

SOCCKER Project: Good Practice Template			
Title/Name of example	Millennium Goals	Language	any
1. Description:			
<i>a) What are the aims and objectives of your example?</i> The foundation <i>Timu Kota</i> ¹ is helping youngsters making their dreams (in the field of society, development and the <i>Millennium Goals</i> ²) come true. One of their main projects is a theatre play called ' <i>Dream of the Century</i> '. This play is meant for youngsters in secondary education. Through this interactive play they want the youngsters to become familiar with the <i>Millennium Goals</i> 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.			Scale : 0-5
To combat social exclusion			3
To prevent social exclusion			4
To promote social inclusion			4
To help integration (and assimilation)			5
To develop skills, competence and knowledge			2/3
To meet a political agenda/target/objective			5
To enhance and broaden the curriculum			1
<i>b) Describe how your example meet these aims and objectives</i> - promotes empowerment - students become aware of social and political issues like the Millennium Goals - students have to find strategies to be able to make their dream come true			
<i>c) Describe the teaching and learning methods that are used</i> The students are involved in the missions through an interactive lesson after the play. The students make their own 'dream path', their own galaxy. They have to make a big star with their own dream on it, with smaller stars towards it, with the different steps on it to reach this dream. They end the lesson with a discussion of the theatre play. Afterwards everybody gets some material about the millennium goals with them. After a few weeks the foundation sends an evaluation questionnaire to check whether the missions of the play were well understood.			

¹ <http://www.timukota.nl>

² In September 2000, at the United Nations Millennium Summit, world leaders agreed to a set of time bound and measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. They are called the *Millennium Development Goals* (MDGs):

- Goal 1: Eradicate Extreme Hunger and Poverty
- Goal 2: Achieve Universal Primary Education
- Goal 3: Promote Gender Equality and Empower Women
- Goal 4: Reduce Child Mortality
- Goal 5: Improve Maternal Health
- Goal 6: Combat HIV/AIDS, Malaria and other diseases
- Goal 7: Ensure Environmental Sustainability
- Goal 8: Develop a Global Partnership for Development

<p>Type: Didactic Material: theatre play, material on the MG's Evidence method: portfolio about the dreams Measuring Tool: evaluation questionnaire Project: group and individual activity, thematic project</p>	
<p>2. Who are the Beneficiaries?</p>	
<p>a) Direct target groups</p> <ul style="list-style-type: none"> - Disadvantaged and disaffected people aged 16-24 - Ethnic groups - Migrants and immigrants - People living in socially and economically deprived areas - Students on high schools 	<p>b) Indirect target groups</p> <ul style="list-style-type: none"> - Teachers and trainers - Local communities
<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>The students can send in their dream projects and the foundation finances the best ones. The number of projects submitted may also count as a measurement of 'success'. Some dream projects of the youngsters which came true:</p> <ul style="list-style-type: none"> - Dream Dinner: preparing a Christmas meal for all the families with a low income in the city of Utrecht. At the end they prepared 1200 three-course dinners! - A huge cultural festival for underage refugees from four big refugee centres in Holland. <p>Beneficiaries: Non active youngsters with no interest on social subjects, non voters, unemployed, etc. Their needs will be met trough the increase of social participation, and through the development of the awareness and understanding of social problems, etc.</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>3</p> <p>$\frac{3}{4}$</p> <p>5</p> <p>4</p> <p>4</p> <p>3</p> <p>4</p> <p>5</p> <p>5</p>
<p>3.1 Social and Citizenship competences under development:</p> <p>A2a) To be cooperative and to share own opinions in a group A1g) Reconnaissance and understanding of citizen's rights and obligations B3a) To learn to learn</p>	

<p>B1e) To understand and to integrate rules and regulations of an enterprise C2a) To develop an acceptance and respect towards cultural differences; C1b) To adapt to persons from different social and cultural background</p>	
<p>4. How can Citizenship be evidenced? E-Portfolio X Portfolio X</p>	
<p>a) <i>Planning</i> Action Plans ✓ Minutes of meetings</p>	
<p>b) <i>Doing</i> Photographs ✓ Film ✓ Testimonials ✓ Observation reports ✓ Personal statements ✓ Demonstrations Role-Play ✓ Debates ✓</p>	
<p>c) <i>Reviewing</i> Reflective diary Discussions ✓ Portfolio ✓</p>	
<p>d) <i>Evaluating</i> Self assessment reports Essays ✓ Reports ✓ Other (Please state)</p>	
<p>5. How can Citizenship be measured? Evaluation questionnaires</p>	
<p>6. How can Citizenship be recognised? End of Course Certificate</p>	
<p>How would you evaluate this as Good Practice? <i>As a practitioner, which criteria would identify your example as “Good Practice”</i></p> <p>Easy to Use 3 Supports independent learning 3 Interactive for learners 3 Accessible for a range of learners 4 Adaptable to different languages 4 Provides opportunity to evidence Citizenship 4 Provides opportunity to evidence Social Competence 4 Identifies Criteria for Social Competence 2 Identifies Criteria for Citizenship competence 2 Provides learning resources 1 Clear instructions 2 Measuring Tool for Skills 1 Recognises achievement 4 Adaptable to different cultures 4 Provides teaching resources 1</p>	

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

Student feedback

Interviews

Questionnaires

Reports

Teachers feedback

Availability of Example:Website: www.timukota.nlEmail: sanne@timukota.nl

Contact Name: Sanne Vroom

Your NAME: Pascale Veenings

Organisation: Atrium R&I