



Erasmus+



C1 – Train-the-trainers course

European awareness – Committed citizenship

- 1. Training sequences – Trainers - Program**
- 2. Synthesis of the course materials**
- 3. Final report**

Constanța, 20 – 26.02.2017

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

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Training sequences – 90 minutes each

Nr. crt.	Title of the sequence	Methods	Coordinators
1.	Icebreaking – Objectives – Expectations	Speech – Round table	V. Nicoară, L. Șirinian
2.	EU – Institutions and signification	PPT Presentation	V. Nicoară
3.	UE – History and perspectives	Movie	V. Nicoară
4.	ET 2020 – Education and Entrepreneurship	365 Method	L. Șirinian
5.	Training like a story	Cards – Exercices – Prezi	Petre Cristian
6.	Training like a play	Role play– Imagerie	Petre Cristian
7.	Active European Citizenship – historic context	Time-line	Paula van Rooij
8.	Awareness of the EU citizenship	Debate	Paula van Rooij
9.	Debate – format and guidelines	Analysis of the practices	Nijole Ciuciulkiene
10.	European democracy and literacy in dispute	Debate simulation	Nijole Ciuciulkiene
11-12	School – Interculturality space	Visit of the highschool	V. Nicoară
13-14	University – Interculturality space	Visit in the university	University doyen
11.	Commedia communication	Pair/group work	Stefka Kitanova
12.	Communication languages	Brainstorming	Stefka Kitanova
13.	Pedagogy of interculturality	Moderation	Alain Fleury, Maire-france
14.	For a culture of the European Citizenship	Focus group	Alain Fleury, Marie-france
15.	Evaluation of a training module Final evaluation of the training	PPT presentation Evaluation questionnaires	L. Șirinian, V. Nicoară Ray Kirtley
16.	Conclusion regarding the cours/project	Round table	Marie-france, V. Nicoară

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

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	csitkeio22@t-online.hu
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6.	GERFEC	FLEURY Alain	alain.fleury13@orange.fr
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12.	AEDE-FR	MAYEN Antonia	alain.fleury13@orange.fr
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15.	AEDER	STANCIU Andreea-Ioana	andreeaioanastanciu@gmail.com
16.	GERFEC	STEENBERGEN Maaïke	maaike_steen@hotmail.com
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18.	AEDE-NL	VAN ROOIJ Paula	pamj.van.rooij@gmail.com
19.	AEDE-HU	VÉGH-RUPERT Eva	vic.rupert@gmail.com

European awareness – Committed citizenship

This Train-the-trainers course, offered by the Academic Foundation *Alumni*¹, of the National College *Mircea cel Batran* – Constanta, aims to develop and consolidate the European awareness and the sense of responsibility by young students. It should support teachers in their daily school activity and reinforce the desire to contribute to the common effort for democracy and human rights.

Objectives

- Training for Active european Citizenship
- Training of training methods

Expected Outcomes

- Practicing of interactive methods
- Organizing education activities
- Encouraging participative attitudes
- Encouraging active commitment

Evaluation of the seminar

- **The pedagogical efficiency** – Did the participants reached the planned competencies?
- **The transfer capability** – Will the participants implement the new competencies in school?
- **The impact capacity** – How much will the school organizations progress after this training?

The participants will be invited to write down answers to these items (see Annexes - Evaluations).

¹ <http://www.fundatia-alumni.wgz.ro/>

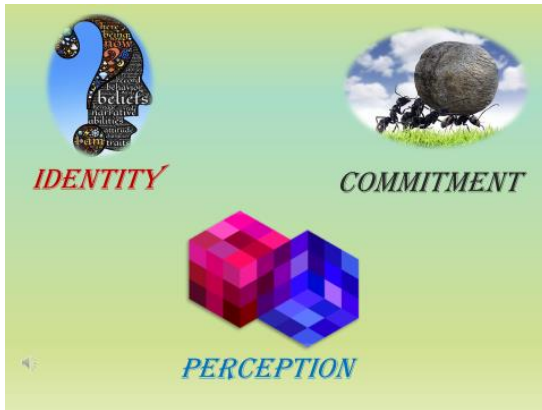
1. Perception of identities

- **Title** - *Ice breaking* (duration: 90 min.)
- **Trainers:** Lucretia Sirinian, Vasile Nicoară
- **Objectives:**
 - to get acquainted with the individual personalities;
 - to stimulate the development of a group syntality and culture.
- **Expected results:**
 - to stimulate the self-reflexion;
 - to verbalize properly the conclusions of the self-reflexion.
- **Assumed training methods:**
 - Controlled verbal, nonverbal and para verbal communication, explanation, answers on post-it (words, symbols), open group discussions/reflexion, and group debate.
- **Individual and group assessment :**
 - to draw the self and group conceptual map, assessment sheets, group diary, self-representation.
- **Training aids:** table name badges, individual badges, coloured sticky notes sets, flipchart, flipchart paper sheets, markers, pins, glue, welcome posters, incense sticks, laptop, video projector, Power Point presentation (music & images), and photo recorder device.

Timing In minutes	Method	Proceedings of the sitting
15	Introductory explanation	The trainer welcomes the participants, introduces himself and presents: - the whole ELICIT+ project: goals, partners and project team (annex PPT: <i>Identity – Perception – Commitment</i> ; - the present training module, its objectives and expected results.
20	Self-introduction	Trainer and participants introduce themselves by name and by drawing on the table badge a symbol of their personality.
10	Answers on post-it	Participants are invited to answer in writing 3 questions (<i>Who am I? Why am I here? What for am I here?</i>) and to fix the sticky notes on the 3 flipchart paper sheets.
10	Open discussion	Participants are invited to share by chatting previous training experiences and influences on their personal development.
5	Group debate	Trainer and participants propose/debate and agree on several training rules (on the flipchart).

5	Group debate	Participants are invited to set and acknowledge criteria for the evaluation of their evolution during the training.
10	Self -reflexion and presentation	Participants are invited to express, according to their predominant intelligence type, their present personal development stage, their expectations for the end of the module and to add occurred changes.
10	Teamwork	Trainer and participants draw the values map/honeycomb/conceptual map the group is practicing; they are invited to add new elements daily.
	Individual assessment	Participants are invited to assess with +/++/- -/- the training session on the flipchart.

Identity: the fact of remaining the same one or ones, as under varying aspects or conditions.



Perceptions: the way in which something is regarded, understood, or interpreted.

Commitment: the willingness to give your time and energy to something that you believe in, or a promise or firm decision to do something.

Selected perceptions for citizenship

<i>Rights</i>	<i>Duties</i>	<i>Values</i>	<i>Principles</i>
<i>Tolerance</i>	<i>Rejection</i>	<i>Christianism</i>	<i>Faith</i>
<i>Pride</i>	<i>Solidarity</i>	<i>Loyalty to the country</i>	<i>Hospitality</i>
<i>Disassociation</i>	<i>Limitation</i>	<i>Empathy</i>	<i>Equality</i>
<i>Altruism</i>	<i>Respect</i>	<i>Discrimination</i>	<i>Love for the country</i>
<i>Opportunism</i>	<i>Fear</i>	<i>Generosity</i>	<i>Community</i>
<i>Awareness</i>	<i>Contribution to the common effort</i>	<i>Attachment for values</i>	<i>Independence</i>
<i>Care for the environment</i>	<i>Nonconformism</i>	<i>Identity</i>	<i>Non-discrimination</i>
<i>Sense of belonging</i>	<i>Open minded</i>	<i>Protection</i>	<i>Democracy</i>
<i>Civic knowledge</i>	<i>Responsibility</i>	<i>Freedoms</i>	<i>Committment</i>

Cultural identity = feeling of belonging to a group, related to nationality, ethnicity, religion, social class, generation, locality.

Social identity = the portion of an individual's self-concept derived from perceived membership in a relevant social group.

Personal identity = immaterial soul & psychological continuity & specific body

Lionel & Roger Penrose's Impossible Triangle

Mobius strip

Identity = idem (latin same) & ipse (latin self)

- National identity is one's sense of belonging to one state or to one nation, who is represented by traditions, language and people.
- European identity must be more than the sum of the individual identities. It needs a group reality: a people that define themselves as Europeans and to behave in specific function of their 'mechanisms', and within an institutional framework that supports this identity.

When confronted with a challenge, the committed heart will search for a solution. The undecided heart searches for an escape.

Andy Andrews

You cannot make a real commitment unless you accept that it is a choice that you keep making again and again.

Ben Nadel

Commitment means staying loyal to what you said you were going to do long after the mood you said it in has left you.

Bishop T. D. Jaki

Commitment is what transforms a promise into reality.

Abraham Lincoln

2. Training methods

- **Title -*Training methods: forming vs. informing* (duration: 90 min.)**
- **Trainer:** Lucretia Sirinian, Vasile Nicoară
- **Objectives:**
 - to analyse and symbolise the 3 types of objectives (cognitive, affective, psychomotor) for the 3 main processes of a training/lesson (teaching-learning-assessing);
 - to compare and synthesize the main categories of the training strategies/ methods/techniques/procedures;
 - to assume the responsibility and to play concretely a specific role in a training task.
- **Expected results:**
 - to deepen the didactical reflexion and debate;
 - to launch the availability and the desire to practice new interactive didactical procedures.
- **Assumed training methods:**
 - Venn diagram, brainstorming, brain writing, argumentation and counter-argumentation, explanation, group diary.
- **Individual and group assessment :**
 - to draw the self and group conceptual map.
- **Training aids:** table name badges, individual badges, coloured sticky notes sets, flipchart, flipchart paper sheets, markers, pins, glue, specific posters, incense sticks, laptop, video projector, Power Point presentation (music & images), and photo recorder device.

Timing in minutes	Method	Proceedings of the sitting	
10	Exposition Explanation	The trainer presents the training topic as well as the set objectives and the expected results and asks the trainees what they feel about it and why.	
10	Brainstorming on the Venn diagram	The trainer invites the trainees to define <i>informing</i> and <i>forming</i> and to represent, on the flipchart, the main objective of a training/lesson, according to their preferred type of intelligence.	
10	Brain writing (635 method)	The trainer divides the trainees in 3 groups and invites them to write down training ideas for: a. informing; b. forming. Each group leader summarizes the specific conclusions.	
30	Argumentation vs. counter argumentation (in the group)	The trainer presents the PP slide with the paralogismes, invites the group to divide and join the preferred label/assumption in order to sustain it. Then the trainer interchanges the labels and each group has to defend the opposite assumption!	
		Group A	Group B
		<i>Informing means also changing.</i>	<i>Forming means also changing.</i>
		<i>Changing leads also to forming.</i>	<i>Changing leads also to informing.</i>
		<i>Informing means also forming.</i>	<i>Forming means also informing.</i>

10	Oral evaluation	The trainees conclude which argumentation was more convincing and explain the used criteria.
10	PPT presentation	The trainer projects the PPT presentation containing training methods and asks the trainees for each one to tackle on the table it is more informing or forming.
10	Group diary	Trainer and trainees write down, on the flipchart, their thoughts and feelings after the training session.
	Conclusions	The trainer thanks the participants for their activity.

Brainstorming

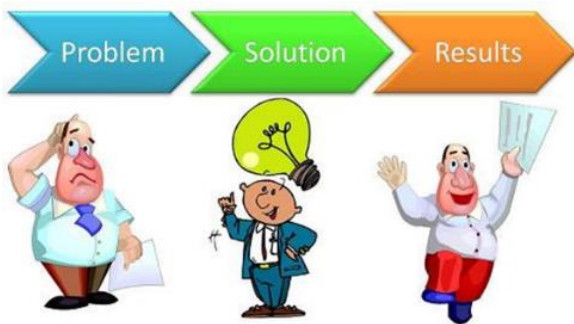


Brain writing



Case study

The Case Study Recipe



Buzz groups



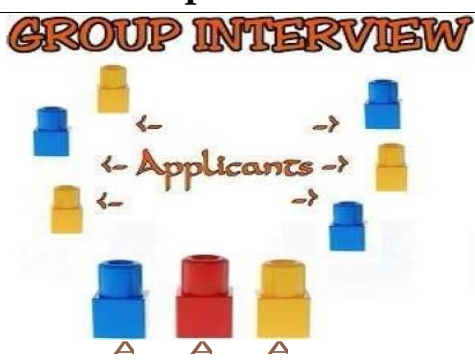
Go round



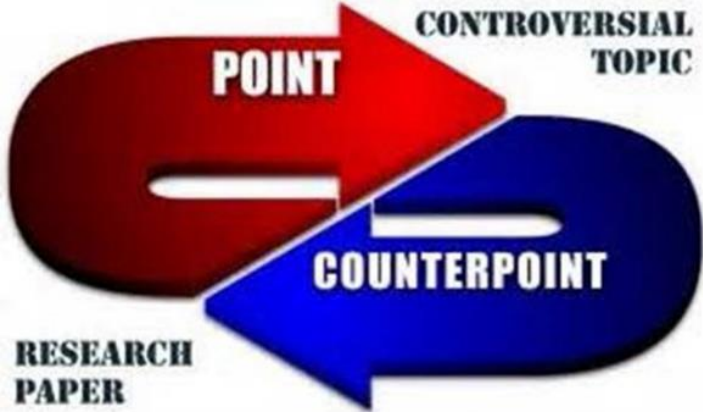
Fishbowl



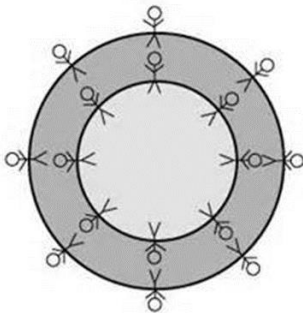
Round Four corners table	Focus group
	

Philips 6/6	Group interview
	

Delphi method	Multi-voting
	

Four corners	Point vs. Counterpoint
Four Corners 	

Thinking hats	Starbursting
	

Share pair circles	Snowball
	

Cube



Grape



Waterfall

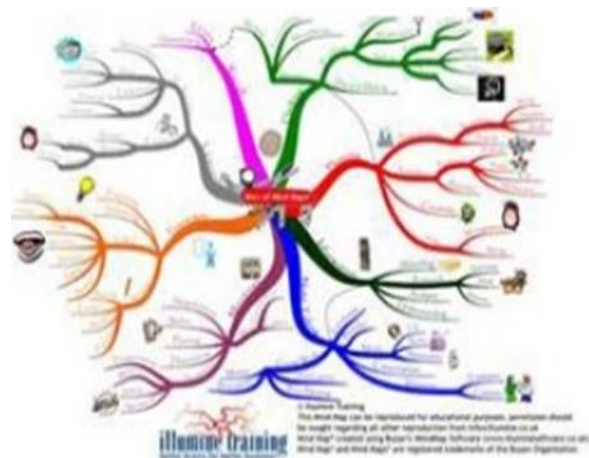
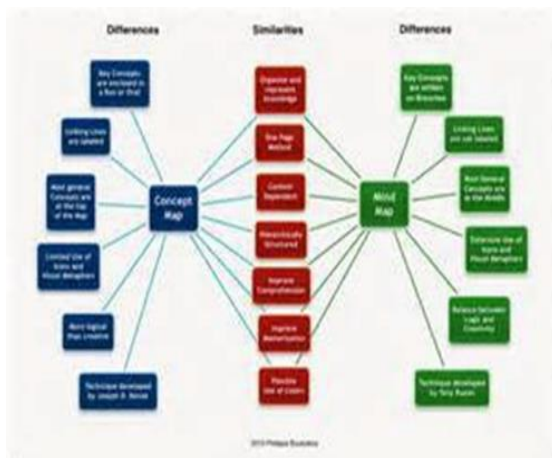


Lotus blossom

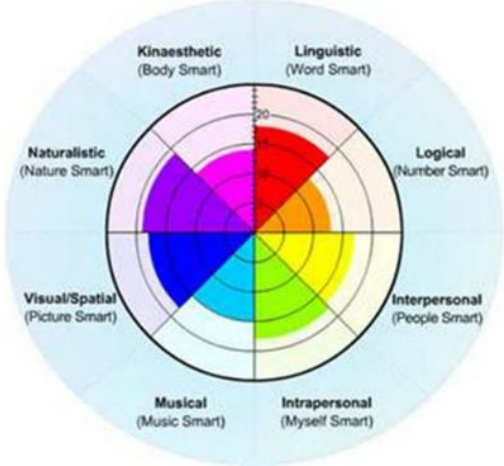
Idea 6.6	Idea 6.1	Idea 6.4	Idea 1.6	Idea 1.1	Idea 1.4	Idea 4.6	Idea 4.1	Idea 4.4
Idea 6.3	Idea 6	Idea 6.7	Idea 1.3	Idea 1	Idea 1.7	Idea 4.3	Idea 4	Idea 4.7
Idea 6.8	Idea 6.5	Idea 6.2	Idea 1.8	Idea 1.5	Idea 1.2	Idea 4.8	Idea 4.5	Idea 4.2
Idea 3.6	Idea 3.1	Idea 3.4	Idea 6	Idea 1	Idea 4	Idea 7.6	Idea 7.1	Idea 7.4
Idea 3.3	Idea 3	Idea 3.7	Idea 3	Idea Prob	Idea 7	Idea 7.3	Idea 7	Idea 7.7
Idea 3.8	Idea 3.5	Idea 3.2	Idea 8	Idea 5	Idea 2	Idea 7.8	Idea 7.5	Idea 7.2
Idea 8.6	Idea 8.1	Idea 8.4	Idea 5.6	Idea 5.1	Idea 5.4	Idea 2.6	Idea 2.1	Idea 2.4
Idea 8.3	Idea 8	Idea 8.7	Idea 5.3	Idea 5	Idea 5.7	Idea 2.3	Idea 2	Idea 2.7
Idea 8.8	Idea 8.5	Idea 8.2	Idea 5.8	Idea 5.5	Idea 5.2	Idea 2.8	Idea 2.5	Idea 2.2

Mindmap

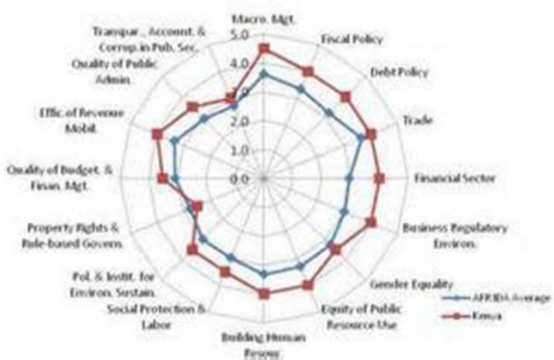
Conceptual map



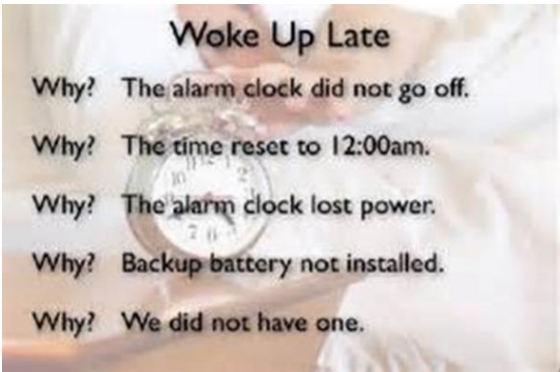
Camembert



Spiderweb



The 5 Why?



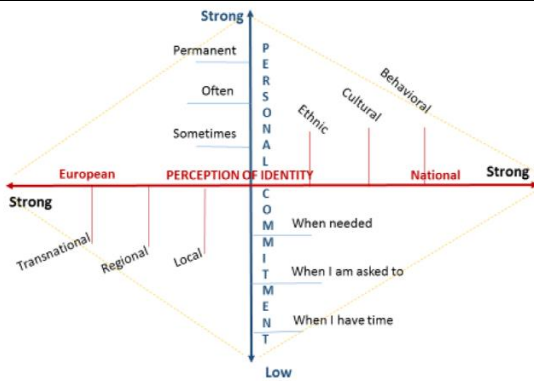
Venn



World Cafe



Kite



European Union – History and geography

➤ **Trainer:** Vasile Nicoara

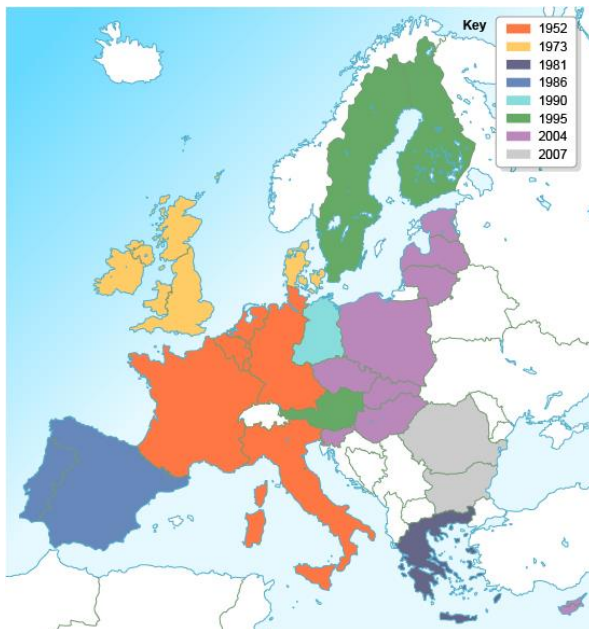
➤ **Objectives**

- To remind the initial idea of the European Union and the willingness of European peoples to belong to an unique democratic community.

- To initiate debates between trainees belonging to different nations about the benefits of their citizens due to their belongingness to the EU.

➤ **Expected results:** different perceptions of the benefits of the EU for each nation

➤ **Assumed training methods:** debate, dialogue



• The European identity

• In 800, at the throne of **Charlemagne**, the poets of the court considered him as the new sovereign of Europe. Europe is then seen as a synonym of "the new Rome". **The Carolingian Empire is the very first European unification.**

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• **The second European unification was "Republica Christiana" (with a somewhat comparable meaning "Christendom") in the 12th-14th centuries**

• The Catholic religion (in Greek "Katholikos" – universal) was enforced as a universal aim (common belief/creed). Except for the cultural diversity and the executory divisions, it promoted spiritual harmony. This new form of integrity can be seen in three types of unity:

• - the unity of creed and of the ecclesiastic/clerical institutions (from liturgy to the religious calendar);

• - the unity of social grouping and the interdependence of the three social classes: those who pray (the clergymen), those who fight (the knights) and those who work (the peasantry);

• - the unity of writing and learning the Latin language, used as much in Church as in education and profane, blasphemous culture (literature, arts, architecture).



The statue of the poet Ovidius - Constanta - author : Ettore Ferrie, 1887



The Latin poet **Publius Ovidius Naso**, born in Sulmona (Italy) in 43 B.C., was exiled by Augustus in 8 A.D. in the **Tomis** (Constanta) citadel, where he writes the poems "Tristia" and "Pontica". He also dies there in 17 A.D.

"**Metamorphoses**" by **Ovidius** - an epic poem, a mythological "history" of the world's genesis, of the metamorphosis of creatures and objects. Ovidius presents 250 legends which allegorize metamorphoses. Ovidius perceives the concept of metamorphosis as spiritual "becoming" and evolution. The poet narrates legends referring to the transformation of gods into animals, such as the conversion of Jupiter into a bull in order to kidnap princess Europe.

- The **third European unification** - in the culture of the **16th-18th centuries**, the Renaissance and Illuminism are the apogee of this evolution. The elites exploit a globalised culture where hunting, dancing, theater and opera were similar interests. A typical example is **Erasmus**, born in Rotterdam; he studied in England and France, lived in England, Belgium, Switzerland, and Anglia, he was a speaker of 7 languages. After the invention of the printing machine (the printed version of the Bible by Gutenberg at Mainz, in 1455), the circulation of books and ideas is intensified.

- Conclusion: the **European Union political projects** tested before **1945** are characterised through the following **three foundation myths**:
 - the **Universal Empire myth** – from Carol the Great to Napoleon I, from the Holy Roman Empire to the Habsburg attempt of unification;
 - the **Pacifying Unification myth** on the idea that unity eliminates all conflicts: Sully,
 - Kant, Saint-Simon, Aristide Briand (League of Nations), Jean Monnet;
 - the **Community of Values and Culture myth**: "The Christiana Republic", The Republic of Letters (Enlightenment).

9th of May 1950
Robert Schuman, the French minister of foreign affairs, presents an in-depth cooperation plan. The 9th of May will later be proclaimed **Europe Day**.

18th of April 1951
Based on the **Schuman Plan**, six countries sign a **treaty** on which they establish to have a joint heavy industry management (the coal and steel industry). Thus, none of the countries can manufacture weapons on its own that can be used against one another, like in the past.

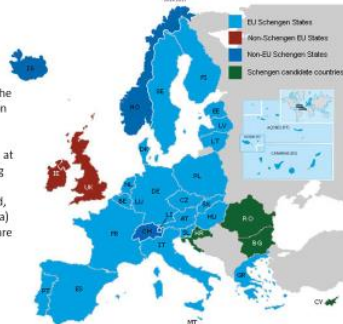


The founder member countries: Germany, France, Italy, the Netherlands, Belgium and Luxembourg.

- **25th of March 1957**
 - Starting from the success of the Treaty establishing the European Community of Coal and Steel, the six countries extend cooperation to other economic sectors. Thus, they sign the Treaty of Rome, through which they lay the foundation of the European Economic Community (EEC), also known as the "common market". The purpose is to insure free movement of people, goods and service beyond national frontiers.
- 1973: **Denmark, Ireland and the United Kingdom**;
- 1981: **Greece**;
- 1986: **Spain and Portugal**;
- 1995: **Austria, Finland and Sweden**;
- 2004: **Cyprus, Estonia, Latvia, Lithuania, Malta, Poland, Czech Republic, Slovakia, Slovenia and Hungary**;
- 2007: **Bulgaria and Romania**;
- 2013: **Croatia**
- **1st of November 1993**
 - The **Treaty concerning the European Union** is enforced and the European Communities (CECO, EURATOM and CEE), along with the **External Policy and the Common Security Policy**; **Justice and Internal Affairs** represent the three pillars of the EU.

14th of June 1985

The agreement of free circulation was signed in the little Luxembourgish town Schengen and the creation of **Schengen space** started on **26th of March 1995** with Belgium, France, Germany, Luxembourg, the Netherlands, Portugal and Spain and, at present, there are 25 states (including Switzerland, Lichtenstein, Iceland, Norway, besides Great Britain, Ireland, Bulgaria, Cyprus, Croatia and Romania) whose total surface is 4,312,099 square km.



The map of Schengen space, 2017.

1st of January 1999

The release of the unique European currency "**EURO**" in 11 European state which accomplished the convergence criteria. At present, there are 19 states in the European Union.



The map of the states which had introduced the euro currency - 2017.

European institutions

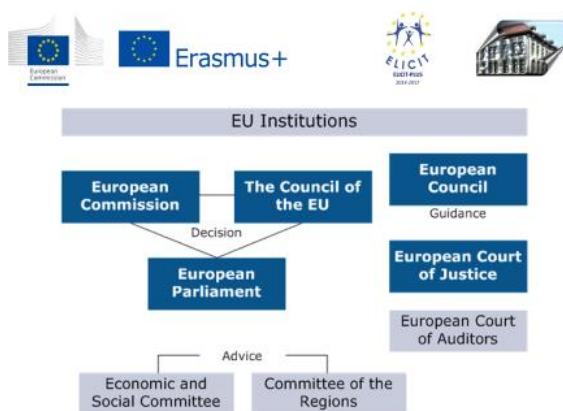
➤ **Trainer:** Vasile Nicoara

➤ **Objectives**

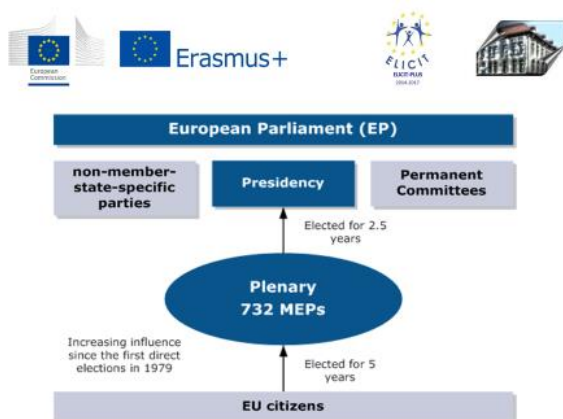
- To make sure that every EU institution is perceived as an institution carrying for the benefit of each EU country.
- To inform about the big EU issues the EU institutions are dealing with.

➤ **Expected results:** the reinforcement of trainees sense of security and trust.

➤ **Assumed training methods:** free discussions and debates, based on the PPT presentation.



- **THE EUROPEAN PARLIAMENT**
- The European Parliament represents, according to the 1957 Treaty of Rome, "the people of the member states reunited in the European Union".
- The first direct elections for the European Parliament took place in June 1979. The number of terms is given to the states depending on their size.
- The Parliament is the only communal institution that has public meetings and conferences. Its debates, notices and resolutions are published in the European Union's Official Journal. The President's Conference reunites both the Parliament's President and the presidents of the various political groups, thus forming the political body of the Parliament. The President's Conference coins the agenda of the general assemblies, marks the dates of the activities led by different political bodies and dictates the structure of the committees and delegations coming from the Parliament, while also imposing the number of members of each entity.
- The Parliament has three fundamental roles, exemplified below:
- Alongside the EU's Council, it has a legislative role, by which we understand adopting the legislation of the EU (rules, directives, and decisions). Its involvement in the legislative process aids to guaranteeing the democratic legitimacy of the published texts.
- It splits the authority in the budgetary area with the EU's Council, thus being able to modify budgetary expenses. In an ultimatum, it adopts the budget as a whole.
- It exercises democratic control over the Commission and has the right to censor it. The Parliament also exercises political control over the institutions' ensemble.
- The European Parliament's headquarters are in Strasbourg, where one-week long meetings take place once per month. Some meetings take place in Brussels and the General Secretary can be found in Luxembourg.



- **THE EUROPEAN UNION'S COUNCIL**
- As stated in the European Union Foundation Treaty, the European Union Council has the following responsibilities:
- It represents the legislative authority of the community; in cases of larger issues that need to be dealt with, the Council exercises its power alongside the European Parliament.
- It coordinates the general economic policy of member states.
- It concludes, on behalf of the community, international treaties between the Union and other states or international organizations.
- Together with the participation of the European Parliament, it forms the budgetary authority which later on adopts the Union's Budget.
- With regard to the treaty of the European Union:
- It adopts the necessary decisions needed to define and apply common defense and security policies.
- It coordinates the activity of member states and adopts the necessary measurements in terms of police and law cooperation. The Council is assisted by a general secretary, which prepares and ensures the well-functioning of its measurements on all levels.



THE EUROPEAN COMMISSION

- The Commission has three fundamental roles:
 - The right of initiative: its role as political initiator among European Union institutions is unique. Moreover, it acts as the executive body of the union, taking responsibility for the application of all the concluded treaties. The Commission represents the mass opinion, signifying the Union's personality. Its main preoccupation is guarding the interests of European citizens. The members of the Commission are chosen from EU member states, each of them vows for their individual independence.
 - Guarding the treaties of the EU, so that the legislation is correctly applied upon all the citizens, and that all the citizens who are part of the single market can benefit from the ensured conditions.
 - It represents the executive body of the Union, taking responsibility into implying and coordinating various policies. One of its executive attributes is administrating the annual budget of the Union and of the structural funds that have as main purpose erasing the differences between the rich and poor zones of the EU.



THE EUROPEAN COURT OF JUSTICE

- Like any other viable law system, the Court's system includes the existence of some jurisdictional insurance that function in case of contesting or applying communal legislation.
- The European Court of Justice, as a jurisdictional institution of the community, represents the backbone of this insurance system. The judges must insure the homogeneity of the interpretation and application of the communal right in each member state, its maintenance as a communal system and its application, identical to everyone who vouches under this right.
- When it comes to fulfilling its role, the European Court of Justice has the competence of providing solutions for litigations, that have as parts the member states, communal institutions, private businesses or people in general.
- The European Court of Justice plays an essential role in the institutional system, defined through Treaties. The Court mostly maintains the balance between the prerogatives of the communal institutions, on one hand, and the prerogatives given to the community and the member states, on the other.
- The general judges and lawyers are appointed by the member states' governments for a 6 year long term, with the possibility of renewal. They are chosen from jury members who possess an incontestable political independence and professional competence.
- The judges also choose the President of the Court for a 3 year long mandate, with the possibility to be renewed.
- THE COURT OF FIRST INSTANCE**
 - The Court was founded in 1989 with the purpose of solidifying law insurance given to the people by installing a second level of legislative authority, allowing the ECJ to focus on its fundamental purpose.
 - This Court, however, is not solely an institution, but rather a component of the ECJ. Regardless, it is an independent body, separated from the European Court of Justice in terms of organization. The Court of First Instance has its own clerk and its own procedure rules.



THE EUROPEAN COURT OF AUDITORS

- The European Court of Auditors is the "youngest" institution of the European Union, founded after de Brussels Treaty (22nd of July, 1975). Its activity began in 1977. The headquarters can be found in Luxembourg ever since 1980. The European Court of Auditor's main attribute is checking the accounts of the EU budget, with double purpose of bettering the administration of financial resources and informing the EU's citizens about the use of public funds by administrative authorities.
- The European Court of Auditors is formed of 28 members, one from every member state, appointed for a 6 year long term. The members are politically independent and are experienced in terms of public finances. The Court members choose their President for a 3 year long mandate.
- The independence of the European Court of Auditors insures the objectivity of its activity. Named the "financial consciousness" of the EU, the Court does not have jurisdictional prerogatives. In case the members of the Court find out about injustices, including fraud, the communal competent bodies are immediately notified so that mandatory punishments are applied.
- The European Court of Auditors' purpose is realizing an expertise of the European Union budget and checking the viability of each expense and redistribution made by the EU alongside its bodies, accurately emphasizing the EURO records, and contributes, through its activities, to strengthening the single market coin.

THE EUROPEAN INVESTMENT BANK

- The European Investment Bank possesses a distinctive personality from the communal one, being administrated by its own bodies, according to its status, which forms the object of a protocol enclosed to the European Union Treaty, thus being able to act independently on financial markets as any other independent bank. In terms of administration, the European Investment Bank is strongly connected to the community through the objectives it promotes. According to the Maastricht Treaty and the EU Treaty, the creation of a new economic body was brought to discussion, thus becoming the European Investment Bank, one with judicial personality and the power to independent decisions and initiatives.



EU and the civil society. EU and the human rights

- **Trainer:** Lucreția Șirinian
- **Objectives**
 - To understand the status and the roles of each citizen.
 - To promote activism in the daily life.
- **Expected results :** trainees awareness concerning number of opportunities to make a positive difference in the community life:
- **Assumed training methods :** self reflexion, questionnaires.

Literacy – Education for European Citizenship



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

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

Citizenship – the feeling of a common belonging and destiny, impossible to be created artificially, but only through a shared education and culture.

European citizenship – 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.

Active citizenship

- 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.
- 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.

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,

Active European Citizenship

Dignity – Freedoms – Equality – Solidarity – Rule of law



Rights & Responsibilities



- ET 2020 - 4 strategic goals**
1. Making lifelong learning and **mobility** a reality;
 2. Improving the **quality and efficiency** of education and training;
 3. Promoting **equity, social cohesion, and active citizenship**;
 4. Enhancing creativity and innovation, including **entrepreneurship**, at all levels of education and training.

EU Charter of Fundamental Rights²

The Charter of Fundamental Rights of the EU brings together in a single document the fundamental rights protected in the EU. The Charter contains rights and freedoms under six titles: Dignity, Freedoms, Equality, Solidarity, Citizens' Rights, and Justice. Proclaimed in 2000, the Charter has become legally binding on the EU with the entry into force of the Treaty of Lisbon, in December 2009.

Why the EU Charter of Fundamental Rights exists

The rights of every individual within the EU were established at different times, in different ways and in different forms. For this reason, the EU decided to clarify things and to include them all in a single document which has been updated in the light of changes in society, social progress and scientific and technological developments: this document is the Charter of Fundamental Rights of the European Union (the Charter).

² http://ec.europa.eu/justice/fundamental-rights/charter/index_en.htm

It entrenches:

- all the rights found in the case law of the Court of Justice of the EU;
- the rights and freedoms enshrined in the European Convention on Human Rights;
- other rights and principles resulting from the common constitutional traditions of EU countries and other international instruments.

The Charter sets out a series of individual rights and freedoms.

The Charter is a very modern codification and includes 'third generation' fundamental rights, such as: data protection, guarantees on bioethics, and transparent administration.

The Charter is consistent with the European Convention on Human Rights adopted in the framework of the Council of Europe: when the Charter contains rights that stem from this Convention, their meaning and scope are the same.

When the Charter applies

The provisions of the Charter are addressed to:

- the institutions and bodies of the EU with due regard for the principle of subsidiarity;
- the national authorities only when they are implementing EU law.

For example, the Charter applies when EU countries adopt or apply a national law implementing an EU directive or when their authorities apply an EU regulation directly.

In cases where the Charter does not apply, the protection of fundamental rights is guaranteed under the constitutions or constitutional traditions of EU countries and international conventions they have ratified.

The Charter does not extend the competence of the EU to matters not included by the Treaties under its competence.

How the Charter became part of the EU Treaties

The Charter was initially solemnly proclaimed at the Nice European Council on 7 December 2000. At that time, it did not have any binding legal effect. On 1 December 2009, with the entry into force of the Treaty of Lisbon, the Charter became legally binding on the EU institutions and on national governments, just like the EU Treaties themselves. For the first time, members of the College of Commissioners swore a solemn declaration to uphold the Charter as well as the Treaties in May 2010. The Charter strengthens the protection of fundamental rights by making those rights more visible and more explicit for citizens.

Active European citizenship

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.

- **Social entrepreneurship** is the attempt to draw upon business techniques to find solutions to social problems.
- **Volunteerism** is a movement that benefits both society at large and the individual volunteer by strengthening trust, solidarity and reciprocity among citizens by purposefully creating opportunities for participation.
- **Citizen Engagement** is that aspect of Active Citizenship that is influenced mostly by Politicians, Government Officials and Civil servants and is a measure of the success of the Open Government Partnership.

Key characteristics of Active Citizenship

- People participate in many activities of the community: involvement in a voluntary activity or engagement in activities with local government agencies.
- People are empowered to play a part in the decisions and processes, particularly public policy and services.
- People become able and willing to know and understand political/social/economic context of their participation, so that they could make informed decisions.
- People are able to challenge policies/actions and existing structures on the basis of democratic principles: equality, inclusiveness, diversity and social justice.

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 families. * To fight against brainwash. * To militate for transparency. * To fight against political and economic abuses. * To condemn domestic violence and sexual abuse. * To support and assist victims of all kinds of injustice and abuses.

What could we do as an active citizen?

- Helping out a neighbour or a local community group.
- Advise the local public bodies by taking part in consultations and questionnaires, attending neighbourhood meetings or simply posting a question on Twitter.
- Put pressure on the council or Government by taking part in direct action. Petitions are a way to voice a concern and gather support.
- Assist or provide advice to a public service or charity.
- Become a citizen governor and take part in decision-making that affects the local school, court or council.

What to do as a Community Group Member?

- Take part in activities with like-minded people: promoting arts, dancing, wall climbing, book clubs, lace making, growing food, paint a mural over graffiti, join a hillwalking, jogging or any other sporting organisation.
- By doing these activities, meet new people, find new friends, learn new skills: self-confidence, mobility, literacy, numeracy, interpersonal and social skills, IT Skills.

What could I do as a Voter?

- Vote at all levels and choose the right people.
- Phone a friend to remind him to vote.
- To make sure that we are on the register of electors.
- Register for a postal vote if we have mobility issues.
- Sign petitions about issues that concern us.
- Meet with our local political representative about key issues.
- Inform ourselves by reading about local issues.

What to do as a good neighbour?

- Help people to be more active/less dependent on public services.
- Keep a watch on our neighbour's home while they are away.
- Help elderly persons by giving information about local services.
- Look after a neighbour's pet while they are on holiday.
- Shop at a local, family owned business.
- Organize a carpooling campaign in the area.
- Join the neighbourhood watch or start a book club in the area.

What to do as a responsible citizen?

- * Protect the environment: start recycling our waste, clean up rubbish along a river, beach or park.
- * Give blood.
- * Donate unwanted clothing/toys/books/ the old computer to a charity shop/ library/school.
- * Attend open evenings, support local charity events.
- * Give feedback to public bodies about their services.
- * Answer questionnaires, respond to surveys, give feedback, attend neighbourhood meetings.
- * Search on Internet, put notice boards at civic buildings, hospitals, service providers.

What to do as a Volunteer?

- * Help a local organisation.
- * Do some office work.
- * Share skills by coaching a sports team.
- * Run a cookery club.
- * Plant a tree.
- * Deliver meals to homebound individuals.
- * Plant flowers in public areas that could use some colour.
- * Mentor a weng person.
- * Coach a children's sports team.
- * Volunteer at Red Cross.
- * Visit senior citizens at a nursing home.
- * Fundraise for charity.
- * Volunteer on a helpline.
- * Teach at an adult literacy center.
- * Participate in a marathon for our favorite charity.
- * Reading to old people in hospital.

What to do as a Community Activist?

- Take action to change a local situation: campaign, write to parliamentarians/to the editor of the local newspaper.
- Establish a network or group, set up or sign a petition, lobby.
- Join a National or International organization.
- Organise an evening for charity.
- Organise an event to raise awareness of a problem.
- Raise awareness of political issues in our community.
- Organise a local debate on any issue for the community.

What could I do as a Citizen Adviser?

- Advise and help making decisions about local services.
- Become a charity trustee, magistrate, councilor, member of a tenant panel, school governor.
- Liaise with a local university or school to improve community relations.
- Liaise with local hospital, health centre or medical practice to give patient feedback.

Personal benefits: valuing our skills, improving our employability and meeting new people

- Confidence building
- Validating own value and life experiences
- Presentation skills
- Public speaking
- Chairing meetings
- Budgeting, planning
- Dealing with difficult situations
- Being more assertive
- Increasing self-esteem
-

Trainer: Paula van Rooij – AEDE NL

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Active European citizenship in a historical context (method: timeline)
90 minutes

GOALS/TARGETS

At the end of this workshop you should:

- ...be more informed about how different episodes in the Cold War contributed to a sense of European citizenship.
- ...be aware of the way history has shaped the (political) perception of European citizens, including yourself.
- ...be able to use the method timeline in your classes.

PROGRAM

- Look closely at picture 1-6. Write down what you see and guess when the picture was taken. Share your answers with your neighbour.
 - Put the pictures in chronological order.
 - Turn around the paper with the picture on it. Read the information about the image and answer the questions. Work alone, take your own notes.
 - Select three pictures that strongly contributed to your sense of European citizenship. Translate your feelings in a number: five means that a picture has invoked a strong sense of European citizenship, zero is neutral etc.
 - Place the three small pictures at the right place in the coordinate system you received. Compare them with the pictures your neighbour has selected. Discuss and try to explain the differences.
 - Discussion with all participants: did the Cold War stimulate or obstruct the awareness of European citizenship? Which lessons can be drawn for the future?
-

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Active European citizenship in a historical context





Timeline Cold War (1940-1990)
 This timeline should be printed on a paper size A3

5									
4									
3									
2									
1									
0	1950		1960		1970		1980		1990
-1									
-2									
-3									
-4									
-5									

Place the three small pictures at the right place in the coordinate system you received.

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PICTURE 1



QUESTIONS

What do you see?.....

.....

.....

.....

.....

.....

When and where was the picture taken?.....



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INFORMATION AND ADDITIONAL QUESTIONS ABOUT PICTURE 1

THIS SIDE OF THE PAPER SHOULD BE PRINTED ON THE BACK SIDE OF THE PREVIOUS PAGE.

General Zhukov (USSR) (August 3, 1945) reading the German Instrument of Surrender in Berlin, Germany on March 8, 1945. Also seen is Arthur Tedder, Marshal of the Royal Air Force. The photographer is unknown.

Source: <https://commons.wikimedia.org> (consulted February 1, 2017)

1. How was this picture taken? (spontaneously or directed?)
2. Who do you think took the picture?
3. What was the intention of the photographer?
4. On which side of World War II was the photographer?
5. What were the feelings of Zhukov and Tedder at the moment this picture was taken?
6. How would people in Western Europe in 1945 have responded to this picture?
7. How would people in Eastern Europe in 1945 have responded to his picture?
8. Would this picture inspire people to develop thoughts on society?
9. Would this picture inspire people to participate in politics?
10. How do you (personally) feel about this picture? Can you explain why you feel that way?
11. How did you respond to the event on the picture?
12. How did the events on the picture help to create a sense of European citizenship?

If you want to use this method in your class, use the yellow questions to let your students revive the past.

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PICTURE 2



QUESTIONS

What do you see?.....

.....

.....

When and where was the picture taken?.....



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INFORMATION AND ADDITIONAL QUESTIONS ABOUT PICTURE 2

THIS SIDE OF THE PAPER SHOULD BE PRINTED ON THE BACK SIDE OF THE PREVIOUS PAGE.

U.S. Marines engaged in street fighting during the liberation of Seoul, circa late September 1950 at the beginning of the Korean War (1950-1953). Note M-1 rifles and Browning automatic rifles carried by the Marines, dead Koreans in the street, and M-4 "Sherman" tanks in the distance. This picture was taken by a sailor or employee of the US Navy.

Source: <https://commons.wikimedia.org> (consulted February 1, 2017)

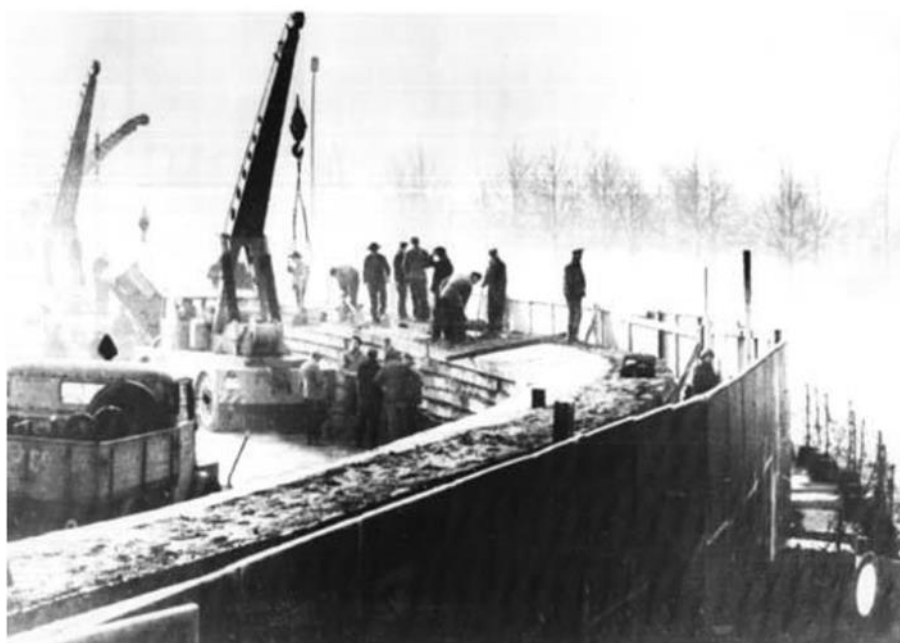
1. How was this picture taken? (spontaneously or directed?)
2. Who took the picture?
3. What was the intention of the photographer?
4. On which side of the Korean War was the photographer?
5. What were the feelings of the US soldiers at the moment this picture was taken?
6. How would people in Korea have responded to this picture?
7. How would people in Western Europe in 1950 have responded to his picture?
8. How would people in Eastern Europe in 1950 have responded to his picture?
9. Would this picture inspire people to develop thoughts on society?
10. Would this picture inspire people to participate in politics?
11. How do you (personally) feel about this picture? Can you explain why you feel that way?
12. How did you respond to the event on the picture?
13. How did the events on the picture help to create a sense of European citizenship?

If you want to use this method in your class, use the yellow questions to let your students revive the past.

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PICTURE 3



QUESTIONS

What do you see?.....

.....

.....

.....

When and where was the picture taken?.....

.....



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PICTURE 3



QUESTIONS

What do you see?.....

.....

.....

.....

When and where was the picture taken?.....

.....



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PICTURE 4



QUESTIONS

What do you see?.....

.....

.....

When and where was the picture taken?.....

.....



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INFORMATION AND ADDITIONAL QUESTIONS ABOUT PICTURE 4

THIS SIDE OF THE PAPER SHOULD BE PRINTED ON THE BACK SIDE OF THE PREVIOUS PAGE.

President John F. Kennedy meets with Soviet Foreign Minister Andrei Gromyko in the Oval Office. The President knows but does not reveal that he is now aware of the missile build-up in Cuba. The picture was taken on 18 October 1962 by a photographer from the White House.

Source: <https://commons.wikimedia.org> (consulted February 1, 2017).

1. How was this picture taken? (spontaneously or directed?)
2. Who took the picture?
3. What was the intention of the photographer?
4. What was the relationship of the photographer to the people on the picture?
What was his point of view?
5. What were the feelings of the Kennedy at the moment this picture was taken?
6. What were the feelings of the Gromyko at the moment this picture was taken?
7. How would people in Western Europe in 1962 have responded to his picture?
8. How would people in Eastern Europe in 1962 have responded to his picture?
9. Would this picture inspire people to develop thoughts on society?
10. Would this picture inspire people to participate in politics?
11. How do you (personally) feel about this picture? Can you explain why you feel that way?
12. How did you respond to the event on the picture?
13. How did the events on the picture help to create a sense of European citizenship?

If you want to use this method in your class, use the yellow questions to let your students revive the past.

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PICTURE 5



QUESTIONS

What do you see?.....

.....

.....

.....

When and where was the picture taken?.....

.....



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INFORMATION AND ADDITIONAL QUESTIONS ABOUT PICTURE 5

THIS SIDE OF THE PAPER SHOULD BE PRINTED ON THE BACK SIDE OF THE PREVIOUS PAGE.

Picture taken in the aftermath of the My Lai massacre, showing mostly women and children dead on a road. The picture was taken on 16 March 1968 by army photographer Ronald L. Haeberle. He took the picture with his personal camera and sold it to the media. With his army camera he made pictures which were subject to censorship, or didn't depict any Vietnamese casualties when published in an Army newspaper. In the My Lai massacre hundreds of unarmed Vietnamese civilians were killed by US soldiers.

Source: <https://commons.wikimedia.org>, www.wikipedia.org (consulted February 1, 2017).

1. How was this picture taken? (spontaneously or directed?)
2. Who took the picture?
3. What was the intention of the photographer?
4. What was the relationship of the photographer to the people on the picture?
What was his point of view?
5. What were the feelings of the photographer at the moment this picture was taken?
6. How would people in the USA in 1968 have responded to his picture?
7. How would people in Vietnam in 1968 have responded to his picture?
8. How would people in Western Europe in 1968 have responded to his picture?
9. How would people in Eastern Europe in 1968 have responded to his picture?
10. Would this picture inspire people to develop thoughts on society?
11. Would this picture inspire people to participate in politics?
12. How do you (personally) feel about this picture? Can you explain why you feel that way?
13. How did you respond to the event on the picture?
14. How did the events on the picture help to create a sense of European citizenship?

If you want to use this method in your class, use the yellow questions to let your students revive the past.

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February 20-26, 2017



PICTURE 6



QUESTIONS

What do you see?.....

.....

.....

.....

When and where was the picture taken?.....

.....

C1 Course Constanta
February 20-26, 2017



PICTURE 6



QUESTIONS

What do you see?.....

.....

.....

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When and where was the picture taken?.....

.....



When have European countries come closest to having a common foreign policy?

Task: read each section of information. Then decide to what degree each criterion applies to that time period. Then give between 1 and 4 stars for the criteria. If a criterion was not in place at all (it's not mentioned in a time-period) do not give it any stars. After that, look at your chart. Which section has most stars? In which period did member states get closest to having a common foreign policy?

5 criteria 4 sections	Member states have the same or very similar aims and needs	Member states are able to offer other countries something they want	The USA is supportive	Europe's citizens trust European organizations	Governments of member states support European organizations	Any other points that help you answer the question
Section 1: 1945-1951						
Section 2: 1952-1973						
Section 3: 1973-2009						
Section 4: 2009-future						

Evidence file

Why has it proved so difficult to agree on a common European Union foreign policy?

Introduction: The Dilemma

Europe is a continent of nation states; yet the safety and security of Europe often demands a wider reach than any individual nation state could manage alone. Ever since 1945, there have been calls for a common approach to foreign policy and security; yet such a shared approach has proved elusive. Why?

- Because nationalism has always been a powerful force, holding countries back from giving up any of their sovereignty?
- Because the existence of the Atlantic Alliance since the Second World War has provided a safety net at someone else's expense?
- Because, over the centuries, some of the most powerful nation states in Europe have forged their own foreign policies and spheres of interest in the world and are unwilling to give these up?

These are just some of the assertions put forward to explain our key question. How do they inter-relate? Which is most important? Are there any others?

You are now going to research this topic across time. You have a series of evidence cards and a timeline.

A TIMELINE OF EVENTS RELEVANT TO EUROPEAN FOREIGN POLICY

(If you do not know what these are, they are all easy to find via an internet search.)

June 1945 - Formation of United Nations Charter
March 1948 - Brussels Mutual Defence Treaty
1949 - Formation of the Council of Europe

April 1949 - North Atlantic Treaty Organisation founded
May 1952 - European Defence Community (EDC) proposed
August 1954 - Rejection of EDC by France

October 1954 - Western European Union (WEU) formed

1955 - Messina Conference on Western European integration
January 1957 - EEC founded by Treaty of Rome
October 1970 - European Political Cooperation (EPC) established for consultation on foreign policy issues

October 1973 - First enlargement of the EEC: Denmark, Ireland, UK (Greece joined the EEC in 1981; Spain and Portugal in 1986))

December 1984 - revival of the Western European Union
February 1986 - Single European Act
February 1992 - Maastricht Treaty: EPC replaced by Common Foreign & Security Policy

June 1992 - Petersberg Declaration on peace-making and crisis management.

January 1994 - Joint Task Forces between NATO and WEU for action in the Balkans

January 1995 - Enlargement of the EU: Austria, Finland, Sweden

October 1997 - Amsterdam Treaty (implemented 1999): High Representative for Common Foreign & Security Policy (CFSP) established; plans for European Rapid Reaction Force (60 000 troops active within 60 days)

June 2003 - Convention on the Future of Europe: plans for European foreign minister, and joint action on armaments and military capabilities

May 2004 - Enlargement of the EU: Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia (Romania and Bulgaria acceded in 2007; Croatia in 2013)

December 2007 - Lisbon Treaty to adapt EU to the needs of 27 states

December 2009 - WEU absorbed into EU; Catherine Ashton appointed High Representative for CFSP

March 2014 - Political and economic sanctions imposed on Russia because of the crisis in Ukraine (the sanctions were extended in June 2015)

August 2014 - Federica Mogherini chosen as new High Representative for CFSP

September 2015 - Malta conference on mounting refugee crisis

November 2015 - Calls for integrated European approach to security and counter-intelligence after terrorist attacks in Paris

Section 1: The Context: War, Cold War and Europe in Crisis, 1945-1951

The idea of a shared foreign policy in the face of dangerous enemies can be traced back far into the past. In 1189, the great powers of



Christian Europe formed a great coalition, the Third Crusade, to mount a defense of the Christian states of Outremer (the 'states across the sea', in what is now called the Middle East) against the rising power of Saladin. In 1571 the Papacy brought together the major powers of Mediterranean Europe (Spain, Naples, Sicily, Venice and Genoa) in a Holy League to hold back the westward advance of the Ottoman Empire. Two centuries later, the European great powers came together at the Congress of Vienna (1814-15) to make a new framework for international relations after the Napoleonic Wars, based on the principle of the balance of power. A century later, the Paris Peace Conference attempted a similar re-ordering of international relations and international law, after the First World War. Supranational organizations like the League of Nations and the International Court of Justice reflected the belief that Europe and the world required a higher power than the failed system of alliances between major powers to regulate international affairs. These ideas re-emerged in 1945.

After the Second World War, Europe faced economic and political collapse. War had devastated much of the continent; there were millions of refugees and displaced persons. Efforts to agree a general post-war peace settlement faltered; by 1947 the West was slowly coming to terms with the realization that relations with its former ally, the Soviet Union, had soured. The Cold War had begun. Defeated Germany was divided into zones of occupation. Large parts of 'liberated' East Central Europe were coming under the control of the Soviet Union. In Western Europe, there were fears of epidemics, of economic crisis, and of the spread of Communist revolution to war-torn countries such as France and Italy. In a speech at Zurich in September 1946, (Source A) the former British prime minister, Winston Churchill, spelled out the extreme dangers of the post-war situation and called for the formation of a 'United States of Europe'.

Western Europe was saved from catastrophe. Governments took



drastic action, such as food rationing and imposing strict financial controls. Economic recovery was only possible, however, with the help of extensive aid programmes launched by the United States under the Marshall Plan. Political and military collapse was only averted by the continued presence of American military power. It was widely understood that the individual nation states of Western Europe could not ensure their stability by acting alone: they would need to collaborate with each other, both in economic affairs, and in foreign policy and defence.

Economic integration moved forwards very successfully. French-German partnership was brought about by the Monnet Plan and the Schuman Plan; from 1950 the European Coal and Steel Community (ECSC) rapidly established itself as an effective form of economic cooperation between France, Germany, Italy, Belgium, the Netherlands and Luxembourg. At the Messina Conference in 1955, these six states agreed on the formation of the European Economic Community (EEC). Britain attended the conference as a sympathetic observer, but declined the invitation to join. The EEC formally came into operation by the Treaty of Rome in 1957. But the integration of European foreign policy was much more difficult to achieve. In the age of Cold War and nuclear weapons, the defence of Western Europe required massive military capabilities. Europe could not provide those capabilities (especially since Germany had been de-militarised by the Allies); they could only come from the United States and, to a lesser extent, from Britain.

- *Identify all the reasons given for and against a western European foreign policy 1945-51.*

Source 1

Zurich speech by the former British prime minister, Winston

Churchill, September 1946

I wish to talk to you today about the tragedy of Europe. If Europe was united in the sharing of its common inheritance, there would be no limit to the happiness and prosperity which its three or four hundred million people would enjoy. Yet it is from Europe that have sprung that series of frightful nationalistic quarrels, which we have seen even in this twentieth century wreck the peace and mar the prospects of all mankind.

Over wide areas a vast quivering mass of tormented, hungry, care-worn and bewildered human beings gape at the ruins of their cities and homes, and scan the dark horizons for the approach of some new peril, tyranny or terror. Yet all the while there is a remedy which, if it were generally and spontaneously adopted, would as if by a miracle transform the whole scene.

What is this sovereign remedy? It is to re-create the European Family, or as much of it as we can, and provide it with a structure under which it can dwell in peace, safety and freedom. We must build a kind of United States of Europe.

I am now going to say something that will astonish you. The first step in the re-creation of the European family must be a partnership between France and Germany. There can be no revival of Europe without a spiritually great France and a spiritually great Germany.

Such a Europe, if truly built, will make the material strength of a single state less important. Small nations will count as much as large ones and gain their honour by their contribution to the common cause. But I must give you warning. At present there is a breathing-space. The fighting has stopped; but the dangers have not stopped. If we are to form the United States of Europe or whatever name or form it may take, we must begin now.

- Use your contextual knowledge to explain why Churchill felt his words ‘will astonish you’ and why he felt it important to ‘give you warning’.

Section 2: An integrated Western European Foreign Policy? 1952-1973

All Western European states recognized the need for collective security through supranational organizations. All signed up to the United Nations Charter in 1945. In 1947, the countries of Western Europe acted together with the USA in negotiating with the USSR at the Foreign Ministers Conference in Paris.

In 1948 France, Belgium, Luxembourg, The Netherlands and the United Kingdom agreed the Brussels Treaty. With the development of the Cold War, it was decided that former enemies, Italy and Germany, had to be included, too.

In 1949, this need for an 'Atlantic Alliance' resulted in the North Atlantic Treaty Organisation (NATO). This brought together not only the Brussels Treaty countries and the USA, but also other strategically important countries: Canada, Denmark, Iceland, Norway and Portugal. (Greece and Turkey joined in 1952).

When NATO was formed, it might have been assumed that it would be a temporary measure to deal with the emergency situation of the emerging Cold War; just as the Marshall Plan was a temporary measure to help Europe towards economic recovery and self-sufficiency. This was not the case.

The Cold War was to last for more than forty years, and NATO has outlived it. The permanent presence of the USA as the dominant factor in the military defense of Western Europe, and the dominance in international affairs of the USA and USSR as global superpowers, overshadowed all attempts to achieve a common foreign policy for Europe.

This is not what US foreign policy wanted. For the USA, the most desirable outcome would have been a viable integrated European foreign policy and defence system capable of standing on its own; and paying for itself. (See Source X). But NATO came into existence as a solution to difficult and contradictory issues in Western Europe, balancing old fears of Germany against the pressing need to combine effectively against the Soviet threat.

In the early 1950s, many people in Europe, above all the French, still feared a revival of German power. The question of German rearmament was highly sensitive; and yet any effective Western European defence policy required Germany to be part of it. American forces permanently stationed in Europe were a necessary factor enabling these contradictions to be balanced. As the old joke says: 'the purpose of NATO was to keep the Russians out, the French in, and the Germans down'. (See Source Y)

The role of Britain was also a problem. Britain was heavily involved in all discussions about European foreign and defence policy; like the Americans, the British were enthusiastic supporters of European integration. But Britain still felt strong ties to the Commonwealth, and still dreamed of having a world role as an independent power. As Winston Churchill said later about his 1946 Zurich speech: "I meant it for them, not for us." Complex, interlocking dilemmas faced the statesmen of Western Europe and the USA in the early 1950s.

Progress was made towards achieving a European Defence Community (EDC). This was discussed at the NATO conference in Lisbon in February 1952. Jean Monnet, a Frenchman and founding father of the EU, played a leading role in the negotiations, but there was strong opposition in France and the unstable government of the French Fourth Republic was unable to gain acceptance for the EDC.

A major factor in French reluctance was Charles de Gaulle, then in the political wilderness but still a powerful influence speaking for French national sovereignty, and playing on fears of undue dominance by the USA. (Source 4)

The failure of the EDC did not completely halt moves towards integration. In October 1954 it was agreed to form a Western European Union. This involved West Germany as an equal partner; and West Germany was formally accepted as a full member of NATO in 1955. But the WEU had only a limited role. National divisions continued to prevent a genuinely integrated policy. Above all, the 'American paradox' continued to apply. On the one hand, Europeans feared US power would override European interests; on the other hand, US power enabled Europe to balance its internal divisions and to have someone else pay for Europe's defence.

In the 1950s and 1960s, the 'temporary' arrangements of the Cold War became permanent. The Soviet threat remained, as was shown in the Soviet invasion of Hungary in 1956, the Berlin Crisis of 1958-1961, and the Cuban Missile Crisis in 1962. Huge US forces were still stationed in Western Europe. West Germany was a rising economic power within

the EEC, but continued to be virtually de-militarized. Charles de Gaulle became President of the French Fifth Republic in 1958 and continued to assert a strongly independent French foreign policy.

- Return to the three assertions in the introduction. Find evidence to support each one within the Section 2 text.

Source 2

Comments by a US foreign policy expert, Senator Mike Mansfield, made in 1967.

[The Mansfield Resolution was moved in the US Senate, calling for the withdrawal from Western Europe of most of the US forces stationed there.]

“Why is it that, after twenty years of NATO, 250 million west Europeans are unable to organise effective defence against 200 million Russians (who are at the same time contending with 800 million Chinese) but must continue to rely on 200 million Americans for their defence?”

Source 3

Report of the 1952 NATO conference at Lisbon, presented by the Canadian prime minister, Lester Pearson

The Council took note of a report of the Paris Conference on the European Defence Community and a report by the Occupying Powers on the proposed contractual arrangements with the German Federal Republic. The Council found that the principles underlying the Treaty to establish the European Defence Community conformed to the interests of the Parties to the North Atlantic Treaty. It also agreed on the principles which should govern the relationship between the proposed Community and the North Atlantic Treaty Organisation. The North Atlantic Council agreed to propose to its members and to the European Defence Community reciprocal security undertakings between the members of the two organisations. All these decisions are inspired by the conviction that the North Atlantic Treaty Organisation and the European Defence Community have a common objective, to strengthen the defence of the Atlantic area. .

Source 4

Statement by the French president, Charles de Gaulle, at a press conference, May 1962

[Quoted in Calleo, *Europe's Future*, p 89]

“Is there a France, a Germany, an Italy, a Holland, a Belgium, a Luxembourg, that would be ready – in a matter that is important for them from the national or international point of view – to do something they would consider bad, just because this would be dictated to them by others? Would their peoples dream of submitting to laws or following policies made by foreign votes if these actions ran contrary to their own deep-seated will? This is not so; there is no way, at the present time, for a foreign majority to be able to constrain recalcitrant nations. It is true that, in this ‘integrated’ Europe, as they call it, there would perhaps be no policy at all. But then, perhaps, this ‘Europe’ would follow the lead of some outsider who did have a policy. There would, perhaps, be a federator, but the federator would not be European.”

Source 5

From *Europe's Future: The Grand Alternatives*, 1967, by David Calleo [p 148]

“There is no shortage of Europeans today, in the smaller countries especially, who would prefer to relax in their golden chains and leave the management of the world to America. They would prefer American hegemony to the leadership of any European power. Nationalism, they believe, has again proved too strong among the individualistic countries of the old continent. The post-war moment

of common weakness and fresh ideas, when a genuinely unified Europe might have been created, has passed. Since Europeans prefer America to each other, only the United States can bring order into the coalition. Without the Atlantic tie, Europe would be an easy prey for a less kindly master. The United States is Europe's supranational government. There can never be another – except the Soviet Union."

- Study Sources 2-5. Which of the three assertions is most supported by material from these sources? How does the material from the sources support the assertion?

Section 3: Enlarging the European Economic Community, 1973-2009

From the 1950s to 1973, the EEC was Western European; the Six. This reflected the Cold War division of Europe. In 1973 enlargement began, with the accession of Britain, Denmark and Ireland. Greece, Spain and Portugal entered the EEC in the 1980s. In 1989 the Fall of the Berlin Wall symbolised the end of the Cold War and the approach of German re-unification. A new framework was needed for political and economic integration; the 1992 Maastricht Treaty provided this framework.

Efforts to improve integration of foreign policy had begun in 1970, when European Political Cooperation (EPC) was established to provide for consultation between EEC foreign ministers. In December 1974, the European Council was formed to facilitate regular meetings between heads of government and the European Commission. In the 1980s, the role of the Western European Union was revived. The end of the Cold War opened the way for enlargement of the EU in East Central Europe. The outbreak of regional wars in former Yugoslavia provided added urgency to the re-organisation of EU foreign policy.

This was reflected in a series of treaties. The 1992 Maastricht treaty established the European Union; the EEC was now only one of three 'pillars' in the EU, alongside the Common Foreign and Security Policy (CFSP) and Police and Judicial Cooperation in Criminal Matters (PJCC).

The CFSP was further developed by the 1997 Amsterdam treaty, which created the role of High Representative. The 2007 Lisbon Treaty, following the accession of ten new states, many of them from the former Soviet Bloc, developed the CFSP further.

From 1999, the 'pillar system' and the WEU were abolished and absorbed into the EU.

Reorganising institutions did not resolve old dilemmas. For example, the wars sparked by the break-up of Yugoslavia from 1991 were a serious challenge on Europe's doorstep. It was hoped that the EU, with the United Nations, would be able to resolve the problems there. But EU diplomacy and UN peacekeeping proved uncertain and ineffective. It was through NATO and American military power that the situation in Bosnia was decided in 1995, and in Kosovo in 1999.

The old question of how the United States and NATO related to 'Europe' was still an issue, long after Henry Kissinger reputedly said in 1973, 'if I want to call Europe, what telephone number is it?' (Source 5). In 1998 perceived EU failures in the Balkans led Britain and France to propose a joint EU Rapid Reaction Force, to provide an independent military capability.

In 2003, the 'Berlin Plus Agreement' attempted to re-define the relationship between NATO and the EU; but 2003 was the year the Iraq War began. The invasion of Iraq exposed many of the limitations of EU foreign policy; and the complicated context of overlapping foreign policy initiatives.

European states did not agree about the war. For example, the UK,

Spain and Denmark were in the US-led coalition, but Germany and France kept out. Tony Blair, the British prime minister, saw his role as building a 'bridge' between US policy and the EU. This failed and deep divisions arose, not least between France and Britain. The issue of Iraq also revealed the dissatisfaction of smaller EU countries at being overridden by larger ones. The experience of Iraq helped to influence the strengthening of the CFSP via the 2007 Lisbon treaty. However the new High Representative of the CFSP faced the same difficulties and dilemmas that had existed since 1948.

- Find evidence from this text to substantiate the assertions in the introduction.

Source 6

Interview with Henry Kissinger: 'Europeans hide behind the unpopularity of President Bush' Spiegel Online International, 2008

SPIEGEL: *Why do you say this is a difficult period in European history?* **Kissinger:** *The major events in European history were conducted by nation-states which developed over several hundred years. There was never a question in the mind of European populations that the state was authorised to ask for sacrifices and that the citizens had a duty to carry it out.*

Now the structure of the nation-state has been given up to some considerable extent in Europe. And the capacity of governments to ask for sacrifices has diminished correspondingly.

SPIEGEL: *Thirty years ago, you asked for one phone number that could be used to call Europe.* **Kissinger:** *... and it happened. The problem now is: Nation-states have not just given up part of their sovereignty to the European Union but also part of their vision for their own future. Their future is now tied to the European Union, and the EU has not yet achieved a vision and loyalty comparable to the nation-state.*

Source 7

From EU Foreign Policy: A Historical Overview, by Federiga Blindi, p 38

After the 9/11 attacks in the United States and the 2004 and 2005 bombings in Madrid and London, the fight against terrorism became a major concern. Before these attacks, the action taken by the EU was mainly directed at fighting terrorism internally, but later action was taken abroad. In 2001 the EU governments agreed an EU action plan on counter- terrorism; later revised in 2004 as the EU Plan of Action on Combating Terrorism. By this point, external relations had become increasingly relevant. The EU initiated a political dialogue on counter-terrorism with the United States, Russia, India, Pakistan, Australia and Japan. In 2005 the EU adopted a counter-terrorism strategy composed of four strands: prevention, protection, pursuit and response.

- How do the views expressed in the sources help us to understand why it has been so hard to agree a common European Union foreign policy?

Section 4: Europe and the World: Into the Future

By 2013 the enlarged EU was comprised of 28 states. This enlargement largely fulfilled the hopes expressed in the 1990s for the EU to adapt to the Cold War world but many significant problems, old and new, were issues creating dilemmas and requiring debate. The banking crisis of 2007-08 raised serious questions about the cohesion of the EU, with bailouts for countries such as Ireland, Portugal and Greece putting strain on the economic system, and on EU political leaders.

Particular problems with Greece exposed a fault-line dividing Europe between the richer North and the poorer South. Such problems were intensified by the rise of populist national movements, such as *Syriza* in Greece, *Podemos* in Spain and the *Front National* in France. Last year Britain decided in a referendum to leave the EU. that These internal strains pushed the idea of a joint European foreign policy further away as domestic political concerns dominated the scene.

Other factors affected relations between the EU and the world. A new American president, Barack Obama, signalled his intention to 'rebalance' US foreign policy away from Europe towards Asia and the Pacific. His successor Donald Trump seems even more unwilling to see the EU as a natural ally. The rise of Russian nationalism created instability on the EU's eastern border. Instability and civil wars in the Middle East combined with pre-existing trends in economic migration into Europe to create a 'migration crisis' from 2015. The problems of terrorism and counter-terrorism, already a high priority since major incidents in 2004 and 2005, were highlighted by the wave of attacks in Paris in November 2015.

All these difficult challenges demanded a coherent response from the EU. However, the rising nationalist, Eurosceptic mood made the politics of cooperation harder to achieve; as was revealed by arguments between member states over how to respond to the flood of migrants into Southeastern Europe. The terrorist threat seemed to undermine the whole concept of open borders within the EU. Yet both these challenges, migrants and terrorism, could only be dealt with effectively by more and better cooperation – within the EU itself, and via good relations between the EU and other states, such as the Turkey, Russia, the United States, and the countries in North Africa and the Middle East from which refugees were fleeing, and in which terrorists were arguably being fostered by civil war.

Despite the difficulties, EU foreign policy could claim significant successes in responding to the challenges of contemporary international affairs. In 2014, EU diplomacy played a significant role in complex negotiations to limit Iran's nuclear programme and to facilitate a way out of Iran's isolation. In 2014-15, the EU agreed to impose political and economic sanctions on Russia in response to the crisis in eastern Ukraine. Difficult though the migration crisis was in the autumn of 2015, coordinated action by the EU seemed the most promising way of finding solutions.

- Once again, use the text to find evidence to substantiate the assertions in the introduction.

Source 8

'Letter from Brussels', Sven Biscop, April 2015

"What should the EU do?" This is how most, if not all, policymakers in the Belgian foreign ministry react when a crisis occurs in, say, Ukraine or Syria. But as long as the reaction in London, Paris, and Berlin is "What should Britain/France/Germany do?," the EU as such is likely not to do very much at all. This puts Belgium in a quandary. Belgium wants to believe in the EU's Common Foreign and Security Policy(CFSP). That is a matter of self-preservation, first of all, for history teaches that if the European powers do not talk each other to death in Brussels meeting rooms, they usually fight each other to death on Belgian battlefields. It's a question of national interests, too. On many issues, the only way of exerting leverage and defending Belgian interests is through the EU. Belgium has long realised what too many member states stubbornly refuse to acknowledge: increasingly, the choice is between pooling sovereignty and having no sovereignty at all.

Source 9

Mark Mardell, BBC News, 5 November 2015

Angela Merkel has struck a truce with a key right-wing coalition partner unhappy about her stance on migration. But the fact that there is another tricky meeting on Thursday emphasises that this is a reprieve, not a final judgement. Some in Germany are seething at the seemingly limitless commitment the chancellor has made to take in anyone fleeing Syrian's civil war. One German politician told me he was in a meeting where he watched British ministers panic over David Cameron's promise to take in 20,000 refugees over five years; "My country has to cope with that number every single week" he said. Even those who have no cultural qualms are worried about how the country will deal with the sheer number of new people. 'Mutti' Merkel has applied balm to the wound, and covered it with a sticking plaster. It is what mothers do.

Source 10

From Euronews, 20 November 2015

The Nov. 13 shootings and bombings in the French capital, which killed 129 people, exposed gaps in Europe's defences against militants. The suspected mastermind of the attacks, Abdelhamid Abaaoud, had mocked frontier controls and boasted of the ease with which he could move between Syria to his Belgian homeland and the rest of Europe. Ahead of the extraordinary meeting of EU

interior and justice ministers in Brussels, the Home Affairs Commissioner Dimitris Avramopoulos said the EU executive would propose a joint “European intelligence agency”.

But while ministers agreed to step up exchanges of information on so-called foreign fighters, they fell short of making clear commitments towards wider information-sharing or of co-ordinating the work of national intelligence services, let alone setting up a joint agency. “We have not overcome yet the hurdle of the exchanges among intelligence services,” Luxembourg’s Interior Minister Etienne Schneider told a news conference at the end of the extraordinary meeting.

Source 11

From Europa, the official website of the European Union

Diplomacy & partnership

The EU is a key player on issues ranging from Iran's nuclear programme and stabilising Somalia and the wider Horn of Africa to fighting global warming. Its joint foreign and security policy, designed to resolve conflicts and foster international understanding, is based on diplomacy; trade, humanitarian aid, security and defence often play a complementary role. As the world's largest donor of development finance, the EU is uniquely placed for cooperation with developing countries. The sheer demographic and economic weight of the 28-nation bloc makes it a major power. It is the world’s biggest trader, with the world’s second currency, the euro. The trend towards joint foreign policy decisions strengthens its arm.

The EU maintains partnerships with the world's key players,

including emerging powers. It seeks to ensure that these relationships are based on mutual interests and benefits. The EU holds regular summits with Canada, China, India, Japan, Russia and the United States.

Source 12

Jan Techau, Carnegie Europe: the Five Building Blocks of EU Foreign Policy, October 2015

To sum up: the EU is not much of a powerful foreign policy player at all. Yet there are a few recent exceptions that hint at what kind of player the EU could be. Whenever the EU was successful as strategic entity in world affairs, five factors were invariably in place:

- *Far-reaching overlap of national interests among the member states;*
- *Bargaining power created by the ability to make attractive offers (such as market access or membership);*
- *Alignment with the United States as a diplomatic and military reserve power;*
- *A strong mandate to take action given to the EU institutions by the member states; and*
- *High-level political support for the institutions from the EU's national capitals.*

When all five elements are in place, successful EU foreign policy is possible, as was visible in the Iran negotiations, the agreements reached between Serbia and Kosovo, and the speedy creation of a fairly robust sanctions regime against Russia after the annexation of Crimea.

- **Study source 11. To what extent do the other sources**

support the assertions being made in this source?

Glossary of terms and acronyms

Atlantic Alliance – agreement between the countries of North America and Western Europe

CFSP – Common Foreign and Security Policy

Cold War – the state of tension between the USA and USSR and their allies that lasted from 1947-1989

Council of Europe – an intergovernmental organisation whose stated goal is to promote human rights, democracy, and the rule of law in its 47 member states

ECSC – European Coal and Steel
Community EDC – European
Defence Community

EEC – European Economic
Community EPC – European
Political cooperation

Nationalism – an extreme form of patriotism marked often by a feeling of superiority over other countries and a dislike of people of other countries

NATO – North Atlantic Treaty
Organisation Sovereignty –
power or authority to govern
WEU- Western European
Union

*Training topics: **Training as a story***

Day: Wednesday

Time: 9.00 – 11.00

Trainer: Cristian PETRE

The main objective:

The participants' involvement in activities that resizes the reflective perspective on training experiences, at different levels: knowledge, abilities, attitudes.

Training methods: Role play. Imagery. Peer problem solving

Materials: a short movie, Prezi presentation

The schedule:

9.00 – 9.05. The organisation.

9.05 – 9.10: Warming exercise.

9.10 – 9.15: A question card ("A meeting-What mean to you?")

9.15 – 9.25: The analyse of answers

9.25 – 9.30: Individual exercise ("My today matinal story in five words")

9.30 – 9.45: The analyse of answers

9.45 – 10.00: A group exercise ("Write your group short story in this project!")

10.00 – 10.15: The answers

10.15 – 10.25: The analyse of answers

10.25 – 10.40: My story...Our story (Prezi Presentation)

10.40 – 11.00: Questions and answers

Background information

Narrative is one of the oldest knowledge-transfer systems in the world. Because stories almost always tell about a hero or group of people facing a challenge, listeners see the events of the story through those individuals' thoughts and feelings.

Jessica Fox and Don Cohen, The Power of Story, INSIGHT ASK MAGAZINE, pp. 27-28,

http://www.au.af.mil/au/awc/awcgate/nasa/fox_power_of_story.pdf

Storytelling is a powerful method, and there are several reasons to that. Is a natural process and each of us does it all the time. To make ourselves understood, but also to process our experiences, to digest them and integrate them into a meaningful whole.

It is a very egalitarian method. Once you put people in the right mood and one person starts to remember special moments in his/her life, the enjoyment is almost guaranteed.

Creating such an environment is a key element of learning. Stories are much easier to remember than facts and figures.

Stories speak for themselves, and each learner can get out of it whatever is relevant to them and links to their personal experiences and needs. Every culture has its tradition of storytelling and it can be a very useful approach to also work with the stories, myths and tales of different cultures to make people aware of the hidden values and beliefs.

Stories have been used for centuries as a means of teaching values.

We need to talk about the differences, but this is much easier in an atmosphere that allows similarities to be appreciated. Creating a feeling of familiarity facilitates the flourishing of openness towards working with the differences.

People who share their stories will feel the uniting effect that stories have. When the participants have listened to someone's story, they share this experience and connect to the storyteller.

SIETAR Europa Congress 2013 in Tallinn, Estonia. Presenters: Margret Steixner and Manuel Heidegger

http://intercultural-perspectives.com/wp-content/uploads/2015/12/The_power_of_storytelling.pdf

Stories can create emotional journeys that make us want to act

Stories can build brand cues and associations

Stories can make information more compelling

Sarah Walker, https://www.millwardbrown.com/docs/default-source/insight-documents/points-of-view/Millward_Brown_POV_The-Power-of-Storytelling.pdf

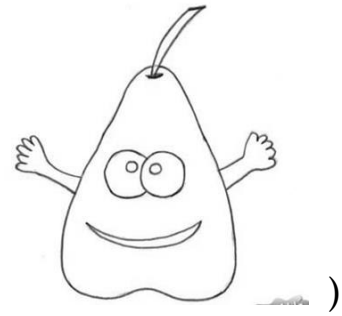
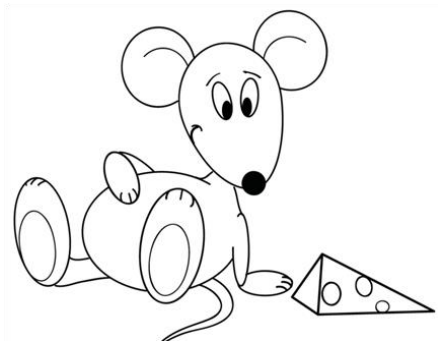
Warming exercise

Find as more you can similitudes between a mouse and a pear.

(helpfully information:

- the mouse*:

- the pear**:



So...

1.

2.

3.

4.

5.

6.

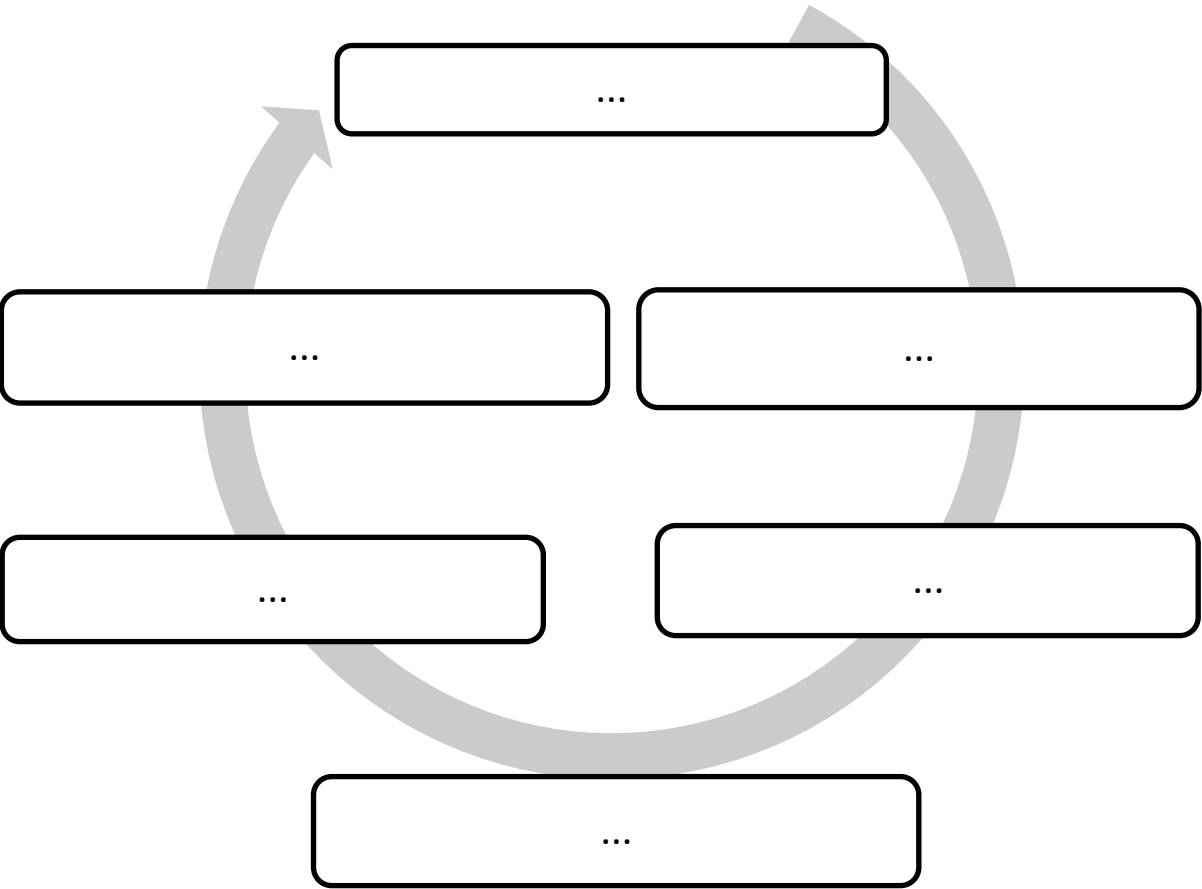
7.

*<http://www.supercoloring.com/drawing-tutorials/how-to-draw-cartoon-mouse>

**http://www.hellokids.com/c_15465/drawing-for-kids/drawing-lessons-for-kids/how-to-draw-fruits/cartoon-pear

Question card

Meeting...



Debate for European Literacy

Trainer

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Our context: why we debate

Main theoretical guidelines

- ☐ Being smart in a conceptual age...How do we understand it?
- ☐ What is our understanding of Democracy in “oximoronian culture”?
- ☐ The postmodern concepts of eristic and rabulistic interaction. What do we want: to prove the truth or to make influence?

How do we reach a consensus?

- ☐ Dialogic culture; ☐ Characteristics of discussion;
- ☐ Dispute;
- ☐ Debate.

- ❑ **Debate** or **debating** is a formal method of interactive and position representational argument.
- ❑ Rules governing debate allow groups and individuals to discuss and decide issues and differences.

Debate

- ❑ Debate is an aspect of argument which is distinct from logical argument, in that it encompasses aspects of human persuasion which attempts to appeal to the emotional responses of the audience.

Debate and argumentation theory

- ❑ All forms of debate, whether consciously or not, make certain assumptions about argumentation theory.
- ❑ The core concept of argumentation theory is the notion of advocacy. In most cases, at least one side in a debate needs to maintain the truth of some proposition or advocate some sort of personal or political change or ~~action~~.
- ❑ A debate could also potentially be between two competing propositions or actions.

- Debate could also be a purely performative exercise of charisma and emotion with no assumption of fixed advocacy, but it would possibly lose much of its coherence and educational tour.

Informal debate

- Informal debate is a common occurrence, but the quality and depth of a debate improves with knowledge and skill of its participants.
- Deliberative bodies such as parliaments, legislative assemblies, and meetings of all sorts often engage in debates.

The outcome of a debate

- The outcome of a debate may be decided by voting, by judges, or by some combination of the two.
- Formal debates between candidates for elected office, such as the leaders debates and the U.S. presidential election debates, are common in democracies.

Let's analyse what we see

- <http://www.youtube.com/watch?v=-eNnu5ODlrU&feature=related>
- http://www.youtube.com/watch?v=D_w1PUkWnmsg&feature=related
- http://www.youtube.com/watch?feature=fvwp&v=ah_QZtz4bMc&NR=1
- http://www.youtube.com/watch?v=F_bzcXg7zhPk&feature=related

Our reflection

- ☐ What is your impression on debate concep
- ☐ What is the most important in European debate?

Classification of the debate

Kinds of Debates. Parliamentary debate

- ☐ Parliamentary debate (sometimes referred
conducted under rules derived from British
competition of individuals in a multi-person
- ☐ and
"opposition" from the British parliament rather than "government" when
debating in

Parliamentary debate

- ☐ Throughout the world, parliamentary debate is what most countries know
as "debating", and is the primary style practiced in the United Kingdom,
Australia, India and most other nations.
- ☐ The premier event in the world of parliamentary debate, the World
Universities Debating Championship, is conducted in the British
Parliamentary style.

World Schools Style

- ❑ This is a combination of the British Parliamentary and Australian formats, which results in a debate comprising six speeches delivered by two three-member teams (the Proposition and the Opposition). Each speaker delivers an eight-minute speech - the first two are substantive matter and the third a rebuttal speech; then both teams deliver a "reply speech" lasting four minutes, with the last word being reserved for the Proposition. In junior debates, these limits are changed to about 5 minutes, and in some local competitions, speeches are 7 minutes.
- ❑ Between the end of the first and the beginning of the last minute of an eight-minute speech, the opposing party may offer "points of information".
- ❑ The speaker may refuse these, but should take at least one or two points during his or her speech. No points of order or privilege are used.
- ❑ Topics can be supplied long in advance, or may be given 45 minutes or an hour before the debate begins. There is not much room for re-definition, and squirelling is strictly prohibited.
- ❑ The World Schools Debating Championships are attended by many countries, and is in this format.

Policy debate/Strategy debate

- ❑ Policy Debate is a style of debating where two teams of two debaters advocate or oppose a plan derived from a resolution that usually calls for a change in policy by a government.
- ❑ Teams normally alternate going "affirmative" or "negative". In most forms of the activity, there is a fixed topic for an entire year or another set period.
- ❑ In comparison to parliamentary debate, policy debate relies more on researched evidence and tends to have a larger sphere of what is considered legitimate argument, including counterplans, critical theory, and debate about the theoretical standards of the activity itself.
- ❑ While rhetoric is important and reflected in the "speaker points" given to each debater, each round is usually decided based on who has "won" the argument according to the evidence and logic presented.
- ❑ Sometimes decisions can take a substantial amount of time with judges reviewing the textual evidence.
- ❑ Additionally, in certain segments of the activity, debaters may speak very rapidly, called "spreading," in order to present as much evidence and information as possible and counter the other side.

- ❑ If the opposing side is not able to respond to their arguments quickly enough, then they are said to have "lost" the argument.
- ❑ Policy Debate is mostly practiced in the United States (where it is often referred to as Cross-Examination, or CX debate), although it has been attempted in Europe and Japan and has certainly influenced other forms of debate. Its evolution toward what some see as a more esoteric, sophisticated, style has arguably challenged its domestic dominance and its international acceptance.

Classical debate

- ❑ As opposed to Policy, where each Affirmative proposes a new plan. Classical debate is simpler: a resolution, decided at the beginning of the season, is the de facto topic for each debate, where the Affirmative affirms and Negative negates it.
- ❑ The emphasis on depth instead of breadth provided by the restriction can make for interesting rounds that often come down to arguments that might otherwise pale in other formats.

Extemporaneous debate

- ❑ Extemporaneous debate is a style involving no planning in advance, and two teams with a first and second speaker. It begins with an affirmative first-speaker constructive speech, followed by a negative; then an affirmative and negative second-speaker constructive speech respectively.

- ❑ Each of these speeches are six minutes in length, and are followed by two minutes of cross examination.
- ❑ There is then an affirmative and negative first-speaker rebuttal, and a negative and affirmative second-speaker rebuttal, respectively.
- ❑ These speeches are each four minutes long. No new points can be brought into the debate during the rebuttals.
- ❑ This style of debate generally centers around three main contentions, although a team can occasionally use two or four.
- ❑ In order for the affirmative to win, all of the negative contentions must be defeated, and all of the affirmative contentions must be left standing.
- ❑ Most of the information presented in the debate must be tied into support one of these contentions, or "sign posted". Much of extemporaneous debate is similar to policy debate; one main difference, however, is that extemporaneous debate focuses less on the implementation of the resolution.

Lincoln-Douglas debate

- ❑ Lincoln-Douglas debate, a form of United States high school debate named after the Lincoln-Douglas Debates of 1858, has two participants who compete against each other over a set resolution focused on philosophical values.

- Most cases are centered on a core value and a value criterion, with the value representing the highest concept that can be achieved under a given resolution and the criterion being the best way to achieve or measure who better achieves the value.

Karl Popper Debate

- Karl Popper debate, named after the famed philosopher Karl Popper, is a format that is widely used in high school debate in Eastern Europe and Central Asia.
- Originally created by Open Society Institute, as a more flexible team debate format, Karl Popper debate has risen greatly in popularity as the first format that many high school students learn.
- It focuses on relevant and often deeply divisive propositions, emphasizing the development of critical thinking skills, and tolerance for differing viewpoints. To facilitate these goals, debaters work together in teams of three, and must research both sides of each issue.
- Similarly constructed to the Lincoln-Douglas debate format, each side is given the opportunity to offer arguments and direct questions to the opposing side. The first speakers of each side have 6 minutes to present their constructive cases, on in the negative's case a rebuttal case. The other 4 speakers each have 5 minutes to deliver a speech supporting their team's main arguments.

Let's analyse what we see ☐ <http://www.youtube.com/watch?v=YDkr>

☐ http://www.youtube.com/watch?v=TsAa_9VmwOaI

☐ http://www.youtube.com/watch?v=4Kq_yLi8UFxw&feature=relat

Forum debate – debate for democracy

Public Forum Debate

☐ **Public Forum Debate**, sometimes called by its former names, **Controversy Debate** or **Ted Turner Debate**, and sometimes called **Crossfire Debate**, is a relatively new style of debate.

☐ Public Forum Debate can be compared to a nationally-televised debate, such as *Crossfire* in which the debaters argue a topic of national importance in terms that a common person would understand.

☐ Similar to Policy Debate, the debate in Public Forum Debate is conducted by teams of two people, alternating speeches for their side. Unlike Policy Debate it is far more dependent on the speaking presentation of the debater rather than the research skills of the speaker. It is a less formal, less research-intensive form of NEDA Debate (National Educational Debate Association)

Public Forum Debate: mechanics

- ❑ Public Forum Debate begins with what is known as the "coin toss," in which one team tosses a coin and the other team calls it. The debaters of the team that wins the coin toss are allowed to choose from two options - either decide which side they want to represent (either the "pro" side, for the resolution, or the "con" side, against the resolution) or whether they want to speak first or second.

- ❑ After the coin toss winners make a selection, the other team is allowed to choose from the remaining option. Unlike in Policy Debate and Lincoln-Douglas Debate, in Public Forum Debate, the proposition, or affirmative, side does not necessarily speak first.

- ❑ After sides and speaking order have been decided, the debate begins with the first team's first four-minute constructive speech. In this speech, one of the members of the team gives arguments either for or against the resolution, depending on which side the team is speaking for.

- ❑ Strictly speaking, the rules of Public Forum Debate dictate that when debaters speak (both for speeches and crossfire), they should face forward towards the judge, usually from behind a lectern. However, it is customary for debaters to remain seated and face each other during crossfire, in violation of this rule, provided that the judge for that round and/or the tournament director chooses to allow it.

- ❑ Next, the other side is permitted to give its first four-minute constructive speech in which not only arguments may be presented, but rebuttals to arguments from the first speech as well.

- ❑ However, rebuttals are typically not presented until a team's second constructive, and are in fact frowned upon, and the first constructive generally consists exclusively of prepared material.
- ❑ Following this speech, the first speaker from the first team joins the first speaker from the second team at the podium and the first three-minute "crossfire" begins.
- ❑ The first speaker begins crossfire by asking a question to the second speaker. In crossfire, the two debaters directly ask each other questions and answer questions of their opponent.
- ❑ Crossfire may be used, like cross-examination, to ask revealing questions in an attempt to expose a weakness in the opponents' arguments, but it is often used as a way to further develop and attack arguments through discourse.
- ❑ After crossfire, the second speaker (the one that has not spoken yet) of the first team gives another four-minute constructive speech in which he or she generally attempts to rebut the entire case of his or her opponent. Then, the second speaker of the second team gives a four-minute constructive speech following this same format. Following this speech, another three-minute crossfire ensues.
- ❑ The first speaker of the first team then gives a two-minute summary speech of the debate, which includes further rebuttal of the opponents case and

reiteration of the first team's case, and the first speaker of the second team does the same. After this speech, all four debaters participate in "Grand Crossfire" sitting down.

- Grand Crossfire is similar to crossfire except that all four debaters can ask and answer questions of each other. The speaker that gave the first summary speech begins Grand Crossfire by asking the first question.

□

Focus.

- This speech is often the determining factor for a judge's decision in a closely contested round, as it allows the judge to hear which arguments/evidence each team views as the most important to his or her case, and summarizes the entire debate. Bringing in new evidence or new arguments is not allowed in this speech.

- Each team also has a total of two minutes
is
time is spent at the debaters' discretion.
chooses. The debaters ask the judge to use
judge when they are ready to begin their
clock and records the time remaining.

t

Leaders debate

In jurisdictions which use the Westminster system of government or a similar system, **leaders debates** are often held, usually during a general election campaign. These debates are normally televised and are often organized by one or more television stations.

□ History

- The success of early televised debates such as the 1960 American presidential debate between John F. Kennedy and Richard Nixon would eventually spur the desire to hold similar, televised debates in countries under the Westminster system. Television had quickly proven to be an excellent and efficient means of reaching out to large blocs of the electorate.
- Leaders debates are often popular with voters, whose decisions might be greatly influenced by the outcome. Leaders have occasionally attempted to use props (such as charts or signs bearing slogans) during a debate with varying degrees of success.
- The unique aspect of the Westminster system which creates the desire to hold leaders debates is that the party leader is usually the party's presumed candidate to lead the government, because by constitutional convention he or she will usually become prime minister or premier if his or her party wins the most seats. However, a leaders debate is not technically a candidates debate in the same sense that an American presidential debate would be, because in the latter case the American political parties have explicitly nominated the named individuals as their candidates for president and vice president.

□ Format

- The exact format for a leaders debate varies, but normally

the debate will begin with each leader making a opening statement. Then a panel of well-known journalists

will ask sets of prepared questions, which are then answered either by all of the leaders or by one

leader. After the leader(s) answer each question, the other

leader(s) may get a chance to make a brief response which there may be some time allocated for an

heated "free for all" debate. The moderator will usually

attempt to exercise some control through a list of then stop the debate after time has elapsed so a question can be asked. After the panelists finish questions, each leader will make his or her closing remarks

and the debate will end.

- Who gets invited to participate in a leaders debate is often a sensitive issue. Some jurisdictions may have dozens of fringe political parties which few networks would care to have participating in their debates. For the sake of brevity, and to ensure the leaders of the main parties have adequate time to address voters on a wide range of issues, it is extremely rare for any leaders debate to have more than five leaders.

- A more common number would be three. Leaders debates are often restricted to parties which elected representatives in the previous election. Exceptions may be made for parties with close to a full slate of candidates, but this is not always the case. For example, in Canada in 2004, the Green Party of Canada was excluded from the federal leaders debates, and the Alberta Alliance was excluded from the Albertan provincial leaders debate, even though both parties had full slates in their respective elections. Parties that are excluded will often complain bitterly about their exclusion, sometimes

claiming that the political establishment has conspired in an effort to keep their party on the political fringe.

- ❑ Parties that are excluded will often complain bitterly about their exclusion, sometimes claiming that the political establishment has conspired in an effort to keep their party on the political fringe.

Main activities of the debate

Judging

- ❑ Public Forum Debate is designed to appeal to an audience of "lay judges" with no background in the rules of Public Forum debate or debate theory.
- ❑ This was designed to make the format of Public Forum debate more accessible to the general public.
- ❑ Rounds are typically judged by an adult, often an assistant coach, parent of a competitor, or a member of the community.
- ❑ In a typical one-day tournament, each team will debate four rounds.
- ❑ In two-day tournaments, each team usually debates six preliminary rounds with possible out rounds.
- ❑ Judges decide the rounds based on which team they feel has better convinced them of their side and has made the better arguments.
- ❑ Unlike Public Forum's relatives, Lincoln-Douglas and Policy Debate, the winner of the debate should not be weighed on "technical merit" alone.

Adjudicator's flowsheet

- ❑ Evaluation of debaters' arguments;
- ❑ Other debate criteria;
- ❑ How to comment the debate.

Socratic Questioning

- ❑ The term **Socratic Questioning** is used to describe the kind of questioning, with which an original question was responded to as though it were an answer.
- ❑ This in turn forces the first questioner to reformulate a new question in the light of the progress of the discourse.
- ❑ **Socratic method** (or **method of elenchos** or **Socratic debate**) is a dialectic method of inquiry, largely applied to the examination of key moral concepts and first described by Plato in the *Socratic Dialogues*.
- ❑ For this, Socrates is customarily regarded as the father and fountainhead for western ethics or moral philosophy.
- ❑ It is a form of philosophical enquiry. It typically involves two speakers at any one time, with one leading the discussion and the other agreeing to certain assumptions put forward for his acceptance or rejection.
- ❑ The method is credited to Socrates, who began to engage in such discussion with his fellow Athenians after a visit to the Oracle of Delphi.
- ❑ Plato famously formalized the Socratic debate in prose — positing Socrates as one of the principal interlocutors — in some of his early dialogues, such as *Euthyphro* or *Theaetetus*, and the method is most commonly found within the Socratic dialogues, which generally portray Socrates engaging in the method and questioning his fellow citizens about moral and epistemological issues.
- ❑ "A Socratic Dialogue can happen at any time between [two people] when they seek to answer a question [about something] answerable by their own effort of reflection and thinking [starting] from the concrete [asking] all sorts of questions [until] the details of the example are fleshed out [as] a kind of platform for reaching more general judgments".

- ❑ The practice involves asking a series of questions surrounding a central issue, and answering questions of the others involved.
- ❑ Generally this involves the defense of one point of view against another and is oppositional. The best way to 'win' is to make the opponent contradict himself in some way that proves the inquirer's own point.

Guidelines for debate practice

Where to start

- ❑ How to formulate a debate topic?
- ❑ How to prepare a debate file? Main parts of the debate file.
- ❑ Arguments and counterarguments.
- ❑ Features of the team work

Trainer : Alain Fleury – AEDE FR

Quelle pédagogie pour l'interculturel ?

A condition d'éviter divers dangers, il est possible d'énoncer les principes essentiels d'une pédagogie de l'interculturel.

Premier danger : donner dans une didactique normative comme s'il était si facile de déterminer les objectifs poursuivis et qu'il suffisait de se les assigner pour pouvoir les atteindre.

Autre écueil : le discours moralisant de bons sentiments (respect, tolérance, intercompréhension...)

Tout discours « théorique » court le risque de perdre de vue la réalité concrète des échanges interpersonnels.

C'est sur la base d'une expérience concrète et aussi spontanée que possible de la relation que s'éprouve d'abord la réalité de la communication interculturelle. D'où le recours privilégié à la dynamique des groupes qui favorisera de plus la verbalisation du vécu immédiat de la communication interculturelle. A terme l'individu doit être amené à prendre conscience que même ses relations les plus intimes et les plus affectives sont structurées par un imaginaire social.

Il s'agit bien aussi d'une pédagogie « non-interventionniste » qui lie le changement , individuel et collectif, à la prise de conscience et à l'élaboration de l'expérience vécue.

Ces principes fondamentaux rappelés, il est possible d'énoncer les grands principes d'une pédagogie de l'interculturel.

L'interculturel est à présenter non pas comme la simple défense de la différence, mais comme celle du couple indissoluble essence humaine commune et différences diversificatrices.

Dès lors il s'agira de

- aider le public concerné à comprendre la logique interne de chaque culture
- l'éduquer au relativisme
- ne pas figer ni sacraliser les cultures
- traiter l'hétérophobie
- monter l'importance de n'éviter ni les contentieux ni les conflits

Sans oublier que la pédagogie interculturelle ne doit pas se limiter comme fréquemment à des cours d'acculturation à sens unique et que l'on ne peut pas faire n'importe quoi à n'importe quel âge et sans tenir compte de l'équipement intellectuel et affectif acquis.

Comment développer une culture de la citoyenneté européenne ?

Il serait souhaitable que les matières enseignées dans nos établissements soient toutes traversées par des perspectives européennes et que nos élèves soient préparés , en tant qu'Européens, au monde complexe et multiple qui les attend.

La notion de citoyenneté européenne sera abordée sous quatre perspectives complémentaires :

- L'idée de l'Europe ; approches historiques et géopolitiques
- Les cultures et les langues d'Europe
- Les institutions européennes aujourd'hui et le statut du citoyen européen
- L'Europe du XXI ème siècle : mondialisation, problèmes et questions.

- L'Europe aujourd'hui ; pourquoi parle-t-on de crise ?

Au-delà de l'apport normal des connaissances disponibles, il conviendra essentiellement de stimuler les interrogations, de faire prendre conscience de la complexité des enjeux, de faire apparaître le besoin de plus d'informations vérifiables et de susciter les débats.

Une part importante sera faite à tout ce qui participe de la compréhension interculturelle et de la dimension éthique de la connaissance.

Sur l'identité européenne

Nous sommes en pleine crise du vouloir-vivre ensemble européen. Que reste-t-il de l'idéal des pères fondateurs ? Revendiquer l'existence fondatrice d'une identité européenne ne serait donc qu'une illusion ?

Evacuons d'emblée l'idée qu'être Européen tient à l'appartenance à un même ensemble institutionnel, alors que cet ensemble est à géométrie variable et que ses frontières mêmes restent incertaines.

C'est d'une autre appartenance qu'il s'agit, l'appartenance à un même ensemble culturel, à un univers spécifique qui s'est construit dans la durée, qui a façonné une personnalité singulière bien antérieure à des constructions nationales relativement récentes et souvent artificielles.

Toute identité se conjugue certes en termes de différences, héritées de l'appartenance nationale mais elle se conjugue aussi en termes de ressemblances qui devraient nous permettre de lutter contre le climat actuel de grande méfiance.

Il ya une personnalité singulière de l'homme européen,

- qui s'inscrit dans un espace particulier qu'il s'est approprié de multiples façons.
- dont la relation à l'autre est essentiellement fille d'une paix qui s'est lentement imposée sur le continent européen, même si les

rechutes n'ont pas manqué. Appropriation mutuelle de l'autre qui conduit à des métissages de toutes sortes chaque fois qu'elle est possible. Quand ce n'est pas le cas, l'Européen est tenté par l'exclusion quand ce n'est pas la destruction..

- Il n'est pas possible de parler de l'identité européenne, sur ce plan du rapport à l'autre, sans évoquer tout ce qu'a représenté l'aventure coloniale européenne, qu'il conviendra de resituer aussi dans l'immense brassage d'idées, de techniques et de sciences qu'a provoqué l'Européen, brassage qui a bouleversé à proprement parler la physionomie de la planète.
- dont la relation au temps est elle aussi très spécifique. L'Europe est une civilisation historienne, soucieuse à la fois de respecter les textes anciens et d'en renouveler la lecture. Dans ce même champ, l'Européen s'est approprié, pour l'imposer, le calendrier universel, héritage juif et romain ; son souci de se doter d'aide-mémoire est remarquable (productions écrites, images, son, lieux de mémoire)

C'est la reconnaissance de cette identité spécifique, héritière d'une tradition qui, conjugée aux exigences d'un métissage toujours ouvert, s'incarne et se renouvelle dans un environnement en perpétuelle mutation, qui doit nous encourager à inaugurer ensemble une nouvelle histoire.

Trainer : Stefka Kitanova

Languages session outline

1. step 1

how many language do you know – not speak but just have heard about?

2. how do blind people communicate – try to write your name, your county, town, etc.

3. how do the deaf-dumb people communicate – try to explain your name, country ...

4. finger language – how do we count in different languages, etc.

5. body language – what we do with coffee cup, fan, napkin, etc.

6. mimics and pantomimic

7. flowers – colour and number

8. tattoo

9. graffiti

10. whistle

11. animal sounds

12. fire/smoke signaling

13. flags of ships

14. light signaling

15. Morse

16. Esperanto?

Strange writings/alphabets

Braille is a system used by people who are visually impaired to write and read. The Braille system was invented by Louis Braille, who was blind at early ages but good at learning. In 1825, inspired by a military code used by soldiers to communicate at night without lights, he invented the non linear writing system. In Braille's system, each letter consists of six dot positions arranged in two columns with three dots each. Different letters are represented by the numbers and positions of raised dots.

It should be noted that the first ten letters of the alphabet in Braille system also represent 10 digits, namely, 1 to nine and o. So how do you differentiate a digit or a letter in text? Well, there is a special symbol called “Number Follows”, which always precedes a symbol that indicating a digit. These is also another symbol called “Capital Letter” that functions similarly, indicating the following letter is in capital. Below is the alphabet of Braille.

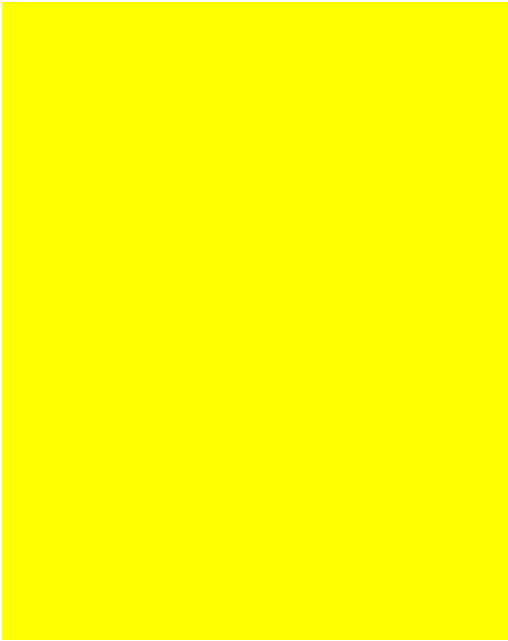
THE BRAILLE ALPHABET

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

NUMBERS

											Literary Code
#	0	1	2	3	4	5	6	7	8	9	
											Nemeth Code
#	0	1	2	3	4	5	6	7	8	9	

By using the Braille font tool below, you can easily convert or translate your text into braille writing. If you print them out and then put a tiny drop of glue on each “raised” dot, you can make real braille.**Notes:** Our Braille font below contains 26 English letters and 10 digits as well as a few punctuations. The “Number Follows” symbol and the “Capital Letter” symbol we mentioned above can be obtained respectively by typing “#” and typing “@”. For example, if you want to write number 9, you just type #9; If you want to write A, you need to type @A. If you get errors or suggestions, please contact us.



БРАЙЛОВАТА АЗБУКА

Сравнение между кирилица и латиница/Comparison Cyrillic - Latin

Знак			№
•	A	А	1
:	B	Б	2
∴	W	В	
∴	G	Г	7
∴	D	Д	4
••	E	Е	5
•.		Ё	
∴	J	Ж	о
∴	Z	З	
••	I	И	9

Знак			№
∴	Ç	Й	
:	К	К	
∴	L	Л	
∴	M	М	
∴	N	Н	
∴	O	О	
∴	P	П	
∴	R	Р	
∴	S	С	
∴	T	Т	
∴	U	У	
∴	F	Ф	6
∴	H	Х	8
∴	C	Ц	3
∴	Q	Ч	
∴		Ш	

Знак			№
::	X	Щ	
::	À	Ъ	
::	È	Ы	
::	Û	Ь	
÷		Э	
⋮		Ю	
⋮		Я	
∴	V		
∴	Y		

Източници/Sources

Измежду общите букви в българската и [руската](#) брайлови азбуки различия има само за буквите „й“ и „й“.

Печатна буква	<u>а</u>	<u>б</u>	<u>в</u>	<u>г</u>	<u>д</u>	<u>е</u>	<u>ж</u>	<u>з</u>	<u>и</u>	<u>й</u>	<u>й</u>
Брайлов о изписван е											
Печатна буква	<u>к</u>	<u>л</u>	<u>м</u>	<u>н</u>	<u>о</u>	<u>п</u>	<u>р</u>	<u>с</u>	<u>т</u>	<u>у</u>	

Брайлов о изписван е											
Печатна буква	ф	х	ц	ч	ш	щ	ъ	ь	ю	я	
Брайлов о изписван е											

Препинателни знаци[[редактиране](#) | [редактиране на кода](#)]

Пунктуацията е идентична с руската брайлова азбука.

Препинателен знак	,	.	?	!	;	:	„ ... “	(...)
Брайлово изписване								

Форматиране[[редактиране](#) | [редактиране на кода](#)]

пред число	главна буква

Знаци в банкнотите[[редактиране](#) | [редактиране на кода](#)]



Релефни фигури за разпознаване на номинала от незрящи

В съвременните български банкноти, от 1997 г. насам, за улеснение на незрящите, са вградени релефни изображения с различни геометрични фигури – кръгове, триъгълници и правоъгълници^[1]. Намират се до надписа „Българска народна банка“.

Номинал (лв.)	1	1000	2	5	5 000	10	10 000	20	50	100
Брайлово изписване	▲ ●		┃ ┃	▲ ▲		┃				

Euro notes

Other currencies – crones, sterling, forint,

Activity: Comparing newspapers

Description:

- Choose several newspapers from differnet countries (in different languages)
- Make print screen of the front page (leading international news on the webpage)
- Ask the trainees to translate and compare the headlines of the news into English (or into the language the course is held) .
- Then ask them to compare the information from the pages (briefly). Provoke discussion with and among the trainees about the importance of the news and how it is reflected.

Ask them to try to evaluate if and how these events are going to influence their everyday lives.

How do you choose to read certain news and how often do you feel misled by the headline?

For homework/ additional activities – compare the images that appear on the front page; choose one news and compare the language used in different newspapers.

Cultural Page

Compare the percentage of the news with international and local participants. Compare the percentage of news on international level and on local level.

What do you prefer – to go to cultural events with international performers or local ones and which is the most important for your choice?

Additional activity / homework– compare the images.

Education & Entrepreneurship *Vidáné*
Moroz Szimóna
Székesfehérvári SZC Széchenyi István
Műszaki Szakközépiskolája Székesfehérvár

AEDE-HU

Trainer

Vidáné Moroz Szimóna



Secondary education

Students can choose from the following secondary school programmes:

- *Vocational school programmes, special vocational school programmes*
- *Secondary general school programmes*
- *Secondary vocational school programmes*

Vocational schools

Students who do not intend to obtain a secondary school leaving certificate and wish to begin working immediately after the compulsory period of education, have the opportunity to attend a **vocational school**.

Secondary general schools

The **secondary general schools** prepare for universities and colleges, provide high level foreign language teaching and a thorough general education. After the last year, students take school-leaving examinations.

▮ standard-level exam ▮ high-level exam

Secondary vocational schools

Secondary vocational schools offer the opportunity to learn a profession and provide general education as well.

Higher education

The secondary school leaving examination also functions as an entrance exam (at standard and advanced level).

In the academic year 2006/2007, the structure of the Hungarian higher education system started to replace the dual education form accepted in the European Union.

Dual Education System

Dual Education System is called “dual” because it combines apprentices in a company and vocational education at a vocational school in one course. In the company, the apprentice receives practical training which is supplemented by theoretical instruction in the vocational school.

Education or training combining periods in an educational or training centre and in a workplace.

Vocational Education and Training

For the past 25 in Hungary has years, vocational education and training undergone significant changes.

Vocational Education and Training events took up speed in the past five-six years and resulted in a modern, dual VET system. It is based on the German model and has been established in accordance with Hungarian demands.

- ❑ Dual training is a central pillar of European VET systems
- ❑ The goal is to strengthen work-based learning and cooperation between education and the world of business.
- ❑ It is necessary to promote high quality practical training based on apprenticeship contracts.
- ❑ The expected skills on the labour market can be ensured effectively by the improvement of learning outcomes and the standard of education.

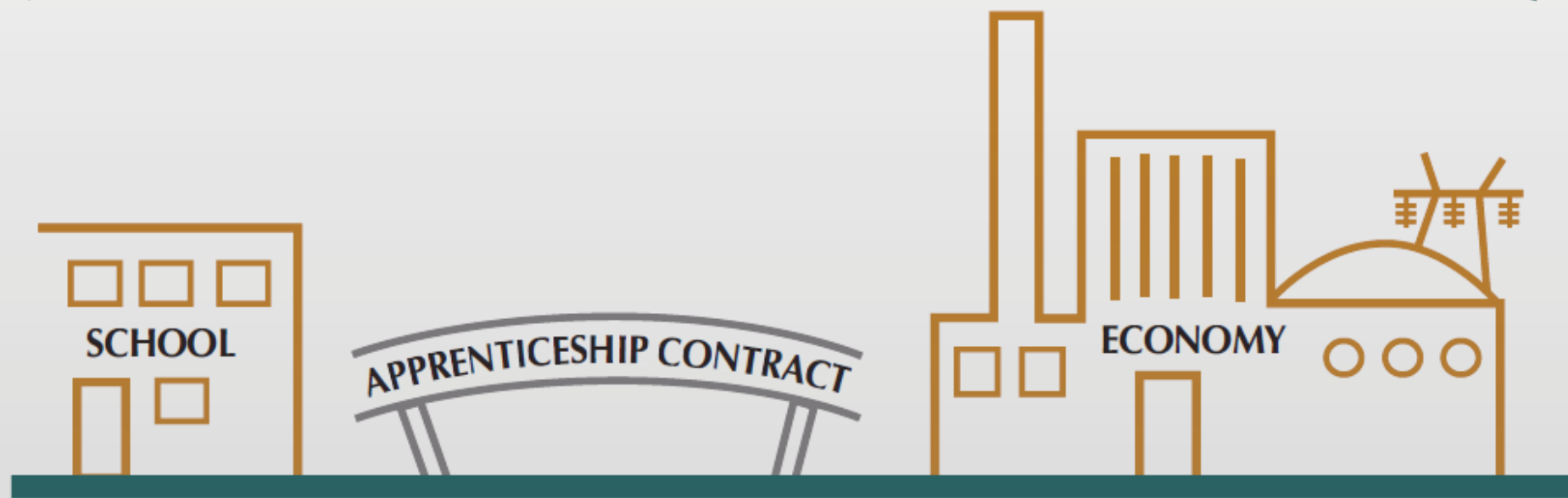
What are the characteristics of the system in countries operating dual vocational education and training systems?

- ▮ Vocational education and training functions as a service, the aim of which is to fulfil the labour market needs of a successful economy, and to provide career opportunities for a young, skilled workforce.
- ▮ The aim of training skilled workers is not the acquisition of lexical knowledge, but to train successful and efficient employees.

What are the characteristics of the system in countries operating dual vocational education and training systems?

- ▮ As for enterprises the main motivating force is not short-time profitmaking, but high level training of the future employee, which is considered an investment with a long-term return.
- ▮ As the vocation is being learnt in the course of work, the chances of an employee to find a job increase significantly, while the employer can minimize the costs of training and wrong employment.
- ▮ Training in the school workshop prepares for practice at the firm, however everybody has to take part in external practice in a life-like situation.

CHAMBER COORDINATION



Forms of practical training in dual vocational training in Hungary

In Hungary, practical training can be pursued in the **school workshop**, or at the **enterprise or other organization** entitled to pursue practical training.

Therefore the student can participate in practical training in the following forms:

- **based on an apprenticeship contract, or**
- **based on an agreement for cooperation, or • in the training workshop of**

Students in dual vocational education and training

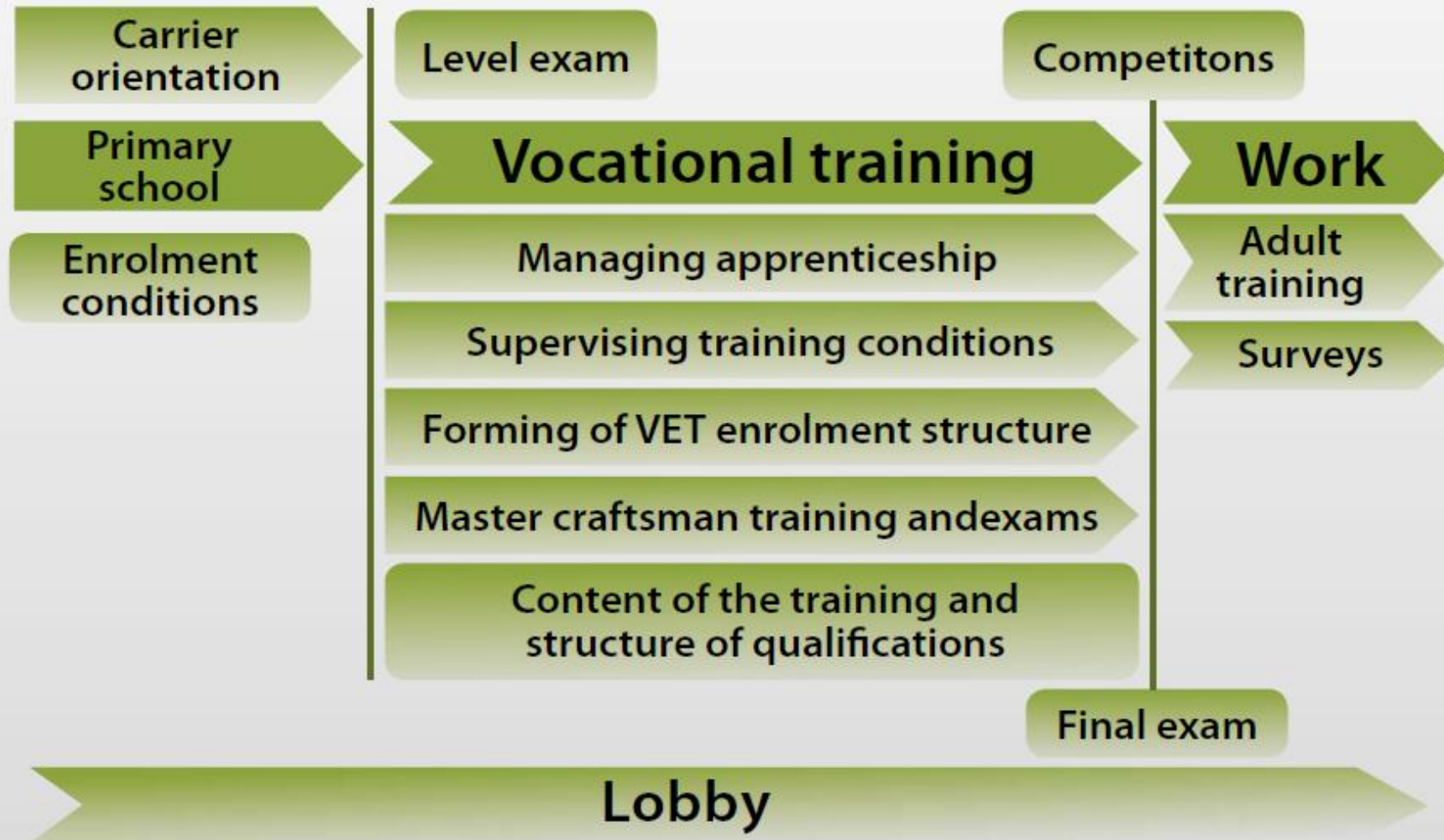
The apprenticeship contract provides the following **advantages for the student:**

- they can gain practical experience in life-like working circumstances,
- they can learn the use of tools, devices, technologies applied at the organization, learn to socialize in a workplace environment, get familiar with the requirements they have to meet

Students in dual vocational education and training

- after finishing their studies, their job prospects are better,
- they receive regular monthly remuneration,
- they get into the social security system, have insurance, are entitled to receive sick leave benefit and the period of apprenticeship is counted into the service time when pension is calculated.

What are the responsibilities of the Chamber? – Operating the Hungarian dual vocational training system



Modernising Higher Education

In December 2014, the Hungarian government adopted a higher education strategy. As a way to improve the labour market relevance of tertiary education, dual programmes were introduced in five study fields — **technical, informatics, economic sciences and natural sciences, agriculture**.

The Dual Training Council, which is composed of government, university, chamber and company representatives, was set up in 2015 to coordinate dual programmes, engage and prepare companies and ensure quality assurance of the work-based learning component.

Higher education strategy 2015-2030

The strategy sets the agenda for development of the Hungarian higher education system over the next 15 years, aiming to achieve a 35% tertiary attainment rate

The objectives of the strategy are:

1. establish a performance-based higher education system and improve its quality;
2. boost the research element of higher education and research careers;
3. strengthen links between local/regional businesses and higher education.

Modernising vocational education and training and promoting adult learning

Vocational schools and vocational upper secondary schools will be managed by the Ministry of National Economy instead.

The current vocational school types are being renamed without changes in the curricula. In the new system, *szakgimnázium* leads to a professional upper secondary school-leaving qualification (4+1 year), while the three-year *szakközépiskola*, in which pupils could enrol as of September 2012, offers a vocational qualification.

While structural barriers have been removed, the increasingly strict admission criteria for higher education give little chance for students from this school type to enter into higher education.

The interns' academic year in dual practice

- A nappali tagozatos hagyományos hallgatókkal együtt / Together with the full-time students



Félév
Szorgalmi
időszak (14 hét)
/ Study period
semester of
Autumn (14
weeks)

Gyakorlati
időszak 8 hét /
Practical period
8 weeks

- Vizsgák / Exams
- 1 hét szabadság / 1 week leave



Gyakorlati
időszak 16 hét /
Practical period
16 weeks

Tavaszi félév
szorgalmi
időszak
14 hét / Study
period semester
of Spring
(14 weeks)

- Vizsgák / Exams
- 3 hét szabadság / 3 week leave



- A nappali tagozatos hagyományos hallgatókkal együtt / Together with the full-time students



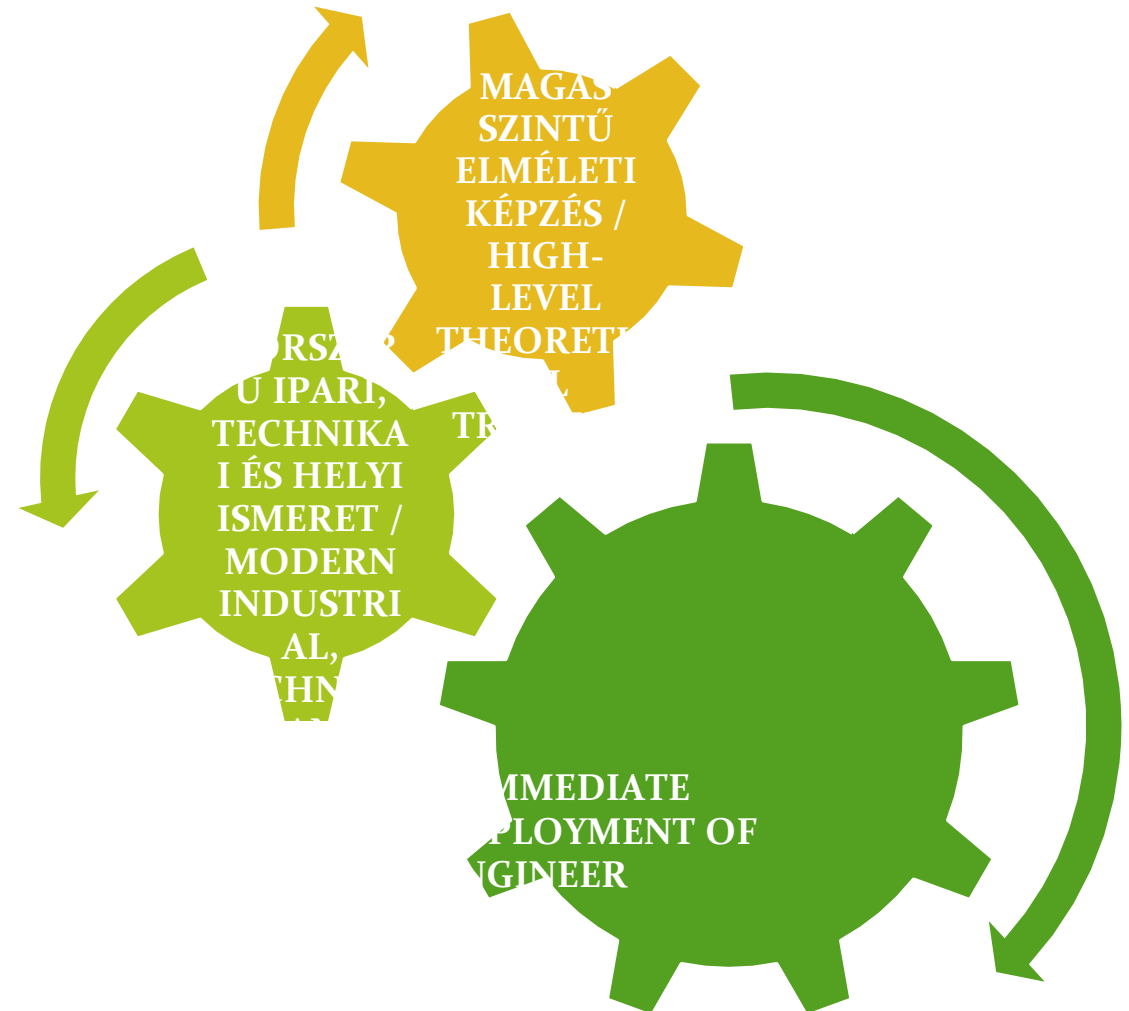
Outcome: graduate with practical experience

konkrét gyakorlati képzés a vállalkozásnál / specific practical training at the enterprise

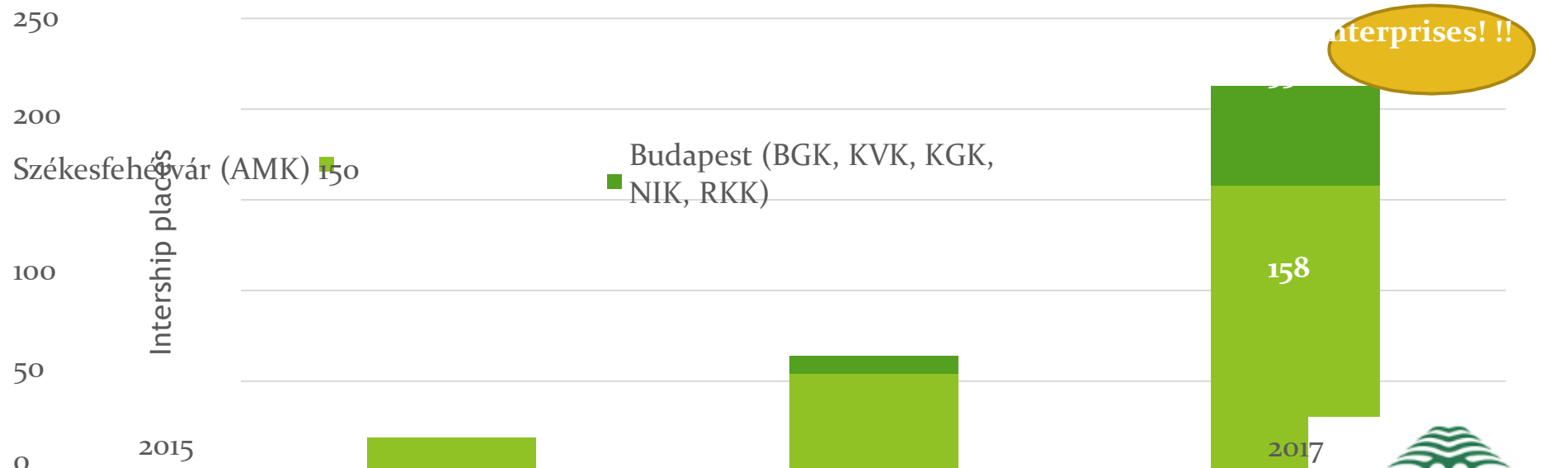
aktív bevonása konkrét „üzemi” gyakorlati feladatokba / involving student of specific "operational" practical tasks

projekt jellegű munka az önálló munkavégzés képességének megteremtése érdekében / project-based work for the capacity to work independently

„lágy” készségek és munkakultúra megtanítása / training of "Soft" skills and work culture



Places of internships



ARCONIC

Innovation, engineering



GIGA®



e-on

XOMOX



VIDEOTON

hbm



pátia nyomda



MENTAVILL®

ALPINE



INNOSKART

SIMON



AMPLIO

AUTOMATION

HANON

SYSTEMS

sapa



Edelmann

DENSO



ALUFE

A PRONTAL GÉRSZEPORT

TAGAS

PAUKER®

az én nyomdám



prospektus NYOMDA



Dunapack Magyarország

Packaging



ADIENT

flex

marzek

kner packaging



DABASPRINT

WE PRINT BOOKS



hungexpo

programod van



NYI

STI GROUP

Partner of the Brands



evopro

<epam>

Competencies of the regions



Győr

(engine,
manufacturing)

Veszprém

(mechatronics,
lubricants, fuels)

Budapest

(technology,
electronics,
mechatronics)

Kecskemét

(materials,
manufacturing)

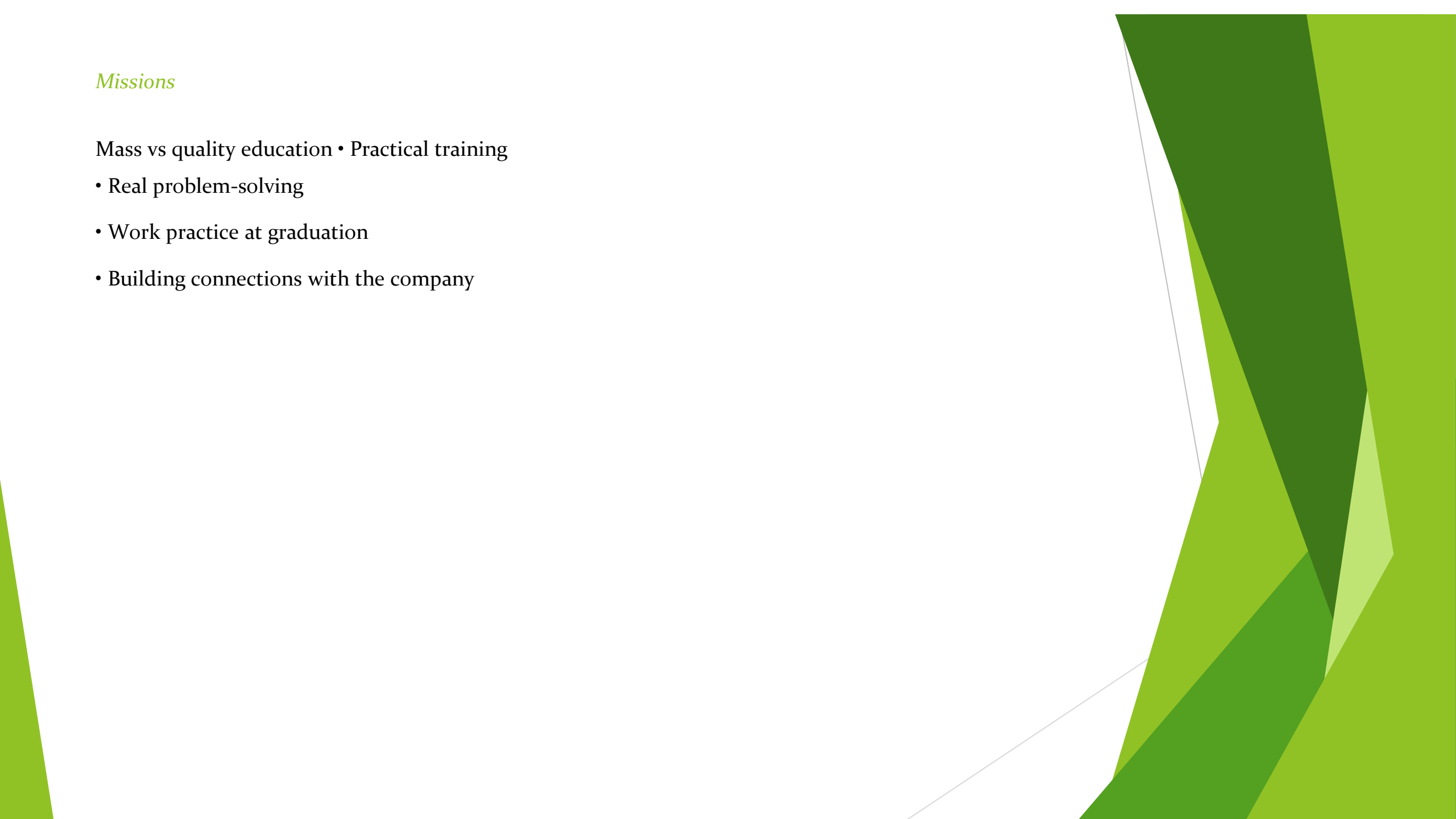
Miskolc

(drives, mechatronics)

Missions

Mass vs quality education • Practical training

- Real problem-solving
- Work practice at graduation
- Building connections with the company



Advantages

- ☐ Students ☐ More knowledge ☐ Employee
- ☐ Company
- ☐ Professional recruitment ☐ Training-time reduction
- ☐ University ☐ Connections



Erasmus+



Entrepreneurship

is the act of being an entrepreneur: a person who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods.

Lucreția Șirinian – Alumni

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.

Main elements of Entrepreneurship



- Opportunity
- Ressource use
- Creation of something new
- The presence of risk
- The desire to create value

Conditions for success



Necessary skills



Vision & Motivation

Resilience & Connexion

Teamwork

& Commitment



EASME - The Executive Agency for Small and Medium-sized Enterprises

2

is a temporary EU agency, initially established for a period beginning on 1 January 2004 and ending on 31 December 2008. This period has been extended to

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- handles the operations of parts of Horizon 2020, the EU

Research and Innovation programme;

- is responsible for the majority of COSME, the EU programme for the Competitiveness of Enterprises and Small and Medium-sized Enterprises;
- operates part of LIFE, a financial instrument to support conservation and environmental actions in the EU;
- will be involved in the European Maritime and Fisheries Fund, which finances the EU's maritime and fishing policies.

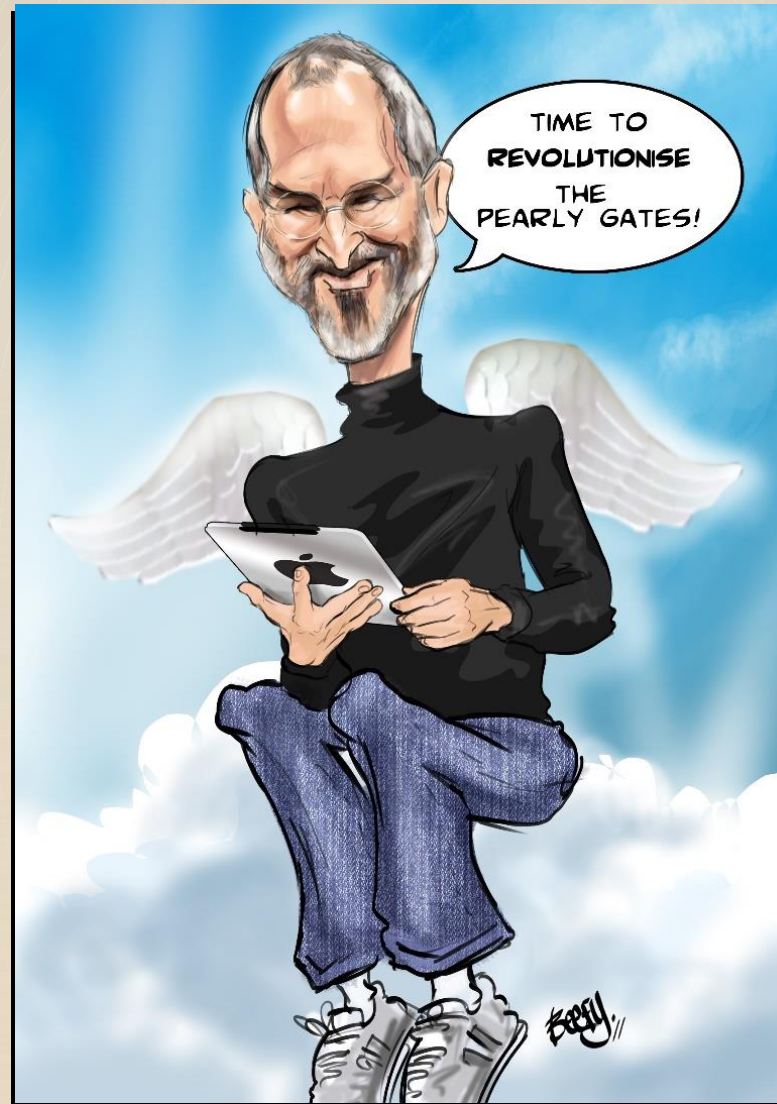


COSME is the EU programme for the Competitiveness of SMEs - 2014 - 2020 with a planned budget of EUR 2.3 billion. The European Commission aims to promote entrepreneurship and improve the business environment for SMEs to allow them to realize their full potential.

- COSME aims:
 - - to make it easier for (SMEs) to access finance in all phases of their lifecycle.
 - - to help businesses to access markets in the EU and beyond.
 - - to support entrepreneurs by strengthening entrepreneurship education, mentoring, guidance,
- to reduce the administrative and regulatory burden on SMEs by creating a business-friendly environment.
- to support businesses to be competitive by encouraging them to adopt new business models and innovative practices.



The Entrepreneurial Skills Pass is an international initiative aiming to certify the knowledge, skills and competences students gain through the JA Company Programme. ESP holders will become a pool of uniquely qualified and highly enterprising candidate



European Union – Interculturality and democracy in educational programs

Trainer: Rodica Mighiu



Parents and teachers: working together for plurilingual and intercultural education

Why develop plurilingual and intercultural education together?

TO PROMOTE LIVING TOGETHER

to develop welcoming attitudes towards diversity and minorities

to create links between people and the different cultural and linguistic communities that characterise our society

social issue

TO HELP CHILDREN ESTABLISH CONNECTIONS

between the knowledge they have acquired in their family and social environments and at school

cognitive issue

TO HELP CHILDREN BUILD THEIR PLURILINGUALISM

psychological and affective issue

TO GIVE MORE SENSE TO SCHOOL

by connecting it more to society

education issue

Scientific research shows that:

- 1 it is easier for a child to become bi/plurilingual when all their languages are valued and when making connections between languages is encouraged;
- 2 it is important that parents keep using their family language(s) with their children and that teachers use family languages to help children establish connections between the language(s) of their environment;
- 3 it is easier for children to engage in the languages that are taught at school when their own languages are recognised, because these languages are practised in the family environment and by the children;
- 4 valuing children's different languages and cultural backgrounds boosts the self-confidence and self-esteem that are necessary for educational and professional success;
- 5 parents' participation in school activities establishes a relationship of mutual confidence between schools and families, and helps children to dedicate themselves to their schooling.



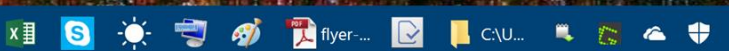
Parents, teachers and children share their knowledge of music and dances from around the world. This activity improves cooperation between schools and families. (Escola Pia de Catalunya, Barcelona, Spain).



A grandmother discovers a Provencal song (Kindergarten La Serinette, Toulon, France).

parents.ecml.at





Parents and teachers working together to develop plurilingual and intercultural education

Projects and activities that involve parents in plurilingual and intercultural education have been developed at numerous schools in Europe and further afield. These projects and activities have included the following activities and goals:

Singing in several languages

Discovering tales and nursery rhymes from around the world

Discovering different writing systems

Discovering the languages and cultures of the local neighbourhood and town (posters, graffiti, signs, market products, etc.)

Telling stories in different languages

Discovering different traditions and celebrations (wedding, birth, adolescence, etc.)

Learning dances from around the world

Discovering different ways of counting (figures and gestures)

Exchanging recipes from around the world

Getting to know the meaning of first names and what they symbolise

Making a poster of «hello» in different languages

Parents, don't worry, you don't need to know a language perfectly to help children discover and appreciate it!

You don't need to know the language of the school to participate: gestures, pictures, body language and facial expressions will help you understand. Teachers trained in plurilingual and intercultural education will be there to help you prepare your activities. And, if you speak only one language, share your accent, your way of speaking and your culinary, artistic and professional knowledge. Diversity is everywhere! Inspiring interest in difference and diversity is fundamental to learning about and understanding the world.

If you think that school programmes are already overloaded, remember that these plurilingual and intercultural activities support the knowledge, skills and attitudes that are already part of the curriculum. These activities help to develop a child's ability to learn (with regard to languages – the school language and the other languages taught at school – literature, history, geography, arts, etc.) and to develop learning competences that are useful for all subjects: making hypotheses, asking questions, comparing and discovering rules, nuances of meaning and other ways of expressing oneself.

Plurilingual and intercultural education prepares children for life in a multicultural world and helps to make this world more peaceful, just and generous.



A flower of 'hellos'. This plurilingual flower was made in a social centre and includes 'hello' in all the languages of the neighbourhood. The goal is to help visitors discover the people living in their community and the richness of this diversity. (Avignon, France).



Kindergarten children discovering Russian with a Russian-speaking mother. This activity familiarises the children with other sounds and linguistic systems. (La Serinette school, Toulon, France).

Visit the IPPIE/CARAP for Parents website, <http://parents.ecml.at>, for more activities and goals

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parents.ecml.at





Erasmus+



Séance de formation

Titre: *Les langues au cœur des apprentissages*

Formateur

Rodica Mighiu

Objectifs

- présenter les programmes du Conseil européen et du CELV
- être capable de distinguer entre les différentes langues et cultures européennes

Thèmes

- objectifs du Conseil européen - CELV, CARAP, CARAP pour les parents
- approches plurielles des langues et des cultures

Résultats attendus

- Une meilleure compréhension des projets financés par le Conseil européen / mis en œuvre par CELV

Méthodes de formation

Exposition

Discussions

Evaluation individuelle et de groupe

- quiz
- partager des expériences personnelles et de bonnes pratiques

Auxiliaires de formation

- fiches de travail-quiz, photocopies, documents ppt, flyer, ordinateur portable, vidéo projecteur, appareil photo.

Déroulement de la formation

Durée	Méthode(s)	Déroulement de la formation
 50 min.	Exposé, présentations ppt	Le formateur présente: - Les activités / les programmes du CELV - CARAP

 50 min.	Etude de cas	- Approches plurielles des langues et des cultures
 15 min.	Quiz	- Différentes langues et cultures européennes
 5 min.	Evaluation individuelle	- partager des expériences personnelles et de bonnes pratiques

Évaluation

- partager des expériences personnelles et de bonnes pratiques

Messages of peace from Romanian school students

PEACE IN EUROPE

Many years ago, Europe was full of conflicts and disagreements. Today, the inhabitants of the old continent, part of the European Union, are involved in making Europe a better place.

We, the children, dream that Europe will always be a place of peace, joy and friendship. We want modern schools, a clean environment and to be friends with all the children in European countries.

You can not talk about peace, without living it. You can not talk about friendship if you have never lived near a friend or a true comrade. You can not talk about peace if you have not experienced the joy of childhood, the tranquility of your family peace, next to the loved ones.

We, the children of Romania, can gather around the European flag and sing Ode to Joy, release white doves and let the beauty and the light of our souls to embrace the whole continent.

Obadă Teodora (cl. 3 B)

School No. 11 Botoșani - Romania

Dear European Parliament,

We, the Romanians, are a warm and hospitable people. Hundreds of years ago, when there were no maps, GPS or other means of communication, the Romanians were known as hardworking people who worked their land, raised cattle, or worked the metals. Later, they became known thanks to our poets, writers,

musicians, athletes and, last but not least, due to our students who distinguished themselves in different international contests. We have got sea, mountains, plains, hills covered with orchards and vineyards and a fabulous delta. Anyone can spend a dream holiday with us.

I am writing this letter to invite you to Botosani, to meet us. I live in a cultural, clean and quiet town with and peaceful people. Only by knowing each other we will be able to contribute to the peace and development of Europe.

Sincerely yours,

Ioana Balan, European citizen

MESSAGE to EUROPE

We all live under the same sun and the same sky and we all have the right to peace and love. Europe is today a union of countries that have the same goal: to live in a better world without wars, in which all people are free and equal, and where no country can be treated worse than the other.

We can achieve more together than alone. We must be united and help each other when needed. For this you can become a volunteer. To help protecting the environment, to participate in charitable activities, to bring relief to children and elderly people left without support; all these are opportunities to make new friends, to learn new things and to do good things and, why not, to have some fun.

Children have a special place nowadays. They have got the right to grow up in a family, in a climate of love and understanding. We, the children, believe that greatness is not about winning a war because wars bring only death and distruction.

So, may be peace among nations and countries! Balan Ioana (cl. 3 B)

Annexes - Evaluations

Training module: *European Citizenship – Commitment*

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!

Evaluation template

IDENTIFICATION

Title of the module

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 (ELICIT+ objectives – objectives of the module/training meeting), relevance of the approaches from the ET 2020 perspective, balance score on the aimed competence domains

.....

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 and processing of the information;
 - Performance: timeliness of actions, attention;
 - Communication: fluidity, concision, accuracy of the speech.
-
-

C. 2. Methodical competencies: selection of the social form for the training meeting according to the proposed objectives, 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 (verbal, nonverbal, paraverbal), promotion of the self- and inter-evaluation

.....

.....

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

.....

.....

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

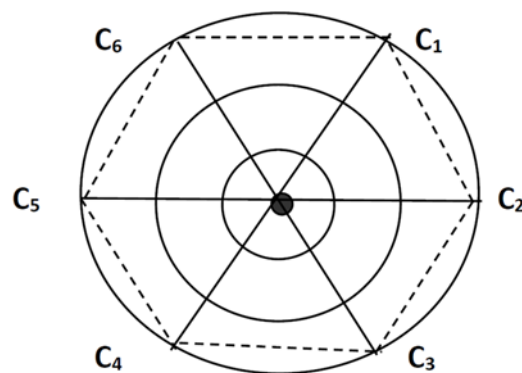
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C. 6. Professional and moral authority: leader & mentor & moderator:

.....

.....



III. THE TRAINEES – Aimed dominants: individual and team

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

.....

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.

.....

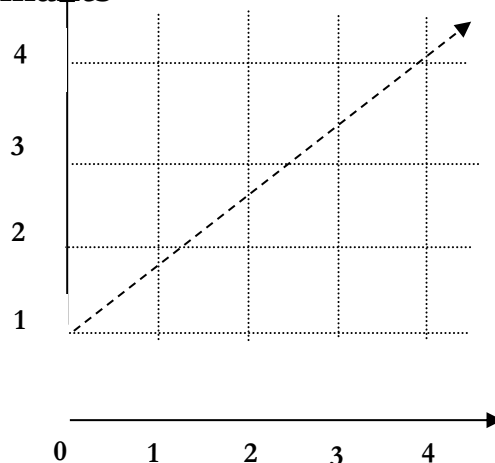
T.D. 3. Attitude toward the training itself: positive, indifferent, and negative.

.....

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

.....

Individual dominants



Team dominants

Evaluators' signature,

Trainer's signature,

Other comments

.....

.....

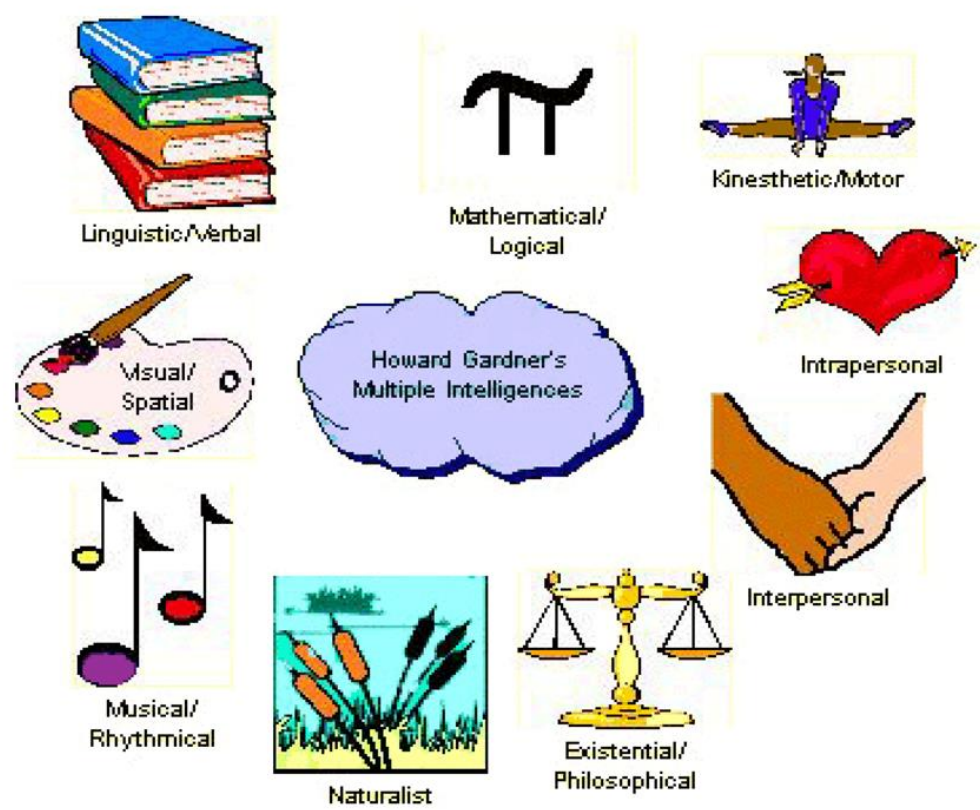
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Annexes

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Report

concerning the

ELICIT-PLUS C1 - 20 – 26.02.2017, Constanta

European awareness & committed citizenship

Plan of the report

I. Preparation – “Alumni” & Partners: September 2016 – February 2017

1. Curriculum

- a. Set up the course title, with the subsequent goals and objectives
- b. Select the training topics and their structure on themes, according to the objectives
- c. Make the common final decision: themes, duration of each topic, intervenients
- d. Make the common final decision: deadlines of each phase and the communication ways
- e. Conceive and draw up the course materials
- f. Post the materials on the ELICIT+ site, in the *C1 – Tools* section
- g. Centralize the course supports and indicate the decided training method
- h. Conceive and set up the participation certificates (the project coordinator)
- i. Make the final decision about the training program, and inform the intervenients.

2. Logistic

- a. Communicate with the coordination team and the involved partners
- b. Form the invitations and send them to the partners
- c. Register the registration form, communicate with the coordination team
- d. Set up and communicate the elements concerning accommodation, meals, training room
- e. Pick up the details concerning the external transport of the trainees, organize the internal one
- f. Communicate with the external evaluator
- g. Discuss and decide the course funding, transfer the necessary financial advance
- h. Discuss and decide the printing of the promotional materials of the course: roll up, files
- i. Send the sticks and multiply them with the course supports (project coordinator, "Alumni")
- j. Discuss and develop the promotional materials for each trainee's file
- k. Prepare effectively the training room, the electronic/paper support materials, and the devices.

II. Sequence of events : 21 – 25.02.2017

1. 20.02.17 - Reception and welcome of the trainees, on the afternoon
2. 21.02.17 - Festive opening and setting up the progress and final benches of the training
3. 21 – 25.02.17 - Succession of the interventions, following the planned training program³
4. 25.02.17 - Closure of the course, handing over of the participation certificates
5. 26.02.17 - Departure of the participants

III. Evaluation : 24 – 25.02.2017

1. 24.02.17 - Final individual evaluation of the trainees
2. 25.02.17 - Final evaluation of the course (by the trainees)

³ In the program planning, an error of the organizers occurred for the intervention of Marie-france Mailhos & Alain Fleury, which should have been planned one day later.

The CEDEFOP representative could not perform his intervention, but sent the PPT material, which was presented in the full of the course.

Annexes

1. “Alumni” proposal concerning the training themes & Partners common decision made in Sofia
2. Thèmes synthèses & Supports de cours des intervenants
3. Course program
4. Course invitation
5. Registration form
6. Participants list
7. Arrivals/departures schedule
8. File handed over to the trainees with the constitutive elements
9. Elements of the Romanian culture
10. Initial, progress and final posters
11. Results of the individual evaluation questionnaire
12. Results of the training module internal evaluation
13. Photos & Impressions from the *Honour Book* of the Colegiul Național ”Mircea cel Bătrân”
14. After course impressions & Project sustainability
15. Financial documents

A. Preparation: “Alumni” & Partners

1. Curriculum

At the Sofia meeting (22 – 25.09.2016), one point in the agenda concerned the preparation of the C1 course in Constanța. The participants (Vasile Nicoară and Lucreția Șirinian) presented, in the full of the meeting, a PPT material concerning their proposals for this course.

The general goals of the ELICIT+ project:

- Strengthen the literacy for the national and European citizenship
- Strengthen the European awareness and the feeling of belonging to the European community
- Development of new skills for new courses, new curricular approaches, new interactive pedagogical methods.

The C1 operational objectives of the Sofia workshop concerning the C1 course:

- To decide concerning the weight of the different activities
- To decide about the trainees materials for the C1 course
- To decide on the topics, the intervenients and the duration of each intervention
- To set up an activity and communication program, with deadlines for each one
- To set up a provisional budget

Based on mutual agreement, participants made following decisions:

- Course title: ***European awareness and committed citizenship***
- Activities weigh: informing : 30%, reforming : 10%, forming : 60%
- Course materials: on the ELICIT+ and “Alumni” sites, loaded on the individual USB
- Course topics (90 minutes each), assumed by voluntary partners:

- Vasile Nicoară (“Alumni”): *UE – Institutions and their signification, UE – History and perspectives, High school – intercultural space, University – intercultural space*
- Lucreția Șirinian (“Alumni”): *ET 2020 – Education and entrepreneurship, Awareness of the European identity, Individual evaluation, Evaluation of a training module*
- Cristian Petre (“Alumni”) : *Training methods*
- AEDE NL : *Active European citizenship - historical context*
- Nijole Ciuciulkiene (Lithuania University): *Debate – format and guiding lines, European democracy and literacy in dispute*
- Stefka Kitanova (AEDE BG): *Media communication, Communication languages*
- Alain Fleury (AEDE FR) : *Interculturality, Culture of the European citizenship*

Decided work deadlines:

- 15.11.16 – Final assumption of the interventions titles
- 01.02.17 – Development of the pedagogical materials and annexes, upload on the ELICIT+ site
- 10.02.17 – Envoy of the materials to “Alumni”, final decision about the training program
- 15.02.17 – Communication of the available provisional budget for this course

During the whole preparation period (October 2016 – February 2017), the assumed responsibilities were carried out by all the involved partners, in respect of the set up deadlines. The communication between “Alumni”, the coordination team and the partners took place rhythmically and in an efficient way, so that the 15.02.2017 all content elements could be decided and uploaded on the 24 USB sticks, sent by post by Marie-france Mailhos.

2. Logistic

Consultation and communication between the organizers and the coordination team of the project/partners/intervenients/participants/external evaluator (Ray Kirtley) took place quickly and efficiently, through the electronic mail.

Services providers

- Accommodation, meals, training room : Hotel IBIS – Constanța
- Festive dinner : *Brâncovenesc* Restaurant – Constanța
- Internal transport: Global Auto Travel
- Prints: SC ZIRCON SRL Constanța, S.C. MASTER PRINT S.R.L. Constanta

The services, organized and negotiated by the "Alumni's" president, Vasile Nicoară, were in time and irreproachably lent, contributing to the trainees comfort and to the good work atmosphere.

The communication with the external evaluator Ray Kirtley (Hull University, the United Kingdom) took place in best circumstances and his discreet presence, during two days, was positively perceived by the trainees.

The financial details were discussed and decided by Michel Harel, Vasile Nicoară, Marie-france Mailhos, Silviu Ișvanca. According to the sums allocated to "Alumni", the room price and the daily menus were negotiated with the hotel, and the organizers decided the content of the participants files: course program, wall calendar Romania 2017, a DVD containing a multilingual presentation of Romania, USB stick, block notes, pen, book sign, Constanta map, documentation about Constanta culture, Bucharest, the Parliament Palace. Subsequently, during the week and the handing over of the participation certificates, the organizers offered small national presents as well as *Dragobete* and 1-st March cards.

B. Sequence of events

Participants arrived in Bucharest, mostly during Monday, the 21.02.17. They were took over from the airport, based on the precise arrival lists (flights, passenger name, phone number) given to the transport company. The accommodation and the meals in the hotel/restaurant fit to the trainees expectations, which could have, on demand, meals adapted to their medical recommendations.

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 :** 18 - AEDE FR – 4, "Alumni" RO – 4, AEDE BG – 3, AEDE HU – 2, AEDE NL – 1, AEDER – 1, KEFO – 1, GERFEC – 1, ISJ Botoșani – 1.
5. **Organizers:** "Alumni" - Vasile Nicoară, Lucreția Șirinian



The training week started with the welcome speeches:

- The "Alumni" president – Vasile Nicoară expressed the honour and the pleasure of the "Alumni" members to foster in Constanța this training course as well as his hope that the activities would contribute to reinforce the determination to be and to educate committed citizens.
- The financial coordinator of the project – Michel Harel (Limoges University) addressed the message of the European authorities for education and recalled the ELICIT+ aims, derivate from the challenges of the EUROPE 2020 strategy: Lifelong Learning, quality and efficiency in education and training, promotion of the active European citizenship, development of creativity, innovation and entrepreneurship.

Then, each participant introduced himself and expressed his individual expectations for the proposed training themes.

Given the presence of 15 new came persons from the partner institutions, it was necessary to recall that the key elements of the project: goal, partners, targeted groups, main objectives, and schedule. The organizers pointed out two essential directions of the training module:

- **The substance:** European awareness and committed citizenship;
- **The form:** performance of as much as possible **interactive training methods**, less currently known/used : film, debate, round table, brain writing, CaMaPe, question cards, role play, imagery, peer problem solving, time line, argumentation, analysis of practices, moderation, focus group, brainstorming, questionnaires.

The trainers invited the trainees to write, on post-it and flip chart sheets, elements of their training trajectory, suggesting implicitly the progress and final evaluation criteria of the course. The training sequences, 90 minutes each, succeeded according to the schedule, in English and French, with the translation of the specialized speeches by some of the trainees (Fanny Dubray, Florentina Gheorghe, Bianca Matei, Andaluzia Arif). The daily schedule: 09.00 – 18.00 (7 training hours + 1 hour for individual preparation).

Day 1

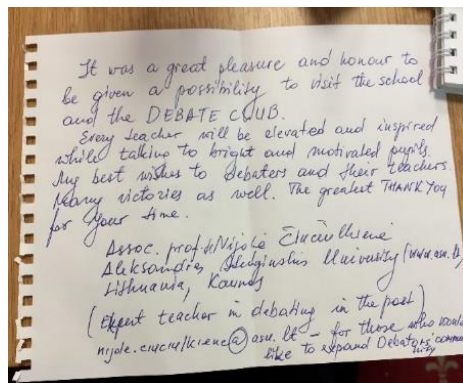
- Documented presentations about:
 - the European institutions – **Vasile Nicoară & Bianca Matei**
 - the Romanian educational system – **Irinela Nicolae**
 - the history of Europe – **Vasile Nicoară & Andaluzia Arif**
- Training activities aiming:
 - to strengthen the awareness of the belongings to the EU – **Paula van Rooij**
 - to favourite the expression of the national and European identity – **Lucreția Șirinian**

Day 2

- **Cristian Petre** - *Training like a story, Feeling like a story & Writing like a story*. The two activities aimed to offer, on one hand, the opportunity of an individual reflective exercise, concerning the visible and invisible dimensions of an active European citizenship, and, on the other hand, the context of a concrete experience, organized mostly at a group level. The participants evaluated in a territory with a "geography" designed for the principles of the adults learning, but also for the specific of the training activities. The anticipated benefit at the individual level: to practice abilities for the lateral thinking and for the configuration of resolute scenarios adapted to the problematized space of the European context. The main result for the group was the amplification of the sense of belonging to an active expert's community in the socio-educational domain.
- **Paula van Rooij** – *European citizenship in an historical context & awareness towards a growing European identity*. The two interventions aimed to inform how the different European historical moments (the Cold War, the failure of the European Community of Defence, but also the extension of the Economic European Community) contributed to coagulate of the sense of the European identity, concentrated on the understanding of the necessity of a common foreign European policy, capable to reinforce that sense.
- **Nijole Ciuciulkiene** – *We debate for European literacy* proposed provocative exercises of intellectual reflection: how to understand democracy in an "oxymoronic culture", which is dealing with the postmodernist concepts of the eristic and rabulistic interaction: "What do we want in a debate: to prove the truth or to make influence?" The debate, as a formalized method for the interactive argumentation and the representative position, represented the key of the practical exercise, which was intensely prepared and impeccably performed in the last day of the course: "Should the active European citizenship be part of the national curriculum?"

Days 3 and 4

- **Alain Fleury** - *How to develop a culture for the European citizenship & Which pedagogy for the intercultural?* In his speech, he insisted on the specific identity of each individual, expressed through alterity, empathy, assimilation, plurality, but also "decentration", understood as an exit from himself. It implies directly a compensatory and differentiator pedagogy, where the intercultural expression should be treated not as a simple defence of differences, but as a indissoluble pairing of the human essence with diversifying differences. The principles of this pedagogy should facilitate to understand the internal logic of each culture, to educate in the sense of relativism, to underline the importance of an open attitude, capable to face and to deactivate the conflicts.
- The planned visits in the two educational institutions (National High school "Mircea cel Bătrân" and "Ovidius" University, Constanța) were well organized by the foundation's president and represented a pleasant surprise for the visitors. The school students and their remarkable results in different fields, from school performance, to robotics, the scientific projects applied in astronomy, arts (dance, music) or foreign languages impressed the visitors, which mentioned it in the "Honour Book" of the high school (Nijole Ciuciulkiene Lithuania, Svoboda Gagarova – Bulgaria, Fanny Dubray - France).



We, the participants, in the ELICIT-PLUS C1 Programme *European Awareness and Committed Citizenship*, have had the pleasure to visit a school in the Romanian town of Constanța. A high school of great excellence which proudly bears the name of Mircea Cel Bătrân, but has also been recognized as a European School by the Romanian Ministry of Education for its achievements in the field of European projects and international cooperation.

We had the opportunity to make a tour on the premises and meet some of the glorious students and their not less talented teachers.

We were welcomed in the main entrance by students in national costumes, who offered us to have a piece of home-made round bread and dip it in salt in a symbolic gesture of hospitality: to make us feel at home.

We visited the library with the impressive array of portraits of Romanian authors, lining the walls as though they were on a constant watch over the new generation.

We passed by walls of fame, covered from top to bottom with certificates and diplomas of best students who had won prizes in prestigious international competitions in sciences.

- The work meeting of the Management team (presents : Marie-France Mailhos, Michel Harel, Francisco Villamandos, presents per Skype : Irina Golubeva, Heleen Jansen), with the presence of the external evaluator – Ray Kirtley ;
- The final evaluation of the trainees; the statistic results were presented the day after and aroused interesting discussions.

Day 5

- **Stefka Kitanova** – *Media communication & Communication languages*. The presented materials and the novelty of the proposed training tasks emphasized the way different aspects of the active European citizenship transpire through the multitude of the media communication means or of several human communities with diverse possibilities for express their opinions, transgressing the common cultural or linguistic limits.
- **Rodica Mighiu** – presented the message for peace, addressed by school students from the Botoșani county to the EU Parliament.
- **Simone Moroz** – exposed the Hungarian dual vocational training, at the school and university level and underlined the positive relationship between the educational institutions and the labour market, as well as the impact on the development of the entrepreneurship.
- **Lucreția Șirinian** – underlined some aspects of the entrepreneurship (giving the absence of the CEDEFOP representative – Iulian Gropoșilă); led the activities for the individual evaluation of the trainees and the final evaluation of the course.
- **Marie-france Mailhos** – remembered and reinforced the key aims of the ELICIT+ project as well as the so far obtained results.

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.

Results

What have we done so far?

1. We have defined the foundations for our action
 - European Literacy
 - European Citizenship Literacy
 - A reference table of necessary competences
2. We have developed a Portfolio of the European Citizen in 10 languages
3. We have designed a programme of short training courses to be offered all over the EU in 2016-2017

The training week closed on Saturday: the final evaluation of the module, the handing over of the participation certificates, and the final speech of Vasile Nicoară.

On Sunday, the 26.02.2017, the trainees were embarked in two minibuses, for a Bucharest tour and their transport to the Otopeni airport. The subsequently communication with each of the participants pointed out that all of them arrived at home according to their flight schedule.



C. Evaluation

The organizers of the course conceived the evaluation of the training module progress on two dimensions, constantly read in the assessment of key of the European awareness and the committed citizenship.

- I. **Training for evaluation and promotion, in the group, of a culture of evaluation**, an objective reached implicitly, through: posters “waiting” for answers, the image of multiple intelligences, the working methods, the novelty of organizing the criteria for the internal evaluation of the module, statistic interpretations, and specialized vocabulary.
- II. **Evaluation itself**, performed through the answers to various types of tasks, which aimed both the **trainees’ evolution** and the **course results**.

The trainees added to these two dimensions a third one: **the manner of organizing**, assessed through the laudatory post-course messages.

The dissimilarity of the trainees group, due to the background and age differences, lead to the fact that the open questions received a diverse image of their expectations and personal developments. The questions targeted **three types of evaluations**.

1. Initial

- “What for am I here?” – Objective : to collect trainees’ types of expectations
- “How do I feel before the course?” – Objective: to emphasize the prominent types of intelligences.

Designed and structured on the principles of transparency and collegiality (nominal post-it on the posters), the answers on the initial evaluation questions avoided the initial oral introduction, possibly incomplete and subject to forget. The expectations and the beginning status of the trainees benefit of short and clear answers, where the majority intentions were: “to learn”, “to be informed”, “to experiment”, “to meet new people”, “to share/exchange ideas”, “to give”, “to enrich”, “to contribute” to the strengthen of the European unity, through awareness and concrete action. The expressed feelings: enthusiasm, curiosity, interest, agitation, expectation, trust, hope, concentration, good mood, impatience, desire to absorb/to contribute, openness to the new.

2. Ongoing

- “What did I learned?” – Objective : to get a superior understanding of the activities and to verbalize the acquisitions;
- “Implicit objectives & Implicit results” – Objective: to favour the structured mental integration.

If, at the beginning, the answers were, exclusively, individual, during the training they got the depth of the abstracting and of the interconnected learning, which confirmed the attainment, even partially, of the expected results:

- ✓ valences of the teamwork ("emotions taming", empathic communication, respect);
- ✓ value of the workshops/didactical activities performed in a collegial, natural, pleasant way;
- ✓ possibilities to be aware of and to verbalize identity features;
- ✓ consciousness of the roles as an European citizen;
- ✓ promotion of the epistemological curiosity and of the possibilities to address spirit and soul;
- ✓ culture of transparency and of the spaces for thematic discussions;
- ✓ opportunities to create a net of „peers“ in the European countries;
- ✓ experience of new feelings, personal, professional and cultural enrichment;
- ✓ "sneakily" teaching: implicit training.

3. Final

❖ Component: the individual

- a) "The personal criterion for my individual evaluation" & "How do I feel after the course?"

Objective: to internalize the criteria for the personal evaluation

The answers to these two aspects of the evaluation belonged, generally, to the domain of the emotional intelligence, emphasizing in different ways: their **self-consciousness** ("awareness of the importance of the intercultural awareness", need for the multicultural approach, trust in the European attitude of the young generation), their **self-motivation** (inspiration for new activities, determination to share and to implement the acquisitions), their **social abilities** (public speech, active involvement, inspiration for new ideas, discovery of the own skills), their **availability to manage emotions** (friendship, happiness, "satisfied fatigue", desire to perpetuate the new European attitude, optimism, admiration, energies revitalization, enthusiasm).

- b) "What would I do as an active citizen?" (open questionnaire/Brain writing & CaMaPe matrix)

Objective: to arouse the responsible creative imagination & to emphasize the group availabilities

Performing this task lead, initially, to surprise and to the conviction that the answers would be least numerous, which was infirmed lately. In their work groups, the trainees discovered for themselves unsuspected availabilities and imagination resources. In order to favour the sustainability of the training, the trainees kept the paper sheets of this exercise, as a motivation and inspiration source for later citizen actions in their own job. The trainers resumed the results of this only partially imaginative exercise, which pointed out the prominence of the European dimension of the available activities at the expense of the national dimension of their citizenship.

- c) "What could/would I do as an active citizen?" – Closed questionnaire, with three possible answers. Objective: to assess the height of the active commitment in different citizen roles.

The anonymous questionnaire, applied in the second last training day, was proposing five possible actions for each of the seven citizen roles (good European neighbour, EU voter, responsible citizen, community activist, European volunteer, active European citizen, European teacher), offering three alternatives for each answer: "Yes", "Perhaps", "No". The questionnaire feedback was presented to the whole group the last training day: "Yes" – 67%, "Perhaps" – 25,5%, "No" – 7,5%. The representatives of the AEDE BG collaborated to the statistic interpretation.

❖ Component: the module

- a) Template for the internal evaluation of the training module

Objectives: to develop the ability to organize the evaluation, to internalize the specific vocabulary, to assume the judgements;

- b) Overall opinions, after the closure of the training.

The template proposed by « Alumni » organizes the internal evaluation of the training module on three big dimensions of the evaluation:

- ✓ **The training activity itself:** the course documentation, the planning-motivation, the relevance of the content for the target group, the pedagogical/didactical approaches, and the psycho-pedagogical climate.
- ✓ **The trainer – competencies:** professional (knowing, performing, and communicating), methodical, social, personal, socio-pedagogical behaviour, professional and moral authority.
- ✓ **The trainees – directions of development:**
 - **Individual:** verbalized/nonverbalized acquisitions, availability for intellectual activity, competence for individual activity, status and role during the training;
 - **Team:** availability for teamwork, status and role during the training activities, attitude towards the training itself, sustainability of the developed skills.

The authors favour on purpose the formative dimension of the evaluation sheet by offering, for each of the assessed aspects the possibility for adapted answers for an evaluation, but also the necessary space to the ongoing and final personal judgement. The trainees preferred to emphasize (encircling/underlying) the pre-set answers and added short personal opinions, as well as the quantitative assessment of the trainees' performance and of the favored training dominant (individual/team).

Conclusions

The course theme, focused on the key words of the ELICIT+ project – **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.

A third implicitly reached objective: the participants expressed their availability to continue the training for active European citizenship by developing new internal and external nets of partners, for teachers and school students.

Carried on in a friendly space and an obvious cooperative atmosphere, this train the trainer's course distinguished through:

- the substantiation of the whole training approach on the principle of the connectivity learning trend, according to the overall philosophy of the ELICIT+ project, which was built on the specific contribution of the 13 European countries;
- the multitude of the aroused questions and answers, about the individual as a person, but mostly as a member of the European community;
- the solidity of the schedule and the quality of the proposed activities, as well for the formalized presentations, as for the spontaneous;
- the indescribable, but visible ongoing nuancing of the individual attitudes: from waiting, incertitude, and apprehension to emulation, enthusiasm, and conviction.

The trainees' post-training messages confirmed their willingness to transfer the acquired knowledge and skills, so that, according to the Kirkpatrick evaluation model, we can appreciate that the trainees passed the first three phases of the training: **reaction** (participation), **study** (availability for change), **and performance** (performing a change in the job). For **the impact** (the definite results of the beneficial effects for each's participant organization) the project needs more time.

Overall trainees' opinions

- The training activity: very good
- The trainers' competencies: good +
- The favorited training dominant: team.

Constanța, 10.03.2017

President of the "Alumni" foundation,

Prof. Dr. Vasile Nicoară
Șirinian

Expert,

Prof. Lucreția

Rapport concernant le cours

ELICIT-PLUS C1 - 20 – 26.02.2017, Constanta

Conscience européenne et citoyenneté engagée

Plan du rapport

IV. Mise en place – “Alumni” & Partenaires: Septembre 2016 – Février 2017

3. Curriculum

- j. Proposer le titre du cours y compris les buts et les objectifs dérivés
- k. Sélectionner les sujets de la formation et les organiser par thèmes, selon les objectifs
- l. Décider en commun sur les thèmes, la durée de chaque sujet et les intervenants
- m. Décider en commun sur les termes pour chaque étape et sur les manières de communiquer
- n. Concevoir et rédiger les supports des cours par les intervenants
- o. Télécharger les matériels sur le site ELICIT+, dans la section *C1 - Tools*
- p. Centraliser les supports des cours, avec la mention sur la méthode de formation choisie
- q. Concevoir et rédiger les attestations de participation (le coordinateur du projet)
- r. Finaliser le programme de formation, le communiquer aux intervenants.

4. Logistique

- l. Communiquer avec l'équipe de coordination et les partenaires impliqués
- m. Formuler et envoyer les invitations aux partenaires
- n. Enregistrer les formulaires d'inscription, communiquer avec l'équipe de coordination
- o. Fixer et communiquer les éléments concernant le logement, les repas, la salle de cours

- p. Enregistrer les détails du transport externe des participants, organiser le transport interne
- q. Communiquer avec l'évaluateur externe
- r. Discuter et décider du financement du cours, transférer l'avance nécessaire
- s. Discuter et décider de l'impression de matériels de promotion du cours : kakémono, dossiers
- t. Envoyer des clés USB (le coordinateur du projet), les multiplier
- u. Discuter et exécuter les matériels de promotion pour le dossier individuel de chaque formable
- v. Préparer la salle de cours, les fichiers sur support électronique/papier, les dispositifs.

V. Mise-en-œuvre : 21 – 25.02.2017

20.02.17 - Accueil des participants, pendant l'après-midi

21.02.17 - Ouverture festive et communication des repères de parcours et finals de la formation

21 – 25.02.17 – Succession des interventions, observation du programme établi⁴ :

25.02.17 - Clôture du cours et remise des attestations de participation

26.02.17 - Départ des participants

Evaluation : 24 – 25.02.2017

24.02.17 – Evaluation finale des formables

25.02.17 - Evaluation finale du cours, par les formables.

⁴ Dans la planification du programme, une erreur de communication était intervenue pour ce qui est de l'intervention de Marie-france Mailhos & Alain Fleury, qui aurait dû être programmée une journée plus tard.

Le représentant du CEDEFOP n'avait pas pu soutenir son intervention, mais il avait envoyé son matériel en PPT, qui a été présenté au groupe.

Annexes

1. Proposition “Alumni” pour les thèmes de formation & Décision commune des partenaires, à Sofia
2. Synthèse des thèmes & Matériels des intervenants
3. Programme du cours
4. Invitation au cours
5. Formulaire d’enregistrement
6. Liste des participants
7. Horaire des arrivées/départs
8. Dossier remis aux participants, avec les éléments constitutifs
9. Eléments de culture roumaine
10. Affiches initiales, de parcours et finales
11. Résultats du questionnaire d’évaluation individuelle
12. Résultats du questionnaire d’évaluation interne du module de formation
13. Photos & Impressions du *Livre d’Honneur* du Collège National “Mircea cel Bătrân”, Constanța
14. Impressions d’après-cours & Soutenabilité du projet
15. Documents financiers

D. Mise en place : “Alumni” & Partenaires

3. Curriculum

Lors de la réunion de travail de Sofia (22 – 25.09.2016), un des points de l’agenda portait sur la préparation du cours C1 de Constanța. Les participants (Vasile Nicoară et Lucreția Șirinian) avaient présenté, dans le plein de la réunion, un matériel (PPT) avec leurs propositions pour le cours C1.

Les buts généraux du projet ELICIT+ avaient été rappelés :

- Renforcer la littératie pour la citoyenneté nationale et européenne
- Renforcer la conscience européenne et le sentiment d’appartenance à la communauté EU
- Développer les habiletés pour de nouveaux cours, de nouvelles approches curriculaires et de nouvelles méthodes pédagogiques interactives.

On avait présenté les objectifs opérationnels de l’atelier de travail de Sofia pour C1 :

- Décider du poids des types d’activités allant se dérouler dans le cours C1
- Décider des matériels allant être distribués aux formables dans le cours C1
- Décider des sujets allant être abordés, des intervenants et de la durée des interventions
- Etablir un programme d’activités et communication, des termes précis pour chaque activité
- Etablir un budget prévisionnel

On avait adopté, par consensus, les décisions suivantes :

- Titre du cours : ***Conscience européenne et citoyenneté engagée***
- Poids des activités : informer : 30%, réformer : 10%, former : 60%
- Supports des cours : téléchargés sur le site ELICIT+ et “Alumni” et sur des clés USB individuels
- Sujets du cours C1, (90 minutes de travail chacun), assumés par des partenaires volontaires :
- Vasile Nicoară („Alumni”): *UE – les institutions et leur signification, UE – histoire et perspectives, Le lycée – espace d’inter culturalité, L’université – espace d’inter culturalité*

- Lucreția Șirinian („Alumni”) : *ET 2020 – Education et esprit d’entreprise, Conscience de l’identité européenne, Evaluation finale, Evaluation interne d’un module de formation*
- Cristian Petre („Alumni”) : *Méthodes de formation,*
- AEDE NL : *La citoyenneté européenne active – contexte historique*
- Nijole Ciuciulkiene (Université Lituanie): *Le débat – format et lignes directrices, La démocratie et la littérature européennes en dispute*
- Stefka Kitanova (AEDE BG): *Communication média, Langages de communication*
- Alain Fleury (AEDE FR): *Inter culturalité, Culture de la citoyenneté européenne*

Termes de travail décidés :

- 15.11.16 – Décision finale des titres des interventions
- 01.02.17 – Rédaction des matériels pédagogiques, téléchargement sur le site ELICIT+
- 10.02.17 – Envoi des documents à “Alumni”, décision finale du programme de formation
- 15.02.17 – Communication du budget disponible pour ce cours

Pendant toute la période de préparation (Octobre 2016 – Février 2017), les responsabilités assumées avaient été accomplies par tous les impliqués, dans le respect des termes décidés. La communication entre “Alumni”, l’équipe de coordination et les partenaires s’est déroulée d’une manière rythmique et efficace, en sorte que, le 15.02.2017 tous les éléments du contenu aient pu être en forme définitive et téléchargés sur le support électronique : les 24 clés USB, envoyés par poste, par Marie-france Mailhos.

4. Logistique

Les consultations et la communication entre les organisateurs, entre les organisateurs et l’équipe de coordination du projet/les partenaires/les participants/les intervenants/l’évaluateur externe (Ray Kirtley) se sont déroulées rapidement et d’une manière efficace, par correspondance électronique.

Fournisseurs de services

- Logement, repas, salle de cours : Hôtel *IBIS* – Constanța
- Dîner festif : Restaurant *Brâncovenesc* – Constanța
- Transport interne : *Global Auto Travel*
- Imprimerie : SC ZIRCON SRL Constanța, S.C. MASTER PRINT S.R.L. Constanta

Les services, organisés et négociés par le président de la fondation "Alumni", Vasile Nicoară, ont été rendus irréprochablement et à temps, ce qui a contribué au confort des formables et à la bonne atmosphère de travail.

Tout aussi bonne avait été la communication avec l'évaluateur externe Ray Kirtley (Université Hull, Grande Bretagne) et sa présence, discrète, durant deux jours de formation, a été perçue d'une manière positive par les formables. Les détails financiers avaient été discutés et mis au point par Michel Harel, Vasile Nicoară, Marie-france Mailhos, Silviu Ișvanca. Selon les sommes attribuées à "Alumni", on avait négocié avec l'hôtel: le tarif des chambres et le contenu du menu quotidien et l'on a décidé du contenu des dossiers allant être distribués aux formables: le programme du cours, un calendrier mural *România 2017*, un DVD avec une présentation multilingue de la Roumanie, une clé USB, un carnet de notes, un stylo BIC, un signe de livre, la carte de la ville de Constanța, une documentation culturelle sur Constanța, Bucarest, le Palais du Parlement. Ultérieurement, durant la semaine et à l'occasion de la remise des attestations de participation, de petits cadeaux populaires ainsi que des félicitations pour le *Dragobete* et le 1-er Mars ont été offerts à tous les participants.

E. Mise en oeuvre

Arrivés surtout le Lundi 21.02.17, les formables ont été accueillis à l'aéroport et conduits à l'hôtel, selon les listes exactes des arrivées/départs (vols, nom des passagers, numéro du portable) mis à la disposition de la compagnie de transport. Le logement et les repas à l'hôtel/restaurant ont satisfait les attentes des formables, auxquels on avait offert, sur demande, un menu adapté.

Les participants

1. **Coordinateurs du projet:** Marie-france Mailhos (AEDE FR), Michel Harel (UNILIM - FR), Francisco Villamandos (Cordoba University - ES)
2. **Evaluateur externe:** Ray Kirtley (Hull University - UK)
3. **Experts:** Nijole Ciuciulkiene (Universit   Alexandras - LT), Cristian Petre (Universit   "Ovidius" - RO), Simone Moroz (AEDE HU), Iulian Gropo  il   (RO, CEDEFOP).
4. **Stagiaires :** 18 - AEDE FR – 4, "Alumni" RO – 4, AEDE BG – 3, AEDE HU – 2, AEDE NL – 1, AEDER – 1, KEFO – 1, GERFEC – 1, ISJ Boto  ani – 1.
5. **Organisateur :** „Alumni” - Vasile Nicoar  , Lucre  ia   irinian



La semaine de formation a débuté par les discours de bienvenue :

- Le président "Alumni" – Vasile Nicoară a exprimé l'honneur et le plaisir des membres « Alumni » d'être les hôtes de ce cours de formation, ainsi que l'espoir que les activités allant être déroulées contribueront à la détermination de devenir un citoyen éduqué et engagé.
- Le coordinateur financier du projet – Michel Harel - Université de Limoges – adressé le message des autorités européennes dans le domaine et a évoqué les buts du projet ELICIT+, dérivés des provocations de la Stratégie EUROPE 2020 : l'apprentissage tout au long de la vie, la qualité et l'efficacité de l'éducation et de la formation, la promotion de la citoyenneté européenne active, le développement de la créativité, de l'innovation et de l'esprit d'entreprise.

La présentation individuelle des stagiaires a été, par la suite, accompagnée de l'expression des attentes individuelles par rapport aux thèmes mis en discussion.

Vu la présence, de la part des institutions partenaires, de 15 personnes nouvellement incluses dans le projet, on a rappelé les éléments clé du projet: but, partenaires, groupes-cible, objectifs généraux, période de déroulement. Deux aspects essentiels ont été mis en évidence :

- **Le fond : conscience européenne et engagement actif ;**
- **La forme :** le recours à des **méthodes de formation interactives** moins connue/utilisées de manière courante : film, débat, mind mapping, table ronde, brainwriting, CaMaPe, question cards, jeu, imagerie, solution de problèmes en pairs, ligne du temps, argumentation, analyse des pratiques, modération, focus group, brainstorming, questionnaires.

Les stagiaires ont été invités à remplir, sur des post-it et sur des feuilles de flip chart, les acquisitions de leur parcours formatif, dues à ce cours, ce qui a aussi suggéré les critères des évaluations de parcours et finale. Les séquences de formation ayant une durée de 90 minutes chacune, se sont succédé selon le programme établi, en Anglais et Français, avec la traduction des discours trop spécialisés par les stagiaires : Fanny Dubray, Florentina Gheorghe, Bianca Matei, Andaluzia Arif. Le programme de formation s'est déroulé quotidiennement de 09.00 h à 18.00 h (7 heures de cours + 1 heure de préparation individuelle pour les séquences suivantes).

Jour 1

- ✓ Présentations documentées concernant :
 - Les institutions européennes – Vasile Nicoara & Bianca Matei
 - Le système roumain d'éducation – Irinela Nicolae
 - L'histoire de l'Europe – Vasile Nicoara & Andaluzia Arif
- ✓ Activités formatives ayant pour objectif :
 - La conscience de l'appartenance à l'UE – Paula van Rooij
 - L'expression de l'identité nationale et européenne – Lucretia Sirinian

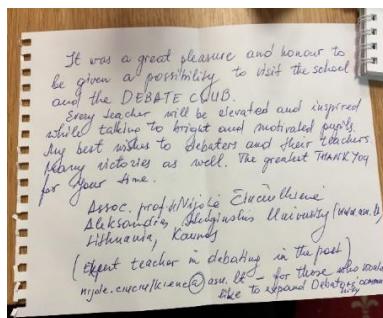
Jour 2

- Cristian Petre – *Training like a story, Feeling like a story & Writing like a story*. Les deux activités ont été réglées par l'intention d'offrir, d'une part, l'opportunité d'un exercice individuel réflexif concernant les dimensions visibles et invisibles d'une citoyenneté européenne active et, d'autre part, le contexte d'une expérience appliquée, organisée prioritairement au niveau du groupe. Les formables se sont manifesté dans un territoire dont la géographie a été dessinée selon les principes de l'apprentissage des adultes, mais aussi selon ceux caractéristiques pour les activités de formation. La valeur ajoutée anticipée au niveau individuel a été représentée surtout par l'exercice de certaines habiletés de pensée latérale et d'autres de configuration des scénarios résolutifs adaptés au contexte européen problématisé. Résultat essentiel au niveau du groupe : amplification du sentiment d'appartenance à une communauté active d'experts dans le domaine socio-éducatif.
- Paula van Rooij – *La citoyenneté européenne active dans un contexte historique & L'accroissement de la conscience européenne* a proposé l'information concernant la manière dont les différents moments historiques de l'Europe – la Guerre froide, l'échec de la Communauté Economique Européenne – avaient contribué à coaguler le sentiment de l'identité nationale et européenne, concentré sur la compréhension de la nécessité d'une politique européenne externe commune.
- Nijole Ciuciulkiene – *Notre débat porte sur la littérature européenne* - a proposé des exercices de réflexion intellectuelle provocateurs concernant la compréhension de la démocratie dans une culture « oximoronique », où l'on opère avec les concepts postmodernistes de l'action éristique et rabulistique : « Quel but dans un débat : prouver la vérité ou exercer une

influence ? » Le débat, en tant que méthode formelle de l'argumentation interactive et du positionnement représentatif, a constitué la clé de l'exercice pratique intensément préparé et impeccablement déroulé le dernier jour du cours : « Faudrait-il inclure la citoyenneté européenne active dans le curriculum national ? »

Les jours 3 et 4

- Alain Fleury a insisté, dans son discours, sur l'identité particulière de chacun, manifestée par altérité, empathie, assimilation, pluralité, mais aussi sur une « décentration », comprise comme une sortie de soi-même, ayant des applications directes pour une pédagogie également compensatrice que différenciatrice, à l'intérieur de laquelle l'interculturel est à présenter non pas comme la simple défense de la différence, mais comme celle du couple indissoluble essence humaine commune et différences dues à la diversité. Les principes de cette pédagogie devraient faciliter la compréhension de la logique interne de chaque culture, éduquer au relativisme, ne pas figer ni sacraliser les cultures traiter l'hétéro phobie. .
- Les visites dans les deux établissements d'enseignement (Le lycée national "Mircea cel Bătrân" et l'Université "Ovidius", Constanța) ont joui d'une bonne organisation de la part du président de la fondation et ont constitué une surprise agréable pour les visiteurs étrangers. Les élèves, ainsi que leur remarquables résultats dans des domaines très variés, de la performance scolaire à la robotique, aux projets scientifiques, aux projets scientifiques d'astronomie, aux arts (danse, musique) ou langues étrangères ont fait une bonne impression aux visiteurs, qui ont écrit leurs impressions dans le Livre d'Honneur de lycée.



We, the participants, in the ELICIT-PLUS C1 Programme *European Awareness and Committed Citizenship*, have had the pleasure to visit a school in the Romanian town of Constanta. A high school of great excellence which proudly bears the name of Mircea Cel Batran, but has also been recognized as a European School by the Romanian Ministry of Education for its achievements in the field of European projects and international cooperation.

We had the opportunity to make a tour on the premises and meet some of the glorious students and their not less talented teachers.

We were welcomed in the main entrance by students in national costumes, who offered us to have a piece of home-made round bread and dip it in salt in a symbolic gesture of hospitality: to make us feel at home.

We visited the library with the impressive array of portraits of Romanian authors, lining the walls as though they were on a constant watch over the new generation.

We passed by walls of fame, covered from top to bottom with certificates and diplomas of best students who had won prizes in prestigious international competitions in sciences.

Engagée depuis plusieurs années dans des échanges européens, j'ai eu la chance de visiter de nombreux établissements scolaires en France, en Allemagne, en Belgique, en Finlande, et en Ukraine. Ces expériences ont été des plus enrichissantes sur le plan humain et intellectuel. Pourtant, j'ai rarement été accueillie avec autant de chaleur et d'élégance qu'au Lycée Mircea de Constanța, dirigé par le Professeur Vasile Nicoară. Dès l'arrivée de notre groupe, alors que nous franchissions la porte d'un monument chargé d'histoire, une dizaine d'étudiants nous attendait. Formant une haie d'honneur en costume traditionnel, ces jeunes gens nous ont invité à déguster une bouchée de pain salée, en signe d'hospitalité.

Pendant l'avant dernier jour du cours, 24.02.2017, ont eu lieu:

- La réunion de travail de l'équipe de coordination (présents : Marie-France Mailhos, Michel Harel, Francisco Villamandos, présents par Skype : Irina Golubeva, Heleen Jansen), avec la présence de l'évaluateur externe – Ray Kirtley ;
- L'évaluation individuelle finale des stagiaires, dont on a présenté, le jour suivant, les résultats statistiques ayant suscité des discussions intéressantes.

Jour 5

- Stefka Kitanova – *Media communication & Langages de communication*. Les matériels présentés, ainsi que la nouveauté des tâches de travail proposées ont attiré l'attention sur la manière dont des aspects de la citoyenneté européenne active peuvent trouver une expression appropriée par la multitude des langages de communication media ou ceux de certaines communautés humaines ayant des possibilités diversifiées de formaliser leurs opinions et parvenant ainsi à transgresser les limites culturelles ou linguistiques communes.
- Rodica Mighiu a transmis le message de paix, adressé par des élèves du département de Botosani au Parlement européen.
- Simone Moroz – *Le système dual de formation professionnelle en Hongrie*, au niveau pré universitaire et universitaire a souligné la relation des établissements scolaires avec le marché du travail, ainsi que leurs effets sur le développement de l'esprit d'entreprise.
- Lucretia Sirinian – a évoqué des aspects de l'esprit de l'entreprise (en l'absence du représentant CEDEFOP) et a géré aussi bien les activités concernant l'évaluation finale des formables que l'évaluation finale.
- Marie-France Mailhos a rappelé et renforcé les buts essentiels du projet ELICIT+, ainsi que les résultats obtenus jusqu'à présent.

Buts

- Promouvoir l'éducation pour la citoyenneté européenne active, puisque rien que les citoyens éduqués, réflexifs et articulés assurent la survie de la démocratie.
- Développer la littératie européenne et intérioriser le sentiment de l'appartenance européenne.
- Suppléer au manqué d'information sur l'UE dans les *media* nationales et le manqué d'éducation sur la citoyenneté européenne dans les curricula nationaux.
- Développer les compétences nécessaires pour atteindre les objectifs de la Stratégie EUROPE 2020 dans le domaine de l'éducation et de la formation.
- Contribuer d'une manière significative au succès des jeunes, en sorte qu'ils puissent se sentir bienvenus et pour pouvoir trouver leur place dans le monde contemporain.

Résultats

“Qu'est-ce que l'on a obtenu jusqu'à présent ? »

1. On a défini les bases de notre action pour : la littératie européenne, la littératie de la citoyenneté européenne, la liste de référence pour les compétences nécessaires.
2. On a élaboré un *Portfolio du Citoyen Européen* en dix langues.
3. On a développé un programme de formations de courte durée à être offertes dans toute l'Europe, tout au long de l'année 2016 -2017.

La semaine de formation fut close le Samedi : l'évaluation finale du module, la remise des attestations de participation et les discours finals: Marie-France Mailhos, Vasile Nicoară.

Dimanche, le 26.02.2017, les participants au cours ont été embarqués en deux minibus, qui ont assuré le transport à Bucarest, ainsi que un tour des principaux objectifs touristiques, suivi de l'arrivée à l'aéroport Otopeni. La communication ultérieure avec chacun des participants a permis de constater que chacun était arrivé chez soi conformément aux horaires de vol.



F. Evaluation

L'évaluation de la mise en œuvre du module de formation a été conçue en deux dimensions, lues constamment dans la clé de la conscience européenne et de la citoyenneté engagée.

I. La formation à l'évaluation & promotion d'une culture de l'évaluation

Cette dimension a été atteinte plutôt implicitement, par de moyens peu évidents : affiches „dans l'attente” des réponses, image des intelligences multiples, méthodes de travail, l'inédit de l'organisation des critères d'évaluation interne du module, interprétations statistiques, lexique spécialisé.

II. L'évaluation proprement dite, réalisée par les réponses aux divers types de sollicitations, ayant deux buts : l'évolution **des stagiaires et les résultats du cours.**

Une troisième dimension, **l'organisation**, a été évaluée par les messages après-cours laudatifs des stagiaires.

L'hétérogénéité du groupe des stagiaires, due aux différences de background et d'âge, a permis que pour les questions très ouvertes qui leur avaient été adressées les réponses offrissent un spectre diversifié d'attentes et d'évolutions personnelles. Ces questions avaient été formulées pour trois types d'évaluations.

1. Initiale

- "Dans quel but suis-je ici ?"

Objectif : recueillir les types d'attentes des stagiaires ;

- "Quels sont mes sentiments en début du cours ?"

Objectif : faire valoir les types prédominants d'intelligence.

Projetées et structurées selon le principe de la transparence et de la collégialité (post-it nominaux sur les affiches), les réponses aux questions de l'évaluation initiale ont permis d'éviter la présentation verbale de début, soumise au risque d'être incomplète et oubliée. Les attentes et l'état d'âme de début des stagiaires ont joui de réponses concises et claires, où les intentions majoritaires avaient été: "apprendre", "être informé", "faire l'expérience de quelque chose de nouveau", "rencontrer des gens intéressants", "partager/échanger des idées", "donner", "s'enrichir", "contribuer" au renforcement de l'unité européenne, par des actions concrètes. Les sentiments aussi furent des plus variés : enthousiasme, curiosité, intérêt, inquiétude, attente, confiance, espoir, concentration, bonne humeur, impatience, désir d'absorber/contribuer, ouverture vers le nouveau.

2. Continuelle

- "Qu'ai-je appris ?"

Objectif : compréhension supérieure des activités et verbalisation des acquisitions ;

- "Objectifs implicites & Résultats implicites" – Objectif : intégration mentale structurée.

Si, pour les questions de début, les réponses avaient été, exclusivement, individuelles, peu après elles ont acquis la profondeur de l'abstraction et de l'apprentissage interconnecté, ce qui confirme l'atteinte, bien que limitée, des résultats attendus :

- ✓ Valences du travail d'équipe ("domptage des émotions", communication empathique, respect)
- ✓ Valeur des ateliers de travail/des activités déroulées collégialement, naturellement, agréablement
- ✓ Prise de conscience et verbalisation des traits identitaires
- ✓ Prise de conscience des rôles du citoyen européen

- ✓ Promotion de la curiosité épistémologique, manières d'arriver à l'esprit et à l'âme
- ✓ Culture de la transparence et des espaces pour des discussions thématiques
- ✓ Opportunités pour créer un réseau de „pairs” dans les pays européens partenaires
- ✓ Vécu des expériences inédites, enrichissement personnel, professionnel, culturel
- ✓ Enseignement „comme un serpent” : formation implicite.

3. Finale

❖ Composante : l'individu

- d) "Mon critère d'évaluation individuelle" & "Mes sentiments à la fin du cours"
Objectif : intérioriser les critères personnels d'évaluation

Les réponses à ces deux aspects de l'évaluation appartenaient, en général, au domaine de l'intelligence émotionnelle, mettant en vedette :

- la prise de conscience ("la prise de conscience de l'importance de la prise de conscience interculturelle", le besoin d'une approche multiculturelle, la confirmation de la foi dans l'attitude européenne de la jeune génération);
- la motivation (l'inspiration pour de nouvelles activités, décision de partager et mettre en œuvre les acquisitions);
- les habiletés sociales (discours public, implication active, inspiration de nouvelles idées, découverte des propres habiletés);
- la disponibilité de gérer les émotions (amitié, bonheur, "fatigue satisfaite", désir de perpétuer la nouvelle attitude européenne et de ressusciter les énergies, optimisme, enthousiasme).

- e) "Que ferais-je en tant que citoyen actif ?" (Questionnaire ouvert/Brainwriting & Cerf-volant)

Objectif : développer l'imagination créatrice responsable & découvrir la disponibilité du groupe

L'achèvement de cette tâche de travail avait suscité, au début, la surprise ainsi que la conviction que les réponses seraient peu nombreuses, ce qui fut contredit par la suite. Les stagiaires s'étaient découvert, dans les groupes de formation, des ressources d'imagination et des disponibilités insoupçonnées. Pour des raisons de soutenabilité de la formation, les fiches de travail de cet exercice sont restées en la possession des stagiaires, comme source de motivation et d'inspiration pour des actions civiques ultérieures, au propre poste de travail.

Les résultats de cet, rien que partiellement, exercice d'imagination ont été résumés au plein du groupe, ce qui a permis de constater la prédominance de la dimension européenne des activités pour lesquelles les stagiaires avaient manifesté leurs disposition, à la défaveur de la dimension nationale de leur citoyenneté.

- f) "Que ferais-je/voudrais-je faire en tant que citoyen actif ?" – Questionnaire fermé, à réponses préétablies

Objectif : évaluer le niveau d'engagement actif dans divers rôles civiques.

Le questionnaire, anonyme, appliqué le dernier jour de formation, proposait cinq actions possibles pour les sept rôles civiques (bon voisin européen, votant EU, citoyen responsable, activiste communautaire, volontaire européen, citoyen européen actif, enseignant européen), avec les possibilités de réponses : "Oui", "Peut-être", "Non". Le feed back du questionnaire fut présenté aux stagiaires le dernier jour du cours : "Oui" – 67%, "Peut-être" – 25,5%, "Non" – 7,5%. L'interprétation statistique détaillée fut achevée en collaboration avec les représentants de l'AEDE BG.

❖ Composante : le module

- c) La fiche d'évaluation interne du module de formation

Objectif : développer l'habileté de structurer l'évaluation, acquérir un vocabulaire de spécialité, assumer des jugements ;

- d) Les impressions générales des stagiaires, quelques jours après la clôture du cours de formation.

La fiche d'évaluation interne du module de formation proposée par "Alumni" est structurée sur trois grands piliers d'évaluation :

- ✓ **L'activité de formation proprement-dite** : la documentation du cours, la planification-motivation, la relevance du contenu pour le groupe cible, les démarches pédagogiques/didactiques, le climat psychopédagogique.

- ✓ **Le formateur – compétences :** professionnelles (savoir, savoir-faire, communication), méthodiques, sociales, de personnalité, conduite socio-pédagogique, autorité professionnelle et morale.
- ✓ **Les formables – directions de développement :**
 - **Individuelle :** acquisitions verbalisées/non verbalisées, disponibilité pour l'activité intellectuelle, compétence pour l'activité individuelle, statut et rôle durant la formation ;
 - **D'équipe :** disponibilité pour le travail en équipe, statut et rôle durant la formation, attitude envers la formation proprement dite, soutenabilité des habiletés développées.

Les auteurs avaient intentionnellement favorisé la dimension formative de la fiche d'évaluation offrant aussi, pour chacun des aspects soumis à l'évaluation, des possibilités de réponses propres à l'évaluation, ainsi que l'espace nécessaire à l'expression personnelle. Les stagiaires ont préféré d'encrer/souligner les réponses préétablies, en leur ajoutant aussi de courtes appréciations personnelles, accomplies par l'obligatoire quantification de la prestation.

Conclusions

La thématique du cours, concentrée sur les mots-clés du projet ELICIT+ – **conscience, citoyenneté, engagement** – a poursuivi explicitement deux objectifs :

- **L'information** sur les aspects essentiels de la construction européenne et sur les repères de la prise de conscience de l'appartenance aussi bien à la communauté nationale, qu'à celle européenne.
- **La formation** pour l'implication et l'engagement responsables.

Un troisième objectif, implicite, a été atteint par le fait que pas mal des stagiaires ont exprimé leur disponibilité de continuer la formation à la citoyenneté européenne active en construisant de nouveaux réseaux partenariaux internes et externes, au niveau des enseignants et des élèves.

Déroulé dans un espace amical et une atmosphère d'évidente coopération, ce cours de formation des formateurs s'est fait remarquer par :

- la multitude des questions et de réponses suscitées concernant l'individu en tant que personne, mais surtout en tant que membre de la communauté européenne ;
- la densité du programme et des activités proposées ;
- la qualité des interventions, aussi bien au niveau des présentations formalisées, qu'à celui des interventions spontanées ;
- les ineffables et pourtant visibles nuances des attitudes individuelles : attente, incertitude, appréhension, devenues : émulation, enthousiasme, conviction.

Les messages après-formation des stagiaires confirment leur volonté de transférer les acquisitions, de sorte que, interprétés dans la clé des quatre pas d'évaluation des apprentissages des adultes (le modèle Donald Kirkpatrick), on peut apprécier que les trois premières étapes de la formation ont été dépassées : **la réaction** (la participation aux interventions), **l'apprentissage** (la disponibilité de changer de conduite), **la performance** (la mise en œuvre des changements au poste de travail). Le quatrième pas – l'impact (les résultats certains des effets bénéfiques pour l'organisation de chaque stagiaire) sera remarqué dans un moyen et long terme, indisponible, pour le moment à ce projet.

Les appréciations générales des stagiaires

- activité de formation : très bonne
- Compétences des formateurs : bonnes +
- Dominante de formation favorisée : d'équipe.

Constanța, le 10.03.2017

Président fondation "Alumni",

Prof. Dr. Vasile Nicoară

Expert,

Prof. Lucreția Șirinian