



SOcial and **CI**tizenship **CO**mpetence **RE**cognition

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- C.E.S.O. *Centre for European Studies (NL)-
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- Atrium BV (NL)
- SCOP (FR)
- E2C Marseille (FR)
- OKI *National Institute of Public Education (HU)*
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- BBJ-Italy (IT)
- ART 27 vzw (BE)
- ADREP (FR)
- ANUP-Association of Romanian Popular University (RO)
- Arcus College (NL)

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Rationale

- Democracy is not an everlasting achievement—it has to be “learned” continually
- Citizenship education is far more difficult to deliver to disadvantaged youngsters
- Lack of relevant training & suitable resources available to teachers

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Aims and Objectives

- To develop an on-line database of good practices
- To develop guidelines on civic education for teachers working with disadvantaged youngsters
- To develop guidelines on "evidencing, measuring and accrediting" social and citizenship competences
- To look for innovative ways of evidencing, measuring and recording progress in attitudes



Target Groups

Direct beneficiaries

- Trainers
- teachers
- tutors
- social assistants
- coaches
- Curriculum planners

Indirect beneficiaries

- Disaffected young people who did not succeed at the first chance school
- Ethnic or racial groups (including gypsies, travellers, immigrants)
- Unemployed adults
- People living in rural areas



Working Method

- Active research/data gathering of examples
- Standardisation of assessment through agreed definitions and criteria for measurement
- Sharing of examples at transnational meetings
- Testing/piloting in own pedagogical setting
- Uploading onto database/feedback invited
- Refining of assessment criteria
- Further testing and selection of good practice
- Showcased on website



Good Practice Template

- Who are the beneficiaries?
- What type of teaching resource/ teaching method is it?
- How can it be used?
- What are the links to Citizenship curriculum?
- How can Social/Citizenship skills be evidenced, measured, recognised?
- What Social/Citizenship competencies can be developed?
- Ease of use? Accessibility? Adaptability?
- What methods have been used to evaluate as good practice?

Me as a European Citizen



- Target group characteristics- Lack of self-esteem, negative towards society
- Approach-uses Art to help individuals to think, discuss and create
- Aim-to start as individuals and progress towards becoming a group of responsible citizens
- Activity- have to make an exhibition together
- Objective-Learn to take responsibility, to listen to the others, to work together
- Outcome-Everyone is responsible, and together they are responsible.



“On the first name with the authority”

- Project aim-to introduce different (political, economic and social) institutions
- Objective-Prepares young people to participate actively in social and civic life in future.
- Activity-Visiting different institutions, such as city hall, job centre, bank
- Outcome-Learn basic practical knowledge about places.
- Outcome-Helps to break fear of institutions
- Outcome-Gives independence and knowledge where to go/ what to do
- Outcome-First step to active citizenship in the future.



Why Evidence Social/Citizenship competence?

- Proof of activity
- Demonstrates achievements
- Shows individual progress
- Helps learners become aware of his / her personal evolution
- Clarifies learning objectives
- A tool for reflection



Examples of evidence

- Reflective Diaries
- Questionnaires
- Practical Assessments
- Simulated assignments
- Real assignments
- Photos
- Videos
- Recorded dialogues
- Pictures
- Films
- Exhibitions
- Recording
- Reports
- Tutor Observations
- Peer assessments
- E-portfolio
- Portfolio
- Role-Play
- Logs



Measuring Social/Citizenship competence

- DIFFICULT!--analysing qualities (soft skills) which are difficult to quantify
- Helps to evaluate progress/distance travelled
- Verifies level of acquirement of knowledge / development of skills
- Detects problems/ Identifies the needs for improvement
- Supports modification/adaptation of teaching methods



Citizenship Skills

- Leadership and coaching skills
- To be autonomous and to develop a productive approach
- To be enthusiastic, to have a positive spirit and an inspiring personality
- To organise debates and handle groups
- To reinforce in others empowerment and self-esteem
- To be flexible and aware of the multi-identities / personalities and to adapt to difficult situation.
- Emotional intelligence skills
- To be able to listen and to be patient
- To be sensitive and have a good sense of respect
- To be able to solve conflicts
- To be cooperative
- Awareness to the arts and to the social environment
- Innovation skills - Availability to experiment with new training methods
- The will to learn, curiosity and broad interest
- Responsibility and professional involvement



SOCIAL AND CITIZENSHIP COMPETENCES

- Civic and political skills
- Adaptability and flexibility skill
- Interpersonal relation skills



INDICATORS FOR MEASUREMENT

Three stages.

- First stage - related with knowledge of citizenship.
- Second - related with citizenship skills and competences
- Third related with active citizenship behaviour.



Civic and political skills

Stage 1	Stage 2	Stage 3
To have an own opinion and an active participation in a group	To be cooperative and to share own opinions in a group	To transmit conclusions to a group
To understand and respect the values and the rules of a Group.	To be sensitive to the ideas and opinions of other members in a group	To have leadership skills
Ability to deal with public institutions and organizations	To have an associative behaviour or to do voluntary work	To establish partnerships to other organizations



Examples of Measuring Tools

- Observations
- Interviews
- Questionnaires
- Self assessment
- IT based tools
- Tests
- Peer reviews



Recognising Achievement

- Ongoing process using a variety of innovative and informal methods
- All three stages interrelated not exclusive
- Benefits are obvious in building self-confidence and self-esteem
- May also have an effect on social skills
- Motivates the teacher
- Good way to check the functionality of the learning method.



Examples of Recognising Achievement

- Certificates and diplomas
- Presentations and awards etc.
- A mark, a grade, Awarding “Best marks”
- Public recognition of a success (school newsletter, Newspapers’ articles, publicly praising.
- At the end of the collective project during a communication event
- CV update including evidence of achievement
- Giving more ambitious tasks
- Picture exhibitions, illustrating the work carried out by the trainees



Project Outcomes

- Database of good practices
www.citizenshipin.eu
- Booklet 1 on civic education for teachers working with disadvantaged youngsters
- Booklet 2 on "evidencing, measuring and accrediting" social and citizenship competences
- On-line "White Book" on civic attitudes written by youngsters



Progression 2009-2011

DEVOTED

Development of Trainers in Education

- collecting existing good practices in the following thematic fields:
 - intercultural communication, gender and diversity;
 - key, social and citizenship competencies;
 - creative skills and ICT competencies.

EXACT

Expert and Excellence Academy for teachers

- Centre of Excellence
- Workshops and Training
- Dissemination and Exploitation

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