Training Modules on European Citizenship in Youth Work

2004-2005

EVALUATION REPORT
by Laszlo Foldi

This Evaluation Report is based on the following information:
- 67 pre-course questionnaires by participants
- 74 post-course questionnaires by participants
- 14 team evaluation questionnaires
- 15 interviews of participants
- 3 evaluation meetings with the teams of the Modules
- meeting with training officers of all national agencies of the Youth Program of the European Commission

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Content

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. As a longer-term aim (2005 and beyond), 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 modules in the future could either be co-funded between the Training Partnership and the respective host Agency or be entirely funded by the host Agency.

In order to better understand the educational needs of European Citizenship we evaluated the format, 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 planned and prepared around the following main aspects and implemented with the following figures:

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 trainers involved including the trainers doing the documentation: 15
Number of resource persons involved: 7
Number of involved national agency staff: 5
Number of administrative staff: 3
Number of all people involved: 111
For the details of the training module see the documentations available on the
Partnership website: www.training-youth.net

Also in the meeting in June 2004 three more modules have been developed with the focuses of Europe: E Pluribus Unum, Diversity and Intercultural Learning and Human Rights. These modules will be implemented during the second half of 2005 in co-operation with national agencies.

3. EXPECTATIONS

Expectations of participants
Participants expressed their motivations, their needs and expectations in the pre-course questionnaires. These expectations varied in a wide spectrum. Some of them were very obviously too ambitions for such short modules, but some were actually very well achieved during the Modules.

Motivation

In general participants applied to the Modules because they wanted:
- To gain knowledge, skills and understanding necessary for citizenship to play an effective role in society at local, national and international level;
- To initiate projects in the subject;
- To interact and share experience with other activists;
- To celebrate diversity;
- To learn new knowledge and to spread them further among the members of their organization;
- To go deeper in the field of European Citizenship;
- To improve their knowledge of the EU;
- To learn about critical and essential aspects of European Citizenship;
- To obtain knowledge on European history, integration process, European institutions
- To find new ideas and to get to know how to bring them into a youth project.

Needs

In general participants wanted to improve their **knowledge** on:
- How young people affect Europe;
- How to use training in my country;
- Formal entitlements and rights of Europeans, high school education;
- Discourse on Europe in the 21st century from different perspectives;
- Relation to nationality, identity, global citizenship, "euroscepticism";
- Essence of different, approaches to the topic
- How youth workers more efficient in promoting the education on European Citizenship; Practise of the EU states to promote active citizenship;
- Relation between citizenship and civil society;
- European identity;
- European democracy;
- European law;
- Process of integration;
- Concrete knowledge of the different understandings.
- European values, knowledge about Europe and different visions about European citizenship

In general participants were very ambitious in improving their **skills** on:
- Public work;
- How to design a project on European Citizenship;
- Project management, how to write a project, how to work in international environment;
- How to attract young people to voluntary activities;
- How to work with different age and backgrounds, social theatre;
- Project management;
- Using the Youth programme;
- Developing visions;
- Cooperation, informative exchange, project report, financial part of the project;
- Writing an application / project proposal;
- Team work;
- Evaluation methods;

Participants also expected:
- To get a good framework about the topic;
- That the module would be informative, friendly, helpful and flexible;
- That they can socialize during , active and committed youth workers and can make new friends;
- To get theoretical knowledge, examples and involved in discussions;
- To exchange ideas and to create a network for European citizenship projects;
- Mutual cooperation and exchange of experiences;

For further comments of participants see also Annexes a; b; c question II/1.

Institutional motivation and expectations

Council of Europe

As stated in the conclusions of the conference if the Council of Europe on "**THE FUTURE OF DEMOCRACY IN EUROPE**" in Barcelona on 17-19 November 2004 democracy is not an end in itself but an objective. Democracy is always incomplete and always changing. Our challenge is to maintain but also to *re-create* our democratic ways of working, in order that they may be adapted to changing political, social and economic contexts. Democratic reforms must take into account the new realities of the information society. All new developments need to express the Council's firm commitment to improve gender balance and <u>extend the involvement of young people in political life</u>. We must address these

challenges in a way that builds upon the fundamental values of the Council of Europe and also reflects the diverse traditions and aspirations of the 46 member states.

European Commission

Following the European Commission White Paper "A new impetus for European Youth" of November 2001 the situation of young people in the EU is marked by:

- demographic and social change;

- a widening gap between young people and public affairs;

- the political need to involve young people in the debate on the future structure of Europe in particular in view of enlargement and the new neighbours of the European Union.

Some of the objectives of the White Paper are the promotion of new forms of governance and to give the youth dimension a higher profile within EU and national policies.

In the follow-up of the White Paper the Commission proposes, as an overall objective in the priority area of participation, *that measures to encourage young people to be active citizens should be instituted and supported and that their effective participation in democratic life should be reinforced*.

To achieve this overall objective, the Commission asks for a greater participation by young people in the life of the community in which they live, a greater participation by young people in the mechanisms of representative democracy and better opportunities for learning to participate.

With regard to information, the Commission proposes as global objective to *improve young people's access to quality information in order to enhance their participation in public life and their development as active and responsible citizens in an enlarged European Union*.

Last but not least the Commission proposes, in the field of Voluntary activities, as a common objective: "In view of enhancing active citizenship and solidarity of young people, voluntary activities should be developed, promoted, and recognised at all levels".

Also the Council of the European Union in its resolution on voluntary activities recognises that young people play a crucial role in the promotion of European citizenship and identity and recalls the importance of the specificity of the Youth field as well as the importance of pursuing efforts in order to promote voluntary activities, not only as a mean for acquiring skills but also as a core value of active citizenship and to respect and disseminate the universal values of democracy, equality, and respect for human rights.

Consequently the political debate influenced the design of the new YOUTH in Action programme 2007-2013. This programme guarantees the continuity of the current YOUTH programme and allows new actions with regard to priorities identified within the new political cooperation in the framework of the White Paper.

The Youth in Action Programme is also integral part of the Commission strategy of "making citizenship work and fostering European culture and diversity". The Commission proposed developing European citizenship as a main priority for future EU action, on the basis of an area of freedom, justice and security. This included the need to make citizenship a reality, covering areas directly involving European citizens with the integration process, i.e. Youth, Culture, the Audiovisual sector and Civic Participation.

European citizens must be given the chance of direct, personal experience of what European citizenship and these values mean in practice. The new YOUTH in Action programme will promote the active participation of young people in civic society, promote the values of tolerance and solidarity amongst young people and promote intercultural dialogue.

Against this background the European Commission appreciated very much the initiative on European Citizenship training within the partnership with the Council of Europe and supported the activities largely. The evaluation of the first experiences shows that an enhanced continuation is needed.

4. PREPARATION OF THE MODULES

Planning and Preparation

The trainers were all explaining that the preparatory process was not taking into consideration the educational needs for such a pilot activity that resulted in difficulties to keep the quality of the Modules.

There was a clear criticism on the strong incongruity between highly idealistic objectives on the one hand and insufficient working time on the other hand, despite the conclusions in regard to the same type of disproportionateness during the three former longer term pilot courses on European citizenship. The planning seminar in June 2004 had vague and mixed objectives concerning the role and function of such a meeting.

From the point of view of the educational development it became clear that citizenship and European citizenship is a very complex issue. The European youth work sector is still in an elementary phase of finding the possible ways of carrying out educational programs of the recent theoretical findings and ideas. There's a significant difference between the theory and the practise – in general. There are many different ideas existing. With such a complexity full of contradiction the educational teams would have needed a longer preparation time together, concentrating to the theoretical points as well as educational questions regarding the special features of the issue. Having been in the creation of a "new product" these Modules would have deserved an opportunity of a more in depth preparation and design. There was a clear indication that this type of proper advanced preparation meeting was not available for the teams, and the teams met for the first time 2 days before the course (except the 3rd Module where 3 of the 5 team members met for preparation), which seemed unrealistic under the given expectation to the Modules. Due to a missing proper preparatory phase the programme had to be prepared on a daily basis, putting the modules' success at risk and the teams under a lot of pressure.

As for the design of the content the possible links of the three Modules could have been better elaborated so that there would be more synergy and a wider vision into which the Modules can develop in the long term. In order to foster such coherence the teams could have taken part in a common theoretical sharing activity in which many of the ideas and approaches of European Citizenship could have been addressed and shared.

Several conditions of the Modules changed in the course of the preparation phase. Two of the three Modules had changes in the team which also created difficulties in the communication and the preparation of the courses. The dates changed as well, creating ambiguity of the realisation. There was no clear decision by whom, when and how the participants were to be selected. In spite of the strong expectation of the involvement of National Agencies, it was not foreseen and arranged clearly in what way and what role, and which agencies would be involved in the realisation of the Modules.

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Teams

The fact that the planning seminar was turned into a preparation meeting - without proper selection procedure and quality criteria for the teams - created an unbalanced constitution of teams. The composition of teams were based on this accidental situation

Furthermore most trainers explained that the teams were too large for the Modules that lasted 4,5 working days. The trainers had to make extra effort to make the teams work which took a lot of time away from the content and the pedagogy. Such a short module (with inadequate preparation time) did not cater for the needs of a super-sized team. The teams were too diverse in experience. The senior trainers neither had enough time nor peace of mind to sufficiently train the junior trainers on the team – both due to the shortness of the module and the size of the team. The team was too unacquainted. At least a few team members should have some previous work experience for an ambitious pilot activity of such a short duration.

The role of the national agency staff was not defined properly in advance that resulted in ad hoc solutions due to the positive attitude of the persons. The idea to have representatives of the National Offices is good, but this role must be specified. Some of the national agencies were not aware that they would have to take up a training role and sent employees and not training consultants.

It is important to keep the system of senior and junior trainers. Due to the fact that the trainers were promised to have the same amount of fee, it created confusion for all. There were no clear quality criteria outlined for the trainers. A team of 2 senior trainers with experience in the issues and 2 junior trainers supported by a documentalist could conduct the module much more effectively if given sufficient time for preparation.

The competencies, skills and experience of the team about "Training on European Citizenship" were not homogenous at all. This unbalance with an inadequate preparation put too much work on the shoulders of some team members.

Selection of participants

There were 493 applications to the three Modules with the following breakdown per module. From the table below it is obvious that the vast majority (82 %) of the applications came from non-EU countries, which is a very remarkable aspect of such a program on European Citizenship.

MODULE N°	N° OF APPLICANTS	N° OF APPLICANTS FROM EU MEMBER STATES
MODULE 1	102	27
MODULE 2	103	33
MODULE 3	288	31
TOTAL	493	91 (18%)

There is a strong concern from the educational teams that the responsibility to compose the groups of participants needs to lie primarily with the educational teams of the educational activities. On the other hand national agencies expressed their clear need in getting involved in selection of participants for they are in the position of pre-course and post course support and follow up of participants. It is also important that the selection is done by the full team of trainers and not only by some members of the team.

As for the selection criteria there should be a clear balance between the quality criteria set by the call for participants and the geopolitical and gender criteria defined by the European institutions. There should have been a more clear profile of participants that would have better helped in the selection of participants.

The profile of participants was rather general, and consequently we ended up with rather diverse groups of people. However for the objectives of the Modules it was important that the participants of such a course on citizenship somewhat reflect the diversity of society. The differences within the groups had a highly positive impact on the quality of discussions and the richness of experiences. Most of the participants had difficulties in being in a position in which they could conceptually or practically draw upon the experiences of the course.

The group was very diverse. Some of participants were already with certain level of experience in citizenship and some without any experience. As well, participants represented very wide range of organisations – from big international ones to small local organisations. Experience in international youth work was different, too. Most of the applications we received from Eastern Europe and South East Europe, not so many from Western Europe. Very few applications were supported by the National Agencies.

The groups of participants were very successful in their dynamics. Most of them were and stayed very motivated. All Modules could reach a good gender balance as well.

All the participants corresponded to the outlined profile, but the level of information and knowledge of European structures of participants was very different. It was clear that the selected participants had no contact with their national agencies prior to the modules.

Administration

There was no proper administrative organisation of the Modules. Due to the change of educational adviser and the temporary substitution of the secretary there were some organisational difficulties during the preparation and the implementation of the Modules. However there were a lot of personal efforts in solving the actual problems. The administrative and financial preparation of the courses was not satisfactory in many ways.

There were different administrative problems in each Modules which affected the trainers and the participants. It can be concluded that it is very important such activities receive proper administrative and financial support from the staff of the Partnership Secretariat and the other units of the Directorate for Youth and Sports of the Council of Europe.

The major administrative drawbacks were the following:
- There was a significant administrative problem of a financial nature during the first Module. The Module was registered as an expert meeting instead of a training course which created a lot of confusion in the reimbursement of participants.
- During the second Module there was a misunderstanding of fees for the two trainers that contributed to the selection of participants. It has not been solved and still needs proper follow up.

- In the third training course the junior trainers complained that during the preparatory seminar in June 2004 it was clearly mentioned that all trainers would receive a senior contract no matter whether they are junior or senior according to the internal rules of the Directorate. This problem was followed up and the modification of contracts has been made. However it is important to state that these Modules had exceptional trainer fees (by mistake) which should not be a precedent for the future Modules.

5. THE IMPLEMENTATION OF THE MODULES

Program

According to the trainers the programs of the Modules were satisfactory and successful especially taking into account the conditions in which the modules were implemented. All three teams were struggling with the unbalance of the objectives of the modules and the time given. This unbalance created a fundamental tension during the Modules, which was mainly felt by the trainers. The participants recognised little from it because the program was designed in a good flow and simply skipped (or put little emphasize to) some of the objectives so that there is a natural and comfortable, but quite fast rhythm of the programs.

The resource persons were well chosen in two of the modules and helped a lot in setting the theory of Citizenship and the European dimension, and it was clearly fed back by the participants as well. In the third module several participants expressed their critical views on the relevance and the content of the input of the resource person.

The involvement of the resource person was especially appreciated in the first module, where the input took place at the beginning of the course. The concept of citizenship was presented in understandable terms without neglecting its complexity, providing an insight and stimulating thinking. With this broad elaboration of the issue participants got an insight to the theory and the notion so that they – with the help of the well selected program - could build bridges of practice into their youth work during the program. The quality of the input was highly appreciated by the participants as well as the team.

As for the methodology all three teams chose several interactive exercises to link the notion to practice and build the transfer to reality. According to the trainers these were the strengths of the programs that contributed to the unquestionable success of the modules:

- to explore 4 dimensions of citizenship;
- to reflect on what is citizenship;
- to share experience among participants;
- to explore the economical dimension of European citizenship –opened many areas with trading game;
- to rouse up social experiences from daily life – helped by the image theatre exercise
- "the silent floor" as a way to freely express themselves and learn at different levels (about themselves, each other, civic exercise);
- the intercultural learning methodology which created a model of the possible cooperation among the European citizens;
- the time line exercise shown the diverse of the sense of citizenship;
- the practical exercises using debriefing for summarising learning points;
- the approach of deconstructing different dimensions of citizenship;
- the possibilities available at European level for the implementation of projects on the theme of citizenship
- working with ideas about stereotypes;

- the exercise called "making links"

The teams were also facing some methodological challenges during the modules, which can be developed by later modules:

One of the teams (1st module) used the evenings for a free space activity in the field of European citizenship that participants could fill with their ideas and active involvement. They called it "Agora", based on the similar exercised used in the first training course on European Citizenship in 2001. In spite of the good idea the team was not in the position to facilitate this part of the programme appropriately, and therefore participants made hardly any use of it.

Also during the 1st module the "time line" exercise was a part of the introduction but it could have been better used to start to elaborate the influence of the historic-political dimensions. It would have been important to see the different experiences of the historical events in the different geo-politic areas. Because of the time schedule the group lost the opportunity to open the floor for the comparative discussions. It would have been a good chance to prepare a better understanding of the existing difference of the national-conceptualized citizenship ideas and the European citizenship. This understanding is different not only because of the European Union's membership but also because of the experienced content of 'being a European citizen' which understanding in many way is equal with the 'status of a citizen of a member country of the EU'. The majority of the group was not from EU member states, and many were from a "new member country". The "time line" exercise would be a very good tool to help the participants understand the importance of the location from which we are looking at the concept.

During the 2nd module the trainers found that the block on "taking action" was insufficiently handled and there could have been more experiential moments lined to the rational concepts of citizenship.

Content

Due to the fact that there was no common in depth discussion among the teams there were no systematic coherence in the content of the 3 modules. However given the subject there were many accidental synergies. The teams were themselves struggling with the notions like "citizenship", "participation", "European citizenship" etc.

The teams opted for different approaches to "European Citizenship".

One team decided to explore the general concept of citizenship in depth, and hence there was no time to deal with a couple of aspects more specifically. They put emphasize on the notion of European citizenship; the concept of civil society and its link to citizenship and participation; programmes supporting citizenship activities and means of multiplication.

It was a general reflection by the teams that due to the shortage of time there was not enough time to properly brief the exercises, especially the simulation exercises which need the most follow up. It was also concluded that the short modules with less than 5 working days do not allow a proper development of group dynamics, which has a negative effect on the learning outcomes of the modules. Many participants expressed the need of more time for getting to know each other and their background. Due to the time pressure there was hardly enough time to have the necessary reflection on personal and group level, which was to a great extent postponed to the post course period for the participants on their own.

Considering the generality of the topic of these modules and the time available for treating many necessary topics, in the end the modules did not treat the issues of "European Citizenship" as such very deeply or explicitly. The teams had to make pragmatic choices to explain the basics of citizenship and to leave it to the curiosity, questions and learning needs of participants to raise their specific questions concerning European Citizenship. Nevertheless, the teams were struggling to make significant reference to the European dimension of the citizenship ideas raised in the module, and plenty of attention was given to the overall idea that Europe is a context in which different ideas about citizenship are debated and have different consequences. A more sociological idea about society in Europe and how social change affects the way in which this issue is both conceptualised and debated was also given attention.
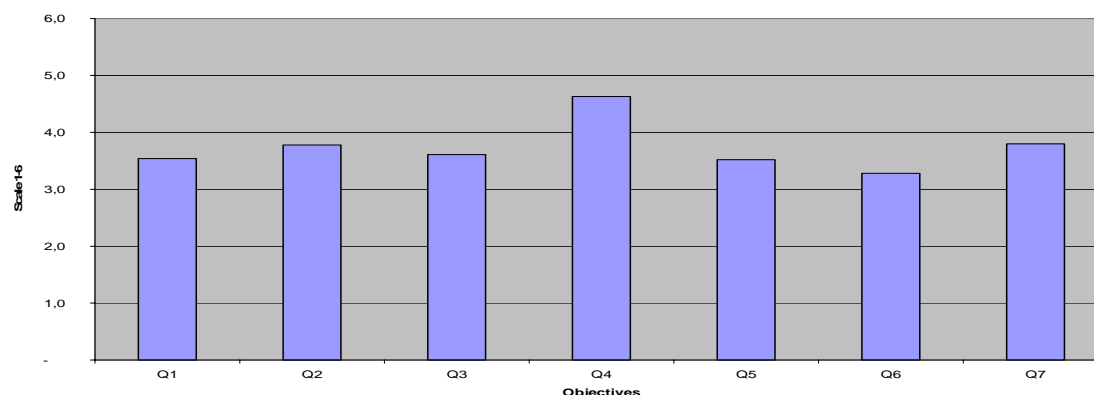
Learning objectives

The extent to which the objectives were met can be seen in the tables below. The three tables per module includes the two averages how the trainers and the participants perceived the fulfillment of the objectives. In the evaluation forms "1" meant "not at all fulfilled" and "5" stood for "fully fulfilled".
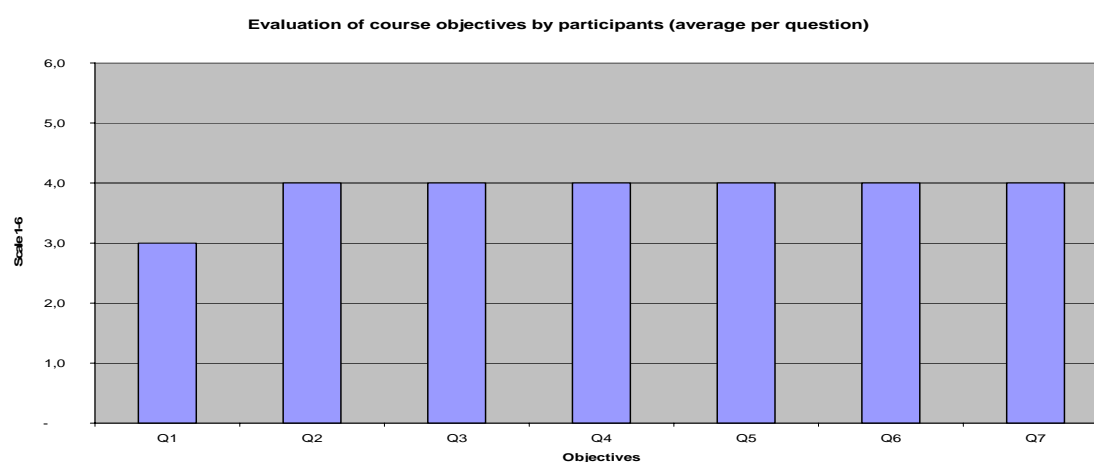
Module 1

Learning objective	Team (6)	Participants (25)
to compare the lived experiences and practices of participants in relation to theoretical and conceptual models of citizenship	2,83	3,54
to reflect on the dynamic context of European society and how that affects the conditions for the development of citizenship in Europe	4,00	3,78
to explore participants' senses of belonging in relation to how young people express citizenship	2,83	3,61
to develop the awareness and attitudes of the participants for dealing with the complexity of "being a citizen"	4,66	4,63
to deal with concepts of civil society and to share practices of youth participation within civil society	2,66	3,52
to explore experiences of European programmes as: - locations of youth citizenship and - as tools for the promotion of (European) citizenship	3,33	3,28
to reflect on how to multiply new awareness to peers and other young people	2,66	3,80
Total average	**3,28**	**3,91**

**Evaluation of the course objectives by participants (average per objective)**

Module 2

Learning objective	Team (4)	Participants (27)
To provide participants with an opportunity to reflect upon Europe (concepts and perceptions) - its history, integration processes, nationality, sovereignty and belonging to the Europe of today, its relation and position vis-à-vis the rest of the world, current challenges, contradictions and tensions;	4,66	3,89
To acquaint participants with the different concepts and definitions of citizenship;	5,00	4,19
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;	4,00	4,13
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;	4,66	3,85
To critically and creatively reflect on the role and the relevance of European citizenship for young people and for current and future youth work practices;	4,33	3,85
To increase participants' competence to critically look at existing and develop new types of youth work practices addressing European citizenship in their daily youth work;	4.00	3,85
To develop participants' knowledge and motivation to critically understand the European youth programmes and their potential to support the awareness of European citizenship among young people and through youth work.	3,66	4,15
Total average	**4,33**	**3,99**

Evaluation of course objectives by participants (average per question)

Module 3

Learning objective	Team (4)	Participants (22)
To develop a common understanding of effective youth participation;	3,75	3,89
To enable participants to reflect upon the different realities of democracy and civil society;	3,50	4,09
To explore the role of youth work and youth organisations in various aspects of participation;	3,75	4,18
To raise awareness of possible ways of youth participation in decision-making processes;	4,00	3,80
To equip participants to be able to promote participation and active citizenship with young people;	4,00	4,18
To enable participants to use non-formal education as a means of empowering young people for European citizenship;	3,25	4,14
To develop social and interpersonal skills related to participation.	3,37	3,73
Total average	**3,65**	**4,00**

Evaluation of course objectives by participants (average per objective)
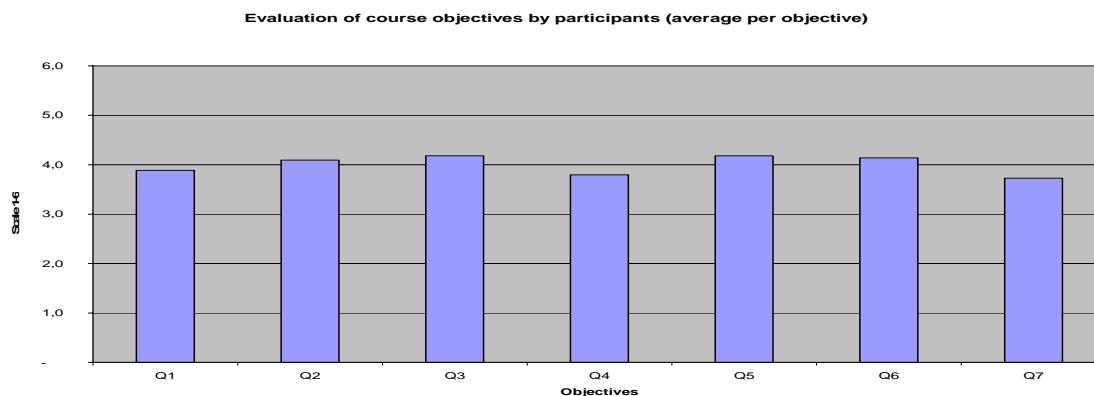
For further comments of participants see also Annexes a; b; c; question I/3.

Format and time

It was agreed and concluded by the vast majority of the trainers that the time (4,5 working days) dedicated for the modules was not sufficient. It is also clear that such a complex issue like European Citizenship could eat up several training days. The question here is rather how to use the so called short training modules the best way so that the learning is optimal.

The complexity of the notion of citizenship itself needs 3-4 training days to go through and understand (cultural, economical, political and social dimensions). Besides this participants should have a chance to reflect and to analyze reality in their home countries. For multiplication the participants need time to develop their ideas that they got during the training.

To run a short term training module on European Citizenship the realistic minimum approach would be a 7 day training including arrival and departure, which could give 5,5 program days (0,5 day for arrival, 0,5 day for departure and 0,5 day free time for participants).

It is also possible that national agencies organise short events (3 day seminars or workshop days) on the topic that could be preparation for the European modules. This could level the knowledge of the participants beforehand and make sure that they can follow the course in a smoother way.

As for the participants` opinion on the format and time, the 15 interviews show that 5 working days are not really sufficient for the objectives and to elaborate the content with such a focus. Six of the interviewed participants said the time was enough and 9 were more critical on this matter.

> There is not enough time for proper debriefing for the exercises. (3)
>
> Too short time, too intensive, we got really exhausted. It is too much. 6-7 working days would be needed. (2)
>
> Quite short time, 2 more days would be needed.
>
> The way it is constructed it could be a one week course. I would make it 2 days longer, to have more time for the content. (2)

For further comments of participants see also Annexes a; b; c; question I/4.

Involvement of National Agencies

It was the first time that some interested national agencies got involved in the implementation of the activities of the Partnership. Obviously this was a pioneering approach with all its contradictions and confusions. That is why it is especially important to have a proper evaluation of this experience from the points of views of all actors involved (participants of the modules, national agency staff, trainers, SALTO staff, Commission staff and CoE staff)

It was concluded by all trainers that there is clear logic and necessity of involving the national agencies into the implementation of the training activities. They emphasize the high potentials of national agencies in the running and hosting such short modules. National Agencies could be involved more strongly in recruitment of participants. Also representatives/experts from NAs and Salto-Youth centres could be invited to the training courses but with a clear role (trainer, expert, quest lecturer etc.). Agencies and Salto centres can provide also good project examples.

Trainers appreciated the presence of the staff of National Agencies as resource persons or trainers, however it was also concluded that when trainers are involved from the staff on national agencies the same selection criteria should be used as for any other external trainers. It is also clear that some agencies do have staff with competencies of a trainer, but it is still rare. When a staff member who does not possess trainer competencies is involved in the module it is necessary to define his/her role in the process.

It would also be interesting to develop a system in which agencies can support in different ways projects in the field of European Citizenship with young people.

Team work

Most of the trainers agreed that considering the time, the conditions (relative size of teams, unacquainted members, without a prior prep meeting etc) and the consequential pressure the teams co-operation and their performance was absolutely stunning –

especially and also by the trainers with less experience. But this was merely a result of a lucky constellation of personalities and their personal efforts.

As one of the trainers put it very clearly - A major disadvantage of the entire setting has been that due to the different constraints learning within the teams was practically impossible. There was no time for the senior trainers to properly engage with the junior trainers, coaching them, giving time and space for trial and error, feedback and guidance. And there was no time either for the junior trainers to prepare their deliveries sufficiently to feel safe and sound.

All trainers had the opinion that it was difficult to integrate into the teams so quickly without proper preparation and with such a pressure of the educational objectives. One of the main difficulties was that the members of the teams did not have a chance to thoroughly discuss the different understandings of the issue of European Citizenship in principle so many of these discussions had to happen implicitly during the team meetings of the evenings, which slowed down the process and took the trainers away from contacting the participants in the evenings.

The fact that there were no in depth preparation of the content resulted also that a great part of the educational potentials of the team was not exploited and remained inactive.

In spite of all constrains, the co-operation of the teams was established on a solid and comfortable basis. The teams were constructive, active and empathic. The team members did everything they could to make sure there is a smooth working atmosphere and a good division of tasks. The first module had an oversized team (seven members) which put even more pressure on their work.

The participants in the interviews and the final evaluation questionnaires reinforced that the teams were good and helpful. However in all the modules many expressed that they did not understand the construction of the teams and had difficulties in following exactly what roles some team members had taken.

For further comments of participants see also Annexes a; b; c; question I/5.

6. LEARNING

Needs of participants

According to the mid term interviews (5 per module) participants were very much satisfied by the learning process they were going through and the learning they achieved. Participants found the new knowledge relevant for their work and they were ready to integrate it into their plans.

All 15 interviewed participants answered positively to the question: According to your expectations how do you see your needs being fulfilled in the course of the seminar? However there were some critical comments that indicated the potentials for the development of the Modules.

Some exercises are not debriefed properly because of the lack of time.

Lack of clarity of objectives.

There are not enough pre-made definitions in the field.

We would need more group building exercises

We got not enough material for preparation
More simulation exercises would be needed to go deeper in certain topics.

The link is unclear between citizenship and human rights and democracy.

As for the opinion of the educational teams the participants` needs were to a great extent met by the programmes.

Probably the notion of citizenship is generally so confusing and blurry, that participants had trouble defining their learning needs and expectations beforehand. Only after experiencing the course were they able to say that the module offered what they hoped but couldn't express before they came. It was also very difficult for the participants to know what to expect or even what they wanted to learn. There was a definite discrepancy between the needs and expectations stated in the application forms and those that appeared at the beginning of the course and throughout. The topic seems to still be very confusing for most people. However the trainers concluded that according to their personal observations participants got what they basically expected, and it is supported by the 15 interviews that we conducted on the 3rd and 4th day of the modules.

The training course was opportunity to get more theoretical background to look at different dimensions and aspects of citizenship. It was not enough time to share experience and daily reality among participants.

One of the most important learning of the participants was that they could realize the complexities, the contradictions and the different aspects of citizenship, and European citizenship. Also learning through experience by active participation in training was very successful and good for participants, also in a sense of collecting new methods for future work with youth groups.

Several participants expressed very general learning needs ('knowing more about European citizenship') and the modules went through on the key elements, giving a possibility for the comparison of the individual experiences with others' and having a community for further discussions. It is not easy to specify which elements were completely new and which were familiar, because of the whole concept reflected their needs. Their involvement and qualitative participation showed they accepted the concept as which referred their needs.

The participants noted several areas in their expectations including theoretical understanding and conceptual exploration, and practical youth work approaches of the issue of citizenship.

Learning achievements

According to trainers participants had good chance to:
- learn about the theoretical aspects and the different dimensions of citizenship and becoming less confused about it;
- be able to place the notion of citizenship in relation to other concepts;
- be able to relate every-day experience to the concept of citizenship;
- experience the diverse reality of citizenship throughout Europe;
- practice different ways of approaching the topic of citizenship;
- to learn that the concept of citizenship has a strong intercultural dimension, which differs from region to region, from country to country, from culture to culture;
- get familiar and to discuss some of the present day actualities and hot issues connected to citizenship in Europe;
- learn examples of how to deal with the topic in groups of young people;
- get information about possible sources of support for activities on the subject;
- experience and learn concrete exercises that can help the learning of young people about European citizenship;
- learn that it is an ongoing social, political, cultural and economic debate Europe-wide and there are no ready made answers to many of the questions;

- recognise the strong values of human rights behind European citizenship;

The participants evaluated their knowledge on European Citizenship on the last day of the modules by answering the following question in the final evaluation questionnaire: "Having taken part in this course, how would you now evaluate your knowledge concerning Citizenship?" The answers were from 1 to 6, 1 being very little, 6 meaning excellent.

	Module 1	Module 2	Module 3
Average of participants	**4,40**	**4,59**	**4,48**

For further comments of participants see also Annexes a; b; c; all questions in part II.

7. TRANSFER

Multiplication

The trainers concluded that the majority of participants will be able to transfer some of their theoretical knowledge about the concept of citizenship to others. More generally speaking, the modules made a considerable impact on the attitudes of participants, which will be reflected in their work and life and therefore also influence others. However it is difficult to tell without a proper survey what they are most likely to multiply after the training; some will be engaged in more learning, or active in running projects in the field or changing their ways of work, or simply change some of their attitudes. It is sure that the modules encouraged participants to work with Citizenship in their projects, to pass the idea to their young people. The modules gave general understanding and feeling about the notion of citizenship.

These modules can be considered as 'general' introduction to the complexity of the citizenship for most participants. The fact that they went through the realisation of being part in a developing phenomenon was an important learning that form many participants will eventually turn into motivation to do further activities.

Participants realised a number of topics which they may discuss and develop further in their own realities. To have a real picture on the impact of the modules we would need a research at a later stage, but there were remarks in the final evaluation questionnaires that already show some of the impacts and achievements of the modules.

In the interviews participants expressed different ways how they imagine the use of this knowledge.

> Extremely relevant, my present job involves a lot of citizenship issues with informal youth groups.
>
> It gives me confidence and knowledge.
>
> It will be easier to explain to my colleagues.
>
> What I learnt is feasible for my work.
>
> I will use the team building exercises.
>
> I can use this knowledge and methodology with young people.
>
> A lot of aspects can be introduced in my organisation.
>
> It is very relevant for my studies; I am also planning to build a webpage for young people on the subject.
>
> I got instruments and methods to tackle the issue.

For further comments of participants see also Annexes a; b; c; all questions in part III.

8. WORKING CONDITIONS

The venue (EYCS)

All three modules took place in the European Youth Centre in Strasbourg. The trainers were quite critical with the services provided by the Centre for an educational activity. However the participants were satisfied with the educational services, which can be because they did not really see much about the efforts made by the teams in order to run the programs smoothly in the house. The function of the house seems to be complex, because it is not only hosting the administrative units of the Directorate of Youth and Sports – part of the administrative structure of the Council of Europe – but also the first European Youth Centre, which is an important non-formal educational service to the European youth work and youth policy.

The trainers formulated the following evaluation of the services. The EYCS seems not to have been devolving along with the non-formal education sector and has therefore become increasingly prejudicial for educational activities. The working spaces are no longer adequate for many activities and methodologies being used (such activities as suggested in COMPASS). It has also become increasingly difficult to run non-formal activities due to the large number of smaller non-educational events in the centre, constraining interactive activities more and more. The decoration of the interior is dusty and out dated and does not reflect any more the modern theories and practices of non-formal education. The trainers concluded that the Centre lived up to a necessary revision and reconstruction.

One of the modules had difficulties in running the sessions in the basement plenary, therefore most of the training was held in the room next to it. The presence of other working groups was sometimes disturbing. The reception staff was always very helpful and responsible. Several working spaces are in need of real light (the artificial light affected very much the capacity of concentrating both of the participants and of the team).

For another module the plenary room on the second floor as the proposed main scene for the course was not ideal, because of lack of the flexibility of the space. The 'darts room' is just not big enough for 30 people's group work. That is not always comfortable to work in the lobby if there are other activities in the house.

Participants had some critical observations on the hosting services of the house. They found the rooms uncomfortable and unfriendly. There was a strong need that the towels are changed regularly, that soap is provided in all rooms, and that the cleaning is done more regularly.

Both the trainers and the participant found the quality of the food quite a low standard, keeping in mind that the company giving the service changed after the first module. However many participants evaluated that food was satisfactory.

For the teams of trainers the Centre is becoming more and more constraining in terms of working space. It is more and more obvious that the working spaces are no longer well adapted to many of the working methods used and that the educational activities based on the principles of non-formal education and interactivity are not easy to run in the EYCS any longer.

There are fixed furniture and there is lack of big space for group work. The staff of the Centre does not always respect course activities. The quality of administrative support is decreasing. And one of the most important services for the educational activities, the technical supply is basically disappearing (to make copies, to use computers, printers, use of technical equipment, organising space etc.).

Some trainers were rather pessimistic about the services of the Centre stating that since years, the working conditions of the EYCS have not been improving but becoming worse. Despite all proposals and evaluations, nothing changed. Educational experts are starting to loose their patience and hope about that. And many activities are preferably taken to Budapest for the better conditions of work, which is a very unfortunate sign.

9. RECOMMENDATIONS

Recommendations on the preparatory process

Having in mind the above critical observations the educational experts of the Modules recommended the following solutions for improvement to be taken into consideration in the planning of the next Modules on European Citizenship:

The Partnership and its experts should:
- give an opportunity to the experts involved for discussing the concepts and ideas in the filed of European Citizenship and its educational aspects;
- review the module objectives in relation to its format and bring the set objectives and the practical arrangements to a match;
- select future teams according to predefined quality criteria;
- allow for a regular planning phase, including a proper meeting well in advance of a module;
- make sure that the teams are conducted on the basis of quality criteria and in advance of any preparatory meetings;
- allow individual preparatory meetings for teams to plan their modules should be held 3 months in advance of the module;
- create the opportunity for the teams to meet 1 day before the module to finalise preparation;
- plan and budget an evaluation meeting (either ½ day immediately after the course or at another moment);
- give an opportunity for all members of the teams to participate in the selection of participants;
- plan and design the methods and procedures of cooperation with national agencies regarding the implementation of the Modules;
- review the strategy for publishing and advertising calls for participants, as merely relying on the World Wide Web does not seem to suffice;
- include a question on the source of information in every application form, allowing for a detailed efficiency analysis of different distribution channels;
- draft a more specific profile of participants for all the modules so that there is a possibility of comparison;
- put more emphasis on the organisational background of the applicants;
- arrange a deeper involvement of the national agencies and sending organisations;
- elaborate the system of modules so that participants can apply to more than one;

- include a question on the source of information in every application form, allowing for a detailed efficiency analysis of different distribution channels;
- decide whether these modules are for the experienced youth workers who are running concrete projects on citizenship on international or national level, or it is for those who should or would like to start working on the issue – and plan accordingly.

Recommendations on the implementation of the modules

Based on the above experience and the evaluation remarks the educational experts of the Modules recommended the following solutions for improvement to be taken into consideration in the planning of the next Modules on European Citizenship:

The Partnership and the educational experts of the next modules should:
- build the educational concept of the content prior to the modules take place;
- make sure that there is enough time for addressing explicitly the issue of European citizenship during the modules;
- allow experts/scholars from formal higher education to be present in the modules and give theoretical inputs professionally to the participants;
- elaborate the idea of giving for each dimension of citizenship 1 day of the training modules – and for making connections wit reality and life in their countries;
- make a collection of simulation games that are relevant for the subject and can be used effectively with European Citizenship issues. (Making links, Trade game etc.);
- put more emphasis on linking citizenship concepts in general to European citizenship (explicit programme element);
- put more attention to the links between understanding the 4 dimensions of citizenship and how to work with them in youth work;
- involve the participants in ways of multiplication;
- address the issue of civil society explicitly;
- try to find time for addressing the issues of Europe, Europe and the rest of the world, Europe in different aspects, culture, history, problems, hot issues and young people and Europe during the modules;
- make sure that there is enough time in proper briefings of the exercises, and to the presentation of financial opportunities;
- create the possibility of longer modules or reduce the number of objectives and make them more specific. (Perhaps a general introductory training before the other more specific training courses could be developed.);
- make sure that there is a proper preparation and evaluation foreseen;
- give more time to participants for reflection of situation in their home countries;
- address the present day political issues regarding European Citizenship bravely (EU Constitution, e-democracy, rights and duties, human rights, powers, role of politics and politicians etc.)
- create clear links among the modules and make it visible for the applicants, because at this stage none of the modules can really "stand alone" without being offered in combination with others (taking into the consideration that some participants are willing to take part in more than one module);

In relation to the involvement of national agencies the educational experts recommended that they should:
- be invited to take a stronger role in the dissemination of the info about the modules and in the recruitment and nomination of participants;
- be invited to nominate trainers for the composition of teams but on the basis of profiles set in advance;
- be invited to send experts for relevant programme elements (Youth Programme, funding, project writing etc.);

- define their interest, their capacities and motivation in the implementation of the modules;
- involve their networks of multipliers in the implementation of the activities;

Recommendations for the improvement of the services of the EYCS

The working conditions could be improved by:
- changing the plenary settings, even if it implies structural work, make both plenary including their translation systems flexible and adaptable to the educational needs of the actual course;
- changing the lighting to something more natural, positive and motivating;
- creating a bigger open and entirely empty working space for bigger group activities (many of which promoted by COE and partnership publications)
- making sure that there is a proper stand by service for the technical services such as the cyber centre and computer equipment in plenaries;
- properly maintaining and equipping the working rooms and the team room;
- installing a wireless network, allowing team members and participants to use their own laptops;
- considering the creation of bigger personal rooms for team members, as they also have to work in those;
- increasing the quality of the food (more natural products) in general and the amount and quality of food and drinks for the welcome evening;
- introducing and ensuring the respect of clear and more strict smoking rules;
- buying and installing new easily movable and light tables in plenary rooms to allow different compositions of working space;
- creating some additional small working rooms;
- repainting and redecorating the interior spaces to bring life and virility into the house;
- changing and keeping up-to-date the internal decorations, posters, flyers etc;
- organising exhibitions in the house using the space and the empty walls given;
- making the rooms more friendly by colour, by wooden furniture, by pictures;
- organising proper computer/internet helpdesk (with a wider range of soft wares);
- not organising more than 2 activities in the house at the same time;
- creating internet access in the bed rooms;
- training the whole staff of the centre on the basics of non-formal education and service;
- improving technical and administrative support.

The national agencies are recommending the following ideas for the development of the cooperation between the agencies and the Partnership Secretariat concerning training activities:

- The national agencies should be involved in the selection of participants in order to make sure there is preparation and follow up support to the participants coming from countries with national agency;
- It would be interesting to organise a short study visit to the Partnership Secretariat and the educational advisers in Strasbourg EYC for the training officers of the agencies to deepen professional cooperation;
- The new webpage of the Partnership should be linked to the SALTO website again;
- There should be a continuous information flow of activities among the Partnership and the agencies and SALTOs on training activities for more coherence and synergy;
- The national agencies are ready to host activities developing from the Partnership pilot courses;
- We should see the possibilities of running decentralised module also in French and German languages;

- We should agree on standards of preparation and follow up participants of thematic courses, such as the European Citizenship;

Recommendations from the interviewing of 15 participants:

- Participants with more diversity of countries
- The group building element should be more active, it was too fast;
- More theory and more focus on the European Citizenship;
- The group should be not more than 20 participants;
- National agencies should follow up and support the training;
- More outdoor activities; (3)
- Roles in the team should be clear and transparent;
- The team members should have clear legitimacy and role;
- 29 participants are far too much for such a short period;
- The preparation documents should arrive in time;
- The venue should have spaces for the big exercises in the plenary rooms. (2)
- There should be more space and time for small group work;
- Case studies should be explicitly relevant if used; (2)
- Replace the input of EYF by a scholar. (2)

1O. ANNEX

(see attached)