

SOCCER Project: Good Practice Template

Title/Name of example	<i>“On the first name with the authority” (EN)</i> <i>“Z URZĘDEM NA TY” (PL)</i>	Language	PL
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1. Description:
a) What are the aims and objectives of your example? **Scale : 0-5**

To combat social exclusion	
To prevent social exclusion	
To promote social inclusion	
To help integration and assimilation	
To develop skills, competence and knowledge	✓
To meet a political agenda/target/objective	
To enhance and broaden the curriculum	✓
Other: (Please state)	

b) Describe how your example meet these aims and objectives
Gaining the knowledge about social and political institution existing in our community is the first step to active citizenship in future. It gives the young people independence. They know were to go and what to do if they need to achieve something. This project develops:

- *knowledge about the YOUTH Program*
- *practical knowledge how to write the project*
- *skills and competences connected with managing the project*
- *developing personal hobbies*
- *the ability to work in a group (team work)*
- *more independence and resourcefulness in social and civic life*

c) Describe the teaching and learning methods that are used
The idea if this method is to introduce different (political, economic and social) institution to young people and through that to prepare them to active participation in social and civic life in future. By visiting different institution, such as city hall (different departments), 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.

Type:
 Didactic Material e.g. game, video, CD ROM
 Evidence method e.g. portfolio, e-portfolio, exam, test
 Curricula material e.g. Syllabus, Scheme of work, Lesson plans
 Certification e.g. in-house certificate, regional or nationally recognised qualification
 Measuring Tool e.g. questionnaire, survey, assessment method, criteria
 Project e.g. Course or programme of study, group or individual activity, thematic project

2. Who are the Beneficiaries?

a) Direct target groups	b) Indirect target groups
Disadvantaged and disaffected people aged 16-24 <input type="checkbox"/> Long term unemployed adults <input type="checkbox"/> Ethnic groups <input type="checkbox"/> Migrants and immigrants <input type="checkbox"/> People living in socially and economically deprived areas <input type="checkbox"/> Other (Please state) youngsters from 13 to 20 years old with difficult social background	Teachers and trainers <input type="checkbox"/> Local communities <input checked="" type="checkbox"/> Wider communities <input type="checkbox"/> Political parties <input type="checkbox"/> Other (Please state).....

<p><i>c) Describe the characteristics of the beneficiaries and how their needs will be met by your example of good practice.</i></p> <p><i>In our centre we work with youngsters from 13 to 20 years old with difficult social background. They have problems at home (domestic violence, alcohol, unemployment, poverty etc.) and at school (bad notes, aggressive behaviour, and difficulties with adaptation to existing rules). The others regard them very often as bad and dangerous however inside these young people feel weak and scared. They lack self-confidence.</i></p>	
<p>3. What are the links to Citizenship Curriculum? <i>Does your example:</i></p> <ul style="list-style-type: none"> • Develop social and interpersonal skills • Develop citizenship skills • Develop knowledge of society and its structures • Provide opportunities to learn moral attitudes and ethics • Provide opportunities for demonstrating active citizenship • Include Personal Development • Develop knowledge about political structures, democracy etc. • Provide opportunities for empowerment • Include European or global issues 	<p>Scale 0-5</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
<p>4. How can Citizenship be evidenced? E-Portfolio <input checked="" type="checkbox"/> Portfolio <input type="checkbox"/></p>	
<p>a) Planning <u>Action Plans</u> Minutes of meetings Other (Please state)</p>	<p>Tick</p> <p style="text-align: center;">✓</p>
<p>b) Doing Photographs Film Testimonials <u>Observation reports</u> x <u>Personal statements</u> x Demonstrations Role-Play Debates Other (Please state)</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
<p>c) Reviewing <u>Reflective diary</u> <u>Discussions</u> Other (Please state)</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
<p>d) Evaluating Self assessment reports Essays <u>Reports</u> Other (Please state) <u>questionnaire</u></p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>

5. How can Citizenship be measured?

We can use a questionnaire checking the knowledge about the visited institutions.

6. How can Citizenship be recognised?

- Accreditation of Prior Learning (APL)**
- Accreditation of Prior Experience (APE)**
- End of Course Certificate**
- Locally recognised qualification**
- Nationally Recognised Qualification**
- National Citizenship status**

How would you evaluate this as Good Practice?

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

- Easy to Use
- Supports independent learning
- Interactive for learners
- Accessible for a range of learners
- Adaptable to different languages
- Provides opportunity to evidence Citizenship
- Provides opportunity to evidence Social Competence
- Identifies Criteria for Social Competence
- Identifies Criteria for Citizenship competence
- Provides learning resources
- Clear instructions
- Measuring Tool for Skills
- Recognises achievement
- Adaptable to different cultures
- Provides teaching resources

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 checked="" type="checkbox"/> | Data analysis <input type="checkbox"/> |

Availability of Example:

Website: www.caritas.pl/gdansk
Email: sostek@wp.pl
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Telephone Number: +48502410053
Contact Name: Alicja Szostek

Would you recommend this example?

Yes No

Your NAME: *Monika Bławat (our volunteer, one of the authors of the project)
Alicja Szostek (youth worker)*

Organisation: *Caritas Archidiecezji Gdańskiej – “Youth Educational Centre”*

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S. Knot, 09, 2007