policies in the Council of Europe and its member states
- fostering the recognition of youth work and non-formal education competences in the member states



Youth Policy Development

- developing and sharing knowledge on the situation of young people
- supporting the quality and sustainability of European youth work training and policy



Last but not least...

European Youth Campaign on
Diversity, Human Rights
and Participation,
(2006-2007)

<http://alldifferent-allequal.info>

all different
all equal



EC Modules Evaluation Seminar

Future role of Partnership Secretariat

Exchange of ideas on future steps

Objectives of this session

- To exchanges ideas about the future management of the European Citizenship Modules from 2007.
- To collect your views and expectations regarding the Partnership secretariat.
- No formal decisions: they will be taken at a later stage by the appropriate bodies (Partnership Management Board, Sectorial Groups).



Background

- Foreseen decentralised management of EC Modules from 2007
- Willingness of Partnership secretariat to:
 - develop new strategies in the field of EC training
 - find new ways of disseminating results
 - reach new multipliers



Potential roles for the Partnership secretariat

- Promote the political visibility of the Partnership
- Increase the information flow (publication of materials, newsletter)
- Quality assurance of EC Modules:
 - minimum standards?
 - monitoring and label?
 - trainers pool?
- Develop innovative actions and tools



Different options and tools for the future

- Joint Paper on ECE?
- Expert/research seminar on ECE (Autumn 2006)
- Development of a Handbook on ECE (2007)
- Development of a trainers pool?
- Respond to needs for innovative training activities expressed by the NAs (pool of expertise)
- New repartition of respective roles?
(Partnership, NAs, SALTO, Youth Forum, etc.)



Comments?

Views?

Expectations?

