

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 program¹
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)

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

¹ 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.

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 (Lituania 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, Andaluza 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 & Andaluza 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**

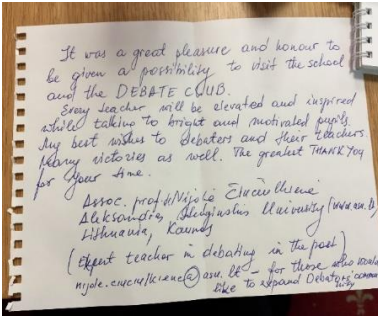
Day 2

- **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 an 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 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 Nicorău. 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.

- 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 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

Expert,

Prof. Lucreția Șirinian