





Active European Citizenship

European **Awareness** & **Committed** Citizenship Individual & Training Module Evaluation

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Aims of "Alumni" as partner in the project

- To remember about the EU concept, representative institutions, programs and their significance for our daily life
- To promote European values and attitudes
- To strengthen the awareness of the national-European identity
- To encourage active citizenship for all ages or social roles
- To offer some criteria for two evaluations: the content (trainees' individual evaluation) and the manner the content was delivered (the training module evaluation)

Target groups

- "Alumni" members, the school population
- Trainees: C1 and C2 training module
- Participants to the Dissemination Conference
- The readers of our site and of the national educational newspaper



A group of black ants are shown working together to move a large, dark, textured seed or piece of wood across a patch of green grass. The background is a bright blue sky with white clouds.

COMMITMENT

Awareness of our identities

- **National identity** means one's sense of belonging to one state or to one nation, as a cohesive whole, as represented by distinctive traditions, culture, language and politics.
- National identity is "an awareness of difference", a "feeling and recognition of 'we' and 'they'".

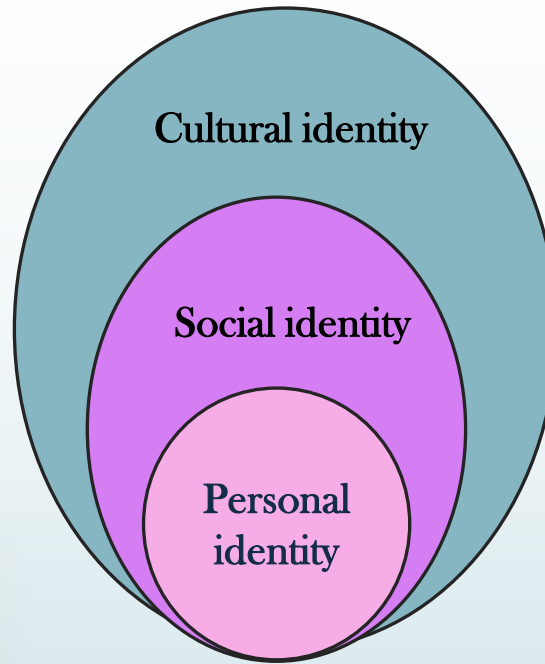


- **European identity** must be more than the sum of the individual identities.
- It needs to have a group reality: a group of people that define themselves as *Europeans* and are ready to behave in specific ways according to their 'Europeanises', and within an institutional framework that supports this identity.

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



Lionel & Roger Penrose's
Impossible Triangle



Personal identity =
immaterial soul
&
psychological continuity
&
specific body

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



Möbius strip

European values

First European values: Freedom (Germanic) - Order (Roman) - Faith (Christian) - Thought (Greek)

EU values: Dignity – Freedoms – Equality – Solidarity – Rule of law



Rights & Responsibilities

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

Cambridge Dictionary

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

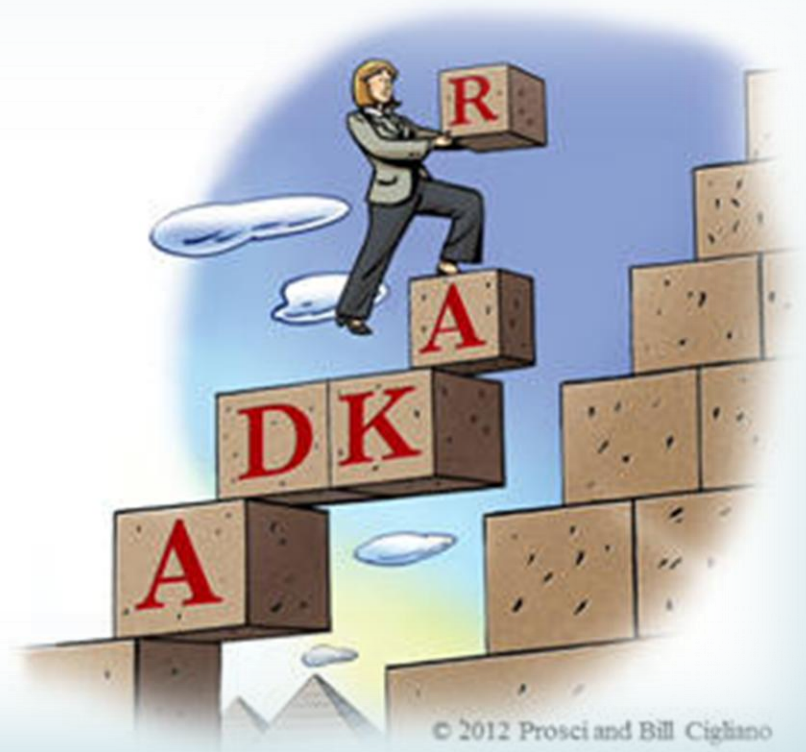
Commitment is what transforms a promise into reality.

Abraham Lincoln

The Prosci ADKAR Model

Learning what to look for during change

Awareness
Desire
Knowledge
Ability
Reinforcement®



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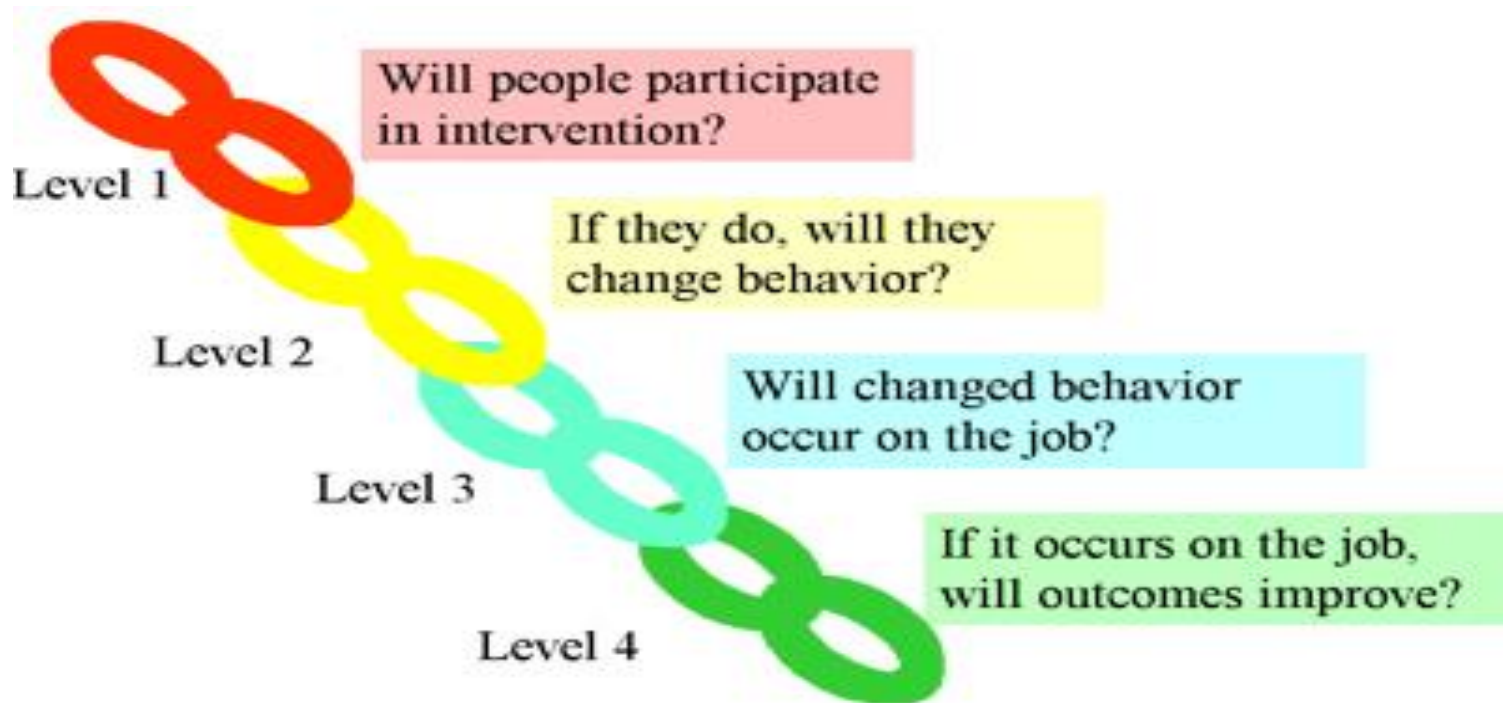
Level 1
Reaction

Level 2
Learning

Level 3
Behavior

Level 4
Results

Kirkpatrick's Four-Level Training Evaluation Model

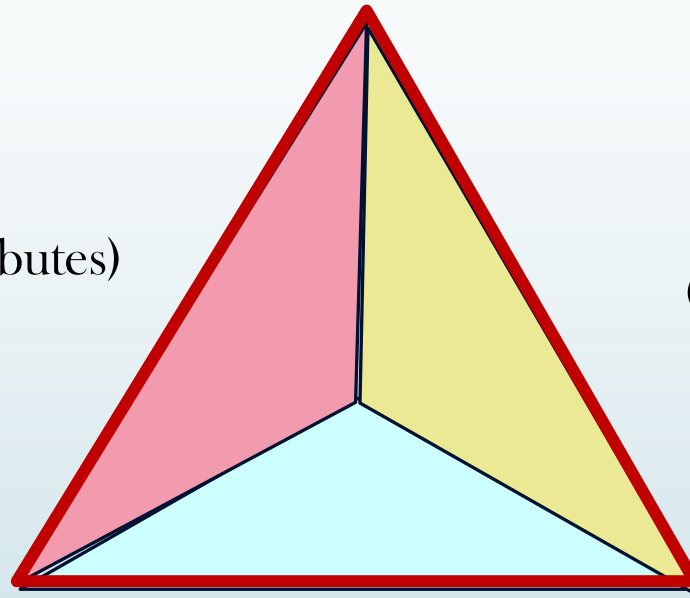


If you can't measure it, you can't improve it.

Lord Kelvin (1824 - 1907)

Measuring
(determining attributes)

Assessing
(indicating performance)



Monitoring
(registering the progress)

Evaluation is the critical collection of information regarding the worthiness, appropriateness, goodness, validity, etc., of something already monitored, measured and assessed.

Individual evaluation

Methods:

635

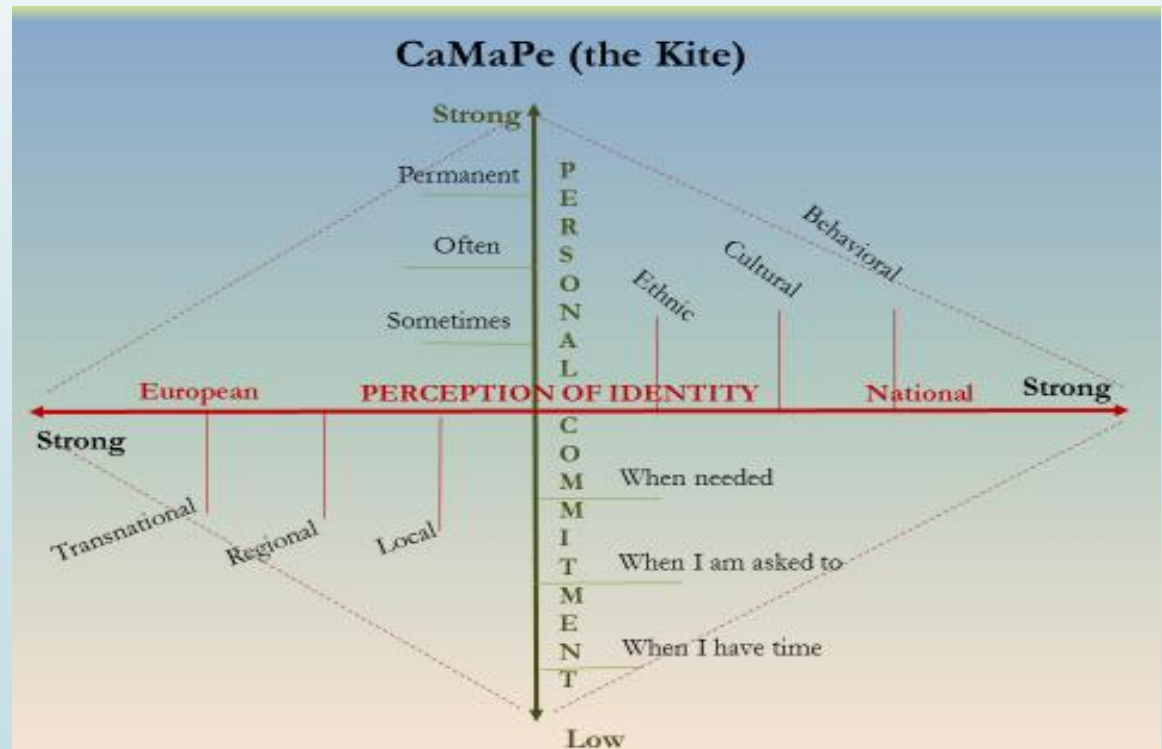
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CaMaPe

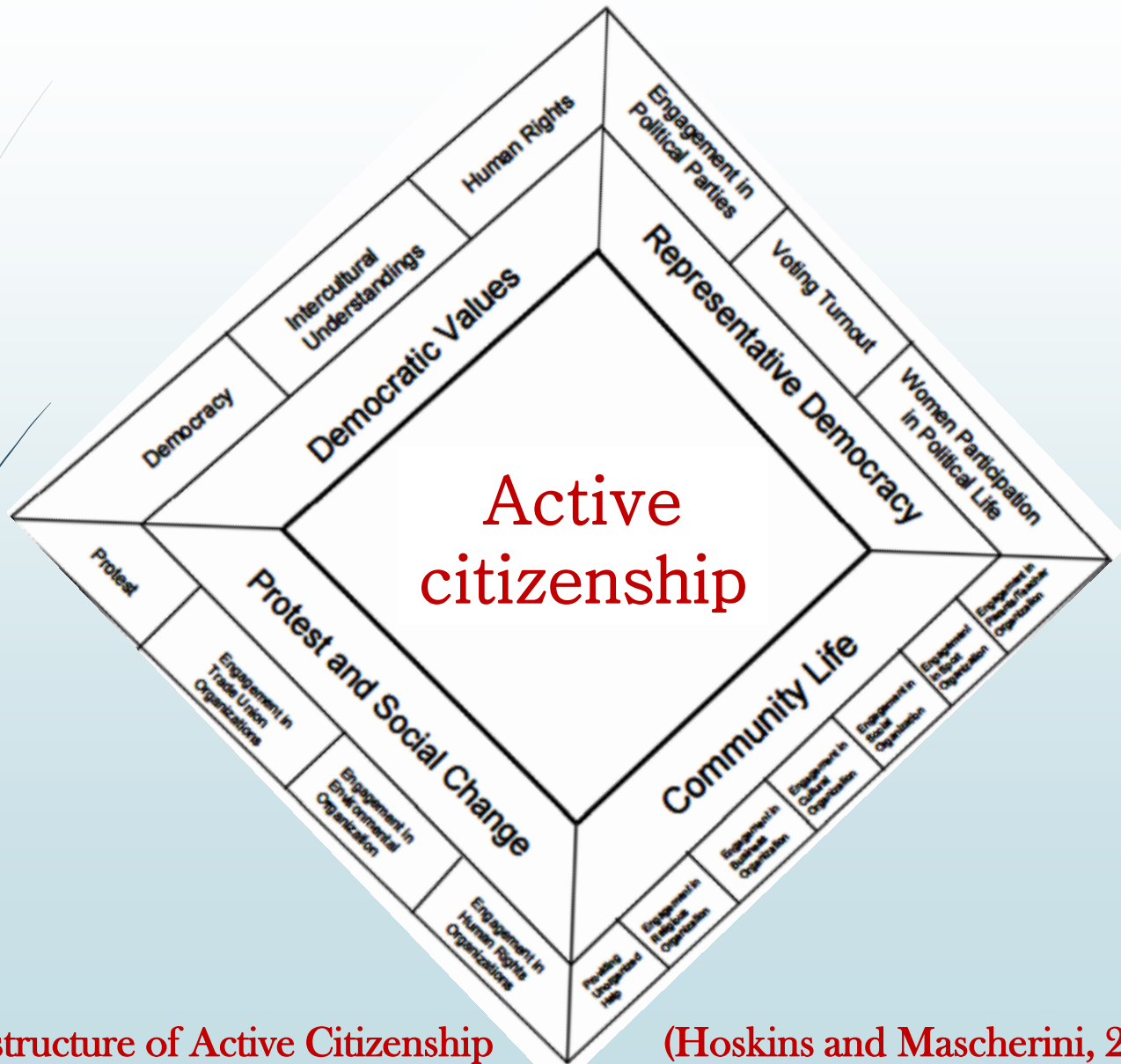
Brainwriting – 635 method

“What would/could I do as an active citizen?”

Idea 1	Idea 2	Idea 3
.....		



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



The structure of Active Citizenship

(Hoskins and Mascherini, 2009)

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

Yes	Perhaps	No
68	33	10

- 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
91	20	3

- 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
63	32	7

- 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
74	25	5

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

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

Yes	Perhaps	No
69	30	15 + 1

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

F. As a **Community Activist** would I ...

Yes	Perhaps	No
73	29	5

- a. ... take action to change a local situation: campaign, write to parliamentarians/to the editor of the local newspaper?
- b. ... establish a network 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 like to ...

Yes	Perhaps	No
74	27	4

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

Centralizer: Total answers: 725

Yes

Perhaps

No

479 = 66 %

193 = 27 %

53 = 7%

EU Voter	77	European neighbour	41	Eu volunteer	15
Responsible citizen	72	Active EU citizen	32	Active EU citizen	10
EU teacher	71	European volunteer	29	European neighbour	8
Community activist	69	Responsible citizen	28	Responsible citizen	5
European neighbour	66	EU teacher	25	EU voter	5
Active european citizen	63	Community activist	25	EU teacher	4
European volunteer	61	EU voter	13	Community activist	1



Trainees' new ideas

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

MODULE EVALUATION

Part 1



Template for the internal evaluation of the training module PROPOSAL ALUMNI

IDENTIFICATION

Title of the module
Target group: Persons attending the meeting:
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. Pedagogical/didactical approaches: interactive training methods, use of ITC, organization of in the class and out of class activities, inclusion of informal learning aspects

.....
.....

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

.....
.....

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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.

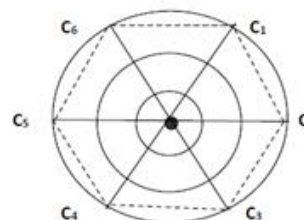
C. 2. **Methodical competencies:** selection of the social form for the training meeting according to the proposed objectives, dosage and density of the training activities, caption and maintain of the trainees' interest, quality of the training support and control,

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, ...

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



MODULE EVALUATION

Part 2

III. THE TRAINEES – Aimed dominants: individual and team

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

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

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

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

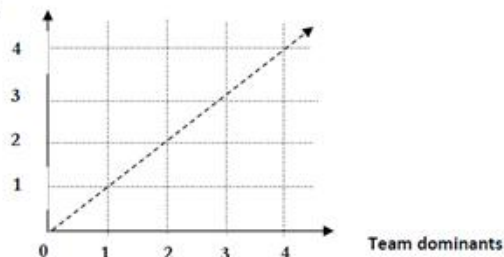
D. E. 1. Availability for teamwork: collegiality, individualism, commitment

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

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

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

Individual dominants



Evaluators' signature,

Trainer's signature,

MODULE EVALUATION

Part 3

What do trainees appreciate in a training activity?

A friendly work atmosphere,

The density of the proposed topics,

The diversity of the training methods and techniques,

The originality of the practical activities,

The motivation to reach the proposed objectives,

The humour of trainers' speech and performance,

but
more

a challenging work atmosphere.

the relevance of the manner to approach the topics.

the realism and feasibility of the used methods/techniques.

the conclusiveness of the proposed activities.

the intimate conviction that the training led to a real change.

the solidity of the trainers' ideas and competences.

Attitude makes altitude!

Zig Ziglar – American motivational speaker





Thanks for your attention and interest!