



Active European Citizenship

European Awareness – Committed Citizenship



ELICIT-PLUS – 2014-1-FR01-KA200-002362

This project has been funded with support from the European Commission. This communication reflects the views only of the author and the Commission cannot be held responsible for any use which can be made of the information contained therein

ELICIT-PLUS European Literacy and Citizenship Education



European literacy is the sum total of active knowledge about Europe, past and present. It is a complex fabric of interwoven philosophies, histories, cultures, myths and legends, religions, languages, geography, economy, geopolitics.

It is the kaleidoscope of multiple perspectives on our shared history. It is our common past and the future that we must build together.

ELICIT-PLUS is a project for School Leaders, Teachers, Parents and other Educational Partners

It aims at promoting innovative educational practices to develop active European citizenship in several areas, such as:
intercultural, professional, social, economic, civic.

That is why ELICIT-PLUS is offering several study programmes and pedagogical tools.



ELICIT-PLUS offers

Intensive Study Programmes for teachers, trainers, educational staff, parents and learners - eligible to European Mobility Grants within Erasmus+

- a Portfolio of the European Citizen

- a European Label

- Pedagogical resources

- a Common European Mention for Teacher Qualification

Find out more on
<http://www.elicitplus.eu>



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<http://www.elicitplus.eu>



IMPROVING EDUCATION IN EUROPE

<http://www.elicitplus.eu>



Summary

- I. The ELICIT+ project**
- II. Education for European Citizenship**
- III. Train-the-trainers – methodological approaches**
- IV. Activities**
 - 1. Courses**
 - a. C1: *European Awareness – Committed Citizenship* (Train-the-trainers course)
 - b. C2: *European Citizenship* (Short Training Program for school/adult education)
 - 2. Dissemination of the ELICIT+ project**
 - 3. Citizen activities carried out with the students of the college "Mircea cel Bătrân",
Constanța**
- V. Annexes**
 - Program of the course C1
 - Printed questionnaires for the evaluations
 - Impressions after the course C1
 - News paper articles
 - Publication "Tribuna învățământului"
 - European wisdom
 - Bibliography

I. The Elicit+ project

ELICIT-PLUS is the result of the cooperation between two successful networks in the field of education: ELOS and ELICIT. In a recent Comenius project, ELICIT (European Literacy and Citizenship Education), has developed a Portfolio of the European Citizen based on a new Reference Framework which included the ELOS CFEC, and a European Semester for Student-Teachers (30 ECTS), offered by 4 Universities (ES, FR, HU, SE). The ELOS network has been working for almost 10 years at the development of high-quality instruments for the implementation of European competences at school. Examples are the CFEC and the Quality Review.

The development of nationalistic viewpoints and the overall decline in interest for the original European project show a need for an input in European Literacy, intercultural approaches and inclusive school development.

The economic crisis and increasing unemployment - especially among young people - in the E.U. show a need for a redefinition of educational objectives at different levels. Other global economies are rising. European future citizens and professionals will need other competences to be competitive and to behave as responsible global citizens.

Europe will be the carrier for their development and well-being, based on the fundamental values of the European Union: Dignity, Liberties, Equality, Solidarity, Citizenship, Justice.

Scope

To establish a sustainable and growing network of training modules for teachers, principals, parents and other actors involved in educational matters in order to educate a growing number of European pupils and students to become responsible European citizens, who are competitive in the global community, as defined in Horizon 2020.



To establish a sustainable network and scalable modules and spaces of training for teachers, parents and other actors of the educational world, in order to help a growing number of pupils, students and adults to become European citizens responsible and able to take their place in a globalized community. The modules will address the various competences required to sustain the European socio-economic and cultural model and to boost European competitiveness on the international scene in a global environment by developing European literacy, creativity, innovation and entrepreneurship. Our approach is established to promote inclusive education: ensuring that all children are safe, visible and learning and to reinforce the connection between formal and informal learning.

Partners - 25, from 13 different European countries (universities, institutes of education, associations, non-governmental organizations, schools, of the territorial communities.

Targeted public - All adults involved in an educational action, in a formal, informal and non-formal, as well as students of all levels, from the school up to the university.

Main activities - To design and implement training modules: Training-the-trainers, initial and continuous training of teachers, training throughout the life for adults, educators and parents, according to the principles and methodologies of the inclusive education.

Expected products - Pedagogical tools, available not only in version-paper, but also as tools put in line: booklets, brochures, flyers, in all the languages of the partnership.

Results and Impact

The project envisaged the design and the implementation of 14 training modules, disseminated in different places in Europe. The modules of initial training were offered by each partner involved in the training of teachers: AEDE FR (Paris, Octobre 2015), Alumni (Constanța, February 2017), AEDE HU (Kecskemet, June 2017). A module for the training of trainers was implemented for parents and other adults, educational actors. This training program was designed and tested by the partners representative of different groups of the targeted public. The results are available in all the languages of the partnership to support the dissemination and the subsequent exploitation.

Final indicators for evaluation and dissemination

- 14 modules for *in service training*
- Modules for initial training
- Training modules for adults – Train the Trainers

External evaluation: Hull University, Great Britain

II. Education for European Citizenship

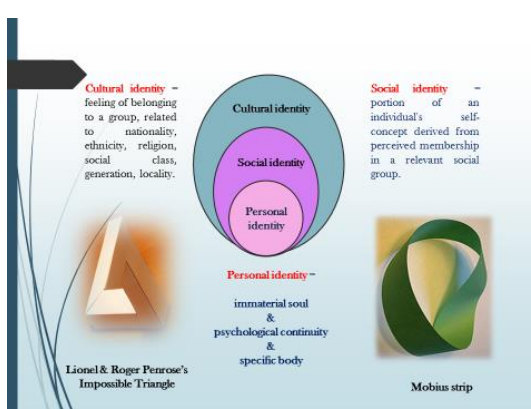
Literacy is „the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.”(UNESCO)

European literacy represents an ensemble of operational knowledge about Europe, a complex plait of philosophies, stories, cultures, myths, legends, religions, languages, geography, economy, geopolitics.

European citizenship is a concept consecrated through the Maastricht Treaty (1992), aiming to consolidate the image and the identity of the EU and to imply more deeply the citizens in the process of the European integration. It is associated with the respect for democracy, for rules and law, tolerance, openness, the courage to defend the own point of view, the availability to listen to the others, the capacity to work with others and to support them. It is a form of literacy supposing the confrontation with the events of the public life through: knowledge and understanding, critical thinking and independent trial, responsible action in order to make decisions for both individual and common benefit.



Active citizen is the person that wants to make a positive difference to the local community or to an individual person, or make something happen.



Identification of the European active citizen

- Participation in community's life : volunteering, NGOS, participation in making decisions regarding the policies and public services - participatory democracy;
- Knowing and understanding the political, historical, cultural, social and economic context;
- Assumption and the promotion of democratic principles and values: the freedom of speech, equality, diversity, unit, cultural pluralism, social justice tolerance, solidarity, intercultural dialog, inclusion,

Personal benefits of the European citizenship

In order to make changes we have to make our voice heard, ask people for information and know how to get what we want from individuals and organisations. This could involve negotiating, campaigning, lobbying, researching issues, listing pros and cons, planning what we are going to say and how to say it – or simply **being more assertive!** We need to know how the external world operates: how decision-making structures are set up, how these structures work, who is involved, how accountable they are, who holds power in any given situation. This means knowing about the local, national and international structures that impact upon our lives. If we are clear about our place within the system, we start to have a clearer understanding about our rights and responsibilities. Once we have this knowledge, we could make choices about where we want to be and the roles we want to play.

Some of major areas of civil activism

* To understand emigration and integration. * To preserve the local and national environment. * To fight against injustice. * To protect human rights. * To fight against all forms of discrimination: gender, race, religion, disabilities. * To fight against homelessness. * To protect children and family. * To fight against brainwash. * To militate for transparency. * To fight against political and economic abuses. * To support and assist victims of all kinds of injustice and abuses.

Some good practice examples from the partnerships across Europe and the World

- **UK: citizenship education** is now compulsory in schools up to 14 and is often available as an option beyond that age.
- **JCI Ireland (Junior Chamber International): Active Citizen week** is a time of year entirely dedicated to gathering as many people as possible to take action and fight back against the major problems impacting the community.
- **Scotland, UK: active citizenship** is one of the 3 major themes of community policy since 1998.
- **Council of Europe: Education for Democratic Citizenship**

III. Train-the-trainers – methodological approaches

European Awareness & Committed Citizenship

According to the Romanian occupational standard, the trainer is designing a training program, projecting training activities, organizing and facilitating the learning process, evaluating trainee's developed competences, his own performance as trainer and the whole training program. This chapter presents some methodological, methodical and practical options aimed to raise and strengthen the European Awareness and the Committed Citizenship through a Train-the-trainer course carried out in Constanța, Romania, in February 2017, having as target group 19 participants from seven European countries, involved in the ELICIT+ project.

Summary of the chapter

- I. Preparing a Train the Trainers module – methodological approach
- II. Implementing a Train the Trainers module – methodical suggestions
- III. Evaluating – practical demarche
 - 1. Evaluating trainees individual attitude
 - 2. Evaluating the training module
- IV. Bibliography

I. Preparing a Train-the-trainers module

Preparing a Train the Trainers course is not an easy assumption: the participants are adults, already acquainted with more or less training methods/techniques and they are aware of the difficulties to manage (and to conquer) a heterogeneous group. Therefore, they will expect to learn (and practice) new training strategies and to acquire the most of abilities/capabilities. In conceiving-planning-performing-assessing the effectiveness of any training and learning activity, according to the target group and the specific training circumstances, several metagogic (pedagogic and andragogic) options should be taken into consideration and various methodological decisions and choices should be made.

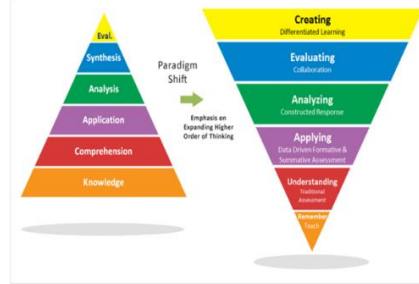
Aspects to be taken into consideration

- 1. The aim of the training activity:** informing, transforming or forming? Which pedagogical requirements should be addressed: knowledge, perceptions, attitudes, behaviours? What results does the training activity presume?

2. The mental processes that will be favoured. For the three types of teaching-learning objectives (cognitive, affective and conative), specialists set different taxonomies.

a. Bloom's/Anderson & Kratwohl's taxonomy

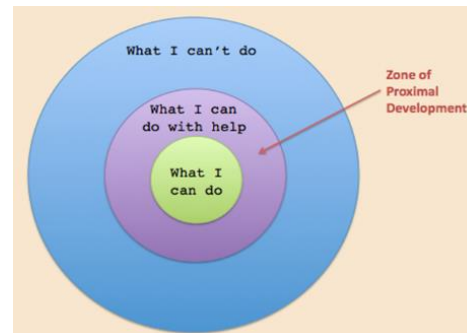
- Knowledge/Remembering
- Comprehension/Understanding
- Application/Applying
- Analysis/Analysing
- Synthesis/Evaluating
- Evaluation/Creating



b. Lev Vygotsky's learning spiral

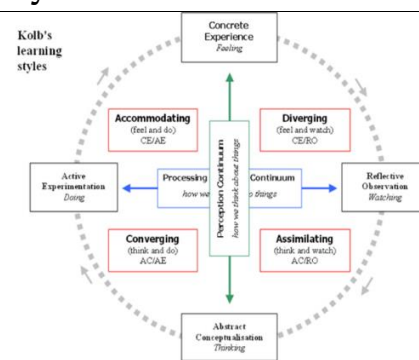
Full cognitive development requires social interaction in order to perform:

- Achievements with assistance
- Achievements independently
- Future achievements independently (ZPD – Zone of Proximal Development)



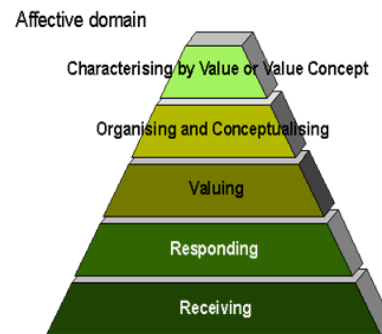
c. D. Kolb's experiential learning cycle and learning styles

- Concrete experience (CE)
 - Diverging: feel & watch
- Reflective observation (RO)
 - Assimilation: think & watch
- Abstract conceptualization (AC)
 - Converging: think & do
- Active experimentation (AE)
 - Accommodating: feel & do



d.B. Bloom & D. Krathwohl taxonomy

For the affective learning, D. Krathwohl's and B. Bloom's taxonomy set behaviours indicating attitudes of listening, awareness, interests, attention, concern, responsibility, as well as the capability to interact with others and to apply values and principles to concrete situations.



iPAD Apps

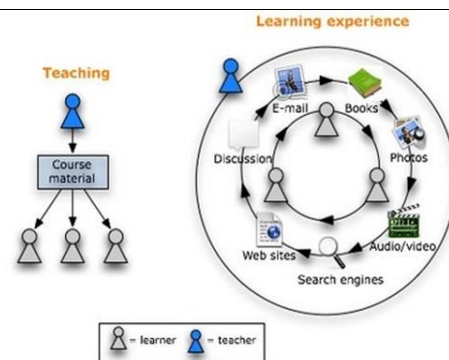
Nowadays days, the symbolization of almost all mental, affective or psychomotor action is a generalized phenomenon well supported by the modern electronic devices and an efficient way to think in a connected path.

iPAD APPS TO SUPPORT BLOOM'S REVISED TAXONOMY
ASSEMBLED BY KATHY SCHROCK



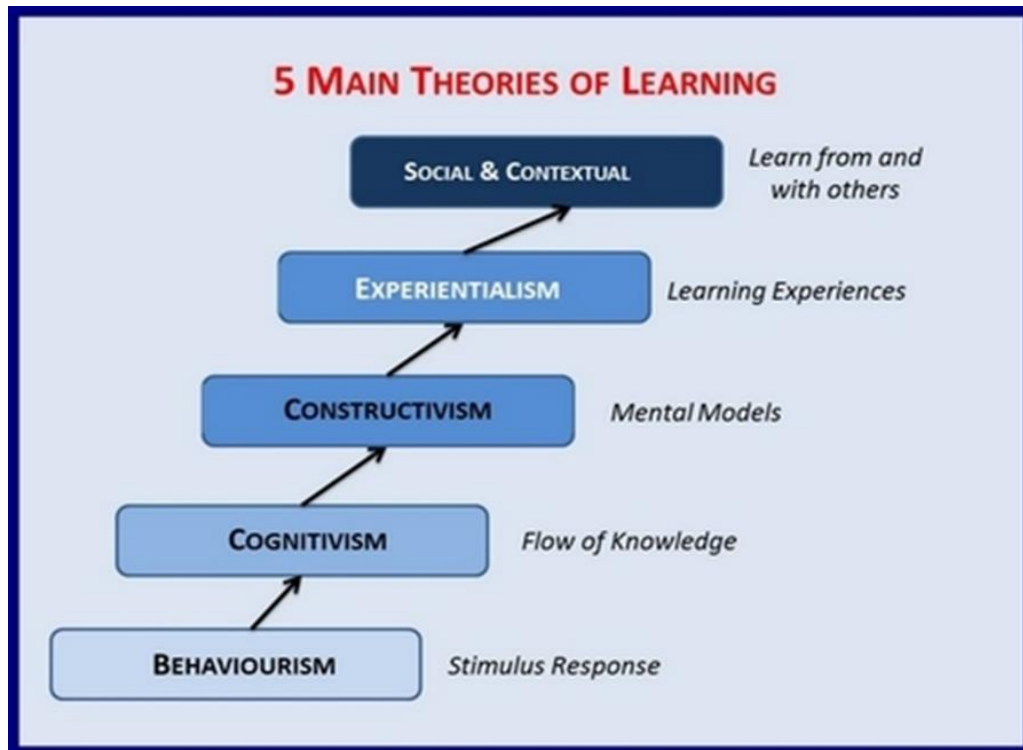
3. The preferred/selected teaching-learning strategy to be implemented in the majority of the training activities.

The trainer is choosing whether his training approach will be a trainer centred (the trainer decides on the instruction goals, on the specific guidelines and on the assessment format) or a trainee/group centred one (the trainee/the group, responsible for his own learning, works, explores and think critically, puts questions, solves problems and learns through team work).



Meghan Grout – 2013 - Teaching strategies for learning in the classroom

Some opinions¹ discern five main teaching/training paths



a. Behaviorism

The learning process is proved by a change in learner's behavior: reward or punishment (positive/negative reinforcement) is encouraging or discouraging the antecedent attitude.



www.lookfordiagnosis.com

¹ Carlton Reeve - Head of School for Media, Design & Technology, Bradford, United Kingdom

b. Cognitivism (Instructivism)

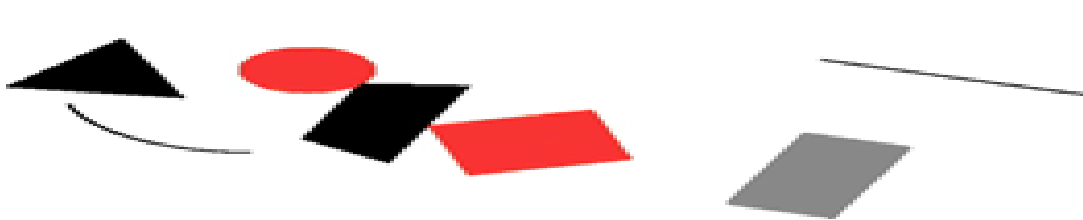
For the trainer this approach means to pre-plan a curriculum by dividing a discipline/topic into parts and to deliver them to the trainee in a gradually guided process. For the trainee, the learning process means to be directed in integrating the given external reality in his own, continuously changing mental structures. Favoured mental processes: memorizing and reproducing.



<http://eduskills.de/tag/cognitivism>

c. Constructivism/Constructionism

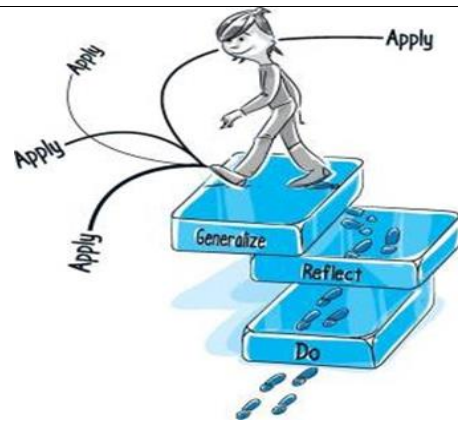
The constructivist/constructionist approach considers that knowledge and meaning arise from own experience and ideas. The trainer guides the trainee in dealing with the topic, to his own understanding. He is not telling, but asking, providing guidelines, creating the proper learning environment, favouring critical thinking, reflection, collaboration and creation. The trainee is actively involved in the learning process: he constructs his own understanding, looks for meaning and order in the real word, even without full-organized information. He gains self-confidence and becomes motivated to deal with more challenges.



<http://art.and.facts.site.free.fr>

d. Experientialism

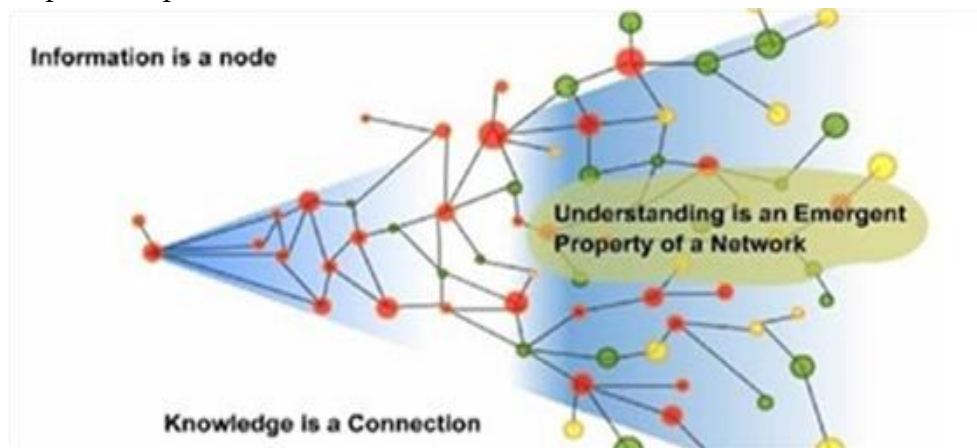
People learn from experience and learning is a cycle of experiential stages and learning styles. Learning by doing is getting involved in an activity and, through the process of doing this activity, learning about how that activity works, how one finds (or feels about) the activity, what the activity makes think about, and what it enables people to do.



www.cstoresund.wordpress.com

e. Connectivism

In the connectivist approach, meant as a learning model for the digital age, the central idea is that “the ability to learn what we need to know for tomorrow is more important than what is known today”. Learning and knowledge rests in the diversity of opinions and the core skill to be acquired by the trainees is the ability to see connections between fields, ideas and concepts. The trainer’s and trainees’ main activities are thinking, sharing, practicing and creating (George Siemens, 2004). <http://www.scope.bccampus.ca>

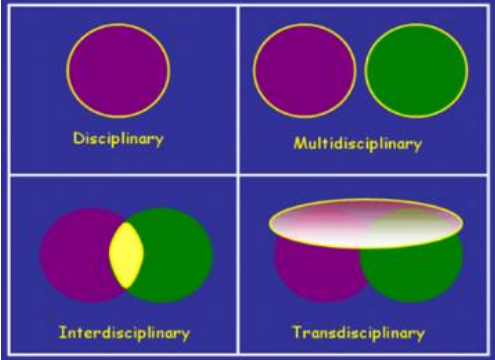


4. The instructional strategies (communicating/exploring/acting) and the preferred/ selected interactive didactical methods/techniques, according to the specificity and the interest of the target group, the time limits, the actual learning resources, the training expertise and the selected taxonomy.

Suggestion for those methods, depending on the level of the trainees’ mental activity (Anderson & Krathwohl taxonomy):

- **Remembering:** summary, referral, reportage, reflexive diary, explanation, description, stories...
- **Understanding:** observation, experimentation, demonstration, logical scheme, conceptual map, grape, causes-effect diagram, cognitive chains...
- **Applying:** exercises, practical work, simulation, role play, graphical organizer, mosaic, multiple intelligences, mutual teaching-learning, lotus flower, work on stations, group portfolio, interview, inquiries, investigation, mysterious voyage, Philips 6/6...
- **Analyzing:** fishbone, spider web, case study, creative controversy, Venn diagram, four corners, roundtable, lighted cards...
- **Evaluating:** thinking hats, critical incident, carousel, research group, multi-voting, matrix...
- **Creating:** essay, brainstorming, brain writing, operational approach to creativity, buzz groups, Delphi, Frisco, stellar explosion, synectics, diamond...

5. The didactical approach

- Disciplinary - Multidisciplinary - Interdisciplinary - Transdisciplinary (it focuses on authentic learning, new perspectives, current issues within the context of multiple disciplines).	 http://www.greenwichschools.org/
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- Curricular (the learning topics are aiming to interconnect goals, objectives, contents, methods and sequences in order to develop multifunctional skills and solid competences)	 http://international.slo.nl/intcoop/
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- Cross-curricular – it should be a synthesis of knowledge, skills and understandings from various subject areas. It means to set connections through relevant contents and learning processes, to understand and re-conceptualize contents within broader contexts of learning, to keep links between trainees' prior learning and experience, to motivate and encourage trainees' learning in connection with their life experience.

- Global and cultural understanding
- Create opportunities
- Use multiple literacies: media, computer,
- Identify and solve complex problems
- Think critically, innovate
- Manage information
- Know how to learn
- Communication skills and team spirit
- Identify and apply career and life skills



<http://redbackstage.com/learning/Megapix.net>

Apud Jonathan Savage - *Supporting innovation in education*

6. The intelligence type that should be favored (Howard Gardner)

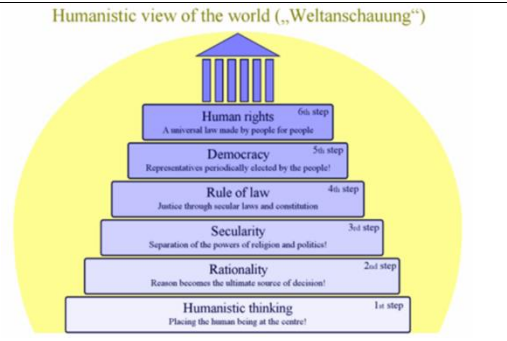
- Linguistic (words, sentences),
- Logical-mathematical (figures, questions),
- Visual-spatial (images, imagination),
- Musical (sounds, rhymes),
- Physical (body language, physical exercises),
- Interpersonal (empathy, teamwork),
- Intrapersonal (awareness, reflexion),
- Naturalist (exploring, understanding nature),
- Philosophical (commitment in referring to ethical and moral rules).



7. The relevance of the title: how much it is saying, how much it is implying and how much it is inflaming the curiosity of any reader: key words.

Ex: *European Awareness & Committed Citizenship*

8. The European values and principles
the completely training course is cheering, debating, practicing and promoting.



9. The communication aids aiming to stimulate and to keep trainees attention, state of well and interest in the topic: the teaching-learning materials, the classroom arrangements, the subtlety of the images on the walls, the expressivity of the trainer’s verbal, nonverbal and para verbal language, the safety of the whole training atmosphere, the magnetic personality of the trainer.

10. The evaluation process - Kirkpatrick’s 4 Level Training Evaluation

The continuous and final evaluation approach (appreciative inquiry, beneficiary assessment, contribution analysis, participatory evaluation, empowerment evaluation, horizontal evaluation, most significant change, outcome harvesting/mapping, ...) and its meaning for both, trainer and trainees.



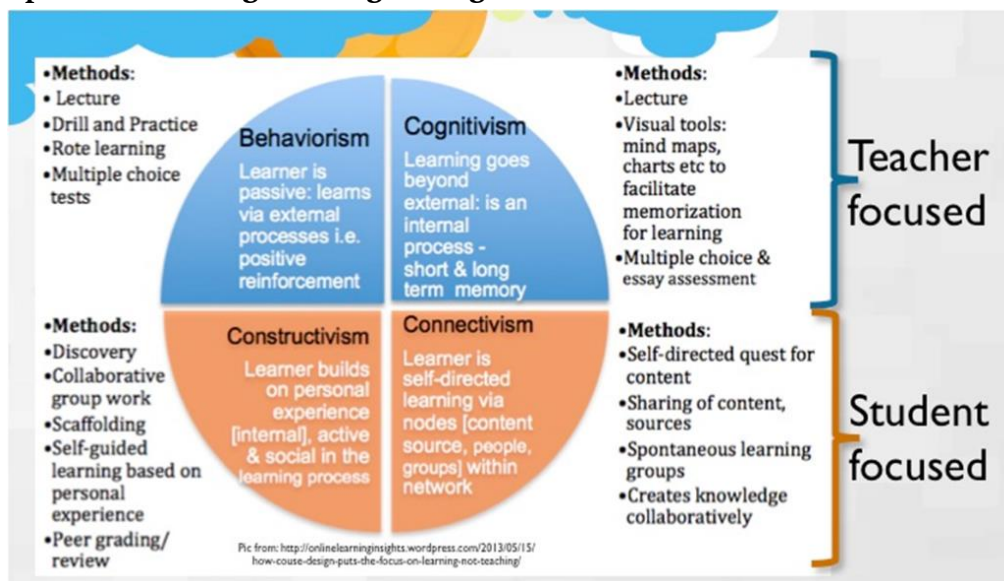
Conclusions

A Train the Trainers course is expected to be an intensive learning process, aimed to impress and convince the participants. They should have the intimate conviction that they acquired a new training attitude and that these abilities would allow them to practice a more effective training approach. The training course should be an event, which relate in all ambiguous training situations.

II. Implementing a Train-the-trainers module

Projecting, organizing, implementing, monitoring and evaluating a Train-the-trainers course represents a difficult demarche, involving both management and training competences for the training provider. The implementation of the planned activities, supposed to lead to assumed results, constitutes the main part of the course, where each training sequence should be designed as a brick for the new personality facets under constructions. The trainers creativity should turn training sequences in unforgettable training events, each one different from the others, but adding new value for each trainee.

Co-operative teaching-learning strategies



<http://www.pindex.com>

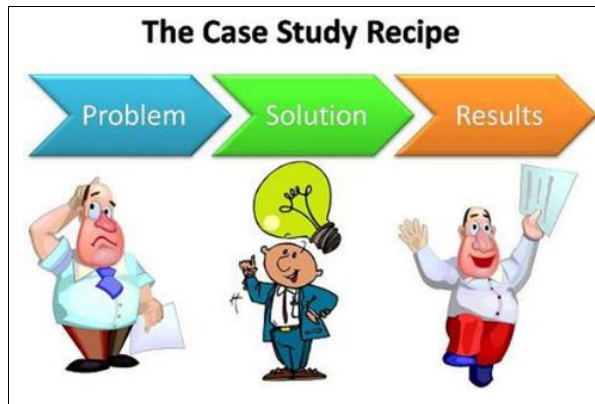
Brainstorming



Brainwriting



Case study



Buzz groups



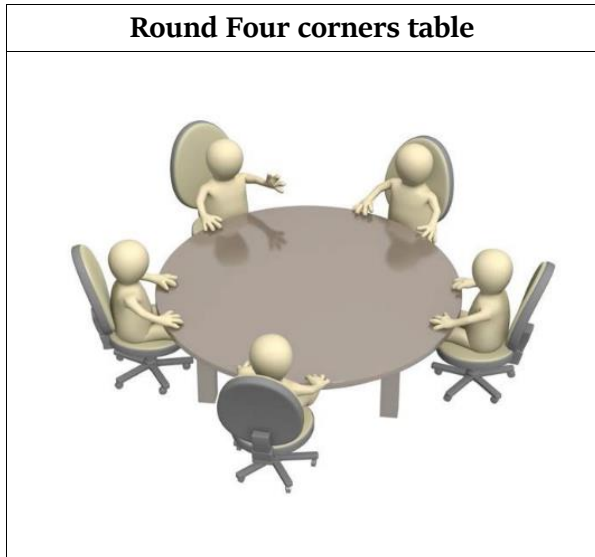
Go round



Fishbowl



Round Four corners table



Focus group



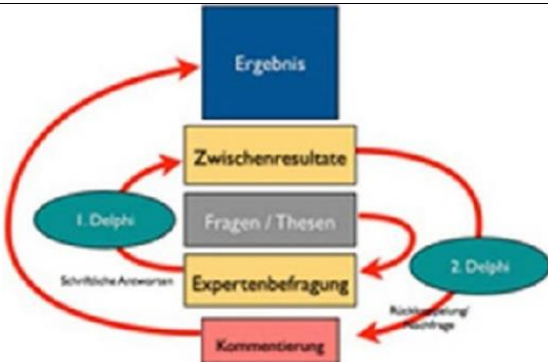
Philips 6/6



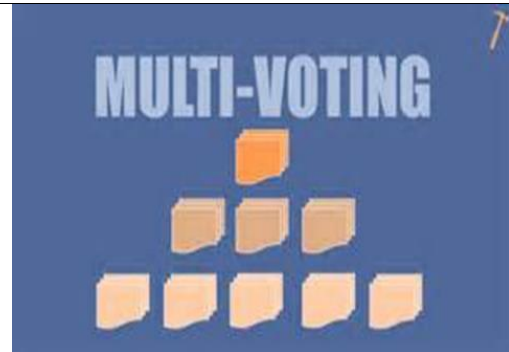
Group interview



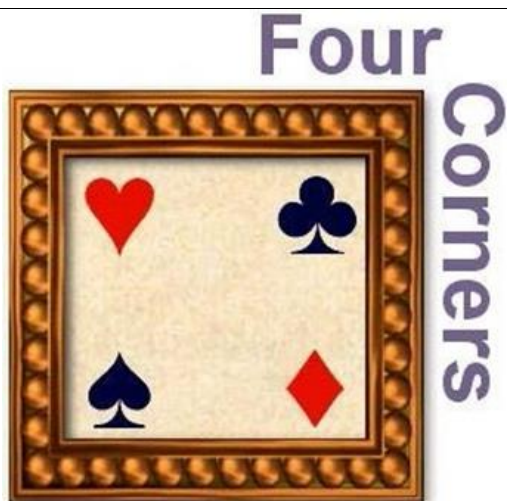
Delphi method



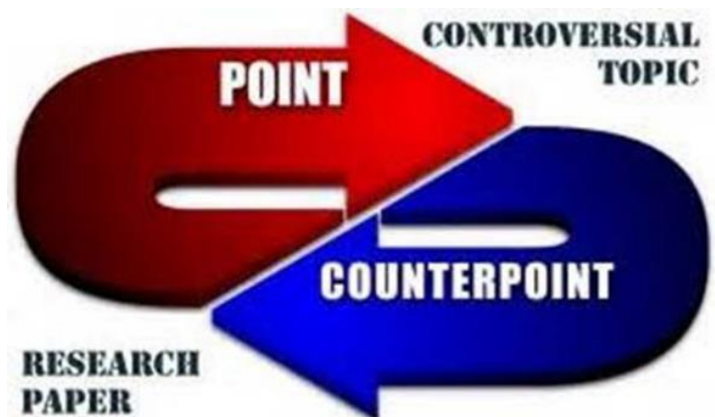
Multivoting



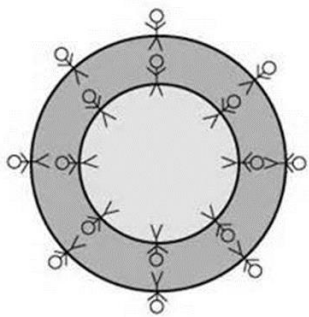
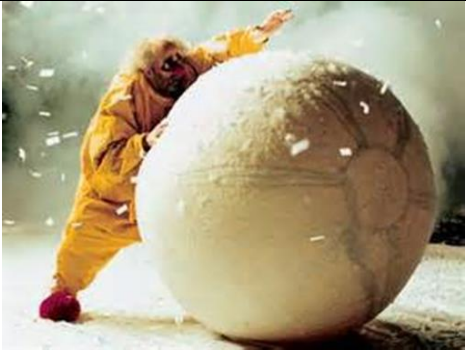
Four corners



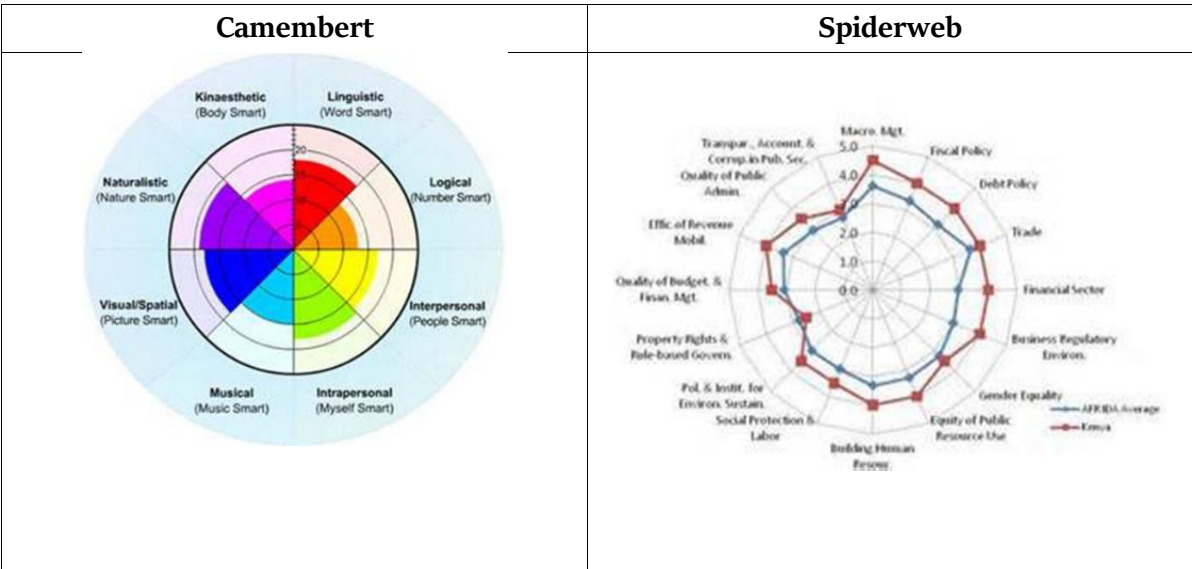
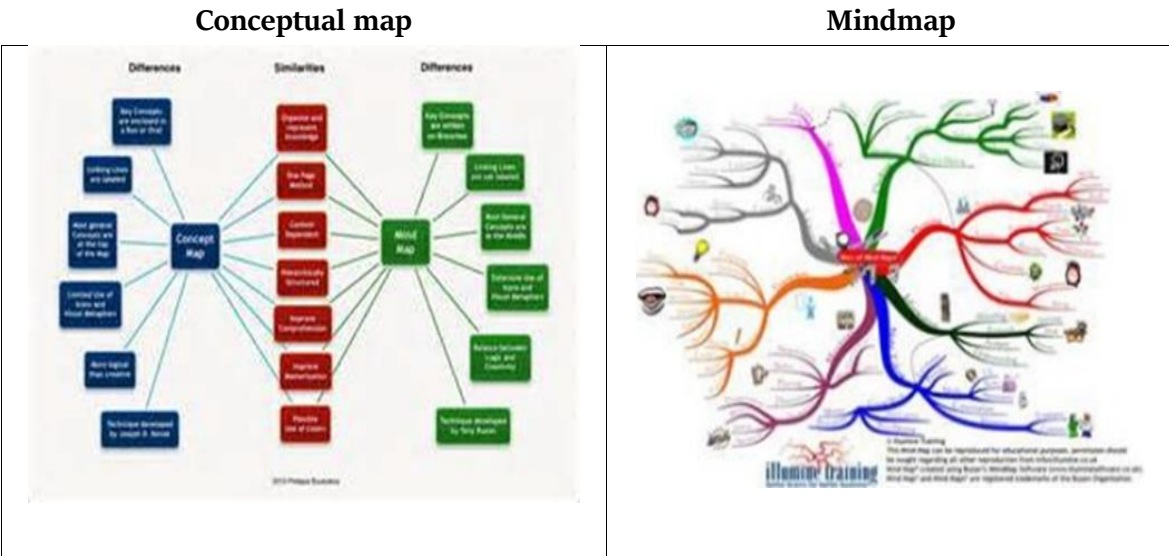
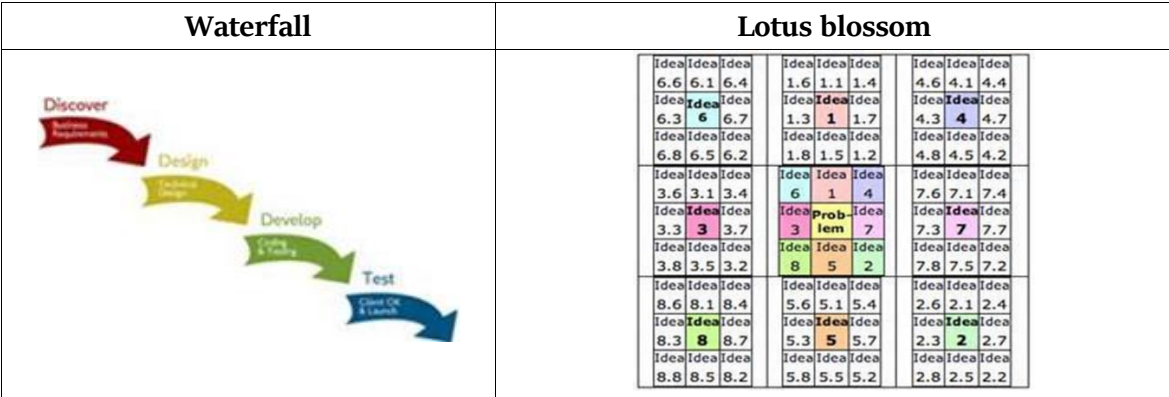
Point vs. Counterpoint



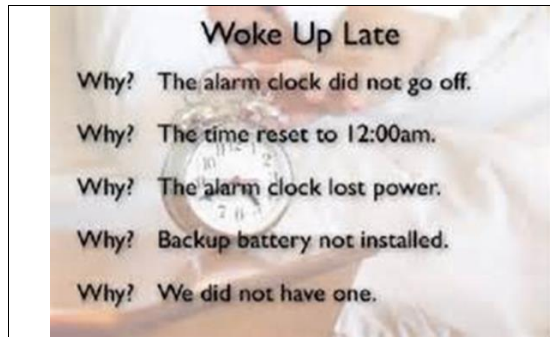
Thinking hats	Starbursting
 The diagram shows six colored top hats arranged in a circle, each representing a different mode of thinking. Clockwise from the top: a blue hat labeled 'Thinking', a yellow hat labeled 'Positives', a red hat labeled 'Emotions', a green hat labeled 'Creativity', a white hat labeled 'Facts', and a black hat labeled 'Negatives'. The text 'Thinking Hats' is centered in the middle.	 A starburst diagram with a central white star. The word 'Starbursting' is written in red across the center, with '(Your Problem)' in smaller text below it. Nine points of the star are labeled with questions: 'Who' at the top, 'What' at the top-right, 'When' at the right, 'Where' at the bottom-right, 'Why' at the bottom, 'How' at the bottom-left, 'From Where' at the left, 'To Where' at the top-left, and 'Where' at the top-left (repeated).

Share pair circles	Snowball
 A diagram showing two concentric circles. Between the two circles, there are 16 small stick figures, each with its arms raised, representing participants in a 'Share pair circles' activity.	 A photograph of a person in a yellow snow suit leaning over a very large, round snowball on a snowy surface. The person is holding a small red object, possibly a snow shovel or a small ball, near the base of the snowball.

Cube	Grape
 A photograph of a 3x3x3 Rubik's Cube. The top face is yellow, the front face is red, and the right face is green. The cube is set against a background of colorful, swirling smoke or vapor.	 A photograph of a cluster of dark purple grapes hanging from a vine with several green leaves. The background is plain white.



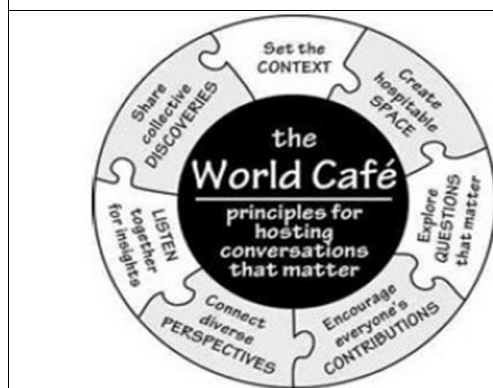
The 5 Why?



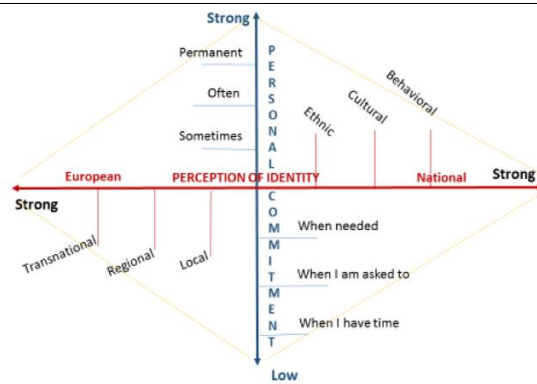
Venn



World Cafe



Kite



III. Evaluating – practical demarche

*"If you can't measure it, you can't improve it"*²

"Evaluation is the collection of, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have."³

While measurement, assessment and monitor refer to the micro-level of the investigation, the evaluation represents the criterial collection of information regarding the worthiness, appropriateness, goodness, validity, effectiveness, efficiency and satisfaction of something already monitored, measured and assessed.



Factors open to consideration and investigation in our evaluation study

- a. Effectiveness: positive changes in trainee's cognitive and affective skills
- b. Relevance: satisfaction concerning the scope of the content.

1. Evaluating trainees individual attitude

The individual development of trainee's perceptions, attitudes and behaviour during a short (40 h) train-the-trainers course is a matter of observation, spontaneity and sincerity. It implies a deep follow-up, supported by irrefutable evidences, for both trainers and trainees.

² Lord Kelvin (1824 – 1907)

³ Mary Thorpe in "Handbook of Education Technology" (Ellington, Percival and Race, 1988)

In this respect, the ADKAR model, aims to investigate five main aspects: were the trainees aware of the need for change, do they really wanted to change, had they enough knowledge to support the change, did they acquired the necessary abilities for the change and was there the possibility to keep and improve these changes in their jobs.

The Prosci ADKAR Model
Learning what to look for during change

Awareness
 Desire
 Knowledge
 Ability
 Reinforcement*



<https://www.prosci.com/about>

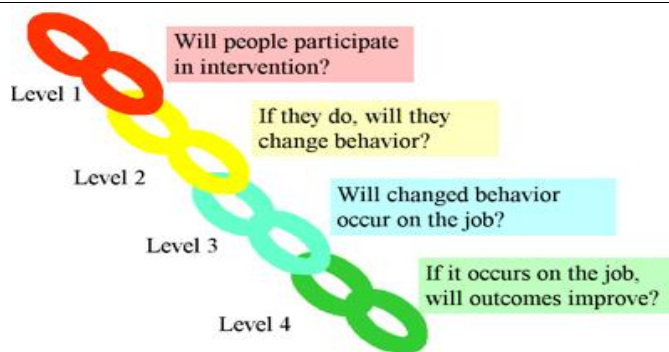
Definition of the **active citizen**: that person who wants to make a positive difference to the local community or to an individual person, or make something good happen.

Active citizenship means⁴:

- Democratic values: democracy. Intercultural understanding human rights;
- Representative democracy: engagement in political parties, voting turnout, women participation in political life;
- Community life: providing unorganized help, engagement in religious, business, cultural and social organizations;
- Protest and change: protest, engagement in trade unions, in environmental organizations, in human rights organizations.

Our "European Awareness & Committed citizenship" course intended to investigate trainee's availability to assume different social roles, involving each ones awareness for having a real, although small influence on the wellbeing of the community.

Therefore, we invited the trainees to reflect on possible concrete actions, proving their committed citizenship, keeping a hope that, according to Kirkpatrick's evaluation scale, some of the "Yes" answers would become true even after the course.



⁴ Hoskins and Mascherini, 2009

Yes	Perhaps	No
68	33	10

A. As an Active European Citizen would I ...

- a. ... take part in consultations and questionnaires about EU issues?
- b. ... put pressure on the council or Government by taking part in direct actions concerning the European Union?
- c. ... assist or provide advice to a public institution dealing with human rights, democracy, tolerance?
- d. ... take part in decision-making that affect a community belonging to the European Union?
- e. ... write on Facebook/Twitter/... about the EU citizenship?

Yes	Perhaps	No
91	20	3

B. As an EU Voter, would I like to ...

- a. ... be informed about EU issues by reading newspapers/listen to radio/ watching TV/surfing the web?
- b. ... be informed about the possible European representatives?
- c. ... vote for the European Parliament and choose the right people?
- d. ... make sure that I am on the register of electors?
- e. ... register for a postal vote if I have mobility issues?

Yes	Perhaps	No
63	32	7

C. As a Good European Neighbour, would I

- a. ... help foreign persons by giving information about local services?
- b. ... help foreign people to be less dependent on public services?
- c. ... keep a watch on our foreign neighbour's home while they are away?
- d. ... shop at a local, family owned business, belonging to a foreign?
- e. ... start a reading club in the area, in order to inform foreign people about our national literature?

Yes	Perhaps	No
74	25	5

D. As an EU Responsible Citizen would I ...

- a. ... protect the environment: start recycling my waste, clean up rubbish along a river, beach or park?
- b. ... donate unwanted clothing/toys/books/the old computer to a charity shop/ library/school?
- c. ... attend open evenings, support local charity events?
- d. ... answer questionnaires, respond to surveys, give feedback, attend neighbourhood meetings about EU?
- e. ... put notice boards at service providers about EU issues?

E. As an European Volunteer, would I ...

Yes	Perhaps	No
69	30	15 +1

- a. ... do some office work for a foreign organization?
- b. ... plant flowers/trees in public areas that could use some colour?
- c. ... volunteer at Red Cross helping foreigners?
- d. ... visit senior citizens at a nursing home?
- e. ... give blood ?

F. As a Community Activist would I ...

Yes	Perhaps	No
73	29	5

- a. ... take action to change a local situation: campaign, write to parliamentarians/to the editor of the local newspaper?
- b. ... establish a network, group, set up, or sign a petition, make lobby for an European/national decision?
- c. ... join an organization promoting democratic values?
- d. ... organise an event to raise awareness of a community problem?
- f. ... advise and help making decisions about local services?

G. As an EU teacher would I ...

Yes	Perhaps	No
74	27	4

- a. ... include in my lessons discussions about EU institutions and decisions?
- b. ... explain to students and parents the meaning of the EU belongingness?
- c. ... create in school a centre of debates about European values?
- d. ... help my students to edit a school revue about the EU ?
- e. ... liaise with local institutions and to reinforce the sense of national and European citizenship?

Trainees had also new ideas

- a. To organize with school students cultural events promoting the culture of other European nations: contests, spectacles, exhibitions, ...
- b. To willingly look after outdoors historical monuments.
- c. To organize cultural exchanges/trips between schools preceded by a serious pre-documentation.
- d. To initiate a Facebook group of school students debating citizenship problems.

Our investigation concerning the individual changes asked answers to other questions too.

- a. Which was my current state at the beginning of this training? Why?
- b. What did I want to find out/learn? What did I found/learned?
- c. What did I want to change? What did I change?
- d. Which barriers avoided more changes in my personality? Did I defeat them?
- e. What do I intend to do in a different way? Do I have chances to succeed? Why?

Conclusion

National identity means one's sense of belonging to one state or to one nation, as a cohesive whole, as represented by distinctive traditions, culture, language and politics. European identity must be more than the sum of the individual identities. National identity is "an awareness of difference", a "feeling and recognition of 'we' and 'they.'" European identity needs to have a group reality: a group of people that define themselves as Europeans and are ready to behave in specific ways according to their 'Europeanises', and within an institutional framework that supports this identity.



2. Evaluating the training module

Set on a triangle structure, our evaluation template covers three main areas:

- a. The module/sequence management** (course documentation, planning-motivation, content relevance, andragogic approaches, psycho-pedagogical climate);
- b. The trainers proved competences** (professional, methodical, social, personality, socio-pedagogical behaviour, professional and moral authority);
- c. The trainee's attitude** (as individuals and as a team).

The evaluation template structures the assessed aspects in an easy to be followed manner and proposes specific and suggestive terms for each one. It would be desirable for the evaluator to be familiar with the evaluation sheet before starting the evaluation demarche and to approach the evaluated criteria by fulfilling the lines as the training process progresses: sequentially, daily, or weekly.

The assessing process is easy to be carried out, as long as the evaluator encircles/underlines the chosen words for each subtitle and adds, if necessary, his own comments in the for this purpose empty spaces. The „Spider” graphic helps to offer a synthetic representation of the trainer/trainers performance, while the trainee's matrix indicates briefly the followed andragogic direction of the training.

The evaluation sheet constitutes as well a practical and easy to use instrument for the module/training sequence evaluation, as a methodical tool for the training process. It „teaches” how to approach the process as a whole and to identify „professional” evaluation criteria.

The evaluator has also the possibility to express his own opinions concerning the development of the training and to add all other measurement instruments he used to test one or another aspect of the training.

IDENTIFICATION

Title of the
Target group: Persons attending the training:
Country, town: Date:
Trainer(s):
Evaluators:
Visited training activities:
Used investigation methods and techniques.....
.....

I. TRAINING ACTIVITY – Aimed aspects

A. 1. Course documentation: content support, didactical aids, logistic elements

.....

A. 2. Planning-motivation: professionalism of the language, coherence, relevance of the approaches from the ET 2020 and ELICIT+ perspective

.....

A. 3. Relevance of the content for the target group: integration to the social and cultural environment at the local, regional and national level, sustainability of the acquisitions, transferability of the results

.....

A. 4. Andragogic approaches: interactive training methods, use of ITC, organization of in the group and out of room activities, inclusion of informal learning aspects

.....

A. 5. Psycho-pedagogical climate: ambiance & atmosphere

.....

II. THE TRAINER – Aimed competencies

C. 1. Professional competencies

- Knowledge: mastery, organization, processing and delivering of the information,
- Abilities: critical thinking, team building, encouraging, motivating, inspiring
- Attitude: cheered values, affection, behaviour

.....

C. 2. Methodical competencies: selection of the training methods, dosage and density of the training activities, caption and maintain of the trainees' interest, quality of the training support and control

,.....

.....

C. 3. Social competencies: sociability, communicability, language registers, promotion of the self- and inter-evaluation

C. 4. Personality competencies: emotional balance, resistance proof, ingeniousness, creativity, flexibility, availability for self-improvement,

C. 5. Socio-pedagogical behaviour: didactical enthusiasms, pedagogical Eros

.....

C. 6. Professional and moral authority: leader & mentor & moderator & facilitator:

.....

III. THE TRAINEES – Aimed dominants: individual and team

I. D. 1. Verbalized/non verbalized acquisitions: quality, quantity, connexions, implementation,
.....

I. D. 2. Availability for intellectual activity: analysis and synthesis, intelligence types.....

I. D. 3. Competencies for individual activity: epistemic curiosity, ambition for excellence.....

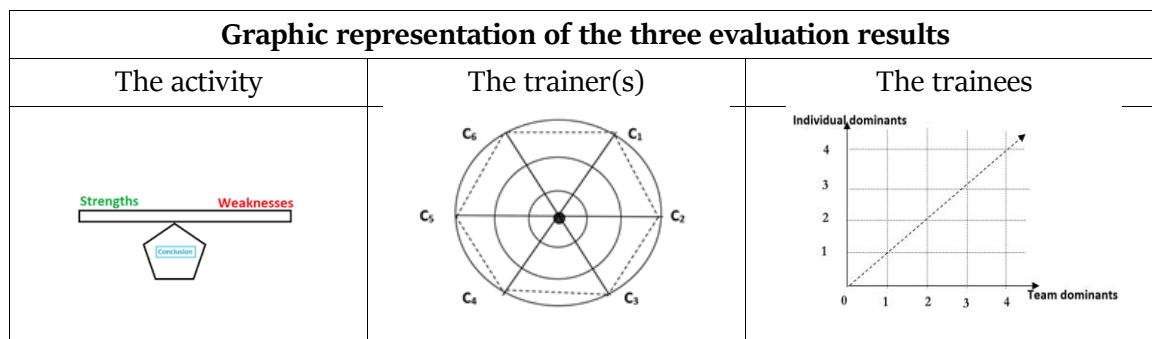
I. D. 4. Status and role during the training: listener, interested participant, contributor
.....

T. D. 1. Availability for teamwork: collegiality, individualism, commitment
.....

T. D. 2. Status and role in the training activities: performer, spectator, collaborator.
.....

T. D. 3. Attitude toward the training itself: positive, indifferent, and negative.
.....

T. D. 4. Sustainability of the developed abilities:



Evaluators' signature,

Trainer's signature,

Other comments

.....

Conclusions

What do trainees appreciate in a training activity?		
A friendly work atmosphere?	Yes, but more	a challenging work atmosphere.
The density of the proposed topics?		the relevance of the manner to approach the topics.
The diversity of the training methods and techniques?		the realism and feasibility of the used methods/techniques.
The originality of the practical activities?		the conclusiveness of the proposed activities.
The motivation to reach the proposed objectives?		the intimate conviction that the training led to a real change.
The humour of trainers' speech and performance?		the solidity of the trainers' ideas and competences.

IV. Activities

1. Courses

a. C1: *European Awareness – Committed Citizenship* (Train-the-trainers course)

The course theme, focused on the key words of the ELICIT+ project – **European awareness, citizenship, commitment** – aimed in an explicit way: to inform the participants about the main aspects of the European construct and the benches of the awareness to belong as well to the national as to the European community, but also to form the participants as well as possible for involvement and responsible commitment.

Aims

- To promote education for responsible European citizenship, because educated, reflective and articulate citizens are necessary to the survival of democracy.
- To develop European Literacy and to foster a sense of European belonging,
To make up for lack of information about the EU in the national media and lack of education about European Citizenship in national curriculums.
- To develop the necessary competences to reach the EUROPE 2020 objectives in the field of education and training.
- To contribute significantly to the success of our young people so that they feel welcome and find their own place in today's world.

Participants

1. Project coordinators: Marie-france Mailhos (AEDE FR), Michel Harel (UNILIM - FR), Francisco Villamandos (Cordoba University - ES)

2. External evaluator: Ray Kirtley (Hull University - UK)

3. Experts: Nijole Ciuciulkiene (Alexandras University - LT), Cristian Petre ("Ovidius" University - RO), Simone Moroz (AEDE HU), Iulian Gropoșilă (RO, CEDEFOP).

4. Trainees : 19 - AEDE FR – 4, "Alumni" RO – 4, AEDE BG – 3, AEDE HU – 2, AEDE NL – 2, AEDER – 1, KEFO – 1, GERFEC – 1, ISJ Botoșani – 1.

5. Organizers: "Alumni" - Vasile Nicoară, Lucreția Șirinian

Training sequences – 90 minutes each

Nr. crt.	Title of the sequence	Methods	Coordinators
1.	Icebreaking: objectives, expectations	Round table	V. Nicoară L. Șirinian
2.	EU – Institutions and signification	PPT Presentation	V. Nicoară
3.	UE – History and perspectives	Movie	V. Nicoară
4.	Hungarian vocational system	PPT presentation	S. Moroz
5.	Training like a story	Cards –Prezi	P.Cristian
6.	Training like a play	Imagerie	P.Cristian
7.	Active European Citizenship	Time-line	P. van Rooij
8.	Awareness of the EU citizenship	Debate	P. van Rooij
9.	Debate – format and guidelines	Practices analysis	N. Ciuciulkiene
10.	European democracy and literacy	Debate simulation	N. Ciuciulkiene
11-12.	School – Interculturality space	Visit - Highschool	V. Nicoară
13-14.	University – Interculturality space	Visit - University	Doyen
15.	Commedia communication	Pair/group work	S. Kitanova
16.	Communication languages	Brainstorming	S. Kitanova
17.	Pedagogy of interculturality	Moderation	A. Fleury
18.	For a culture of the EU Citizenship	Focus group	Alain Fleury
19.	Evaluation of a training module Final evaluation of the training	PPT presentation Questionnaires	L. Șirinian V. Nicoară
20.	Conclusions	Round table	M-f Mailhos

b. C2: European Citizenship – Short Training Program for school/adult education

Short Training Programmes



ERASMUS+ KA1 Mobility
Programme

C2 – Short Training Programmes
for School/Adult Education

<http://www.schooleducationgateway.eu/en/pub/tools.htm>



ELICIT-PLUS – 2014-1-FR01-KA200-002362

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ELICIT-PLUS – 2014-1-FR01-KA200-002362

3

European Citizenship and Commitment

22-28 May 2017 – Constanta (Romania) – Languages: Romanian, English & French
– 490 €

Organiser: ALUMNI / ELICIT-PLUS

Contact: lucretiasirinian@gmail.com

- Identifying the EU unity through its geography, history, institutions, culture and educational programs
- Human rights, civil society, democracy in an individual and collective perception. The media language
- Forming vs Informing
- Reaction vs Pro-action

TRAINING PROVIDERS IN THE FIELD OF European Citizenship

EDUCATION & TRAINING - Although advertized in the Erasmus catalogue, this course was not carried out, because of lack of participants.

It will be re-programmed for 2018.

INSTITUTION ORGANISING THE TRAINING (Name & address)	1. AEDER – Str. Alexandru Vlahuta, Nr. 1Bis, Hunedoara, Romania 2. Fundatia Alumni - Str. Stefan cel Mare, nr. 6, Constanta, Romania
PIC NUMBER	1. AEDER: 946808853 2. Alumni: 944357954
CONTACT DETAILS	1. AEDER: - Elvira Tocalachis - elvira.tocalachis@gmail.com - Ileana Iepure - ileanaiepure@yahoo.com 2. Alumni: Lucretia Sirinian - lucretiasirinian@gmail.com
TYPE OF TRAINING ACTIVITY	C 2
FIELD/SECTOR OF THE TRAINING PARTICIPANTS (tick the appropriate box/es)	☒ School Education ☐ Adult education ☐ VET Education ☐ Other
TARGET AUDIENCE	"In service" training for teachers
LANGUAGES USED FOR THE TRAINING	RO - FR - EN

START DATE/END DATE OF THE TRAINING EVENT	November – December 2016 in Cluj – Romania, 22 – 28 Mai 2017 in Constanta – Romania
Objectives of Training Content and expected outcomes	Objectives: - Training of European Literacy Competencies - Training of training methods Expected Outcomes: - Practicing of interactive methods - Organizing education activities - Encouraging participative attitudes - Encouraging active commitment
COUNTRY/VENUE OF THE TRAINING EVENT	Romania
PROGRAMME OF THE TRAINING ACTIVITIES (DAY BY DAY)	Day 1 – Ice breaking (90 min.) EU - Individual and collective perceptions (90 min.) EU education - Training methods (180 min.) Day 2 - EU – History and geography (180 min.) EU – Institutions (180 min.) Day 3 - EU – civil society (180 min.) EU – Human rights (180 min.)

	Day 4 - EU – Understanding media language (90 min.) EU – Culture and Euro culture (270 min.) Day 5 - EU – Interculturality and democracy in educational programs (180 min.) Final evaluation of the self-development and of the training course (180 min.) Evaluation of the seminar - The pedagogical efficiency – <i>Did the participants reached the planned competencies?</i> - The transfer capability - <i>Will the participants implement the new competencies in school?</i> - The impact capacity – <i>How much will the school organizations progress after this training?</i> <i>The participants will be invited to write down answers to these items.</i>
TYPE OF CERTIFICATION OF ATTENDANCE AWARDED	ELICIT+, ERASMUS +
INFORMATION ON COURSE SESSION	8 h/day (40 h) – 7 days x 4 sessions/day Language level: FR, EN, RO – B 2
COURSE FEE	500 €/pers.
OTHER INFORMATION RELEVANT FOR THE PARTICIPANT	1. Cluj-Napoca, a western city in the region of Transylvania, with a population of around 330.000, is today a vibrant cultural and educational city, with a large percentage of student population. Accessibility: www.airportcluj.ro 2. Tomis-Constanta – the largest harbour on the Black Sea, in the S-E of Romania: around 300.000 inhabitants. The A2 motorway and the train services provide a rapid road link between Constanta and Bucharest (220 km). 3. The city is served by Mihail Kogălniceanu International Airport.

4. Dissemination of the ELICIT+ project – prof. dr. Vasile Nicoară – president of the *Alumni* academic foundation



Diseminări ELICIT PLUS - Alumni

Nr. crt	Locația	Acțiunea	Data	Participanți	Formatori
1	Roma, Italia. Casa del Aviatore	Reuniunea Comitetului European AEDE	24.03.2017	29	Nicoară Vasile
2	Belgrad, Serbia. Sixth Grammar School	Rounde table ex. yougolsavic country	21.04.2017	30	Nicoară Vasile
3	Constanța, RO. Colegiul Național "Mircea cel Bătrân"	Simpozion – Tinerii și Europa	22.05.2017	52	Nicoară Vasile, Arif Andaluzia Matei Bianca, Gheorghe Fl.
4	Bistrița, RO. Colegiul Național "L. Rebreanu"	Congresul anual Alianța Colegiilor Centenare	15.11.2016	45	Nicoară Vasile
5	Timișoara, RO. Colegiul Național "N. Lenau"	Seminar cu directorii școlilor bilingv germană	02.04.2016	28	Nicoară Vasile
6	Brașov, RO. Școala Gimnazială "Iacob Mureșianu"	Consiliu profesoral	03.09.2016	22	Nicoară Vasile
7.	Focșani, RO Colegiul Național "Unirea"	Congresul anual Alianța Colegiilor Centenare	29.11.2014	29	Nicoară Vasile
	TOTAL			235	

5. Citizen activities carried out with the students of the college "Mircea cel Bătrân", Constanța

Citizen responsibility for the environment

Year after year, in spring, the students are involved in different non formal contexts: research, arts, humanitarian activities, environment protection, ecological behaviour.

They organize or participate to activities which demonstrate their responsible commitment in community life.

09.04.2015 – Seaside beach "Modern"

<http://www.ziuaconstanta.ro/informatii/companii/polaris-ecologizeaza-plaja-modern-alaturi-de-elevii-colegiului-mircea-cel-batran-541335.html>



20.04.2016 - - Seaside beach "Cleopatra"

<http://www.cugetliber.ro/stiri-cultura-educatie-ampla-actiune-de-ecologizare-desfasurata-de-elevi-pe-plaja-cleopatra-286791>



09.04.2017 – Seaside beach "Modern"

<http://www.cugetliber.ro/stiri-cultura-educatie-mircistii-matematicieni-in-vizorul-comunitatii-stiintifice-nationale-si-internationale-317050>



V. Annexes

ELICIT-PLUS C1 - 20 – 26.02.2017, Constanta

European Awareness and Committed Citizenship

Conscience européenne et citoyenneté engagée

Dear Participants,

The ELICIT-PLUS C1 Team is happy to welcome you in Constanța for this second Train the Trainers module. In the general approach of the peer-learning and training, we propose you a sharing of ideas, knowledge and practices aiming to promote the Active European Citizenship.

We wish you a pleasant sojourn in Romania!

Chers participants,

L'équipe ELICIT+ C1 est heureuse de vous accueillir à Constanța, pour ce second module de Formation des Formateurs. Dans la démarche générale d'apprentissage et formation par des pairs, nous vous proposons un partage d'idées, de savoir et de savoir-faire ayant pour but la promotion de la Citoyenneté Européenne Active.

Nous vous souhaitons un séjour agréable en Roumanie!

Program - Programme

Monday - Lundi 20.02.2017

Arrivals in Constanta : **IBIS Hotel** - Arrivée à Constanta : **Hôtel IBIS**

19.00 h – Friendly dinner in the restaurant - **Dîner amical au restaurant**

Thursday - Mardi – 21.02.2017

Time Heure	Training topics Thèmes de formation	Coordinator Coordinateur	Training approach Démarche de formation
09.00 – 09.30	Welcoming address & Icebreaking Discours de bienvenue & Déglaçage	V. Nicoară L. Şirinian	Speech Discours
09.30 - 11.00	Course aims and program – expectations But et programme du cours – attentes		Go-round Tour de table
11.00 – 11.30	Coffee break in the hotel lobby Pause-café dans la hall de l’hôtel		
11.30 - 13.00	EU – institutions and signification UE – institutions et signification	V. Nicoară, I.Nicolae, A. Arif	PPT presentation Présentation diapositives
13.00 – 14.00	Lunch in the hotel restaurant Déjeuner dans le restaurant de l’hôtel		
14.00 – 15.30	EU – history and perspectives UE – histoire et perspectives	V.Nicoară A. Arif, B.Matei	Movie Film
15.30 – 16.00	Coffee break in the hotel lobby Pause-café dans la hall de l’hôtel		
16.00 – 17.30	Awareness towards a growing European identity Prise de conscience d’une identité européenne croissante	Paula van Rooij	Debate Débat
17.30 – 18.00	Perception - Identity - Commitment Perception - Identité - Engagement	L. Şirinian	635 Method & Kite method Méthodes 635 & Dragon
19.30	Dinner in the hotel restaurant Dîner dans le restaurant de l’hôtel		

Wednesday - Mercredi – 22.02.2017

Time Heure	Training topics Thèmes de formation	Coordinator Coordinateur	Training approach Démarche de formation
09.00 – 11.00	Training as a story La formation comme un conte	Cristian Petre	Question cards - Group exercises - Prezi presentation Cartes-question - Exercices de groupe - Présentation Prezi
11.00 – 11.30	Coffee break in the lobby of the hotel Pause-café dans le hall de l'hôtel		
11.30 – 13.00	Training as a play La formation comme un jeu	Cristian Petre	Role play - Imagery Peer problem solving Jeu de rôle – Imagerie Résolution de problèmes en paire
13.00 – 14.00	Lunch in the hotel restaurant Déjeuner dans le restaurant de l'hôtel		
14.00 – 15.30	Active European Citizenship - historical context Citoyenneté européenne active - contexte historique	Paula van Rooij	Timeline Ligne du temps
15.30 – 16.00	Coffee break in the lobby of the hotel Pause-café dans le hall de l'hôtel		
16.00 – 18.00	Debate: formats and main guidelines Le débat: format et lignes directrices	Nijole Ciuciulkiene	Analysis of the practice Analyse de la pratique
19.30	Dinner in the hotel restaurant Dîner dans le restaurant de l'hôtel		

Thursday - Jeudi – 23.02.2017

Time Heure	Training topics Thèmes de formation	Coordinator Coordinateur	Training approach Démarche de formation
09.00 – 11.00	Pedagogy of interculturality Pédagogie de l'interculturel	Alain Fleury M-f. Mailhos	Moderation Modération
11.00 – 11.30	Coffee break in the lobby of the hotel Pause-café dans le hall de l'hôtel		
11.30 – 13.00	For a culture of the European citizenship Pour une culture de la citoyenneté européenne	Alain Fleury M-f. Mailhos	Focus group Focus group
13.00 – 14.00	Lunch in the hotel restaurant Déjeuner dans le restaurant de l'hôtel		
14.00 – 15.30	Education beyond borders in school Education au-delà des frontières	V. Nicoară B. Matei A. Arif	Visit in the highschool Visite du lycée "Mircea cel Bătrân"
15.30 – 16.00	Coffee break in the lobby of the hotel Pause-café dans e hall de l'hôtel		
16.00 – 18.00	Education beyond borders in school Education au-delà des frontières Spectacle presented by the students Spectacle présenté par les élèves	V. Nicoară L. Tănase F. Gheorghe	Visit in the highschool Visite du lycée "Mircea cel Bătrân"
19. 30	Dinner in the Romanian restaurant "Brancovenesc" Dîner dans le restaurant roumain "Brancovenesc"		

Friday - **Vendredi** – 24.02. 2017

Daytime designated also to the meeting of the Management Team

Journée destinée aussi à la réunion de l'équipe de coordination

Time Heure	Training topics Thèmes de formation	Coordinator Coordinateur	Training approach Démarche de formation
09.00 – 11.00	The university – intercultural space L'université – espace interculturel	Alexandru Bobe	Visit at the U. "Ovidius" Visite de l'U. "Ovidius"
11.00 – 11.30	Coffee break in the lobby of the hotel Pause-café dans le hall de l'hôtel		
11.30 – 13.00	The university – intercultural space L'université – espace interculturel	Alexandru Bobe	Visit at the U. "Ovidius" Visite de l'U. "Ovidius"
13.00 – 14.00	Lunch in the hotel restaurant Dejeuner dans le restaurant de l'hôtel		
14.00 – 15.30	Communication languages: text, body Languages de communication: text, corps	Stefka Kitanova	Brainstorming Remue-méninges
15.30 – 16.00	Coffee break in the lobby of the hotel Pause-café dans le hall de l'hôtel		
16.00 – 18.00	Assessment of a training module Appréciation d'un module de formation Final evaluation of the training Evaluation finale de la formation	V. Nicoară L. Şirinian	PPT presentation Présentation diapositives Evaluation questionnaire Questionnaire d'évaluation
19.30	Dinner in the hotel restaurant Dîner dans le restaurant de l'hôtel		

Saturday - Samedi – 25.02.2017

Time Heure	Training topics Thèmes de formation	Coordinator Coordinateur	Training approach Démarche de formation
09.00 – 10.30	Democracy and European Literacy in dialogue, discussion, dispute and debate <i>Démocratie et littéracie européennes: dialogue, discussion, dispute, débat</i>	Nijole Ciuciulkiene	Simulation of the debate <i>Simulation du débat</i>
-10.30 – 11.00	Coffee break in the lobby of the hotel <i>Pause-café dans le hall de l'hôtel</i>		
11.00 – 12.30	<i>Media communication</i> <i>Communication media</i>	Stefka Kitanova	Group, pair work <i>Travail : groupe, paires</i>
13.00 – 14.00	Lunch in the hotel restaurant <i>Déjeuner dans le restaurant de l'hôtel</i>		
14.00 – 15.30	ET 2020 – Education & Entrepreneurship <i>ET 2020 – Education & Esprit d'entreprise</i>	S. Moroz I. Gropoșilă	PPT presentation <i>Présentation diapositives</i>
15.30 – 16.00	Coffee break in the lobby of the hotel <i>Pause-café dans le hall de l'hôtel</i>		
16.00 – 17.00	Conclusions about the training course <i>Conclusions sur le cours de formation</i>	M-f. Mailhos V. Nicoară	Go-round <i>Tour de table</i>
19.30	Dinner in the hotel restaurant <i>Dîner dans le restaurant de l'hôtel</i>		

Sunday – Dimanche - 26.02.2017

Collective departures to Bucharest. Possible tour de Bucharest before the departures from the airport.

Départ collectif pour Bucarest. Possible tour de Bucarest avant les départs de l'aéroport.

Participants C1 Constanta 20 – 26.02.2017

	Organization	Name of the participant	Email address
1.	Alumni	ARIF Andaluzia	andaluzia.arif@gmail.com
2.	AEDE HU	CSITKEI Adrien Eva	csitkei022@t-online.hu
3.	AEDE-BG	CIUCIULKIENE Nijole	nijole.ciuciulkiene@asu.lt
4.	AEDE-FR	DASKALOV Marin	m_das@abv.bg
5.	AEDE-FR	DUBRAY Fanny	fanny.dubray@sciencespo.fr
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Training module – European Awareness – Committed Citizenship

Active citizen is that person who wants to make a positive difference to the community.

Questionnaire for individual evaluation (Date)

Dear colleague,

At the end of our training activities, we would like to know how you feel about your belongingness to the Active European Community. Please answer very honestly, by Yes/Perhaps/No, the following questions, on the distributed paper sheets!

A. As an Active European Citizen, would I ...	Yes	Perhaps	No
a. ... take part in consultations and questionnaires about EU issues?			
b. ... put pressure on the council or Government by taking part in direct actions concerning the European Union?			
c. ... assist or provide advice to a public institution dealing with human rights, democracy, tolerance?			
d. ... take part in decision-making that affect a community belonging to the European Union?			
e. ... write on Facebook/Twitter/... about the EU citizenship?			

B. As an EU Voter, would I ...	Yes	Perhaps	No
a. ... be informed about EU issues by reading newspapers/listen to radio/ watching TV/surfing the web?			
b. ... be informed about the possible European representatives?			
c. ... vote for the European Parliament and choose the right people?			
d. ... make sure that I am on the register of electors?			
e. ... register for a postal vote if I have mobility issues?			

C. As a Good European Neighbour, would I	Yes	Perhaps	No
a. ... help foreign persons by giving information about local services?			
b. ... help foreign people to be less dependent on public services?			
c. ... keep a watch on our foreign neighbour's home while they are away?			
d. ... shop at a local, family owned business, belonging to a foreign?			
e. ... start a reading club in the area, in order to inform foreign people about our national literature?			

D. As an EU Responsible Citizen, would I ...	Yes	Perhaps	No
a. ... protect the environment: start recycling my waste, clean up rubbish along a river, beach or park?			
b. ... donate unwanted clothing/toys/books/the old computer to a charity shop/ library/school?			
c. ... attend open evenings, support local charity events?			
d. ... answer questionnaires, respond to surveys, give feedback, attend neighbourhood meetings about EU?			
e. ... put notice boards at service providers about EU issues?			

E. As an European Volunteer, would I ...	Yes	Perhaps	No
a. ... do some office work for a foreign organization?			
b. ... plant flowers/trees in public areas that could use some colour?			
c. ... volunteer at Red Cross helping foreigners?			
d. ... visit senior citizens at a nursing home?			
e. ... give blood ?			

F. As a Community Activist would I ...	Yes	Perhaps	No
a. ... take action to change a local situation: campaign, write to parliamentarians/to the editor of the local newspaper?			
b. ... establish a network or group, set up or sign a petition, make lobby for an European/national decision?			
c. ... join an organization promoting democratic values?			
d. ... organise an event to raise awareness of a community problem?			
e. ... advise and help making decisions about local services?			

G. As an EU teacher, would I to ...	Yes	Perhaps	No
a. ... include in my lessons discussions about EU institutions and decisions?			
b. ... explain to students and parents the meaning of the EU belongingness?			
c. ... create in school a centre of debates about European values?			
d. ... help my students to edit a school revue about the EU ?			
e. ... liaise with local institutions and to reinforce the sense of national and European citizenship?			

H. What else would I do ?

I. Which personal skills could your active behaviour as EU citizen develop or reinforce?

J. My personal change

1. Which was my current state at the beginning of this training? Why?
2. What did I want to find out/learn? What did I found/learned?
3. What did I want to change? What did I change?
4. Which barriers avoided more changes in my personality? Did I overcome them?
5. What do I intend to do in a different way? Do I have chances to succeed? Why?

Draw your transformational trajectory during this training week.

The whole training team thanks you!

Participants' impressions after the C1 course

- Michel Harel - *Tous les participants ont été très satisfaits de l'organisation de ce stage sur tous les plans.*
- Svoboda - *I would like to thank you all of you for the wonderful week spent together. I was thinking along the lines what European citizenship is like and its elusive nature compared and contrasted to the national citizenship. ... we have been practicing European Citizenship all the previous week in that sense: we have been fully engaged and working on it, we have been living it. Thank you once again for the opportunity to be a part of this unforgettable experience.*
- Fanny - *I would like to thank you for all I have learned during this week, not only during the sessions, but also from our informal exchanges. And of course, I am particularly grateful to the organization team and our Constanta colleagues for the warm welcome we have received from them.*
- Eva - *On behalf of the Hungarian colleagues I would like to thank again for the exceptionally rich and innovative 6 days. Svoboda is right - "we were living it together" and we should be aware of Citizenship NOW and HERE. THANK YOU, see you very soon,*
- Paula - *I would like to add my contribution to all your wonderful words. I have learned a lot during this week. And I am particularly grateful to the organization team and our Constanta colleagues for all the hard work. The most important thing for me is: getting to know you and your thoughts about Europe made me feel more European. And I'm determined to act as an active European citizen, as a teacher and in my personal life.*
- Joël Mathieu - *Merci à Lucretia et Vasile pour tout le travail accompli et pour leur bonne humeur, et merci à vous tous pour ces riches heures.*
- Vidáné Moroz Szimóna - *I'm very pleased and grateful for all the Active EU Organisers and Participants of the Elicit plus courses and meetings. I can't tell you how happy I am to have had the opportunity to take part in the programmes organised in Paris, Sofia and Constantza.*
- Andaluzia - *Thank you for being in Constanta! I am glad that you enjoyed your stay here and our town as well. I feel it was a constructive week and we started to act like European citizens indeed. Why don't we continue the NOW and HERE?*
- Maaike Steenbergen - *I just got home after a wonderful week and extra day in Bucharest. I would like to use this e-mail to thank you all again for this learning experience, it has been a pleasure meeting you all*
- Antonia Mayen - *Bonjour et merci beaucoup à tous. Pour moi a été une semaine très riche a tous les niveaux. Surtout au niveau personnel. Un bon printemps pour notre Europe.*
- Andreea - *I'm writing to thank you for such a wonderful and constructive week. It was a real pleasure to work with you. I arrived home safely... after 12 hours by train. □ I hope to keep in touch and collaborate in future projects. Furthermore I want to thank Mrs.Lucretia S. and Mr. Vasile N. for exemplary organization of this training of trainers.*

[http://www.replicaonline.ro/proiect-erasmus-la-colegiul-national-mircea-cel-batran-](http://www.replicaonline.ro/proiect-erasmus-la-colegiul-national-mircea-cel-batran-309268/)

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Cuget Liber 

**Stirile zilei de Vineri, 24 Februarie 2017 -
Cuget Liber Online**

<http://ct100.ro/proiect-erasmus-la-colegiul-national-mircea-cel-batran/>

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"MIRCEA CEL BĂTRÂN"**

PROIECT ERASMUS LA COLEGIUL NAȚIONAL "MIRCEA CEL BĂTRÂN" February 23, 2017

<http://www.ziuaconstanta.ro/stiri/invatamant/proiect-erasmus-la-colegiul-national-mircea-cel-batran/624689.html>



De-ale iernii



Evenimentele iernii in Constanta

In the period 21-26 February, the Academic Foundation "Alumni" of the National College "Mircea the Old," represented by professor doctor Vasile Nicoara, headmaster of the lyceum, held at the hotel *Ibis*, Constanta, the Train-the-trainers course: "Education for Active European Citizenship – European awareness – Committed Citizenship".



The Erasmus project+ whose purpose is the creation of a network of training in the field of European citizenship active, brings together 25 universities and ngos from 13 countries of the European Union under the aegis of the University of Limoges represented by Michel Harel and AEDE France (Association européenne des Enseignants) represented by Marie-France Mailhos.

The 5 days program includes training sessions on different topics: national and European identity active citizenship, and employment. Target audience: teachers, actors in the educational sphere, and students.

The project was launched in September 2014 and will be completed in August 2017 having as expected products: the training modules (C1, C2, C3), training tools, courses and other intellectual products (specialized publications). The project live now its third year of its existence (the implementation phase and evaluation) and shall enjoy the participation of 18 teachers from 8 countries, coordinated by prof. dr. Vasile Nicoara and prof. Lucretia Sirinian.

On Thursday, 23 February, the participants visited the College of "Mircea the Old" and met the students who have demonstrated the language skills, artistic, scientific and computerized design. Under the coordination of prof. Ion Bararu, a group of students, participants in the NASA projects, have made a demonstration of working with robots, printers 3 D and projects related to the creation of orbiting stations.

This international course represented, in equal measure, an occasion for "Mircea the Old" to conclude new partnerships with European institutions in the field of education.

Pregătirea unei sesiuni de formare privind cetățenia europeană activă

În conceperea-planificarea-performarea-evaluarea efectivității oricărei activități de formare și învățare, ținând cont de grupul-țintă, precum și de condițiile specifice ale formării, trebuie avute în vedere anumite opțiuni metagogice (pedagogice și andragogice) și trebuie asumate anumite decizii și alegeri metodologice.

1. Scopul activității de formare: informare, transformare sau formare? Care vor fi cerințele pedagogice urmărite: percepții, atitudini, comportamente? Ce rezultate presupune activitatea de formare: mai multe cunoștințe, mai mult entuziasm sau mai multă implicare?

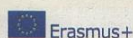
2. Procesele mentale urmând a fi favorizate. Orice activitate de predare-învățare implică trei domenii de gândire și, în mod obligatoriu, trei tipuri de obiective de învățare: cognitive, afective și psihomotorii. Pentru domeniul cognitiv, știința pedagogiei discerne trei clasificări de bază ale obiectivelor învățării.

a. Taxonomia lui Bloom/Anderson & Krathwohl



<http://mytransformedclassroom.com>

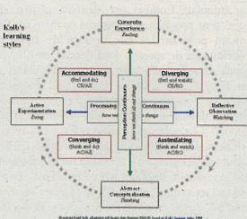
1. Cunoaștere/A reînprospătare
2. Înțelegere/A înțelegere
3. Aplicare/A aplica
4. Analiză/A analiza
5. Sinteză/A evalua
6. Evaluare/A crea



2014-1-FR01-KA200-002362

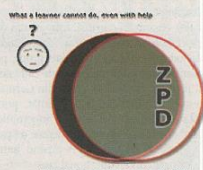
Acest proiect a fost finanțat cu sprijinul Comisiei Europene. Această publicație (comunicare) reflectă numai punctul de vedere al autorului și Comisia nu este responsabilă pentru eventuala utilizare a informațiilor pe care le conține.

b. David Kolb – Ciclul de învățare experiențială/Stilurile de învățare



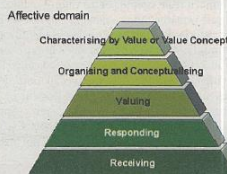
Experiință concretă: simte
Distanțare: simte & urmărește
Observare reflectivă: urmărește
Asimilare: urmărește & gândește
Conceptualizare abstractă: gândește
Apropiere: face & gândește
Experimentare activă: face
Acomodare: simte & face

c. Spirala învățării – Lev Vygotsky



http://www.etc.edu.cn/et/articles/vygotsky_zpd/index.htm

Dezvoltarea cognitivă deplină impune interacțiune socială, derulată cu scopul de a obține: Realizări cu ajutor – Realizări în mod autonom – Viitoare realizări autonome. (ZPD – Zona Proximei Dezvoltări)



<http://www.learningandteaching.info/learning/bloomtax.htm>

Pentru învățarea afectivă, taxonomia lui David Krathwohl și Benjamin Bloom stabilește comportamente care indică atitudini de ascultare, conștientizare, interes, atenție, preocupare, responsabilitate, precum și capacitatea de a interacționa cu ceilalți și de a aplica valori și principii la situații concrete.

IPAD APPS TO SUPPORT BLOOM'S REVISED TAXONOMY

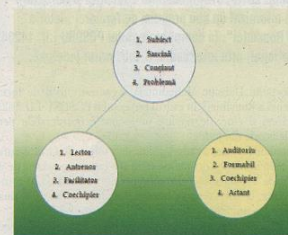
ASSEMBLED BY KATHY SCHROCK



<http://www.schrockguide.net/bloomin-apps.html>

În zilele noastre, simbolizarea a aproape tuturor activităților mentale, afective sau psihomotorii constituie un fenomen generalizat, bine susținut de către aparatele electronice moderne, dar și o cale eficientă pentru gândirea într-un model conectat.

3. Strategia de predare-învățare preferată/selecțată destinată implementării sale în majoritatea acțiunilor de formare. Formatorul decide dacă demersul său formativ va fi unul centrat pe formator (caz în care formatorul decide scopurile instruirii, direcțiile specifice de acțiune și formatul evaluării) sau unul centrat pe formabil/grup (caz în care formabilul/grupul, responsabil pentru propria învățare, lucrează, explorează și gândește critic, pune întrebări, rezolvă probleme și învață în timpul muncii de echipă).



El decide în privința rolului pe care îl asumă față de tematica formării: lector al temelor formării, antrenor al formabilului care îndeplinește o sarcină dată, facilitator al activității de învățare a unui individ sau grup, sau membru al grupului de învățare.

Anumite opinii de încredere¹ au sintetizat recent cinci modele esențiale de învățare.

Modelul de învățare	Reprezentanți	Ideea de bază	Cuvinte-cheie
Behaviourism	E. Thorndike ² I.P. Pavlov ³ B.F. Skinner ⁴	Procesul de învățare este dovedit printr-o schimbare în comportamentul formabilului: recompensă sau sancțiunea încurajează sau descurajează atitudinea în cauză.	Condiționare Exersare Practicare
Instructivism/ Cognitivism	J. Piaget ⁵ J.S. Bruner ⁶	Învățarea provine din activități mentale și este dovedită prin schimbări în cunoștințele și înțelegerea formabilului.	Memorie Reproducere Reflecție
Construc- tivism	L. Vygotsky ⁷ J. Piaget ⁸ J. Dewey ⁹	Învățarea impune o autoreglare și reflecție: formabilul își construiește propria înțelegere.	Observare Procesare Abstractizare
Experiența- list	D. Kolb ¹⁰	Indivizii învață din experiență, iar învățarea reprezintă un ciclu de stații experiențiale și stiluri de învățare.	Învățarea prin acțiune
Conectivism	S. Downes ¹¹ G. Siemens ¹¹	Învățarea are loc în interiorul formabilului, în cadrul comunității sale și constă în diversitatea opiniilor. De-prinderea de bază de dobândit este abilitatea de a vedea noduri și conexiuni.	Gândire Împărtășire Practicare Creație

¹ Carlton Reeve – profesor universitar, director al School of Media, Design and Technology, University of Bradford, UK, *With the Learning Ltd.* Ken Thompson – programming language: Co.

² Edward Lee Thorndike (1874–1949), psiholog american.

³ Ivan Petrovici Pavlov (1849–1936), fiziolog, psiholog și medic rus.

⁴ Burrhus Frederic Skinner (1904–1990), psiholog, comportamentalist și filosof social american.

⁵ Jean Piaget (1896–1980), psiholog, biolog, logician și filosof elvețian.

⁶ Jerome Seymour Bruner (1915–2016), psiholog american.

⁷ Lev Semionovitch Vygotsky (1896–1934), psiholog sovietic.

⁸ John Dewey (1859–1952), filosof, psiholog și pedagog american.

⁹ David A. Kolb (1939), teoretician american în științele educației, promotor al experientialismului.

¹⁰ Stephen Downes (1959), designer și comentator canadian în domeniul online learning și noile media.

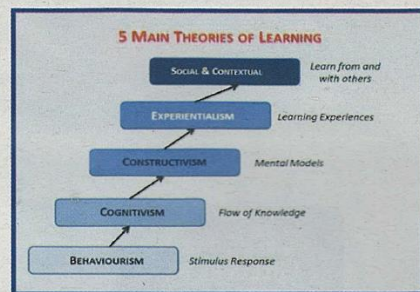
¹¹ George Siemens, teoretician și cercetător canadian privind învățarea prin rețele.

(continuare în pagina 15)

Vasile NICOARĂ și Lucreția ȘIRINIAN

Pregătirea unei sesiuni de formare privind cetățenia europeană activă

(urmare din pagina 13)



http://www.bioteams.com/2012/11/05/the_five_major.htm

4. **Strategiile de instruire:** comunicare, explorare sau acțiune, precum și **metodele/tehnicile didactice interactive** preferate/selecate, în concordanță cu specificitatea și interesele grupului-țintă, cu limitele de timp, resursele de învățare disponibile, expertiza de formare a formatorului și taxonomia selectată. Câteva sugestii pentru aceste metode, în funcție de nivelul activității mentale a formabililor:

a. Rememorare: conspectul, referatul, reportajul, jurnalul, explicația, descrierea, poveștile...

b. Înțelegerea: observația, experimentul, demonstrația, schema logică, harta conceptuală, ciorchinele, diagrama cauză-efect, lanțurile cognitive...

c. Aplicarea: exercițiile, activitatea practică, simularea, jocul de rol, organizatorul grafic, mozaicul, inteligențele multiple, învățarea-predarea reciprocă, floarea de lotus, lucrul pe stațiuni, portofoliul de grup, interviul, ancheta, investigația, călătoria misterioasă...

d. Analiza: scheletul de pește, pânza de păianjen, studiul de caz, controversa creativă, diagrama Venn, patru colțuri, masa rotundă, cartonașele luminoase...

e. Evaluarea: pălăriile gânditoare, incidentul critic, caruselul, grupul de cercetare, votul multiplu, matricea...

f. Crearea: eseu, brainstorming, *brainwriting*, abordarea operațională pentru creativitate, buzz-grupuri, Delphi, Frisco, explozia stelară, sinectica, diamantul...

5. **Abordarea didactică** de urmat: disciplinară (conținutul de învățat este abordat din perspectiva unei singure discipline de studiu), interdisciplinară (conținutul de învățat este abordat din perspectiva a două sau mai multe discipline de studiu), multidisciplinară (conținutul de învățat este abordat din perspectiva unei multitudini de discipline de studiu), curriculară (conținutul de învățat urmărește să interconecteze scopuri, obiective, conținuturi, metode și secvențe, pentru a forma deprinderi multifuncționale și competențe solide), cross-curriculară (procesul de predare-învățare urmărește să atingă zona atitudinilor și a comportamentelor, inclusiv a comportamentului de învățare).

Abordarea cross-curriculară a predării, pe care o recomandăm, ar trebui să reprezinte o sinteză a cunoștințelor, deprinderilor și înțelegerii diferitelor arii curriculare. Aceasta implică stabilirea de conexiuni între conținuturi relevante și procese de învățare, înțelegerea și reconceptualizarea conținuturilor în cadrul unor contexte de învățare mai largi, păstrarea conexiunilor cu învățarea și experiența anterioară a formabililor. Scopul principal al acestui tip de abordare îl constituie motivarea pentru învățare și încurajarea formabililor pentru acest proces, în strânsă legătură cu experiența lor de viață¹².

6. **Tipurile de inteligență**¹³ care ar trebui favorizate: lingvistică (prin cuvinte și enunțuri), logico-matematică (prin numere și întrebări despre cauzele fenomenelor), vizual-spațială (prin imagini și imaginație), muzicală (prin sunete și ritmuri), kinestezică (prin lim-

bajul trupului și exerciții fizice), interpersonală (prin empatie, muncă în echipă), intra-personală (prin conștientizare și reflecție asupra propriilor stări sufletești), naturalistă (prin explorarea și înțelegerea naturii), filosofică (prin angajarea cu referință la principii etice și morale).

7. **Relevanța titlului:** cât de multe spune, cât de multe implică și cât de mult aprinde curiozitatea oricărui cititor.

8. **Valorile și principiile europene** pe care întregul curs de formare le prelucrează, dezbate, practică și promovează: gândirea umanistă, raționalitatea, predominanța legii, democrația, drepturile omului, atitudinea socială, sensurile și scopurile.

9. **Auxiliarele de comunicare** destinate stimulării și păstrării atenției formabililor, stării lor de bine și interesului pentru subiectul discuției: varietatea și calitatea materialelor de predare-învățare, originalitatea și flexibilitatea aranjării spațiului, subtilitatea imaginii de pe pereți, expresivitatea limbajului verbal, nonverbal și paraverbal al formatorului, rafinamentul fundalului muzical/aromatic, siguranța întregii atmosfere de formare, personalitatea magnetică a formatorului.

10. **Abordarea evaluării continue și finale** (ancheta apreciativă, evaluarea beneficiarului, analiza contribuțiilor, evaluarea participativă, schimbarea cea mai semnificativă, evaluarea orizontală, recoltarea hărta rezultatelor...), precum și semnificațiile acestora atât pentru formator, cât și pentru formabil, potrivit modelului pe patru niveluri de evaluare a formării, al lui Donald Kirkpatrick (Reacție – Învățare Comportament – Rezultate).

¹² Apud Jonathan Savage, *Supporting innovation in education*.

¹³ Howard Gardner, Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education in Boston. Multiple intelligences is a psychological theory about the mind, stipulating that every human being disposes of nine types of intelligences, but not all people have the same profile of intelligence.

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Popular wisdom through proverbs and sayings

Vasile Nicoară & Lucreția Șirinian
25 Alumni – Constanța – România



- * Wisdom is a merchandise: he who sells it buyed it.
- * La sagesse est une marchandise: qui la vend l'a achetée.
- * La saggezza è una merce: chi vende l'ha acquistato.
- * Die Weisheit ist eine Waare: wer es verkauft hat es gekauft.
- * A bölcsesség egy olyan árucikk, hogy eladja l vásárolt.
- * De wijsheid is een basisproduct dat verkoopt l heeft gekocht.
- * Мъдростта е стока, че продава л е закупен.
- * Înțelepciunea este o marfă: cine o vinde a cumpărat-o.

Nicolae Iorga — Romanian philosopher



Our common latinity

- * Ad augusta per angusta. * Ad litteram. * Alea jacta est. * Alter ego.
- * Audaces fortuna juvat. * Aurea mediocritas. * Aut Caesar, aut nihil!
- * Ave Caesar, morituri te salutant! * Bis dat qui cito dat. * Carpe diem!
- * Castigat ridendo mores. * De gustibus et coloribus non disputandum.
- * Deus ex machina. * Divide et impera. * Dura lex sed lex. * Eureka!
- * Ejusdem farinae. * Eppur si muove! * Est modus in rebus. * Fiat lux!
- * Ex nihilo nihil. * Festina lente! * Fluctuat nec mergitur. * Ipso facto.
- * In dubio pro rem. * In vino veritas.

Identical sayings



- * To be quiet as a mouse. * To throw pearls to pigs.
- * To add fuel to the flames. * To be back to the wall.
- * You can't make omelette without breaking eggs.
- * You can't see the wood for the trees. * To see red.
- * In one ear and out the other. * To move heaven and earth.
- * To have a foot in the grave. * One hand washes the other.
- * To act in the twinkling of an eye. * To open old wounds.
- * Money doesn't grow on trees. * There is no smoke without fire.



Identical sayings

- * To take the bull by the horns. * To take your courage in both hands.
- * To throw dust in someone's eyes. * To refuse the sour grapes.
- * Neither fish nor fowl. * It is a storm in a teacup. * To get on your high horse.
- * A hot potato. * The scales fall from your eyes.
- * To get on one's nerves. * To sleep like a log. * To bite your tongue.
- * The game is not worth the candle. * To walk on eggshells.
- * A 9/3-days wonder. * To be rolling/bathing in money. * To swallow his own words.
- * To have two left feet/hands. * To be the fifth wheel of the coach.



A păstra bani albi pentru zile negre.
Garder de l'argent blanc pour les journées noires.
To keep white money for black days.

Garder une poire pour la soif.
To keep something for the raining day.

Very similar sayings

A cădea din lac în puț.
Tomber du lac dans le puits.
To fall from the lake into a hole.

Aller de mal en pis.
To go from bad to worse.

Cui pe cui scoate.
Un clou pousse l'autre.
A nail pushes the other.

À menteur menteur et demi.
It takes a thief to catch a thief.

Very similar sayings

Sacul și pericul.
C'est le sac et son lambeau.
It is the bag and its patch.

À chacun sa chacune.
Every Jack has his Jill.



Dumnezeu îți dă, dar nu-ți bagă în traistă.
Dieu te donne, mais il ne te met pas dans la besace.
God gives you, but he does not put it into your bag.

On peut mener un cheval à l'abreuvoir, mais non le forcer à boire.
You can lead a horse to the water, but you can't make him drink.

Very similar sayings

Corb la corb nu scoate ochii.
Un corbeau n'arrache pas les yeux de l'autre.
Crow does not pick crows eyes.

Le chien ne mange pas le chien.
Dog does not eat dog.



Copilul cu multe moașe, rămâne cu buricul netăiat.
L'enfant avec trop de sage-femmes a le nombril non coupé.
The child with too many wise women has the navel uncut.

Trop de cuisinières gâtent la sauce.
Too many cooks spoil the broth.

Very similar sayings

Cine s-a fript cu supă suflă și în iaurt.
Qui s'est brûlé avec la soupe souffle même dans le yaourt.
He who was burned with soup puffs even in yoghurt.

Chat échaudé craint l'eau froide.
The burned cat fears even cold water.



Ce e în mână nu-i minciună.
Ce que l'on a dans la main n'est pas mensonge.
What you have in your hand is not a lie.

Un oiseau dans la main vaut deux dans la brousse.
A bird in the hand is worth two in the bush.

Very similar sayings

A fost prins cu mîta în sac.
Il a été pris le chat dans le sac.
He was caught the cat in the bag.

Pris la main dans le sac.
Caught with the fang.



Etre préoccupé / To be preoccupied
Il n'a pas tous ses boeufs à la maison.
He has not all his oxen at home.

Romanian sayings

Mentir / Lying
Mentir à faire geler les eaux.
To lie to freeze waters.

Gaspiller du temps / Wasting time
Couper des feuilles pour les chiens.
To cut leaves for the dogs.

Parler trop / Speaking too much.
Babiller comme un moulin détérioré.
To talk like a broken mill.



Séparation sans regrets / Separation without regrets
Salut et un poireau vert!
Bye and a green leek!

Se sentir coupable / To feel guilty
Il sent la mouche sur son chapeau.
He feels the fly on his hat.

Romanian sayings

Amour vrai / True love
Il l'aime comme le sel dans le plat.
He loves him like the salt in the dishes.

Avoir tout le pouvoir / To have all the power
Il a le pain et le couteau.
He has the knife and the bread.



Romanian sayings



Etre confus / To be confuse
Marcher comme une dinde ivre.
To walk like a drunk turkey.

Etre pauvre / To be poor
Il tire le chat par la queue.
He is pulling the cat by its tail.

Etre chanceux / To be lucky
À cygogne borgne Dieu fait le nid.
For the one-eyed stork God built the nest.

Etre impulsif / To be pushed
Etre fourré dans une prise.
To be stuck in a plug.

Romanian sayings



Profiteur / Profiteer
Il tète deux brebis.
He is sucking two sheeps.

Faire des allusions / To make references
Fraper la selle pour que la jument comprenne.
To hit the saddle for that the mare understands.

Etre ennuyant / To be boring
Faire la théorie de l'allumette.
To expose the theory of the matchstick.

Manque de pitié / Lack of mercy
Il n'a ni mère ni père.
He has no mother nor father.

Romanian sayings



Etre bête / To be stupid
Il a une cervelle de poule.
He has a chicken's mind.

Parler sans logique / To talk without logic
Il parle de vertes et de sèches.
He is talking about green and dry leaves.

Etre ignorant / To be ignorant
Il reste comme un veau devant un portail neuf.
He is staying like a veal in front of a new portal.

Compromis / Compromise
Il a concilié la chèvre avec le chou.
He conciliated the goat with the cabbage.

Romanian sayings



Agir inutilement / To act useless
Il cherche des chevaux verts sur les murs.
He is seeking green horses on the walls.

Fier sans raison / Proud without reason
Se balader comme une poule une paille au cul.
To walk like a chicken with a straw in its ass.

Faute fatale / Fatal mistake
Il a coupé la branche sous ses pieds.
He cut the branch under his feet.

Mauvaise prononciation / Bad pronunciation
Il a des prunes dans sa bouche.
He has plums in his mouth.

Original French sayings



Cela lui va comme un faux col à une vache.
It fits him like a false collar to a cow.

Il a un nom à coucher dehors.
He has a name to sleep outside.

Cela coupe comme un genou.
It cuts like a knee.

Mentir comme un soutien gorge.
To lie like a brassiere.

Aller comme des guêtres à un lapin.
Fit like gaiters to a rabbit.

**International proverbs ...
in a French humoristical interpretation**



Tout ce qui brille n'est pas ... Dior.
All that glitters is not ... Dior.

Bière qui coule ... ramasse la mousse.
Beer (pierre) that flows ... picks up the foam.

Qui vole un boeuf ... est vachement musclé.
He who steals an ox ... has strong muscles.

Qui met la charrue avant les boeufs ... fait rire le tracteur.
He who puts the cart before horses ... makes laugh the tractor.

*International proverbs ...
in an English humoristical interpretation*



A bird in the hand is safer than one overhead.
Un oiseau dans la main est plus sûr qu'un oiseau sur la main.

You can lead a fool to wisdom, but you can't make him think.
On peut mener un fou à la sagesse, mais on ne peut pas le faire penser.

If it is true that we are here to help others, then, what exactly are the others here for?
Si c'est vrai que nous sommes ici pour aider les autres, pourquoi exactement y sont les autres?

*International proverbs ...
in an English humoristical interpretation*



A conscience does not prevent sin. It only prevents you from enjoying it.
Une conscience n'empêche pas un péché. Elle vous empêche seulement d'en jouir.

A ship in a harbor is safe ... but that is not what ships are built for.
Un bateau au port est en sûreté ... mais ce n'est pas pour cela que les bateaux sont construits.

Where is a fire, there comes the fireman insurance company.
Où il y a un feu, il y a aussi une compagnie d'assurance des pompiers.

War does not determine who is right; it only determines who is left.

*International proverbs ...
in a Romanian humoristical interpretation*



Qui vole aujourd'hui un oeuf est un boeuf!
He that steals today an egg ... is an ox.

Fish rots from the head ... but it is cleaned from the tail.
Le poisson pourrit par la tête ... mais il est écaillé par la queue.

Silence is golden but nobody buys it from you.
Le silence est or mais personne ne vous l'achète.

He who laughs last ... has not understood the joke.
Qui rira le dernier ... n'aura pas compris le fin mot.

*International proverbs ...
in a Romanian humoristical interpretation*



The early bird can go back to sleep/impedes the others to sleep.
Qui se lève tôt peut se recoucher/empêche les autres de dormir.

Neighbors goat must too die ... but let the neighbor die and let me take his goat.
Que meure aussi la chèvre du voisin ... mais que le voisin meure pour que je prenne sa chèvre.

As you make your bed ... so comes another and sleeps in it.
Comme on fait son lit ... sitôt un autre vient s'y coucher.

Original Romanian sayings



Ne vorbești de corză în casa omului răstignit.
Do not speak about a cord in the house of the hanged man.

Elle met ses jupes sur la tête. (femmes tziganes se querellant)
She puts her skirts on her head. (Roma women arguing)

Ni ail mâncat, ni hăleală puantă.
Neither garlic eaten nor stinking breath.

Îl iubește ca sarea în ochi.
He loves her like salt in the eyes.

Le Turc se bălăceau în gură. (gourmandise)
The Turk was fighting at his mouth. (gluttony)

*International proverbs
in an international humoristical interpretation*



Le travail a créé l'homme ... mais la paresse, non plus, n'a tué personne.
Work created the man ... but leisure, neither, killed anybody.

L'amour fait beaucoup ... mais l'argent fait tout.
Love makes much ... but money makes everything.

Il est bon d'espérer ... mais aussi de posséder.
It is good to hope ... but also to possess.

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