IEUME Skills Assessment, Validation and Recognition Tools

Intellectual Output 4

Index

1. Overview of the IEUME Skills Assessment, Validation and Recognition Tools (Intellectual Output 4)

The aim of this Output is to develop a package of tools for trainers, educators and social workers which will allow them to assess, validate and recognise the skills gained by members of the target group in the IEUME gamified online training.

The IEUME training course aims at supporting the integration of persons with a migrant background (refugees, asylum seekers and migrants) and at carefully introducing them to the lifestyle, prerequisites, institutions and processes of the European Union and their host countries within the EU. They gain access to institutions which they can address for help and support and they receive a lot of diverse information which will make their integration easier.

In order to facilitate the delivery of the training course and, in particular, a subsequent assessment through trainers and educators, this Intellectual Output provides a mapping of suitable existing frameworks and European transparency mechanisms as well as several different tools which can be used by trainers to gain insights on a learner's progress and their knowledge gained in the IEUME training course.

> The IEUME online gamified training course is available online at
> **www.ieume.com/elearning**

2. European transparency tools

This section describes several suitable transparency tools which can be used to make training and education more equal, transparent and easily comparable between different European countries. Achieving such transparency is highly important in today's global society as well as desirable and practical for the IEUME training course.

1.1 EQF

EQF **European Qualification Framework**	EQF is an important link between the many different qualification and educational systems in the countries of Europe. • Common European reference framework • 8 different reference levels (1 = lowest, 8= highest); classification is done according to the learning outcome of each level • Learning outcomes describe what people understand, know and are capable of doing after a specific learning input/unit • Includes qualifications at all different levels and systems of education, training and schooling • Overview and summary of qualifications in the participating countries • Makes qualifications comparable between different countries and systems **Purpose**: Making qualifications easier to understand in different European countries and their systems. Supporting lifelong learning and cross-border mobility between European countries. Beneficial for learners and workers all over Europe.

1.2 ECVET

ECVET **European Credit System for Vocational Education and Training**	ECVET facilitates recognition of skills for VET learners. The system allows validation of work-related knowledge and competences, which they have acquired in different countries and different systems. • Possible for VET qualifications at all levels of the European Qualification Framework • Framework makes learners more mobile within different systems of education • Allows easier transfer of qualifications • Includes all learning outcomes from formal, non-formal, informal contexts, acquired in the home country and abroad • Based on different units of learning outcomes that can be assessed and easily validated • Using technical specifications and principles, taking national legislation and regulations into account • Individualised learning habits and histories, also considering transnational mobility **Purpose**: Assisting VET learners in collecting their assessed learning outcomes, having them recognised and transfer them among different systems. This will result in a certain qualification or enable lifelong learning. ECVET goes hand in hand with other EU frameworks and reference systems: European qualifications framework (EQF), Europass and the European quality assurance reference framework for VET (EQARF).

1.3 EQAVET

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EQAVET

European Quality Assurance in Vocational Education and Training

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EQAVET is a community of practice and a reference instrument founded on common reference conditions. It supports EU countries in promoting and monitoring the improvement of their systems of vocational education and training. The instrument brings together EU member countries, social partners and the European Commission in order design and advance quality assurance in systems of VET in the context of the European Quality Assurance Reference Framework.

- Supporting and monitoring the implementation of EQARF
- Emphasise on quality, mutual learning, development of common principles
- Quality assurance for EQF and ECVET; arriving at mutual solutions and common results to establish guidelines and criteria
- Discussions about experiences, exchange of information

Purpose: Better cooperation and synergies within and across EU member states on issues and questions related to quality assurance. EQAVET wants to create a sustainable platform for quality assurance in vocational education and training.

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1.4 Europass

Europass	Europass is an initiative by the EU to advance transparency of qualifications and facilitate mobility of European citizens. It wants to make competences and qualifications transparent and understandable across Europe. The Europass brand comprises five documents, available in 27 languages:
	• CV: presenting qualifications and competences in a consistent way that is easy to understand
	• Language Passport: self-assessment tool for language skills and qualifications
	• Europass Mobility: a tool to document competences and knowledge gained in other European countries
	• Certificate Supplement: description of knowledge and competences of people with VET certificates.
	• Diploma Supplement: description of knowledge and competences of people with higher education degrees.
	All these documents can be collected in the European Skills Passport. All countries have a National Europass Centre, which provides information and support.
	Purpose: Europass wants to help EU citizens to present their qualifications and individual competences clearly and understandably in a common format. This will be very beneficial when they are looking for a job or training. It also helps employers and training/educational institutions to assess a candidate and their skills.

2. IEUME Training course: EQF and ECVET

Two European transparency tools, EQF and ECVET, were chosen as the main classification systems for the IEUME online training course. In addition to this, Europass (described in chapter 3.1.6) is highly recommended as a tool for the participants to use.

- **European Qualifications Framework: EQF**
  There are eight different EQF levels which determine what learners should know and be able to do after completing a course or training. The levels are described in detail in the following table.

  In the IEUME training course, EQF levels are assigned to each module (and eventually to the whole course), according to the difficulty of the course contents. As the course is intended for migrants and refugees who are lacking basic knowledge about their host countries and the European Union in general and because they frequently have a rather limited command of their respective host country's languages and of English, the EQF level assigned to the training course modules and to the course in general, are also rather low (levels 2 and 3 according to the modules, level 3 overall).

	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 2 The learning outcomes relevant to Level 2 are	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

Fig. 1 – Levels 2 and 3 of the EQF
(adapted from https://ec.europa.eu/ploteus/content/descriptors-page)

- **European Credit System for Vocational Education and Training: ECVET**
  In order to assign appropriate ECTS credit points, the training course was analysed module by module, including the training course's mini games, and the approximate possible and suggested duration for each module was estimated. In this process, the training course's target group and their probable limitation in language skills and other, fact-based prior knowledge was taken into account, resulting in an extra amount of time which was added to the calculation. This will make it easier for members of the target group to not only participate, but also complete the training course in the expected and recommended time.

  The ECVET system measures its credit points according to the duration of course work and 1 ECVET credit point is seen to equal 25 to 30 hours of course work as the basis of calculation. Thanks to this flexibility, it is possible that the actual time a participant needs to complete the course can vary while all learners will still receive the same amount of ECVET credits.

2.1 EQF levels and ECVET credit points attribution

The IEUME online-gamified training course as a whole has a value of 4 ECVET credit points; the individual attribution of credit points to each module can be seen in the following section.

The course's overall EQF level is set at level 3, as the learning outcomes relevant to this level were deemed most appropriate for the IEUME training course. However, as the course consists of five modules which all focus on different topics, require different levels of prior knowledge and provide information and training with varying levels of difficulty, the individual models fall into either EQF level 2 or EQF level 3.

The following section provides more details on the attribution of EQF levels and the calculation of ECVET credit points.

2.1.1 Module: Key principles of Democracy & Civic Engagement

- **0,5 ECVET credit points**
- **EQF level 2**

Unit 1 – Key Values & Principles of Democracy
Unit 2 – Civic participation and its forms
Unit 3 – Participation and Migrant integration

Item	Duration
Units 1-3 incl. questions	7h
Games	5h
Extra work (activities, external link review, translations, extra research…)	3h

2.1.2 Module 2: Improving employability

- **1 ECVET credit point**
- **EQF level 2**

Unit 1 – Career Planning
Unit 2 – Professional Marketing
Unit 3 – Interview and Pitch

Item	Duration
Units 1-3 incl. questions	11h
Games	5h
Extra work (activities, external link review, translations, extra research…)	9h

2.1.3 Module 3: Accessing Rights in the EU

- **1 ECVET credit point**
- **EQF level 3**

Unit 1 – Human rights and their role within the EU
Unit 2 – Different kinds of rights and their legal protection
Unit 3 – Accessing rights in the EU through various processes

Item	Duration
Units 1-3 incl. questions	12h
Games	5h
Extra work (activities, external link review, translations, extra research…)	8h

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2.1.4 Module 4: European Culture and Heritage

- **0,5 ECVET credit points**
- **EQF level 2**

Unit 1 – The Origin of European Culture and Legislation
Unit 2 – The Role of European institutions
Unit 3 – Key fact about the European Heritage and Culture

Item	Duration
Units 1-3 incl. questions	6h
Games	5h
Extra work (activities, external link review, translations, extra research…)	4h

2.1.5 Module 5: European Union's (EU) System of Governance and Institutions

- **1 ECVET credit point**
- **EQF level 3**

Unit 1 – EU's System of Governance
Unit 2 – EU Institutions
Unit 3 – Key Facts about EU

Item	Duration
Units 1-3 incl. questions	12h
Games	5h
Extra work (activities, external link review, translations, extra research…)	8h

3. Tools

This chapter introduces examples and ready-to-be used assessment and evaluation tools for trainers, educators, and social workers. These can be used in training sessions in order to collect and analyse information concerning the training as well as by individuals who have participated in the course. These tools of assessment, validation and recognition serve various purposes such as data and information collection, raising of further interest, review of skills, raising of self-esteem and reassurance of success.

3.1 General tools

The following tools are available as links or for download on the IEUME project website www.ieume.com. All tools serve a certain purpose and can be seen as best practice suggestions and valuable support measures for trainers and the course itself.

3.1.1 IEUME introduction video

The IEUME introduction video offers an overview of the IEUME project and, in particular, of the training course. Trainers can get a brief and quick introduction to the project and, while this video is more targeted at educators delivering the course, it can also be of interest for participants. A special focus is put on the IEUME online gamified training course.

Contents of the video:
- Project overview
- Target groups
- Aims and goals of the project
- Introduction to the IEUME Online gamified training course and its objectives, contents, learning outcomes, and features

Fig. 2 – Screenshot of the IEUME project video (https://youtu.be/ep8zf64-9Q8S)

Fig. 3 – Screenshot of the IEUME project video (https://youtu.be/ep8zf64-9Q8)

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3.1.2 Kahoot Quiz

A Kahoot quiz consists of several multiple-choice questions on a certain topic. It is a gamified online tool which allows trainers to create their own quiz and use it with their learners. This ensures high adaptability to individual learners, groups of course participants, national situations, language skills and any possible impediments. As the learners' individual needs and skill levels can be taken into account, a Kahoot quiz is an ideal option for trainers who want to assess the knowledge their learners gained by participating in the IEUME training course.

The website www.kahoot.com is an easy to use platform where trainers can create their own quiz. In the case of the IEUME training course, educators can be creative and use Kahoot to create a quiz with questions on IEUME topics, which will challenge their learners to apply the knowledge they gained during the IEUME training course. As Kahoot is highly individual, trainers can adapt the quiz to their own needs.

How to use Kahoot:

1) Sign up as a teacher / create an account or sign up with a Google or Facebook account.

2) The Basic version is free to use; the Pro edition is a paid version and offers some additional features.

3) There are free tutorial videos and a demo game available within the platform which show how to build a Kahoot quiz.

4) Create your own Kahoot quiz by typing questions and possible answers in the respective fields.

On the website, there are many ideas and suggestions on how to design the Kahoot questions and the matching answers. The aim is to create a quiz that make sense for the target group, is entertaining and informative and provides a valuable experience.
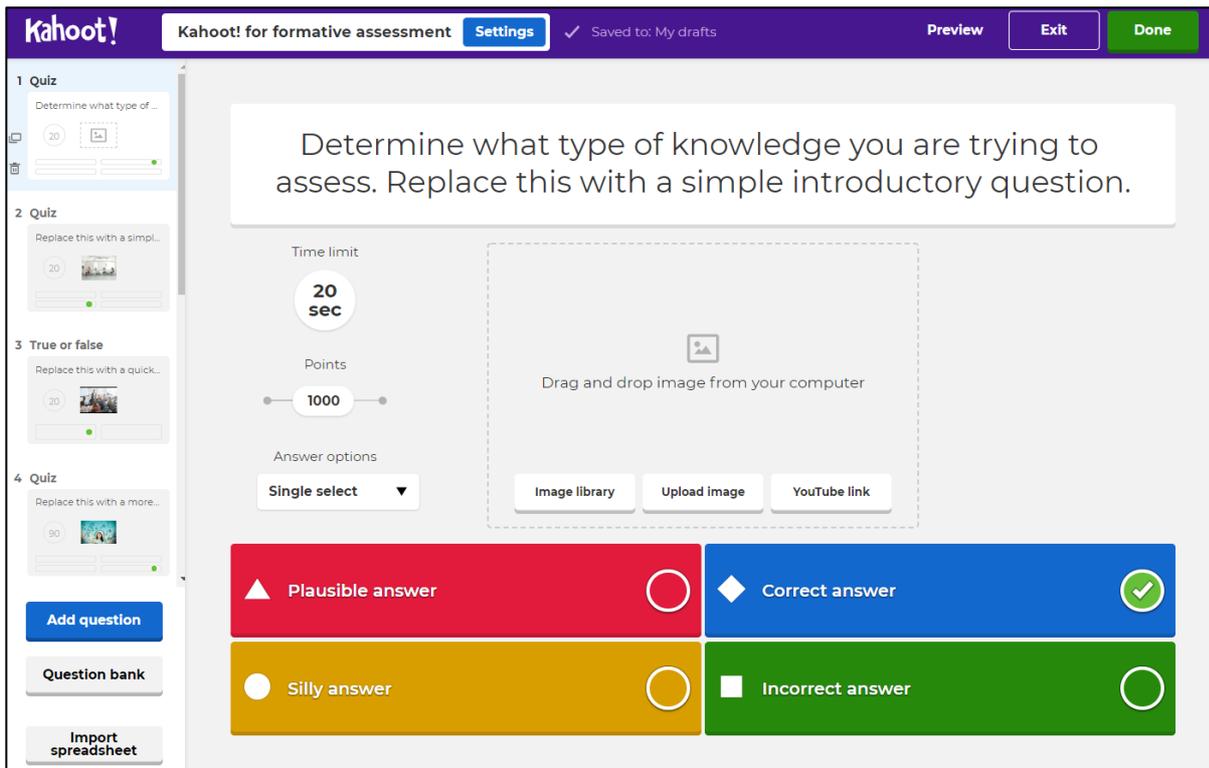
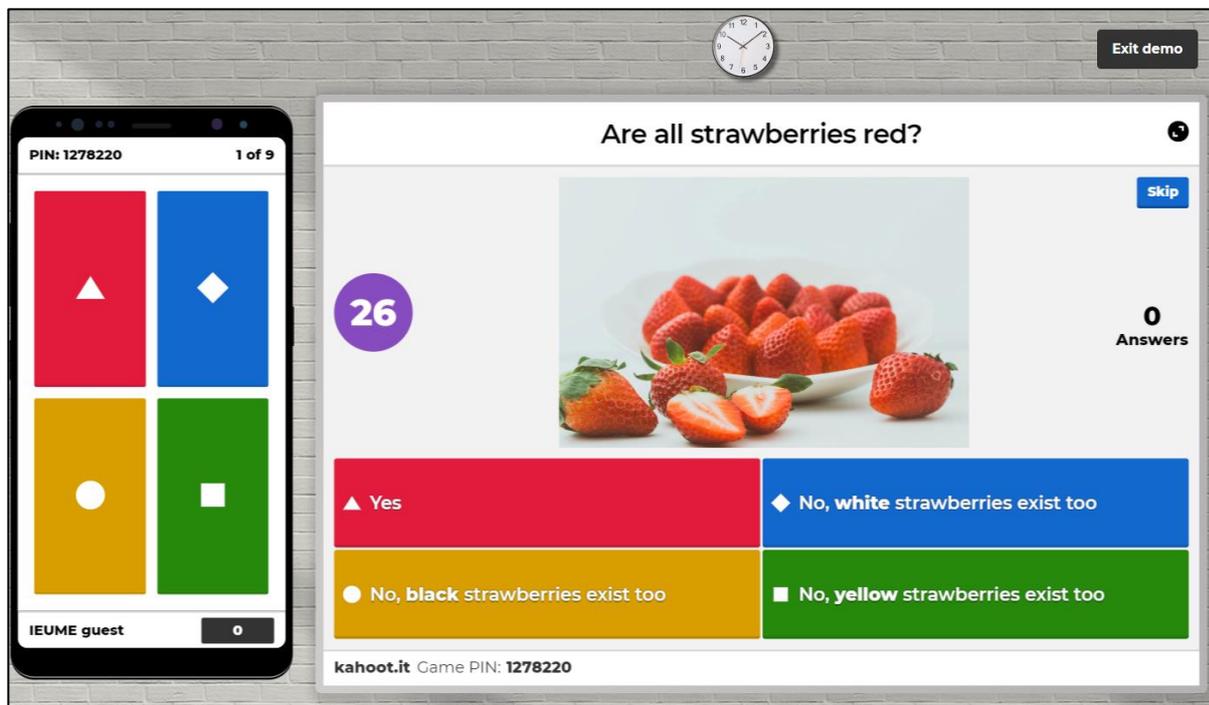**Fig. 4** – Possible options of creating a quiz on the Kahoot platform (from www.kahoot.com)

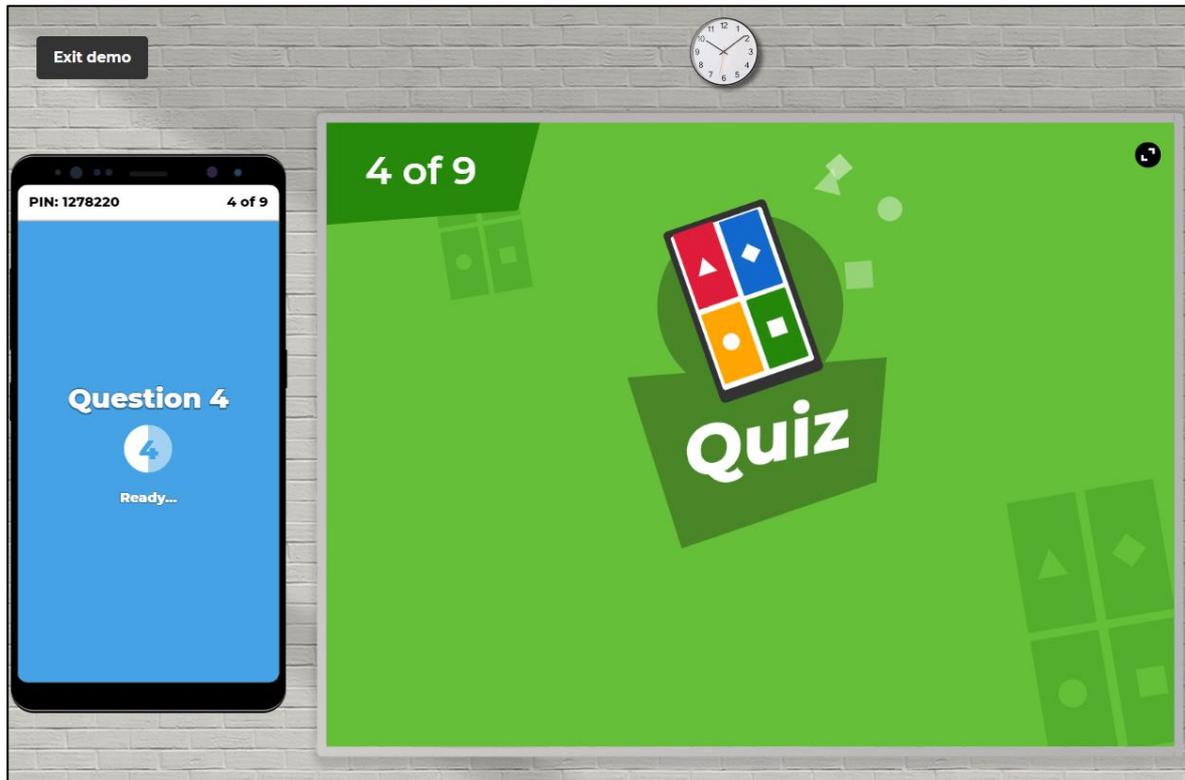**Fig. 5** – Example of a demo Kahoot quiz (from www.kahoot.com)

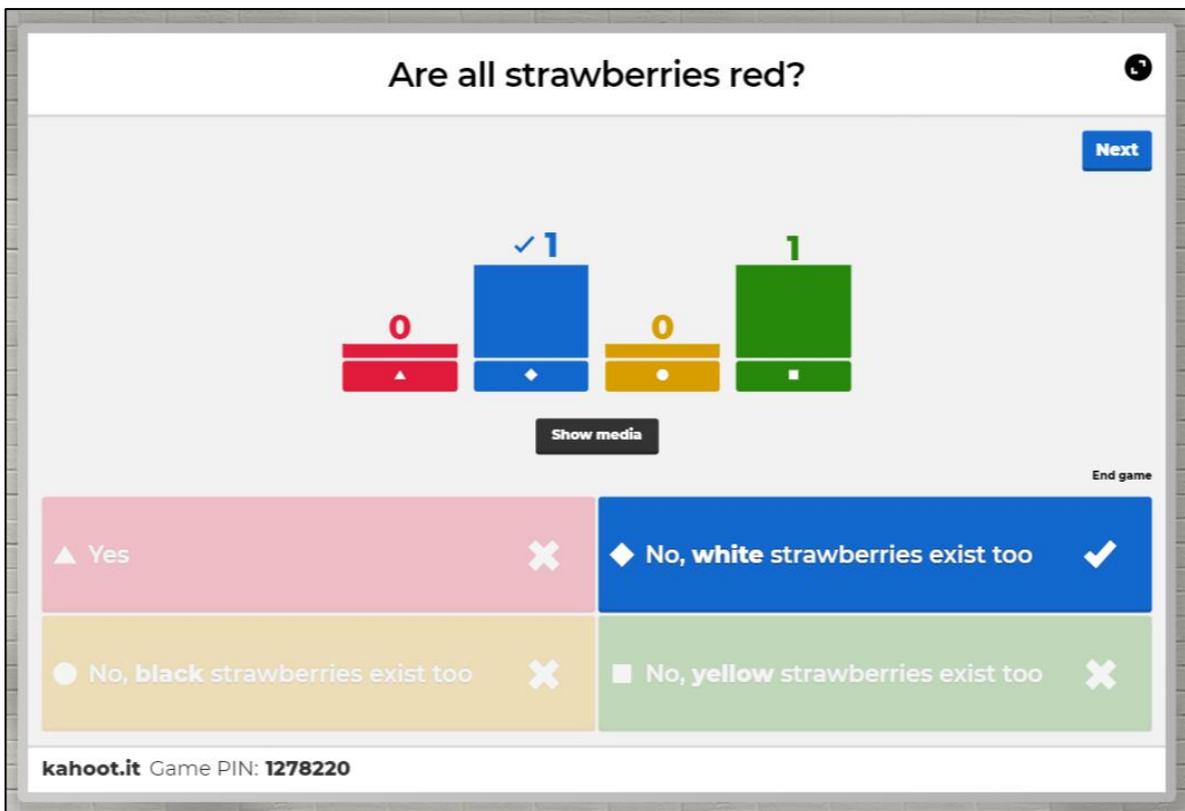**Fig. 6** – Kahoot quiz design and layout (from www.kahoot.com)

Fig. 7 – Kahoot quiz design and layout (from www.kahoot.com)

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3.1.3 Answer garden

Answer Garden is a free online tool that does not require any registration or membership. It is very easy to use and provides a simple tool for learners to express their thoughts, ideas and opinions. This is an ideal way for educators working with the IEUME training course to collect quantitative data and feedback about the training course. Learners will find this tool easy to use, as a single word is already a suitable – and in fact desired – answer. In addition to this, the feedback is completely anonymous, all answers are welcome, and every statement can be taken into account.

As it is a simple online tool, accessible at www.answergarden.ch, any interested trainer – and learner – can use this tool. Trainers can adapt their questions to their needs, they can ask questions in their own languages and they can tailor them to their learners' skills and levels of competence.
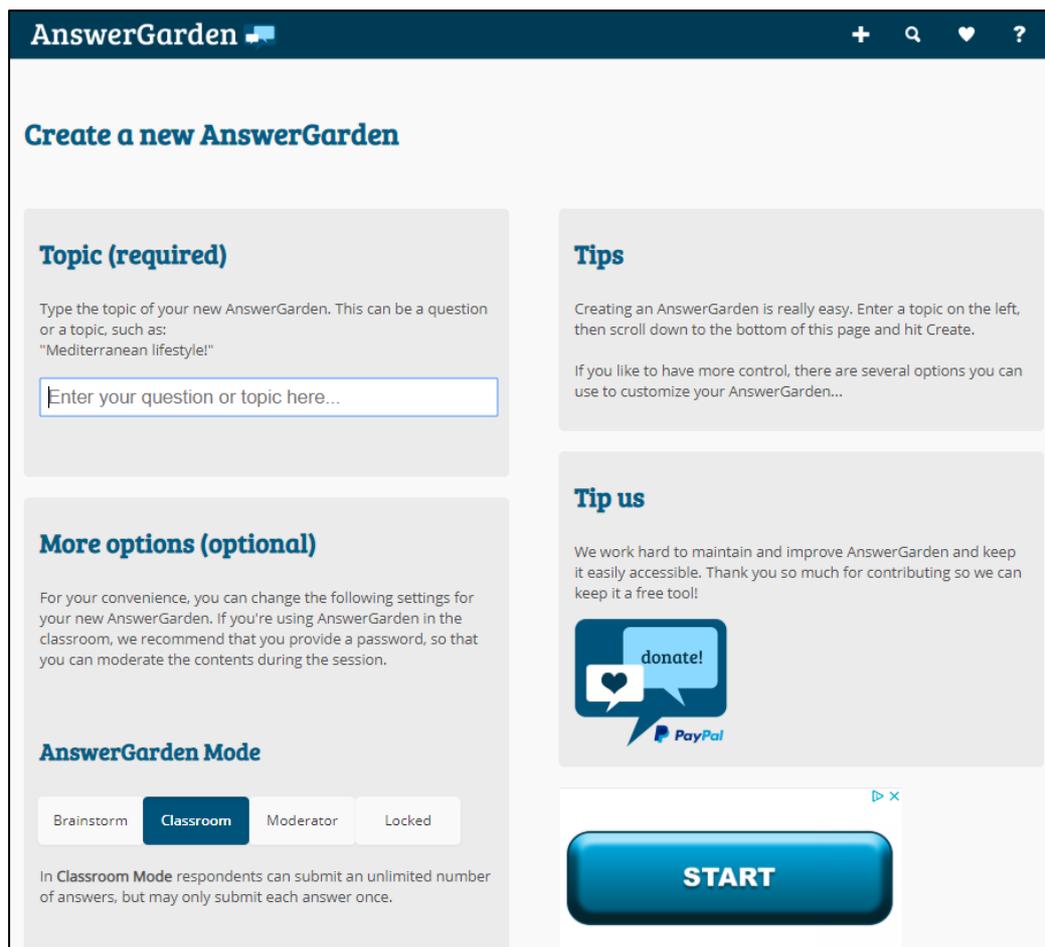

Fig. 8 – Easy Answer Garden navigation (from www.answergarden.ch)

How to use Answer Garden:

1) Go to the website

2) Type your own Answer Garden question into the respective field

3) Adapt the settings to your own needs

4) Create and use the Answer Garden question with your students

Fig. 9 – Demo question and answers (from www.answergarden.ch)

To start off this tool for using it with the IEUME training course, an IEUME Answer Garden question has been created and can be accessed at www.answergarden.ch/1219555 by anyone who wants to contribute their thoughts and feedback about the training course.

Fig. 10 – IEUME course Answer Garden question (from www.answergarden.ch/1219555)

3.1.4 Emoji Flashcards

Emoji Flashcards can be used if the training is conducted as a blended or face-to-face training with a trainer present. The trainer can use the flashcards produced by IEUME and provided on the website or can create their own set of cards to give to the learners, tailored to specific aspects of the training.

How to use Emoji Flashcards:

At the end of a lesson, the trainees will be provided with a number of flashcards which they can use to express their satisfaction, learning progress, desires etc. simply by showing the respective cards. The cards can also be used as a low-level way of answering additional questions the trainer wants to ask.

IEUME provides the following Emoji Flashcard sets ideas:
- Emotions: "How much have you learned in the IEUME training course?" (ANNEX 1)
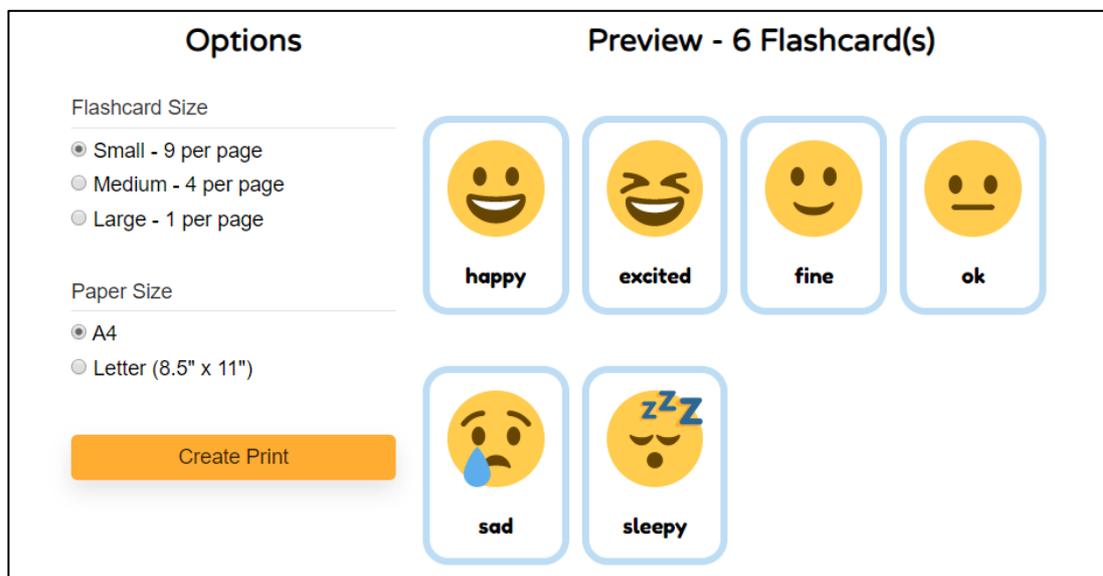- Country flags: https://study.com/academy/flashcards/europe-flags-list-flashcards.html

Fig. 11 – Printable "Emotions" flashcards set (from www.emojiflashcards.com)

Additional flashcards can be found and created or downloaded online. Recommended resources of Emoji Flashcards:

www.emojiflashcards.com
www.cram.com
www.eslflashcards.com

3.1.6 Self-evaluation forms for learners (ANNEXES 2 and 3)

Self-evaluation is a valuable tool for participants to see how much they have learned in the IEUME online training course. By exploring their own learning achievements and evaluating their skills and knowledge, learners can appreciate and understand their own progress and will be able to reflect critically on any additional work they could do to learn even more.

Being able to analyse their learning success in this particular way will boost their self-esteem and increase their eagerness to learn more as they can identify if their personal goals have been reached or not. It also gives them a good overview about what they already know, they still have to learn, what they have to work on more intensively and what they would need more help with.

The IEUME self-evaluation forms are featured online and can be downloaded from the website.

There are two parts of this self-evaluation tool:

- **Course overview – ANNEX 2**
  This first part of the IEUME self-evaluation for learners is a general overview of the course. Learners can tick off the points they feel comfortable in and they feel like they have already achieved. The evaluation is divided into three parts: "Personal growth", "Course participation", and "In the future…"

- **How much do I already know? – ANNEX 3**
  The second part of the self-evaluation lets learners go through the IEUME training course's learning outcomes. All learning outcomes are listed according to the units in which they can be achieved. This is a step-by-step process in which learners will be able to see clearly who much they have learned and how many new things they are able to do after completing the IEUME training course. As all modules can be taking individually, there is one questionnaire for each unit to ensure maximum flexibility.

IEUME self-evaluation for learners

Course overview
Check the boxes, check your improvement!

Personal growth
- ☐ I learned new things
- ☐ I put in a lot of effort
- ☐ I understood the training course
- ☐ The training course gave me new ideas
- ☐ I feel more confident
- ☐ I feel proud of my achievement
- ☐ I know more about living in the EU

Course participation
- ☐ I understood the instructions
- ☐ I followed the instructions
- ☐ I completed all modules of the training course
- ☐ I played the mini games
- ☐ I completed the quizzes
- ☐ I carried out the evaluation exercises
- ☐ I did additional research

In the future…
- ☐ I can explain the course contents to my friends and family
- ☐ I feel that what I learned is useful for real life
- ☐ I feel like I can help others with my knowledge
- ☐ I feel like I want to pursue a career in one of the fields I learned about
- ☐ I feel empowered to apply the things I learned
- ☐ I want to know more about the topics
- ☐ I feel ready to try out some of the things I learned
- ☐ I will encourage my friends and family to take advantage of the course

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Fig. 12 – Self-evaluation for learners – course overview (ANNEX 2)

Fig. 13 – Self-evaluation for learners – Learning outcomes Module 1 (ANNEX 3)

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3.1.5 Checklist for trainers – ANNEX 4

This checklist is available online for download and for individual use by trainers and other educators. It states and summarises necessary aspects that trainers have to follow and that they should be aware of when they work with the IEUME online gamified training course. By completing this checklist and fulfilling all the points asked in it, trainers will become more aware of their tasks and responsibilities in accompanying the course.

This checklist can be seen not only as a list of necessary prerequisites to have in order to successfully deliver the training course, but also as a self-assessment tool which trainers can use to evaluate their skills in delivering an online training course to learners in a face-to-face setting. The information gathered and reflected upon through this checklist for trainers can be used to help improving and refining teaching methods as well as to raise awareness among trainers of what they are already doing successfully and which aspects could still be improved in regard to their performance and knowledge.
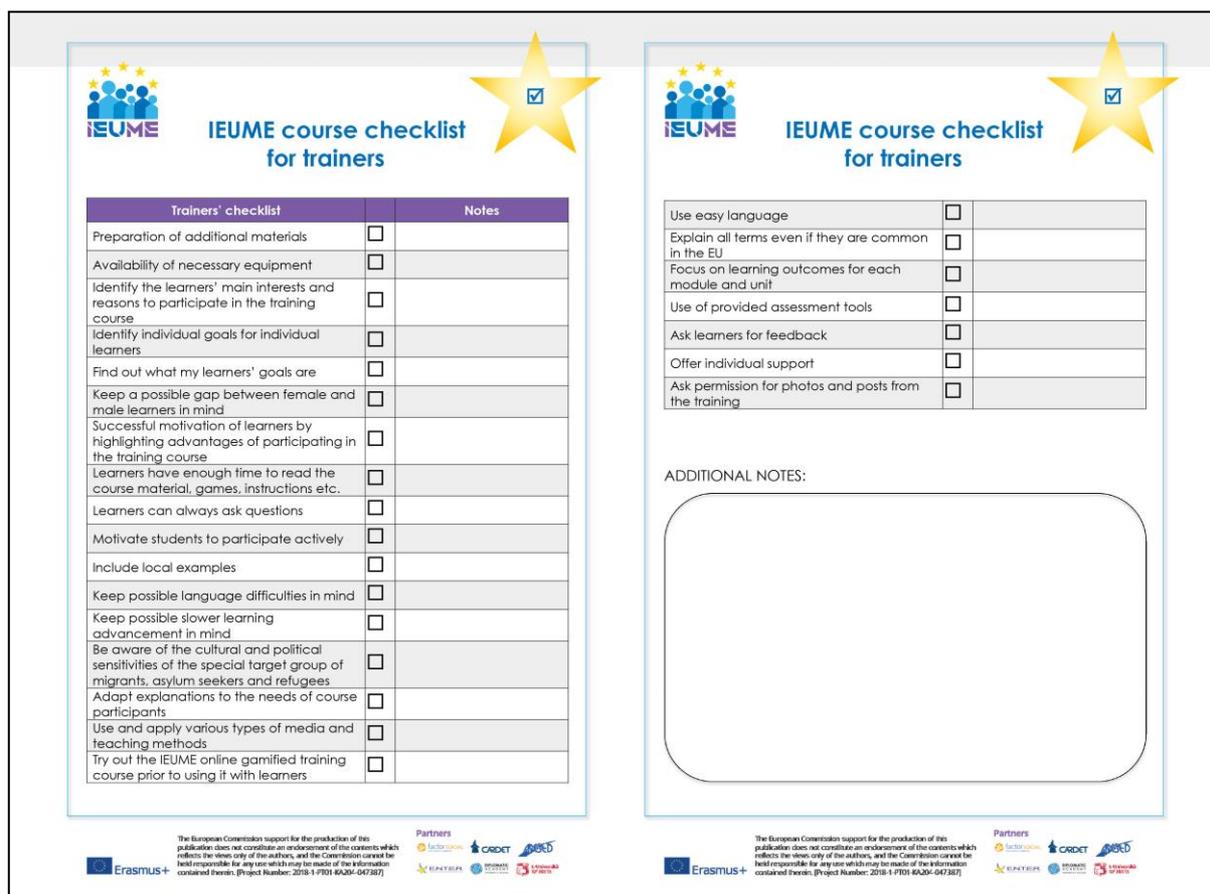
Fig. 14 – Course checklist for trainers (ANNEX 4)

3.1.6 Europass

The Europass CV online editor is a very useful tool which facilitates the creation of a standardised, modern Curriculum Vitae. The editor is easy to use and can be extremely helpful for training course participants. By following the simple steps towards creating a CV, third country nationals will receive a curriculum vitae which meets European standards and expectations. Not only can this be useful for those participants who are able to work in the European Union, but it is also a good tool to prepare all participants for their future just search, even if they are not allowed to work at the moment. Additionally, by listing all their skills, competences, education and other details, training course participants will receive a good idea of how much they already know.

The creation of a Europass CV is also an important supplement to Module 2 of the IEUME training course (Improving Employability).
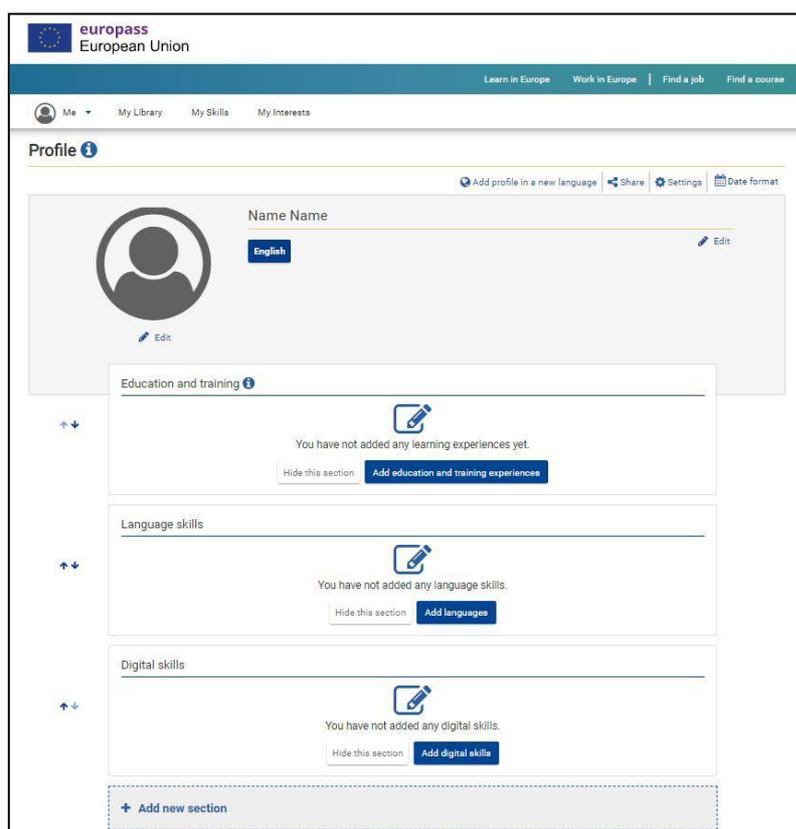
Fig. 15 – Europass online platform for creating a Curriculum Vitae, overview (taken from https://europa.eu/europass/eportfolio/screen/cv-editor)

Partners

Fig. 16 – Europass Europass online platform for creating a Curriculum Vitae, education and training section (taken from https://europa.eu/europass/eportfolio/screen/cv-editor)

Partners

In addition to is service for creating a Curriculum Vitae document, the Europass website also offers a Cover Letter creator following the same format and system as the CV editor.
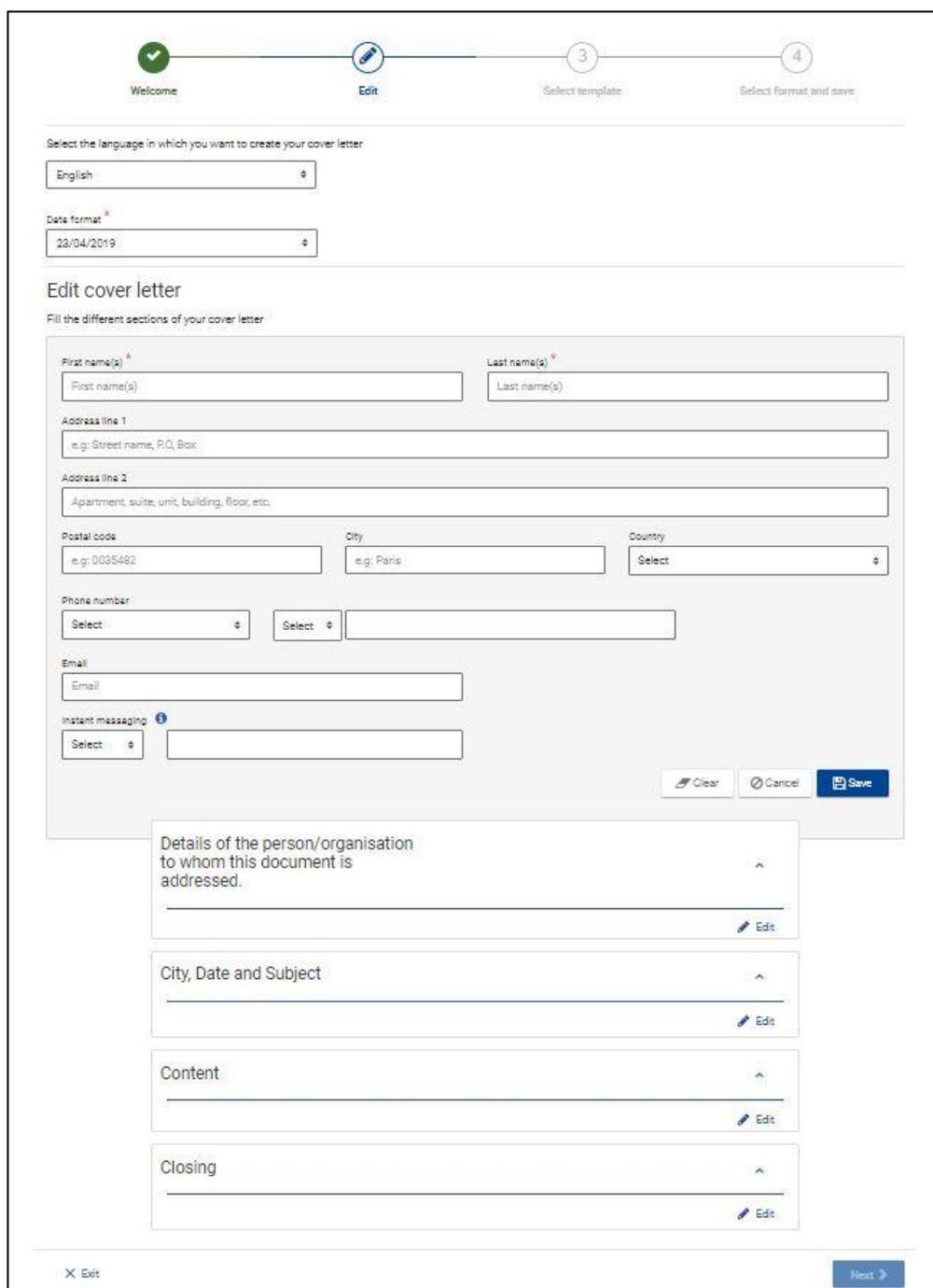
Fig. 17 – Europass online platform for creating a Cover letter
(taken from https://europa.eu/europass/eportfolio/screen/cover-letter-editor)

3.2 IEUME training course module-specific tools

In order to provide also a possibility to assess what participants are taking away from the IEUME training course, five individual questionnaires are provided with questions from the training course. This is a good opportunity to see a learner's success.

3.2.1 Module questionnaires – ANNEX 5a and ANNEX5b

All module questionnaires are available in English and in all partner languages (annex 5a) to ensure a wide reach and to make it easier for learners to answer these questions. Solution sheets (Annex 5b) are provided to assist trainers and learners.

Fig. 18 – Module questionnaires, solutions sheet – Module 3 – ANNEX 5b

Partners

4. References

For further reading and more detailed information, please consult the following reference used in this document.

- https://ec.europa.eu/ploteus/content/descriptors-page
- www.kahoot.com
- www.answergarden.ch
- https://study.com/academy/flashcards/europe-flags-list-flashcards.html
- www.emojiflashcards.com
- www.cram.com
- www.eslflashcards.com
- https://europa.eu/europass
- www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf
- https://europa.eu/europass/en/description-eight-eqf-levels
- www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet
- www.ecvet-toolkit.eu/introduction/what-ecvet
- www.eqavet.eu

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Annexes

All annexes are available in the following languages: English, French, German, Greek, Maltese, and Portuguese.

- Annex 1: Emoji Flashcards
- Annex 2: Self-Evaluation – Course Overview
- Annex 3: Self-Evaluation – Learning Outcomes
- Annex 4: Checklist for trainers
- Annex 5a: Module Questionnaires – questions
- Annex 5b: Module Questionnaires – solutions

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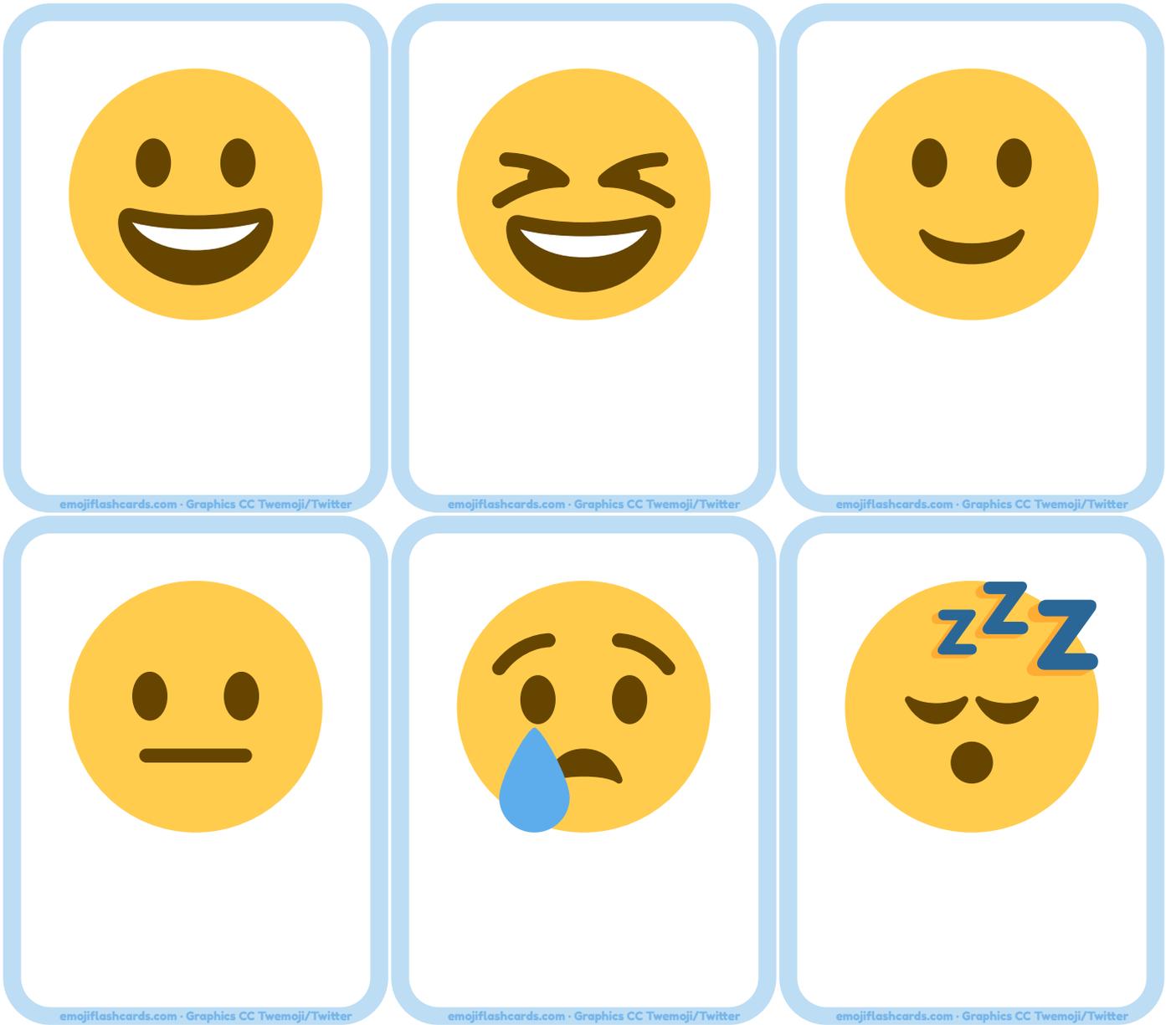
Visit emojiflashcards.com for more emoji based flashcards and resources

Graphics are Twemoji by Twitter licensed under CC BY 4.0

🍪 Privacy policy

IEUME self-evaluation for learners

Course overview
Check the boxes, check your improvement!

Personal growth

- ☐ I learned new things
- ☐ I put in a lot of effort
- ☐ I understood the training course
- ☐ The training course gave me new ideas
- ☐ I feel more confident
- ☐ I feel proud of my achievement
- ☐ I know more about living in the EU

Course participation

- ☐ I understood the instructions
- ☐ I followed the instructions
- ☐ I completed all modules of the training course
- ☐ I played the mini games
- ☐ I completed the quizzes
- ☐ I carried out the evaluation exercises
- ☐ I did additional research

In the future…

- ☐ I can explain the course contents to my friends and family
- ☐ I feel that what I learned is useful for real life
- ☐ I feel like I can help others with my knowledge
- ☐ I feel like I want to pursue a career in one of the fields I learned about
- ☐ I feel empowered to apply the things I learned
- ☐ I want to know more about the topics
- ☐ I feel ready to try out some of the things I learned
- ☐ I will encourage my friends and family to take advantage of the course

Erasmus+

IEUME self-evaluation for learners

How much do I already know?

In the IEUME training course you learn a lot about living in the European Union. Find out below how many things you have learned in the course! After each unit, you can check what you are able to do.

Module 1: Key principles of Democracy & Civic Engagement	
Unit 1	
Realise what we mean by the term democracy	😊 😐 ☹️
Recognise the distinction between 'direct' and 'representative' democracy	😊 😐 ☹️
Grasp the importance of civic participation in the democratic system	😊 😐 ☹️
Understand the key principles upon which democracy is built	😊 😐 ☹️
Unit 2	
Understand that participation in democracies is multifaceted and it is not confined to elections	😊 😐 ☹️
Identify the variety of ways they can become active and have influence in their host society even if they do not hold political rights	😊 😐 ☹️
Further explore the terms civil society, civil society organizations, active citizenship and civic engagement	😊 😐 ☹️
Unit 3	
Recognise the positive effect participation can have for migrants and their host society alike	😊 😐 ☹️
Identify the ways civic participation contributes to migrant integration	😊 😐 ☹️
Understand the potential that civic participation generates for migrants	😊 😐 ☹️

IEUME self-evaluation for learners

How much do I already know?

In the IEUME training course you learn a lot about living in the European Union. Find out below how many things you have learned in the course! After each unit, you can check what you are able to do.

Module 2: Improving Employability			
Unit 1			
Understand the common process of a recruitment process	🙂	😐	🙁
Reflect about professional goals	🙂	😐	🙁
Know how to plan the implementation of your goals	🙂	😐	🙁
Be able to implement your plan	🙂	😐	🙁
Make a critical analysis of the plan	🙂	😐	🙁
Know what a SWOT analysis is	🙂	😐	🙁
Know your strengths and weaknesses	🙂	😐	🙁
Recognise opportunities and threats that may not be clearly visible	🙂	😐	🙁
Unit 2			
Know how to search job offers on social networks	🙂	😐	🙁
Build a Curriculum Vitae	🙂	😐	🙁
Build a cover letter	🙂	😐	🙁
Create a personal brand	🙂	😐	🙁
Unit 3			
Know how to pitch your case	🙂	😐	🙁
Know the skills and attitudes best suited to a job interview	🙂	😐	🙁
Learn how to identify the most anticipated questions for a job interview	🙂	😐	🙁

IEUME self-evaluation for learners

How much do I already know?

In the IEUME training course you learn a lot about living in the European Union. Find out below how many things you have learned in the course! After each unit, you can check what you are able to do.

Module 3: Accessing Rights in the EU	
Unit 1	
Understand the concept of human rights and how they evolved	🙂 😐 ☹️
Explain why such rights are an integral part of the EU	🙂 😐 ☹️
Unit 2	
Have a basic knowledge of different categories of rights and the rights that form part of these categories	🙂 😐 ☹️
Have a basic understanding of the different legal instruments protecting human rights within the EU	🙂 😐 ☹️
Unit 3	
Comprehend that rights within the EU may be accessed in different ways including legal processes, quasi-legal processes as well as extra-legal processes	🙂 😐 ☹️
Understand that rights may be accessed using services provided by national and local administrations as well as Non-Governmental Organisations (NGOs)	🙂 😐 ☹️

IEUME self-evaluation for learners

How much do I already know?

In the IEUME training course you learn a lot about living in the European Union. Find out below how many things you have learned in the course! After each unit, you can check what you are able to do.

Module 4: European Culture and Heritage	
Unit 1	
Understand the importance of the cultural agenda within the European Union	🙂 😐 🙁
Put in perspective the different existing legislations on European culture and the rights and duties of each country and European citizens in regards to culture	🙂 😐 🙁
Identify the different initiatives implemented at European level for culture and heritage	🙂 😐 🙁
Unit 2	
Understand the importance of the European institutions in the cultural field	🙂 😐 🙁
Identify the initiatives and financial programs set up by the European institutions	🙂 😐 🙁
Identify the variety of ways European institution initiate a cultural strategy from the local to the international level	🙂 😐 🙁
Unit 3	
Recognise the positive effect of the cultural exchanges can have for migrants and their host society alike	🙂 😐 🙁
Identify how a diversified European culture contributes to migrant integration	🙂 😐 🙁
Get acquainted with cultural inclusion and initiatives offered for migrants	🙂 😐 🙁

IEUME self-evaluation for learners

How much do I already know?

In the IEUME training course you learn a lot about living in the European Union. Find out below how many things you have learned in the course! After each unit, you can check what you are able to do.

Module 5: The European Union's System of Governance and Institutions	
Unit 1	
Understand the basic decision-making processes of the European Union	🙂 😐 🙁
Know the basic facts about the EU	🙂 😐 🙁
Know which are the main institutions of the EU	🙂 😐 🙁
Unit 2	
Illustrate understanding of the role and basic functions and processes of the main European Institutions	🙂 😐 🙁
Unit 3	
Demonstrate substantial knowledge of the key facts regarding the European Union	🙂 😐 🙁

IEUME course checklist for trainers

Trainers' checklist		Notes
Preparation of additional materials	☐	
Availability of necessary equipment	☐	
Identify the learners' main interests and reasons to participate in the training course	☐	
Identify individual goals for individual learners	☐	
Find out what my learners' goals are	☐	
Keep a possible gap between female and male learners in mind	☐	
Successful motivation of learners by highlighting advantages of participating in the training course	☐	
Learners have enough time to read the course material, games, instructions etc.	☐	
Learners can always ask questions	☐	
Motivate students to participate actively	☐	
Include local examples	☐	
Keep possible language difficulties in mind	☐	
Keep possible slower learning advancement in mind	☐	
Be aware of the cultural and political sensitivities of the special target group of migrants, asylum seekers and refugees	☐	
Adapt explanations to the needs of course participants	☐	
Use and apply various types of media and teaching methods	☐	
Try out the IEUME online gamified training course prior to using it with learners	☐	

IEUME course checklist
for trainers

Use easy language	☐	
Explain all terms even if they are common in the EU	☐	
Focus on learning outcomes for each module and unit	☐	
Use of provided assessment tools	☐	
Ask learners for feedback	☐	
Offer individual support	☐	
Ask permission for photos and posts from the training	☐	

ADDITIONAL NOTES:

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IEUME Module 1 questionnaire

Module 1: Key principles of Democracy & Civic Engagement	
Question	**Answer**
1. In democratic states, the majority holds absolute power and can take any decision it wishes. True or False?	
2. Media being free to investigate and report on the actions and work of a government is a key pillar of a democratic state. True or False?	
3. In democracies, the head of a state can introduce legislation on its own. True or False?	
4. Modern democracies are operating on a direct or representative system? Direct, Representative	
5. Citizens, in democracies, have the right to freedom of peaceful assembly and to freedom of association at all levels, in particular in political, trade union and civic matters. True or False?	
6. Citizens are only in position to influence the decisions of a state through and during elections. True or False?	
7. In the absence of political rights, migrants do not have a voice in their host country. True or False?	

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IEUME Module 1 questionnaire

Module 1: Key principles of Democracy & Civic Engagement	
Question	**Answer**
8. The term 'civic participation' only involves actions taking place at a national level. True or False?	
9. Civic engagement refers to any action citizens take to voice their opinions and influence change on social and political affairs. True or False?	
10. Lack of political rights means that immigrants cannot be active in local affairs. True or False?	
11. The best path for migrants to promote their rights and interests is staying passive and by avoiding any interaction with local stakeholders. True or False?	
12. Being active and engaging local affairs and stakeholders can help immigrants better understand local realities and challenges, True or False?	
13. Participation can help migrants network and associate themselves with other likeminded individuals. True or False?	

IEUME Module 2 questionnaire

Module 2: Improving Employability	
Question	**Answer**
1. What strengths defines you? Name three:	
2. Evaluate two of your goals, based on a SMART analysis.	
3. According to your SWOT analyses results and your Smart Goals, start writing your Career Plan, where do you want to go, and what do you need to do to get there.	
4. Sort the different stages of a traditional job search • Interview invitation • Being Hired • Sending a CV • Finding a job advertisement	
5. Having a clear goal for your career is (choose the correct answer): • Pointless, I might not see other opportunities if I have a clear goal • Very important, to know here I want to be, what do I need to do, evaluate my progress towards my goal and being able identify opportunities • Indifferent, it all depends of what is available in the market	

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IEUME Module 2 questionnaire

Module 2: Improving Employability	
Question	**Answer**
6. In which tool you should answers these three questions? Why that institution? Why you? What will they gain from you? • Curriculum • Cover letter • Business card	
7. True or False? a) Social networks can easily be an ally or an adversary b) The recruiter rarely searches the internet c) It is important to reflect on what IMAGE these pages pass	
8. Complete with the following options: (clear, unstable, defined, mysterious, consistent) A personal brand must be well _____, _____, and _____.	
9. Links these features with the type of CV (European CV or 1 page CV) • Formal • More creative • Easier to adapt, and turn it more personal • It can have a better design	

IEUME Module 2 questionnaire

Module 2: Improving Employability	
Question	**Answer**
10. What is an ideal duration of a Pitch? • Less than 5 minutes • Less than 1,5 minutes • More than 5 minutes	
11. The interview is **not** intended to ... • Sign the contract • Show your potential • Convince your possible future employer that you are suitable for the job	
12. Please order: 1st_____ 2nd_____ 3rd _____4th _____ A) The interview B) Define your professional objectives C) Search for job offers D) Adapt and send your CV	

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IEUME Module 3 questionnaire

Module 3: Accessing Rights in the EU	
Question	**Answer**
1. What is the main concept upon which human rights are based? Nationality, Faith, Dignity, Merit	
2. When did the international community first compile a list of rights that all individuals should have? 1918, 1966, 1989, 1948	
3. Which of the following is a requirement for a state to be able to join the EU? • GDP per capita • Existence of institutions guaranteeing human rights • Territorial size • Religious affiliation	
4. All EU member states are also parties to the European Convention of Human Rights True or False?	
5. This sentence is part of the treaty which governs the establishment of the European Union: "The Union is founded on the values of respect for human dignity,	

IEUME Module 3 questionnaire

Module 3: Accessing Rights in the EU	
Question	**Answer**
freedom, democracy, equality, the rule of law and respect for human rights…" True or False?	
6. How many categories of human rights exist? Two, Eight, Five, Three	
7. Which of these is a social right? • The right not to be subject to torture • The right to political participation • The right to health • The right to practice your faith	
8. The European Convention of Human Rights protects only European citizens True or False?	
9. Any person who feels that any one of their human rights has been breached may immediately bring a case to the European Court of Human Rights? True or False?	

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IEUME Module 3 questionnaire

Module 3: Accessing Rights in the EU	
Question	**Answer**
10. The European Charter of Fundamental Rights only includes civil and political rights. True or False?	
11. Human rights may only be accessed through the law courts True or False?	
12. What is an ombudsperson? • A judge • A lawyer giving advice for free • A public officer who investigates complaints of violation of rights • A prosecutor	
13. Legal aid is not always available to all persons True or False?	
14. NGOs can be very useful in assisting individuals in knowing what their rights are and how to access them True or False?	

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IEUME Module 3 questionnaire

Module 3: Accessing Rights in the EU	
Question	**Answer**
15. National Human Rights Institutions exist in some EU Member States: True or False?	

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IEUME Module 4 questionnaire

Module 4: European Culture and Heritage	
Question	**Answer**
1. Culture has been one of the foundations of the construction of the European Community. True or False?	
2. There is no European legislation that supports European culture and heritage. True or False?	
3. There are European funding programs for cinema and music festivals in European countries. True or False?	
4. There is only one European cultural capital, Brussels. True or False?	
5. Culture in Europe is only a hobby, there is no professional or employment interest. True or False?	

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IEUME Module 4 questionnaire

Module 4: European Culture and Heritage	
Question	**Answer**
6. The year 2018 has been designated as the year of European cultural heritage. True or False?	
7. The European Parliament is fighting for a reduction in the budget allocated to culture in Europe. True or False?	
8. The European institutions have created a strategy to promote European culture with an international dimension. True or False?	
9. There is no EU-funded program for cultural projects with migrants and/or refugees. True or False?	

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IEUME Module 4 questionnaire

Module 4: European Culture and Heritage	
Question	**Answer**
10. There is only one European culture. True or False?	
11. European initiatives by institutions and civil society have been set up to integrate migrants/refugees through culture. True or False?	

IEUME Module 5 questionnaire

Module 5: European Union's (EU) System of Governance and Institutions	
Question	**Answer**
1. The Lisbon Treaty came into effect in: 2004, 2006, 2008, 2009	
2. The decision-making at EU level involves only two European institutions: True or False?	

3. During the legislation procedure the Commission-Council–Parliament triangle is fully responsible for
  undertaking the decisions
  True or False?	

4. A European citizens' initiative is an invitation to European Parliament to propose legislation on matters where
  the EU has competence to legislate.
 	
  True or False?	

5. The foreign relations with countries outside of the EU are under the responsibility of the President of the
  European Parliament
 	
  True or False?	

6. The European Parliament is directly elected by EU voters every three years. True or False?	
7. The Commissioners do not represent the interests of their respective countries True or False?	

IEUME Module 5 questionnaire

Module 5: European Union's (EU) System of Governance and Institutions	
Question	**Answer**
8. Which of the seven main EU institutions is not permanent? European Court of Auditors, European Council, Council of the European Union, European Commission	
9. Currently the European Parliament has 751 MEPs? True or False?	
10. Is Council of Europe a European Union institution / agency? True or False?	
11. Which of the following is not part of the Schengen Zone? Spain, Cyprus, Iceland, Germany	
12. The number of official EU languages are 27: True or False?	
13. How many member states are using use euro as their official currency? 19, 27, 28, 12	
14. Which of the following is the newest EU member state? Slovakia, Croatia, Latvia, Lithuania	
15. Every time we have a new member - state in the EU, it is added a new star to the European flag. True or False?	

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IEUME Module 1 questionnaire

Module 1: Key principles of Democracy & Civic Engagement	
Question	**Answer**
1. In democratic states, the majority holds absolute power and can take any decision it wishes. True or False?	**False**
2. Media being free to investigate and report on the actions and work of a government is a key pillar of a democratic state. True or False?	**True**
3. In democracies, the head of a state can introduce legislation on its own. True or False?	**False**
4. Modern democracies are operating on a direct or representative system? Direct, Representative	**Representative**
5. Citizens, in democracies, have the right to freedom of peaceful assembly and to freedom of association at all levels, in particular in political, trade union and civic matters. True or False?	**True**
6. Citizens are only in position to influence the decisions of a state through and during elections. True or False?	**False**
7. In the absence of political rights, migrants do not have a voice in their host country. True or False?	**False**

IEUME Module 1 questionnaire
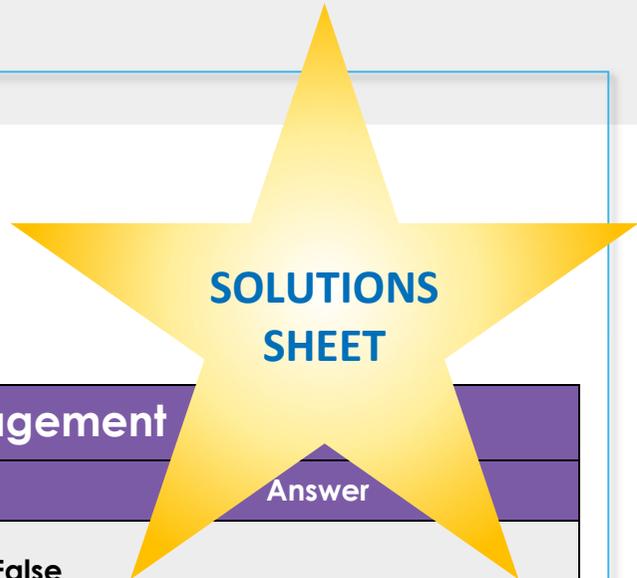
SOLUTIONS SHEET

Module 1: Key principles of Democracy & Civic Engagement	
Question	**Answer**
8. The term 'civic participation' only involves actions taking place at a national level. True or False?	**False**
9. Civic engagement refers to any action citizens take to voice their opinions and influence change on social and political affairs. True or False?	**True**
10. Lack of political rights means that immigrants cannot be active in local affairs. True or False?	**False**
11. The best path for migrants to promote their rights and interests is staying passive and by avoiding any interaction with local stakeholders. True or False?	**False**
12. Being active and engaging local affairs and stakeholders can help immigrants better understand local realities and challenges, True or False?	**True**
13. Participation can help migrants network and associate themselves with other likeminded individuals. True or False?	**True**

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IEUME Module 2 questionnaire

SOLUTIONS SHEET

Module 2: Improving Employability	
Question	**Answer**
1. What strengths defines you? Name three:	**There is not a single correct answer.** Whatever strengths, trainees can identify, that make sense can be used.
2. Evaluate two of your goals, based on a SMART analysis.	**There is not a single correct answer.** But check if the goals respect the following: SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME BASED
3. According to your SWOT analyses results and your Smart Goals, start writing your Career Plan, where do you want to go, and what do you need to do to get there.	**There is not a single correct answer**, check if the training contents are used.
4. Sort the different stages of a traditional job search • Interview invitation • Being Hired • Sending a CV • Finding a job advertisement	**1. Finding a job advertisement** **2. Sending a CV** **3. Interview invitation** **4. Being Hired**

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IEUME Module 2 questionnaire

Module 2: Improving Employability	
Question	**Answer**
5. Having a clear goal for your career is (choose the correct answer): • Pointless, I might not see other opportunities if I have a clear goal • Very important, to know here I want to be, what do I need to do, evaluate my progress towards my goal and being able identify opportunities • Indifferent, it all depends of what is available in the market	**Very important**, to know here I want to be, what do I need to do, evaluate my progress towards my goal and being able identify opportunities.
6. In which tool you should answers these three questions? Why that institution? Why you? What will they gain from you? • Curriculum • Cover letter • Business card	**Cover letter**
7. True or False? a) Social networks can easily be an ally or an adversary b) The recruiter rarely searches the internet c) It is important to reflect on what IMAGE these pages pass	**a) True** **b) False** **c) True**
8. Complete with the following options: (clear, unstable, defined, mysterious, consistent) A personal brand must be well _____, _____, and _____.	**defined, clear, and consistent**

IEUME Module 2 questionnaire

Module 2: Improving Employability

Question	Answer
9. Links these features with the type of CV (European CV or 1 page CV) • Formal • More creative • Easier to adapt, and turn it more personal • It can have a better design	• **Formal: European CV** • **More creative: 1 Page CV** • **Easier to adapt, and turn it more personal: 1 Page CV** • **It can have a better design: 1 Page CV**
10. What is an ideal duration of a Pitch? • Less than 5 minutes • Less than 1,5 minutes • More than 5 minutes	**Less than 5 minutes**
11. The interview is **not** intended to ... • Sign the contract • Show your potential • Convince your possible future employer that you are suitable for the job	**Sign the contract**
12. Please order: 1st_____ 2nd_____ 3rd_____4th_____ A) The interview B) Define your professional objectives C) Search for job offers D) Adapt and send your CV	**Answer: B; C; D; A**

IEUME Module 3 questionnaire

SOLUTIONS SHEET

Module 3: Accessing Rights in the EU	
Question	**Answer**
1. What is the main concept upon which human rights are based? Nationality, Faith, Dignity, Merit	**Dignity** Human rights are based on the principle that everyone is born with certain basic rights that are intended to allow human beings to live in dignity. This is why human rights exist: to protect the dignity of each and every human being.
2. When did the international community first compile a list of rights that all individuals should have? 1918, 1966, 1989, 1948	**1948** The United Nations adopted the United Nations Universal Declaration of Human Rights on the 10th of December 1948. The Declaration expresses for the first time a list of rights that individuals should have simply because they are human beings.
3. Which of the following is a requirement for a state to be able to join the EU? • GDP per capita • Existence of institutions guaranteeing human rights • Territorial size • Religious affiliation	**Existence of institutions guaranteeing human rights** This requirement is part of the so-called Copenhagen Criteria which were adopted in the capital city of Denmark by the European Council in 1993. Amongst other criteria, the EU requires the existence of institutions guaranteeing democracy, human rights and the protection of minorities.
4. All EU member states are also parties to the European Convention of Human Rights True or False?	**True** Although the European Convention of Human Rights is not part of the EU legal system, all EU Member States are also parties to the European Convention of Human Rights and as such, they are all bound by the rules contained in the Convention.

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IEUME Module 3 questionnaire

Module 3: Accessing Rights in the EU

Question	Answer
5. This sentence is part of the treaty which governs the establishment of the European Union: "The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights…" True or False?	**True** The sentence above is taken from article 2 of the Treaty on European Union which makes human rights a central concept within the Union.
6. How many categories of human rights exist? Two, Eight, Five, Three	**Five** Human rights are usually categorised in social rights, economic rights, cultural rights, civil rights and political rights. They are all equally important.
7. Which of these is a social right? • The right not to be subject to torture • The right to political participation • The right to health • The right to practice your faith	**The right to health** The right to health arises from the International Covenant on Economic, Social and Cultural Rights (ICESCR), a treaty adopted by the United Nations General Assembly on 16 December 1966. It is also found in Article 35 of the EU Charter of Fundamental Rights and Article 11 of the European Social Charter.
8. The European Convention of Human Rights protects only European citizens True or False?	**False** The Convention applies to anyone who is within the jurisdiction of a State that is party to the Convention. Thus, it applies to any person who is within the jurisdiction of all EU Member states because they are all parties to the Convention.

IEUME Module 3 questionnaire

Module 3: Accessing Rights in the EU	
Question	**Answer**
9. Any person who feels that any one of their human rights has been breached may immediately bring a case to the European Court of Human Rights? True or False?	**False** A person may bring a case to the European Court of Human Rights only if the right breached is included in the Convention and only after he/she has first tried to have his rights secured through the national courts of the state which caused the breach.
10. The European Charter of Fundamental Rights only includes civil and political rights. True or False?	**False** The Charter includes all categories of rights (political, civil, economic, cultural and social) but it only applies to the EU institutions and to EU Member States when they are applying EU law.
11. Human rights may only be accessed through the law courts True or False?	**False** There are various ways in which human rights may be accessed depending on the situation. Before thinking of going through the courts all other options should be considered.
12. What is an ombudsperson? • A judge • A lawyer giving advice for free • A public officer who investigates complaints of violation of rights • A prosecutor	**A public officer who investigates complaints of violation of rights** Ombudsperson systems exist in most EU Member States and they may vary in how they function and the cases they are able to deal with. Generally, Ombudspersons investigate complaints relating to public administrations, which have acted unlawfully. They usually make recommendations after investigating a complaint. The recommendations may be binding or not depending on the country concerned.

IEUME Module 3 questionnaire

Module 3: Accessing Rights in the EU

Question	Answer
13. Legal aid is not always available to all persons True or False?	**True** Legal aid systems vary from country to country but in most countries legal aid systems depend on whether the person requesting it can prove they have no means to pay and that the case they want to take to court is a valid one.
14. NGOs can be very useful in assisting individuals in knowing what their rights are and how to access them True or False?	**True** In all EU Member States there are various NGOs which offer advice to persons who have human rights issues. These NGOs may focus on migrants in particular or may offer their services to any persons needing them. Some offer just advice while others may also offer to assist by taking cases to the appropriate channels.
15. National Human Rights Institutions exist in some EU Member States: True or False?	**True** National Human Rights Institutions exist in most EU Member States and their job is monitoring and investigating the human rights situation on the ground and may also provide support for individuals to enforce their rights, through complaints handling or legal assistance.

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IEUME Module 4 questionnaire

Module 4: European Culture and Heritage

Question	Answer
1. Culture has been one of the foundations of the construction of the European Community. True or False?	**False** European cultural policy was enacted progressively, because it is important to remember that at its initial creation, the European Union was established on an economic foundation, and not on a foundation of cooperation and cultural exchange. It has taken almost forty years, between the Treaty of Rome and the Maastricht Treaty, for culture to be considered an essential dimension of European identity.
2. There is no European legislation that supports European culture and heritage. True or False?	**False** European cultural policy began in 1977 with the European Commission's Plan for Cultural Action. It continued with the Maastricht Treaty in 1992 (article 128), which developed the idea of "cultural diversity" by implementing various initiatives, including cultural access for all European citizens, promotion of creative activities, economic development projects in the cultural sector, and the expansion of European culture at the international level. This treaty is an important part of European history, because it contributed to the flourishing of member states' cultures, by encouraging mutual respect of their national diversity while still emphasizing their common cultural heritage.
3. There are European funding programs for cinema and music festivals in European countries. True or False?	**True** For five years, European cultural policy has been part of the Creative Europe program. This program aims to support job creation, and to improve the contribution to the growth of both European cinema and the cultural and creative sectors. This new framework continues to distribute grants in order to support the development, creation, and distribution of films, and will launch a new guaranteed fund for lending, which will be intended to facilitate access to loans for the creative and cultural sectors.

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IEUME Module 4 questionnaire

Module 4: European Culture and Heritage	
Question	**Answer**
4. There is only one European cultural capital, Brussels. True or False?	**False** Since 1985, an important annual event has taken place, namely the designation of yearly "European Capitals of Culture". This program promotes two European cities every year, so that their cultural dimensions can be honored and put on display, and they can organize various events.
5. Culture in Europe is only a hobby, there is no professional or employment interest. True or False?	**False** The cultural sector in Europe employ 7.5% of the EU's workforce and create around €509 billion of value added in GDP. The European Parliament calls on the Commission to take measures for a coherent EU policy for the cultural and creative sectors. It calls for the adoption of several measures to improve working conditions in these sectors, for example by including them in the Youth Employment Initiative and by providing funding to facilitate careers, entrepreneurship and training in these sectors.
6. The year 2018 has been designated as the year of European cultural heritage. True or False?	**True** 2018 has been a key year for increased attention and interest in institutions related to European heritage. Indeed, 2018 has been declared "European Year of Cultural Heritage".
7. The European Parliament is fighting for a reduction in the budget allocated to culture in Europe. True or False?	**False** During the negotiations on the 2014-2020 multiannual financial framework and throughout the annual budgetary procedures, Parliament has constantly fought for an increase in the appropriations allocated to the culture and creativity sectors, and in particular to the Creative Europe' program.

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IEUME Module 4 questionnaire

Module 4: European Culture and Heritage

Question	Answer
8. The European institutions have created a strategy to promote European culture with an international dimension. True or False?	**True** Parliament recalls that culture is a strong bridge between peoples and should therefore become an integral part of the political dialogue between the Union and third countries, as it helps to strengthen civil society, prevent radicalization and conflicts and disseminate the Union's values. MEPs therefore recommend developing an effective EU strategy in the field of international cultural relations, with its own budget line, launching an EU program for international mobility and creating a cultural visa program.
9. There is no EU-funded program for cultural projects with migrants and/or refugees. True or False?	**False** The Creative Europe program can fund activities that recognize and value the contribution of refugees and migrants to Europe's cultural diversity.
10. There is only one European culture. True or False?	**False** Official languages, today numbering 24, have been officially recognized within the European Union. This linguistic diversity contributes to the expansion of a European culture that is rich and diverse, not uniform and alike. Europe has also developed communal values, in keeping with its motto, "United in diversity." In recent years, European culture has become accessible to more and more of its citizens, thanks to measures put in place to facilitate access.

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IEUME Module 4 questionnaire

Module 4: European Culture and Heritage

Question	Answer
11. European initiatives by institutions and civil society have been set up to integrate migrants/refugees through culture. True or False?	**True** Integration and inclusion are collective processes involving refugees, migrants and host communities. "Creative Europe" supports cultural and audiovisual projects that can help people to communicate and express themselves without depending on any particular language. These projects provide a better understanding of new common contexts and raise awareness of the issue of migration, its causes and effects. The Moussem.eu project, recently selected by EU experts as a successful example, has sought to integrate art, artists and audiences from North Africa or the Arab world into cultural institutions and arthouse cinema across Europe.

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IEUME Module 5 questionnaire

Module 5: European Union's (EU) System of Governance and Institutions	
Question	Answer
1. The Lisbon Treaty came into effect in: 2004, 2006, 2008, 2009	2009
2. The decision-making at EU level involves only two European institutions: True or False?	False
3. During the legislation procedure the Commission-Council–Parliament triangle is fully responsible for undertaking the decisions True or False?	False
4. A European citizens' initiative is an invitation to European Parliament to propose legislation on matters where the EU has competence to legislate. True or False?	False
5. The foreign relations with countries outside of the EU are under the responsibility of the President of the European Parliament True or False?	False
6. The European Parliament is directly elected by EU voters every three years. True or False?	False
7. The Commissioners do not represent the interests of their respective countries True or False?	True

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Question	Answer
8. Which of the seven main EU institutions is not permanent? European Court of Auditors, European Council, Council of the European Union, European Commission	European Council
9. Currently the European Parliament has 751 MEPs? True or False?	False
10. Is Council of Europe a European Union institution / agency? True or False?	False
11. Which of the following is not part of the Schengen Zone? Spain, Cyprus, Iceland, Germany	Cyprus
12. The number of official EU languages are 27: True or False?	False
13. How many member states are using use euro as their official currency? 19, 27, 28, 12	19
14. Which of the following is the newest EU member state? Slovakia, Croatia, Latvia, Lithuania	Croatia
15. Every time we have a new member - state in the EU, it is added a new star to the European flag. True or False?	False