

## 4. BENEFICIARIES CHARACTERIZATION AND TRAINERS PROFILE

### 4.1 A sociological characterization of SOCCER beneficiaries

SOCCER partners are working with a very heterogeneous target group concerning to age, nationality, social environmental, expectations from schools, professional experience and expectations and social participation. Next lines pretends to be a sociological characterization of SOCCER beneficiaries.

From next lines, a reader gets the impression that SOCCER beneficiaries are just disadvantage citizens. It is very important to enhance that citizenship education is for ALL and for everyone, for disaffected, unemployed and in risk of exclusion citizens, but also for workers from enterprises, NGO's or cultural associations, included in society. SOCCER partner SCOP and its way of involvement in the workers/co-operators training is a good example that citizenship and knowledge on democracy has to be taught and learned a life long, generation after generation. Democracy is not an eternal acquisition.

#### a) Age and Nationality

SOCCER partners have been working with teenagers / young adults and adults.

##### Teenagers / young adults:

- Native children and young adults in general (Art27)
- Native young adults with low education Level (CKU; ADREP Formation; E2C; Arcus, BBjnet)
- Young immigrants, or from second/third generation of immigrant families from Magreb / Latin America (Transit; E2C);
- Young Turkish's (Art27)

##### Adults:

- Native adults: job seekers with experience (ADREP Formation; Arcus)
- Adults from Roma ethnic minority (Anup); Gypsie women (ADREP Formation)
- Immigrants (Eastern Europeans, Magreb, Suriname), from war zones (African countries, Iraq, Afghanistan) – (Arcus)
- Artists in isolation (Art27)

#### b) Identity Problems / Social environmental

Besides social characteristics being similar, there are some differences between teenagers / young adults and adults among SOCCER partners target group:

##### Teenagers / young adults:

- Disadvantaged social background: poor families/neighbourhoods (Transit), unemployment problems (CKU, E2C), drugs and alcoholism (CKU; Arcus; ADREP Formation), cases of

domestic violence (CKU); low educational level (ADREP Formation, Transit); High rates of divorced parents (Arcus)

- Increasing rates of teenage-pregnancy (Arcus)
- Aggressive behaviour (CKU)
- Drugs consumption / small crimes (CKU)
- Low self-esteem (CKU)
- Low level of qualifications (E2C)
- Identity problems - second or third generation of immigrants (E2C)

### Adults:

- Low level of education (ADREP Formation, Arcus, Anup)
- Lack of professional experience (ADREP Formation)
- Lack of economic status (Art27)
- Alcoholism and drugs consumption (ADREP Formation)
- Low self esteem, no feeling for adapting to various situations (Arcus).
- Victimisation and exclusion feeling: idea that unemployment is an unavoidable situation (ADREP Formation, Anup)
- Perception of social cares as a finality (ADREP Formation)
- Mistrust of political and social surroundings (ADREP Formation)
- Language problem, (Art27, Arcus)
- Conflict between assimilation/integration in immigrants (Arcus, Anup)
- Native Middle class Families (Art27)

## **c) Expectations from school**

Concerning to expectations from school there are visible differences among SOCCER partners beneficiaries concerning to age:

### Teenagers /Young Adults:

- Lack of motivations in school (E2C; Arcus)
- Lack of self confidence (E2C)
- Lack of perspective (Arcus, E2C)
- *“School is viewed as a something to be done, but there is not a real motivation behind. They’re interested to find a ‘real job”* (Transit)

### Adults

- High level of expectations of unemployed national citizens (ADREP Formation);
- High expectation from immigrants that want to have a national passport (Arcus);

## **d) Professional Experience/expectations**

### Young's

- Pessimism attitude and lack of perspective (CKU, E2C, Arcus)
- *“To the question ‘how do you imagine yourself in 1à years time’, they answer ‘I want to have a wage, get married, have children’* (E2C)
- Professional expectations defined in short-terms and mostly reduced to non-specialized jobs such as Civil Construction, Restaurants (cooker, waiters...) – (Transit)

## Adults

- Confidence and expectations increases during training courses (Arcus, **ADREP Formation**)
- Most immigrants want a job and the recognition of diplomas and competences (Arcus)

## **e) Social Participation / Active Citizenship**

Concerning to social participation and active citizenship attitudes, SOCCER partners target group is generally described as:

- Lack of information and not concerned with the national/world problems (E2C; Anup) - *“They rather wait for **others** to do something for them, than to involve **themselves** in the expected activities”* (Anup).
- Marginal activities outdoors (Arcus)
- no hobbies, minor involvement in voluntary activities / lots of TV / Games (Arcus)
- no participation in local community; waiting and dreaming of a artistic career without taking initiatives and not willing to be coached (Art27)
- Interested by radical movements (such as “papers for all”); “pop culture”, hip-hop or Reggae (Transit)

## **4.2. Citizenship trainers profile**

Concerning to citizenship trainers profile and certification, there are different concerns in the analysed European countries. In Holland secondary schools, teachers are licensed educators with a specialisation in citizenship training (by study and/or experience). By its turn, in France, trainers' are usually history, geography or literature teachers and no other specific skills and competences are required. In the training courses for immigrants in France, staffs involved are not in fact trainers but evaluators.

In Belgium there is no official citizenship trainers profile. In the idea of the Flemish minister of education, everyone in society and every teacher in school are responsible for the citizenship attitudes. Being a responsible citizen is one of the most basic attitudes, but is hard to measure of course. Since there are three official school networks in Flanders (Catholic (subsidised by the Flemish government), Official government schools, Local government schools (subsidised by the Flemish government)), there are also 3 different approaches to reach the official “learning goals” (“Eindtermen”).

Anyway, every partner gave his opinion about what should be the citizenship trainers profile, concerning to knowledge, skills, attitudes and experience. The results are presented on table 1:

**Table 1: Citizenship trainer profile**

<b>Citizenship knowledge</b>
<ul style="list-style-type: none"> <li>▪ Political, social and administrative system (ADREP Formation)</li> <li>▪ Understanding citizens / Humans' rights and duties (Art27; CKU)</li> <li>▪ Knowledge of the social, cultural and economic reality of the neighbourhood (Transit), and the culture and historical background of all trainees (ADREP Formation);</li> <li>▪ Understanding the discrimination process (ADREP Formation)</li> </ul>
<b>Citizenship skills</b>
<ul style="list-style-type: none"> <li>▪ Leadership (CKU) and coaching skills: to motivate and stimulate (Arcus, Transit) trainees to be autonomous and to develop a productive approach (Arcus; Anup, Transit)</li> <li>▪ To be enthusiastic, to have a positive spirit and an inspiring personality (Arcus, Transit);</li> <li>▪ To organize debates and handle groups (E2C);</li> <li>▪ To reinforce in others empowerment and self-esteem (Anup)</li> <li>▪ To have a pedagogical approach to treat, individually and collectively, the main sensible problems: exclusion, discrimination, duties of each person, risks behaviour .... (ADREP Formation)</li> <li>▪ To be flexibility and aware of the multi-identities / personalities and to adapt to difficult situation. (BBjnet, ADREP Formation, Arcus; Art.27)</li> <li>▪ Emotional intelligence skills (Transit)</li> <li>▪ To be able to listen (Anup, Art27) and to be patience (Art27)</li> <li>▪ To have a good sensitivity and sense of respect (BBjnet)</li> <li>▪ To be a conflicts solving (CKU)</li> <li>▪ To be cooperative (CKU, Transit)</li> <li>▪ To be ideologically objective/neutral/open (ADREP Formation)</li> <li>▪ Capacity to encourage a citizenship attitude (debates, trainees' involvement) (E2C, BBjnet) rather than only focus on knowledge acquisition (E2C)</li> <li>▪ Active and able to develop partnerships in order to find the necessary resources (E2C)</li> <li>▪ Awareness to the arts and to the social environment (Art27)</li> <li>▪ Innovation skills - Availability to experiment new training methods (BBjnet)</li> <li>▪ The will to learn, curiosity and broad interest (Arcus, Bbjnet, Art27);</li> <li>▪ Responsibility and professional involvement (Art27);</li> </ul>
<b>Citizenship experience</b>
<ul style="list-style-type: none"> <li>▪ Active participation in social and civic life, trough volunteering, etc. (CKU, Art27)</li> <li>▪ Experience in the practical field (Arcus)</li> <li>▪ Direct experience or at least emotional relationship towards the cultural project he/she is teaching (Transit)</li> </ul>