

SOC CER Project: Good Practice Template

Title/Name of example	<i>Me as a European Citizen</i>	Language	<i>Any possible, written in English and Dutch</i>
<p>1. Description:</p> <p><i>a) What are the aims and objectives of your example?</i></p> <p>Statements:</p> <ul style="list-style-type: none"> ▪ A coincidental group of participants is not a group, but a collection / gathering of individuals. ▪ Every individual is personally responsible for the choices he / she makes. There is no way to hide or to find an excuse in name of the group or the pressure of the group. ▪ Every individual belongs to a group on behalf of her / his own responsibilities and has to judge on behalf of these responsibilities which position he / she will take in the group. ▪ Every individual has to make choices between it's own responsible interest and the group interest <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Citizenship training aims to start with a “pre-group” to transform it into a real group of (more) responsible individuals. A group of responsible individuals is more than the sum of the separated responsible individuals: there is also a community interest. When this is achieved, the responsible individuals became ‘citizens’. ▪ To help the individual to grow towards a responsible individual, by <ul style="list-style-type: none"> ○ learning to know oneself ○ having a realistic self esteem ○ making choices for yourself ○ making choice as a member of a group ○ taking decisions as a group 			<p>Scale : 0-5</p>
<p>To combat social exclusion</p>			3
<p>To prevent social exclusion</p>			3-4
<p>To promote social inclusion</p>			3-4
<p>To help integration (and assimilation)</p>			4
<p>To develop skills, competence and knowledge</p>			5
<p>To meet a political agenda/target/objective</p>			4
<p>To enhance and broaden the curriculum</p>			5
<p><i>b) Describe how your example meet these aims and objectives</i></p> <p>This project takes the individual towards a (more) responsible member of a group, and so as a potential critic citizen. The 17 steps (different activities) of this project are build up in 9 chapters (from “Me ...” till “We as European citizen) with different reflexion activities: qualitative measuring, feedback, reflection.</p> <p><i>c) Describe the teaching and learning methods that are used</i></p> <p>There ‘re different methods from selfreflexion till making groupdecissions. Most of them are based on “creative” techniques. Basicly, it’s al “learning by doing” with reflexion and feedback moments, necessary to come to a result as a group.</p>			

Type:
 Didactic Material: the project is written out in 17 steps
 Evidence method: portfolio as an assesment instrument, website of the project
 Measuring Tool: Blank-paper-and-envelope-reflexion, Cut-and-paste-questionnaire
 Project: from individual activities towards groupdynamics, thematic project

2. Who are the Beneficiaries?

a) Direct target groups	b) Indirect target groups
You get the best results in heterogene / mixed groups to start with. - Disadvantaged and disaffected people - Ethnic groups - Migrants and immigrants - People living in socially and economically deprived areas - Students of art schools / academies - Artists	- Teachers and trainers - Local communities - Art lovers

c) Describe the characteristics of the beneficiaries and how their needs will be met by your example of good practice.

The participants are individuals with some “artistic” dreams, but with a lack of self esteem / confidence and sometimes with a rather negativ attitude towards the common society, whom they give the blame of their failures or mostly bad economic situation.

Step by step, the project gives food to a better self esteem, more confidence as an individual. The further they go in the project, the more they get involved with eachother (eveyone with her / his own needs). To succeed, they hav to make an exhibition together, so they learn to take responsability, to listen to the others and not to blame society for failures. They have to do it together, everyone is responsible, together they are responsible.

3. What are the links to Citizenship Curriculum?	Scale 0-5
<i>Does your example:</i> <ul style="list-style-type: none"> • Develop social and interpersonal skills 	5
<ul style="list-style-type: none"> • Develop citizenship skills 	5
<ul style="list-style-type: none"> • Develop knowledge of society and its structures 	3
<ul style="list-style-type: none"> • Provide opportunities to learn moral attitudes and Ethics 	4
<ul style="list-style-type: none"> • Provide opportunities for demonstrating active citizenship 	5
<ul style="list-style-type: none"> • Include Personal Development 	5
<ul style="list-style-type: none"> • Develop knowledge about political structures, democracy etc. 	3
<ul style="list-style-type: none"> • Provide opportunities for empowerment 	5
<ul style="list-style-type: none"> • Include European or global issues 	5

4. How can Citizenship be evidenced?
 E-Portfolio X Portfolio X Website and blog X
 ExpositionX
 Pressreviews X

<p>a) Planning Action Plans ✓ Progress reports ✓</p>	
<p>b) Doing Drawings and paintings Photographs ✓ Film ✓ Testimonials ✓ Observation reports ✓ Personal statements ✓ Demonstrations ✓ Debates for groupdecisions ✓ A selfmade exposition ✓</p>	
<p>c) Reviewing Reflective diary (not after every step) ✓ Discussions and groupdecisions ✓ Project website or –blog ✓ Portfolio ✓</p>	
<p>d) Evaluating Self assessment reports ✓ Reports ✓ Other: the final outcome or group result: an exhibition ✓</p>	
<p>5. How can Citizenship be measured? <i>Basicly, this whole project is about becoming a more responsible citizen. Every step follows the other, it' s a kind of continuing feedback and evolution.</i></p> <p>Different types of questionnaires The content and artistic value of the exposition By certain public opinions on the exposition, press reviews, guestbooks</p>	
<p>6. How can Citizenship be recognised? By press reviews, attention of “important” or “relevant” people in the community, projectwebsite, certificate of the institution</p>	

How would you evaluate this as Good Practice?

As a practitioner, which criteria would identify your example as “Good Practice”

Easy to Use **3**

Supports independent learning **5**

Interactive for learners **5**

Accessible for a range of learners **4**

Adaptable to different languages **5**

Provides opportunity to evidence Citizenship **5**

Provides opportunity to evidence Social Competence **5**

Identifies Criteria for Social Competence **4**

Identifies Criteria for Citizenship competence **4**

Provides learning resources **3**

Clear instructions **4**

Measuring Tool for Skills **3**

Recognises achievement **4**

Adaptable to different cultures **5**

Provides teaching resources **3**

What tools have you used to assess this as Good Practice?

There are some new elements and surplusses in this GP, as a result of some feedback and experiences. They were not ‘tested’ in the global project, but proved their value in more compact activities.

Feedback on parts of the project, by participants

Reactions in a guestbook and by email

Testimonies of participants

Trainers feedback

Availability of Example:

Website: www.timukota.nl

Email: artikel27@pandora.be or herwig.art27@yahoo.com

Contact Name: Herwig Nulens

Your NAME: Herwig Nulens

Organisation: Art 27 vzw

Measuring tools:

1. The “blank-paper-and-envelope”-technique:

Measuring somehow the level of self esteem, self confidence, ... at the beginning of the project:

- Write 5 positive and 5 negative characteristics of yourself on a paper.

Measuring the startlevel / position concerning the project:

- What do you expect from your participation in this program?
- What do you think you can learn in this program?

- Put the paper in an envelop, write your name on the envelop, seal it and keep it with you.
(Eventually, write your address on it, so the trainer can send it to you at the end of the project.
So, you can compare before and after)

2. Cut and paste – technique:

Students have to make a choice between different possible skills they developed during the project. By choosing one, they exclude another.

For the trainee, it's an interesting way to look back at what he/ she did learn.

For the trainer, it's an interesting tool to measure the impact of the project on the trainee and to search for the most strong and weakest links in the project approach.

For example:

If all the trainees chose the same skills, this can mean that the project gives a very good opportunity to develop these skills. And that there must be more attention to the other skills during the continuation of the project.

“Cut and paste”- evaluation exercise : measuring some outcomes ...

Instructions for the trainer / teacher:

1. Copy this table recto verso or paste them together.
2. Be careful: the table has to fit, otherwise this exercise won't work out well ...
3. Give the right instructions to the trainees / students.
4. All the skills mentioned in the table, are based on the objectives of the project / Good Practice. You can find them also in the Citizenship –skills-scheme.

Instructions for the trainees / students:

1. In this table you see different social and citizenship skills.
All these skills are skills the project you just finished, was supposed to work on.
2. They are ordered in a special way: if you chose for one, you can't choose for some of the others.
3. Think before you act: make some good choice: What is the most important for you?
4. Take your scissors and cut out those skills that you think you made the most progress on.
5. Take a sheet of paper. Write on it: "This is what I learned the most: ..."
6. Paste those pieces on a paper and write underneath, why you chose this one.

For example:

You cut out the piece “To transmit conclusions to a group” and paste it on a paper under “I learned ...”

If you turn the card, you see that you destroyed the pieces:

- “To have an own opinion and an active participation in the group”
- “To know where to look for help”
- “To be co-operative and to share own opinions in a group”

Good luck!

See example attached in next 2 pages !

<p>To be sensitive to the ideas and opinions of other members in a group</p>	<p>To transmit conclusions to a group</p>	
<p>To deal with differences between working positions</p>	<p>To give opinions of how to improve the way of working</p>	
<p>To understand and to integrate rules and regulations of an organisation</p>	<p>To have leadership skills</p>	<p>To understand and to integrate rules and regulations of an organisation</p>
<p>To have a self-critic attitude</p>		<p>To develop an acceptance and respect towards cultural differences</p>
<p>To take controlled risks and to manage resources</p>		<p>To have an emphatic communication</p>

<p>To understand and respect the values and the rules of a group; To participate in the definition of those rules.</p>	<p>To be cooperative and to share own opinions in a group</p>	<p>To know where to look for help</p>	<p>To have an own opinion and an active participation in a group</p>
<p>To solve conflicts</p>		<p>To explain an idea in a clear way</p>	<p>To be able to hear others opinion</p>
<p><i>To accept criticism as a new challenge</i> to work on</p>	<p>To have negotiating competences</p>		
<p>To plan own tasks</p>	<p>To know where to look for help</p>	<p>To adapt to persons from different social and cultural background</p>	<p>To understand cultural diversity of the region</p>
<p>To establish compromises and find common points on social relations</p>	<p>To public explain the discrimination's process in order to break others and own prejudices</p>		