

## 4. IDENTIFYING GOOD PRACTICE

### 4.1 Criteria used to identify good practice

In order to have some standardisation in the identification of what constitutes *Good Practice* a template was drawn up with agreed criteria for the partners to use as a baseline. The SOCCER partners were asked to look at existing practice in teaching and learning of Active Citizenship and also at resources that would support this.

<b><u>SOCCER Project: Good Practice Template</u></b>			
<b><u>Title/Name of example</u></b>		<b>Language</b>	
<b>Type:</b> Didactic Material e.g. game, video, CD ROM <input type="checkbox"/> Evidence method e.g. portfolio <input type="checkbox"/> Curricula material e.g. Syllabus, Scheme of work, Lesson plans Certification <input type="checkbox"/> Measuring Tool <input type="checkbox"/> Project			
<b>What are the links to Citizenship Curriculum?</b>			
<b>How can Citizenship be evidenced?</b>  <b>How can Citizenship be measured?</b>  <b>How can Citizenship be recognised?</b>			
<b>Description (How can it be used?)</b>			



**Who are the Beneficiaries?**

**What Citizenship Competences will be developed?**

**How would you evaluate this as Good Practice?**

- |   |  |
|---|--|
| Easy to Use <input type="checkbox"/>                                  | Provides learning resources <input type="checkbox"/>     |
| Clear <input type="checkbox"/>  | Supports independent learning <input type="checkbox"/>   |
| Interactive <input type="checkbox"/>                                  | Measures competences <input type="checkbox"/>            |
| Accessible for a range of learners <input type="checkbox"/>           | Recognises achievement <input type="checkbox"/>          |
| Adaptable to different languages <input type="checkbox"/>             | Adaptable to different cultures <input type="checkbox"/> |
| Provides opportunity to evidence Citizenship <input type="checkbox"/> |  |

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

- |   |   |
|---|---|
| Student feedback <input type="checkbox"/>           | Interviews <input type="checkbox"/>         |
| Surveys and questionnaires <input type="checkbox"/> | Community feedback <input type="checkbox"/> |
| Teachers feedback <input type="checkbox"/>          | Employer feedback <input type="checkbox"/>  |
| Reports <input type="checkbox"/>                    | Data analysis <input type="checkbox"/>      |

**Availability:**

Website:  
 Email:  
 Fax:  
 Telephone Number:  
 Contact Name:

**Would you recommend this example?**

Yes                       No

**Your NAME:**

**Organisation:**

## 4.2 Examples of Good Practice: Case Studies

**TITLE: “On the first name with the authority” (EN)**  
“ Z URZĘDEM NA TY” (PL)

i) *Description*

The idea of this activity or project is to introduce different (political, economic and social) institutions to young people and through that to prepare them to participate actively in social and civic life in future. By visiting different institutions, such as city hall (different departments), the job centre or bank, they can learn basic practical knowledge about those places. At the same time it helps to break their fear of the institutions. It gives the young people independence. They know where to go and what to do if they need to achieve something. Gaining the knowledge about social and political institutions that exist in our community is the first step to active citizenship in the future.

ii) *Target group*

Youngsters from 13 to 20 years old with difficult social backgrounds; young people with problems at home (domestic violence, alcohol, unemployment, poverty etc.) and at school (poor grades, aggressive behaviour, and difficulties with adaptation to existing rules).

This method can be used with all the young people who are entering adulthood. They are the main beneficiaries. However, if we look further, the communities can also benefit from that by gaining new active members in future.

iii) *Aims and Objectives*

- To introduce different (political, economic and social) institutions to young people and through that to prepare them to participate actively in social and civic life in future
- To develop the following Social or Citizenship Competences:
  - a. *Reconnaissance of important public institutions and organisations (political, economic and social)*
  - b. *Practical knowledge about those institutions*
  - c. *Ability to fill in different application forms (in a bank, job centre etc.)*
  - d. *More independence and resourcefulness in social and civic life*

iv) *Teaching method*

Learning by doing, group discussions, questionnaires, citizenship activities.

v) *Evidencing and measuring competence*



Socrates



At the end of the activity the participants receive a practical task that they have to do by themselves. This demonstrates their increased self-confidence and knowledge, which is observed by the teachers. The information the students have gathered from visiting the institutions is evidence of their participation. Questionnaires check what knowledge they have gained about the institutions they visited.

vi) Outcomes

The learners become more independent and resourceful in their social and civic life. They have increased self-confidence and better knowledge of the civic and public institutions, which they will use through adult life.

vii) Recognising achievement

Participants receive a certificate stating that they took part in the project and acquired certain skills.

viii) Transferability

This method/project is easy to use, is accessible for a range of learners, supports independent learning, is adaptable to different cultures, and is transferable to all countries.

ix) Teaching and learning tools

- Questionnaire (Appendix 1)
- Scheme of work (Appendix 2)

More information:

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### 4.3 Examples of Good Practice: Teaching Resources

#### **TITLE: Shop till you drop (Computer simulation/computer game)**

##### *i) Description*

Shop till you drop establishes a pedagogical process; using simulation software. It is a game to show how different life is in an underdeveloped country like Mexico. That way the project aims at teaching and transmitting a better understanding of what are the real situations of migrants and what is their main aim in coming to look for work in developed countries. The project is based on how everybody enjoys “going shopping” and turns this into a learning experience. The project also uses emotions, mainly surprise and empathy: the user is surprised to see how little a Mexican worker can actually buy with his wages and then empathy is used to generate some good emotions around the migration business, giving the user a better and more direct grasp of it.

The project uses very simple ICT equipment, which can be used in even the simplest computers, and it is easy to adapt and translate to other realities. As he/she explores the game, the user can compare different careers and get surprised about how little a teacher may get in Mexico, compared to a professor in the US.

The game is very easy to use and does not require any specific skills, so it can be used with lots of different users. It can even become an off-line game, or even a board game if the educators in charge want to make a different version.

##### *i) Target Group*

Teenagers and pre-teenagers living in developed countries. Especially recommended for those who find it difficult to understand why people from poor countries want to migrate to his/her country and sees them as enemies.

##### *ii) Aims and Objectives*

The basic aim is use the fascination of youngsters for games, even really simple ones, to make them absorb information that they would find quite boring under any other context. The pedagogical context uses simple emotion to make the lesson more attractive and lasting than a mere discursive process. The first surprise is used to deliver the information about what is really poverty and then the happiness associated with going shopping is used to make the game more interesting and inviting people to make another run of the game, trying another profession or buying different products.

*iii) Recommendations for use*

Students should be able to get their own impression first of all from the game. If the professor tells in the beginning what the main aim of the game is about then the initial effect of surprise is completely lost. Also, if the student is told beforehand what the main aim of the game is about, he/she will just adapt to the teacher's expectations and we won't be able to check whether there is real progress or not.

*iv) Availability*

Freely available in the web at: <http://www.ueinternational.org/shop/>

#### **4.4 Examples of Good Practice: Website links**

The following projects are brief outlines of examples of good practice identified within the SOCCER project. The full descriptions can be found on the SOCCER website.

##### **4.4.1 Title : Place Publique Junior**

###### *Brief Description*

Place Publique Junior is a yearly festival gathering around 200 participants and enabling young people to express themselves while being heard by adults and institutions representatives. Young people reflect about, talk about, illustrate - using whichever means they choose- topics relevant to society and more specifically to their cities' development policy.

Examples of themes that took place:

Dialogue between young people, policy makers and politicians,

Gender equality

Living in a city: moving from conflict to dialog,

Europe: opening to new members

The festival itself is "built around" a pedagogical process. It is free and opened to all; it lasts for three days. It mixes serious "thinking and talking" to art and creativity. For instance, TV and radio broadcasts (organized by young people with the help of professionals) are frequently used to keep a record of the event and add to its livelihood.

Website: <http://www.placepubliquejunior.com/>

#### **4.4.2 Dreams in the future (Millennium Goals)**

##### *Brief Description*

The foundation *Timu Kota* is helping youngsters making their dreams come true. One of their main projects is a theatre play called '*Dream of the Century*'.

This play is meant for youngsters in secondary education. Through this interactive play they want the youngsters to become familiar with the *Millennium Goals* and to show them that everyone can make a difference. The play deals with the passion of youngsters to change the world, starting in their own neighbourhood/city. It shows that dreams may come true.

Students have to find strategies to be able to make their dream come true through an interactive lesson after the play. The students make their own 'dream path', their own galaxy

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#### **4.4.3 “Me as a European Citizen”**

##### *Brief Description*

Art can help the individual person to focus on ideas, to think, discuss and create (come to solutions) without being very ‘verbal’. In this Good Practice ‘Me as a European Citizen’ the participants start as individuals and continue the process towards becoming a group of more responsible citizens. Every step follows the other, it’s a kind of continuing feedback and evolution. The participants are individuals with some “artistic” dreams, but with a lack of self esteem / confidence and sometimes with a rather negative 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 each other (everyone with her / his own needs). To succeed, they have to make an exhibition together, so they learn to take responsibility, to listen to the others and not to blame society for failures. They have to do it together, everyone is responsible, and together they are responsible.

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#### 4.4.4 Celebrating achievement-Funmorph tool

##### *Brief Description*

In Italy, most of the courses (formal or informal) have a celebration party at the end. Students, teachers and the coordination staff gather together and celebrate the results. The ceremony normally is split in two parts:

- a. A certificate presentation in front of a formally recognised authority
- b. Social event, with food and drink, sharing the award together

An innovative tool for the certificate reward ceremony, to show how the participant was “before and after”, to show how he/she was transformed is the free software FUNMORPH ([www.funmorph.com](http://www.funmorph.com)).

The procedure is as follows:

1. Go at [www.funmorph.com](http://www.funmorph.com), click on free download and follow the instructions. The Zeallsoft **Fun Morph** is a user-friendly photo morphing and warping software.
2. You will need a photo of the person to morph as well as a photo/picture/image of the final object/person/animal... he/she will turn into. Try out the results with different photos.
3. The procedure requires: creativity, imagination, at least 1 hour time as well as an intermediate level of Computer-based skills. To get an idea, please have a look at: <http://consalvo.catnic.it/ose/> Click on numbers in the upper menu, double click the photo that will appear and enjoy!

Website: [www.funmorph.com](http://www.funmorph.com)

#### 4.4.5 . “Holidays in the sailing boats” (Wakacje pod żaglami akcja)

##### *Brief description*

This best practice is an example of informal learning, though the theory taught is based on national programme for sailors as well as practical skills that may lead to a nationally certified exam. The aim of the project was to organise active time for disadvantaged children and young people who usually spend their holiday time in the city and have no opportunities to participate in outdoor activities.

##### *Who are the Beneficiaries?*

- DIRECT: young people 10-18
- INDIRECT: youth leaders

Website: <http://www.gdansk.caritas.pl/news.php?a=75>

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#### **4.4.6 “We and They together chasing the World of Photography” ( “My i Oni razem w pogoni za światem fotografii” )**

*Brief description:*

Young people organised a big exhibition in Sopot to present the village they live in, with all its beauty (the countryside and everyday life of the people). They were responsible for everything (supported by youth leader) – e.g. hiring of the hall in the Town Hall for the exhibition, invitations, reporting etc.

*Who are the Beneficiaries?*

- young people 10-18
- the society

Website: [www.bobrka.szu.pl](http://www.bobrka.szu.pl) - not available now, also [www.youth.org.pl](http://www.youth.org.pl),

<http://www.gdansk.caritas.pl/main1.php?m=1>

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#### 4.4.7. Face Value

*Brief description*

Face Value seeks to establish a pedagogical process, through an emotion based approach, for the purpose of teaching and transmit cross-cultural values. This process pursues a more active adolescent involvement in citizenship. At the same time, the students will also learn specific skills related to the creation of a digital format cultural project.

The aim is to create through this project a methodology that is

- Innovative
- Adapted to the necessities of the users and their environment
- Impulses individual and collective work
- Seeks a coherent use of ICT

So as to obtain the following objectives:

- Showcase the wealth of cultural diversity
- Establish emotions as a universal system of communication

Website link: [www.facevalue.ws](http://www.facevalue.ws)

#### **4.4.8 Training the trainers project: Community Organisation**

##### *Brief Description*

The streets are in bad shape, traffic is chaotic, the garbage is not properly collected, old people live in dismal poverty, young people take to drugs, the local school is notoriously under equipped, the quality of teaching is declining – many communities face problems which nobody really seems to attend. The authorities offer explanations but solutions are not coming forth. Situations of this sort provide the case for citizens to take things into their own hands. And they have the means to do so.

Community Organizing is a proven method to endow the citizens of a local community, a neighbourhood in a big city, a small town, and a group of villages with the power to get things changed to the better. This method is, first of all, about creating strength by joining forces. It is absolutely amazing what ordinary people can achieve if they get their mind set to work together for solutions to their common problems if they show dedication and do not give up until they have overcome. To make use of their potential, citizens have to get organized. This is what Community Organizing does. But to organize a community it takes individuals who take the initiative, it takes leadership. Dedicated men and women who know the method of Community Organizing and who are given the necessary start-up support are the key to success.