



Erasmus+



Module: „European awareness – Committed citizenship”

Analysis of the questionnaires for the individual evaluation - 24.02.2017

I. Context – Target group – Objectives

➤ Context

The questionnaire was administered by one of the teaching staff of the organizer institution "Alumni", Constanta - Romania, at the end of the module Train the Trainers (40 h), entitled "European awareness – Committed citizenship", in the framework of the European project ERASMUS+: "Active European citizenship" (2014 - 2017). A few statistical data have been presented in plenary session on the last day of the course (25.2.2017), with the mention that the final analysis would be transmitted per mail, later.

➤ Target group

21 participants to the questionnaires (F: 17, M: 4), graduates of university studies (humanities foreign languages, history and geography, philosophy, communication), with different ages (25 - 65 years), of 6 European countries (Bulgaria - 4, France - 6, Lithuania - 1, the Netherlands - 2, Hungary - 4, Romania - 4), involved in the activities of teaching and/or training, in pre-university and university education.

➤ Objectives

- To check the personal way in which the participants of the course are aware of the different roles of their status as European citizen and are willing to take appropriate action accordingly.
- To estimate the extent to which the course operated changes in attendees' perception/attitude, with possible effects on their future activity.
- To appreciate the level of adherence to the expected results of the course.

II. Used methodology

The questionnaire consisted of six pages printed in the mother language of the participants. It has been applied, in the classroom, in the last session of the penultimate day and the duration of its completion has not been limited in time. The questionnaire was printed with a legible font, with a correct layout and sufficient areas for responses. The questions were direct, interrogative-affirmative, short, sharp, with the verb to the optative mode, and have not created problems of understanding.

➤ Form of the questionnaire

- a.** Short introductive part: collegial designation, objective, guideline for fulfilling.
- b.** Content in the strict sense: structured questions, on points and subheadings.
- c.** Closing formula: gratitude of the organizing team.

➤ Content of the questionnaire

The questionnaire comprised 11 items, grouped on three themes, with different answering possibilities: predefined, in participants' words, in graphics.

Themes proposed for the research

a. Roles inside the status „European citizen”

The author proposed seven roles (A - F): active European citizen, EU voter, good EU neighbour, responsible EU citizen, EU volunteer, EU community activist, EU educator. For each role there were created five possible activities, with an unique, predefined answer: Yes/Perhaps/No.

b. Analysis of the personal evolution, during the training route

Three topics have been submitted to the analysis (G - J): "What else would I do?" „Which personal skills could your active behaviour as EU citizen develop or reinforce?", „My personal change" ("Which has been my mood at the beginning of this training? Why?", "What did I wanted to find out/to learn? What did I found out/learned?", "What did I wanted to change? What did I changed?", „Which barriers avoided more changes in my personality? Did I overcome them?", " What do I intend to do in a different way? Do I have chances to succeed? Why?" The participants could answer in their own words.

c. Image of the own personality at the end of the course

This topic was intended to represent a conclusion of the participants' training route and the answers for this topic should have been a graphic representation, by their choice (K).

III. Presentation and comments of the results

1. Assumption of roles and possible activities (topics A - F)

Each of the seven roles as European citizen proposed five activities for which the alternatives were: total availability/possible availability/unavailability.

66% of the respondents declared that they would engaged themselves in the concrete proposed activities, for 27% of them these activities would be possible/conditioned, and 7% pronounced themselves against their accomplishing.

Total answers: 725		Yes	Perhaps		No
		479 = 66 %	193 = 27 %		53 = 7%
	Yes		Per haps		No
EU Voter	77	European neighbour	41	Eu volunteer	15
Responsible citizen	72	Active EU citizen	32	Active EU citizen	10
EU teacher	71	European volunteer	29	European neighbour	8
Community activist	69	Responsible citizen	28	Responsible citizen	5
European neighbour	66	EU teacher	25	EU voter	5
Active european citizen	63	Community activist	25	EU teacher	4
European volunteer	61	EU voter	13	Community activist	1

The preferred activities were for the following roles: EU Voter (77 Yes + 13 Perhaps), Responsible citizen (72 Yes + 32 Perhaps), Good EU neighbour (66 Yes + 41 Perhaps) and Active EU citizen (63 Yes + 32 Perhaps). The proposed volunteering activities gained the biggest number of negative responses: 15.

Total responses	Yes	Perhaps	No
725 of 735 possible	479 = 66%	193 = 27%	53 = 7%
Maximal score per role	Voter: 77	Neighbour : 41	Volunteer: 15
Minimal score per role	Volunteer: 61	Voter: 13	UE activist: 1

Inside their roles, the respondents preferred the following possible activities

Role	Preferred activity	Yes + Perhaps
Active EU citizen	To take part in consultations and questionnaires about EU issues	15 + 6
	To assist a public institution dealing with human rights	15 + 3
EU voter	To be informed about EU issues	20 + 1
	To vote for the European Parliament and choose the right people	19 + 2
	To be informed about the possible European representatives	18 + 3
Good EU neighbour	To help foreign persons by giving information about local services	20 + 1
	To help foreign people to be less dependent on public services	16 + 4
Responsible EU citizen	To donate unwanted clothing/toys/books/the old computer	19 + 2
	To protect the environment	19 + 1
EU volunteer	To volunteer at Red Cross helping foreigners	14 + 6
	To visit senior citizens at a nursing home	13 + 6
Community activist	To take action to change a local situation	18 + 1
	To establish a network to make lobby for an European/national decision	15 + 4
EU teacher	To help my students to edit a school revue about the EU	16 + 3
	To create in school a centre of debates about European values	15 + 5

Inside their role, the respondents rejected firmly the following possible activities¹

Role	Rejected activity	No
Active EU citizen	To write on Facebook/Twitter/... about the EU citizenship	5
Voter	To make sure that I am on the register of electors	3
Good EU neighbour	To start a reading club, in order to inform foreign people about our national literature	6
Responsible EU citizen	To put notices at the workplace about EU issues	4
EU volunteer	To give blood	6
Community activist	To join an organization promoting democratic values	1
EU teacher	To explain to students and parents the meaning of the EU belongingness	2

¹ The refuse to give blood is also motivated by medical issues. The refuse to initiate a reading club is motivated by the lack of time and interest for literature.

2. Reference points of the personal development during the training (topics G - J)

The answers for these open questions answer proposed three self-analysis directions.

- To indicate any other activity that could define them as active European citizens.

The answers/verbs to that request were situated on the coordinate points of a real involvement (*coordinating, teaching, organizing*), of counselling (*guiding, encouraging, supporting*) but also of promoting EU values (*informing, persuading*).

- To emphasise the personal abilities favoured by the active performing of the European citizen roles.

The respondents appreciated that the training on active European citizenship issues as being useful to confirm and strengthen many personal abilities: awareness, motivation, attention, commitment, enthusiasm, initiative, perseverance, creative and reflective thinking, sociability, eloquence, persuasion, determination to exceed the obstacles, communication, socialization, teamwork, self-confidence, management abilities, empathy.

- Analysis of the personal change, due to the training course

The reference points for the personal change concerned:

- a. the expectations towards: the proposed training module, the learning process, the change and the results;
- b. the perceived barriers in their personal development;
- c. their intentions to act after the course & the estimation of their success chances.

The direct answers to these topics, as well as those on the initial and on-going post-it, mentioned enthusiasm, epistemological curiosity, willing to socialize and understand the others, the aspiration for the own change/improvement. Although no always explicitly expressed, it is very probably that the results were, in the most of the cases, positive. The perceived and exceeded obstacles were not much mentioned (timidity, fear for the new, reticence towards a new culture), either by pride, either due to their imperceptibility. The concrete intentions, not too creative and original, were shy and resumed to middle engaging activities: improvement of the teaching methods, participation to other courses, and openness to new. On the other side, their post-course messages reinforced the hope for the project sustainability.

G. The synthetic image of the own personality, as a result of the training

Although almost half of the participants to the questioning process didn't answer to this request, the drawings indicated, with a single exception², an ascendent, positive evolution: satisfaction³.

Conclusions

The individual evaluation aimed to be as less dependent as possible on the course acquisitions and let the participants the opportunity to give answers reflecting the more possible their own attitudes. Is it gladdening that two thirds of the respondents declared their availability for the proposed activities, despite the fact that, in reality, these activities would not be the same as in the questionnaire. The 7% of negative responses and the 27% of eventual availability indicate a quite real amount of sincerity.

We can appreciate that, through these questions/answers to this questionnaire, the trainees enriched their ideas to perform their status and roles as active European citizens.

Constanța, 02.04.2017

President "Alumni",

Expert,

Vasile Nicoară

Lucreția Șirinian

Annexe

1. 25_Alumni_C1_Answers_PrintedQuestionnaire_IndividualEvaluation_EN
2. 25_Alumni_C1_Project_Sustainability_EN

² Answers indicating a certain indifference towards the course utility: *I did not want to find out anything. I do not know what I wanted to change/I changed. I did not have the intention to change anything. I did not transform.*

³ Stairs and a person going up; butterflies before EU and after EU (on the wings), a line going up. Watering a flower and it grows. Going up and smiling face. Two graphs with days of the week and learning/motivation going up/down with the time. An arrow going up. Waving curve with a smiling face at the end. An arrow going up. A waving arrow going up from point A to point B. A smiling body. A face with serious looking to smiling face.