

Model workshop organized within the Erasmus+ Youth KA2 Project "Development of competences for Democratic citizenship through formal, non-formal and informal learning"

Three workshops were organized for developing synergy between formal and non-formal spheres of education. Participants of workshops were teachers and youth workers. During the workshops they were designing learning activities for development of civic competences based on non-formal education approach to be used in classroom and after classes activities. During the workshops experience of Partner organisations and participants of Job-shadowing were highlighted.

The task of the workshops was to arrive at a common understanding of civic competences and to enhance understanding of how to develop these competences in formal and non-formal education settings.

For the common understanding of civic competence the main resource was the Council of Europe's "[Reference framework of competences for democratic culture](#)". It was developed to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programmes. It contains a model of the competence, which, among other things, was used in Ukrainian documents regulating formal and non-formal education. Also it contains a bank of descriptors (Volume 2), describing the behaviors of people with developed civic competences.

As one of the approaches for motivating, supporting and assessing civic competence development we were using online open badges (www.badgecraft.eu platform). The system of the badges was developed for the workshops as a recognition tool and as a tool to use in educational practices of participants.

In this document we offer a description of the model agenda and core sessions aimed at designing tools to develop civic competences of young people in cooperation between formal education and youth work. The flow and the activities were tested during the three workshops that were successfully conducted within this project. During the workshops participants have developed 48 learning activities for developing civic competences based on interactive methodology that can be used by teachers and youth workers with youth aged 13-17.

Core elements of the workshops agenda

Day 1 of the workshop is aimed at getting to know each other and learning from participants' experience. It also allows to explore participants' understanding of civic competences.

Day 2 aims at getting to know the experience of Poland and Slovak Republic: how civic competences are developed in both countries, how formal and non-formal education contribute to it, what are the synergies between formal and non-formal education institutions.

The second half of Day 2 and Day 3 are devoted to workshops on designing education activities combining formal and non-formal education approaches and methods.

Day 4 is focused on formative assessment in education practice and on drawing conclusions from the workshop in general.

Workshop flow. Brief description of activities

Day 1

Introduction. The Workshop's goals and agenda. Input on Erasmus+

Duration: approx. 40 min

Activity 1. Ice-breaking. Getting to know each other. Bingo

The aim of the activity is to break the ice between the participants and to help them to start to get to know each other.

A [human bingo](#) game with questions based on the topic of the event and group's background.

For instance,

Starts morning with a cup of coffee	Uses interactive methods	Knows what CDC stands for	Can explain what is Erasmus+	Likes night trains
Uses the Council of Europe manuals	Can explain the whole school approach	Organizes youth exchanges	Cooperates with youth NGOs or youth workers in order to develop youth key competences	Can provide an energizer activity for the whole group
Practices team teaching with colleagues	Uses formative assessment in their work	Is for the 1st time in Lviv	Uses project-based learning	Can convince others that democracy is important for quality education
Knows what EDC/HRE stands for	Grows flowers	Participates in 'Schools for Democracy' Programme	Can explain what current curriculum states about civic competence development	Can play on a musical instrument
Has implemented a project that helped youth to develop civic competences	Participated in a job shadowing within this project	Believes that civic competences can be developed in each school subject	Does crafts	Can explain the competences for democratic culture model
Likes hiking	Has developed their own tool for development of civic competences	Can recommend a book or a film that helps to develop civic competences in young people	Knows youth workers in their community	Can explain how to provide a feedback

Duration: approx. 30 mins for a group of 35-40 pax

Activity 2. Getting to know each other's professional background. the Coat of Arms

Aim of the activity is to introduce participants to each other with regard to their professional experience and to have an overview of the group's experience in competence-based teaching/training.

Often representatives of institutions providing formal and non-formal education do not communicate and/or do not recognize the value of each other's work. This activity facilitates contacts between youth workers and teachers.

Participants are randomly united into groups of 4-5 persons. They are asked to share their personal experience in a group based on a set list of statements.

Then they are asked to prepare a [coat of arms](#) of their group representing their group's experience.

Statements:

- The best result of civic education is...
- In my work I value the most...
- Young people I work with enjoy activities such as...
- My favorite methods of teaching/training are...
- My experience of cooperation between school and youth work for competences development...

As the result of the exercise participants start building a common ground on teaching and training and get ready for the next steps for the workshop.

Duration: approx. 60 min with presentation for a group of 35-40 pax

Activity 3. Exchange of experiences in civic competence development

The aim of the exercise is to collect and summarize experiences of different participants, coming from both formal and non-formal education institutions and from different parts of Ukraine. For this purpose a modified version of the [World Cafe](#) can be used.

Set up 6 tables with a host at each table in charge of facilitating discussions at their tables and writing down the most important points on posters. Groups of 5-6 participants move from table to table so that each topic is discussed by each group. The hosts presents a summary of discussions they facilitated at the end of the activity.

Issues to be discussed at the tables:

- *What do I already do to develop civic competences of young people in my work (my everyday practice)? What can I do differently?*
- *The most relevant methods to work with young people are... Young people learn the best when...*
- *How to motivate colleagues to develop civic competences? What is necessary to do so that colleagues developed civic competences themselves?*
- *What is a good learning activity? What is necessary to develop good learning activity?*
- *How can civic competences be developed at school? What activities are especially helpful for this?*

- *How to make/motivate parents to contribute to development of civic competences? What can be done at home?*

Duration: approx. 90 min with presentation for a group of 35-40 pax

Activity 4. Exploring civic competences

The aim of the activity is to build common understanding of civic competences.

The activity is based on the [model of competences for democratic culture](#) of the Councils of Europe's Reference Framework of Competences for Democratic Culture (RF CDC).

Participants work in pairs.

Step 1. Each group receives 2 competences from the model. They have to draw each of them on a separate poster without using words.

20 competences from the model are as follows:

1. Valuing human dignity and human rights
2. Valuing cultural diversity
3. Valuing democracy, justice, fairness, equality and the rule of law
4. Openness to cultural otherness
5. Respect
6. Civic-mindedness
7. Responsibility
8. Self-efficacy
9. Tolerance of ambiguity
10. Autonomous learning skills
11. Analytical and critical thinking skills
12. Skills of listening and observing
13. Empathy
14. Flexibility and adaptability
15. Linguistic, communicative and plurilingual skills
16. Co-operation skills
17. Conflict-resolution skills
18. Knowledge and critical understanding of the self
19. Knowledge and critical understanding of language and communication
20. Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

The participants are given [Volume 1](#) of the Reference Framework for consultation.

Step 2. The prepared posters are hung on the walls or put on the tables. The pairs are asked to visit the exhibition and to try to guess what competences are drawn on different poster. They write down their guesses on stick-it notes and put them on the posters.

Step 3. Debriefing:

How did you like the activity?

What was easy and what was hard?

Did other participants guess the competences you drew?

What have you learned during this activity?
What competences did it help to develop?

Step 4. The pairs go back to their posters. They are asked to select one of the two competences and to write down actions/behaviour that may demonstrate that a person has this competence. After this we ask them to consult [Volume 2](#) of the RF CDC with a bank of tested descriptors to each competence.

Step 5. Debriefing:

How did you like the activity?

What was easy and what was hard?

Why do we need descriptors for each competence?

How can we use descriptors for our work?

How useful was this activity for you? What are your 'aha' moments?

Duration: approx. 180 mins with presentation for a group of 35-40 pax

Day 2

On Day 2 partner organizations as well as Ukrainian participants, who took part in job-shadowing visits shared their experience and lessons learned in the field of youth competence development by the means of formal and non-formal education.

This experience exchange included: short inputs / presentations, elements of workshops and [Living Library](#).

Time: half a day (180 - 240 mins)

In the second half of the day participants learned how to develop learning activities for youth. For this mean we have selected representatives of schools that took part in the [Schools for Democracy](#) Programme to be participants of these workshops too. They have experience of producing such activities and contributed to constructive atmosphere of the workshops.

The second half of the Workshop Day 2 started with Q&A session with teachers who already designed their own learning activities. They shared their tips on:

- how to start;
- where to look for inspiration;
- what are the most challenging elements of the process;
- what to keep in mind while adapting an activity;
- what learning activities are interesting for young people.

They also answered the questions from the rest of the participants.

Then the following activities were offered for the whole group.

Duration: 30-45 min

Activity 1. Exploring interactive methods

The aim of the activity is to get familiar with interactive methods that can be used in formal and non-formal education for development of civic competence.

Step 1. Participants work in small groups. They receive a set of puzzles on interactive methods – name, definition, number of participants, timing (see table below). The task is to put the puzzle together.

Step 2. The group checks the puzzle and discusses possibilities for using the methods in their work with youth.

Duration: approx. 45 min with presentation for a group of 35-40 pax

<i>Puzzle to be cut</i>
Method: Brainstorming

Definition: A problem-solving method based on stimulating creative thinking, during which participants are asked to express as many options as possible, including unrealistic or, at first glance, absurd ones. After that, participants evaluate ideas expressed and choose the most relevant that can be put into practice.

Number of participants: 5-20 persons

Time: 15-30 minutes

Method: Case Study

Definition: A technique that uses a description of real or imaginary situation. Participants should analyze the situation, understand the issues, propose possible solutions, and choose the most relevant one. The method is based on real-life material or be close to the real situation.

Number of participants: 5-30 people

Time: 20-40 minutes

Method: Interactive input

Definition: A presentation of theoretical material using questions and other techniques to involve the participants into discussion of the issues covered.

Number of participants: 5-30 people

Time: 5-20 minutes

Method: Discussion

Definition: Organized discussion about any issue in order to identify the existing diversity of opinions of the participants and, if necessary, a thorough analysis of each of them.

Number of participants: 5-15 people

Time: 10-30 minutes

Method: Working in Small groups

Definition: uniting participants into micro groups to perform a task together. Participants work in a group until they have mastered the proposed material, or come to a common idea on the way(s) to solve the problem or create a product.

Number of participants: 3-7 people

Time: 15-30 minutes

Method name: Role play

Definition: Learning that assumes that participants, when playing roles in given imaginary situations, acquire certain knowledge, practice the necessary skills and form certain attitudes.

Number of participants: 2-25 persons

Time: 30-120 minutes

Method name: Simulation game

Definition: Learning that involves exploring specific issues, problems, life phenomena, and requires those learning to build a personal behavior model. The participants acquire certain knowledge, practice the necessary skills and form certain attitudes.

Number of participants: 2-25 persons

Time: 30-120 minutes

Activity 2. Learning activities workshop. Adapting and developing learning activities to be used for enhancement civic competences of youth at school in different subjects and in youth work after school.

Aim of this activity is to help participants to start designing their own learning activities that can help young people develop civic competences.

Step 1. Brief overview of resources developed by the Council of Europe, the European Union, and Partner organizations for enhancing civic competences of youth. We suggest using these resources to get inspiration for adaptation in learning activities produced during the workshop.

Resources used are all available on the project web-site: www.coi.org/en/library.

Step 2. The participants are grouped according a topic (or a school subject) they are interested in for design/adaptation of learning activities for civic competence development. Each group preferably consists of a teacher and a youth worker.

Participants should be encouraged to work in micro-groups, preferably - pairs.

Template of a learning activity is available on a Google drive. Micro groups work on developing an activity till the end of the day. The 1st session of Day 3 starts with discussion / feedback of their work from Day 2.

Duration: approx. 180 min

<i>Template for activity development</i>
Title of the activity:
Author / Co-authors Name(s):
Contact information (phone no, e-mail):
Institutional affiliation:
<ul style="list-style-type: none">● Subject/ topic of a learning activity● Grade / Age group● Title of the activity
The aim of the activity:
Technique / Method used:
Components of civic competence that can be developed through the activity offered:
Key Component of Competence (from the CDC model):
Additional Component / Competence (from the CDC model):
Expected results (from descriptors, Volume 2 of the Framework):
Duration (minutes):
Instructions (step by step):
Debriefing Questions (Questions for Reflection):
Additional materials and handouts:
References / Sources used:
Keywords:
Comments (if needed):

Day 3

Activity 1. Testing learning activities and feedback

Aim of this activity is to improve draft of learning activities and to practice providing and receiving constructive feedback.

Step 1. A short input on providing and receiving feedback.

Step 2. Feedback

After designing and describing their activity on Day 2 each group can test it with the rest of the workshop participants and receive feedback. Groups/ pairs that volunteer conduct activities designed by them with the rest of the group (two sessions can be run in parallel for this purpose). Alternatively or additionally, micro groups can be paired up and asked to read activity drafts of each other and to provide a written feedback in order to help each other to improve their activities.

Step 3. Debriefing:

What have you learned about designing learning activities?

What are the challenges? How can we overcome them?

How did you feel about feedback provided to your activities?

How did you feel providing feedback to your colleagues?

The rest of Day 3 is devoted to development of a more complex educational activity – a learning/educational project for development of civic competences during extracurricular / out of schools activities (another possibility - in combination with the elements of school curriculum).

Duration: 90 min

Activity 2. Learning projects fair

Aim of Activities 2-4 is to help participants to start designing their own projects that can help young people develop civic competences.

Step 1. Preparation

Participants are asked to think about projects they have implemented recently, aimed at young people and helping them to develop civic competences.

They prepare posters with information about these projects. The poster has to contain enough information to be understood without additional explanations.

Step 2. Gallery tour

A gallery of the projects is then opened for everyone to browse. Participants get price tags in two colours: when browsing the gallery they can stick a tag in color 1 to each project they liked and a tag in color 2 to each project they found inspiring and want to try to implement in their institution / community.

Step 3. Debriefing:

Your impressions from the fair.

Which projects did you find inspiring? Why?

What makes a good learning/educational project?

What were the competences that represented projects developed in young people?

How a project can help develop civic competences of youth?

Step 4. Sum-up and input on the project cycle, based on the [T-kit 3 Project management](#)

Duration: 90-120 min

Activity 3. Learning/Educational projects workshop

The participants are asked to form pairs or micro groups of three. If there are participants from the same school or community, encourage them to work together and to start thinking about a project that will be useful for their community. Otherwise, encourage participants to work in pairs consisting of a teacher and a youth worker.

Participants are given a link to a folder on a Google drive with a template for a project idea. They work on the project idea using this template and filling it in as they go.

Duration: 90-120 min

Stage	Description of activity	Time (hours)	Duration (starts-ends)
Issue to be addressed/objectives			
Planning of activities			
Actions (What should be done)			
What participants of the project will learn and how?			
Presentation of project outcomes and learning achievements			
Reflection			
What civic competences/subject competences will be developed?			

Activity 4. Learning/Educational projects workshop: feedback

Step 1. When groups of participants feel that they already have a first draft of their idea, we introduce 30 min for a feedback activity. Micro groups are paired up and present their ideas to each other and receive feedback.

Step 2. After the feedback activity each micro group continues with their project idea, incorporating suggestions from feedback session that they found useful.

Duration: 90 min

Day 4

Activities of this day focus on formative assessment as a powerful tool to develop civic competences of learners and on a formative assessment of the workshop by its participants.

Activity 1. Formative assessment and development of civic competences

Step 1. On Day 1 of the workshop a [collection of badges](#) that can be earned during the workshop is introduced. After each session there is a possibility to earn a badge and in this way to confirm acquired skills.

Discussion:

Who has collected all badges available?

How did you find the process of collecting badges?

How can we use badges in formal and non-formal education settings? What can they be used for?

What badges were easy to collect?

What makes a good badge?

What information badges provide a learner and what information a teacher / trainer gets?

Step 2. A short input on formative assessment and how it develops civic competences of learners

Duration: 60 min

Activity 2. Open digital badges and development of civic competences

Step 1. [An input](#) on badgecraft.eu and on creating a system of badges.

Step 2. Participants are asked to go back to the micro groups in which they were working on the projects on Day 3 and to think about a system of badges that can be used in their projects.

They work in Google documents with templates of the system.

Duration: 150 min

<i>Badge system template</i>
Badge System Description
The purpose of this document is to explain the system of badges to be used in the context of
The context and the problem:
The objectives and users:
<ul style="list-style-type: none">● Specify the objectives you want to reach by using this badge system● Describe profiles of users who will be engaged in the use of badges
The logical framework:
<ul style="list-style-type: none">● Explain the logic of your badge system

The system of badges:

- Describe badges using the table below

Badge name and image	Description	Task/ Criteria	Evidence	Assessment: self / peers / external

Activity 3. How school and community can cooperate for development of civil competences. A reflection and planning for future

Step 1. Participants work in groups of 5-6 so that representatives of formal and non-formal education institutions were present in each group. A possible option - to go back to the 'Coat of Arms' groups from Day 1.

The groups are presented with the following issue: *Institutions of formal and non-formal education do not cooperate for the development of civic competences of young people.*

This statement is written in the centre of a poster that each group receives.

Each group comes up with a list of reasons for this situation. Then they select 5-6 most important and write them on separate pieces of paper of color 1 and glue them to the poster.

Step 2. Groups think about ways how to improve the situation. Each group comes up with a list of possible solutions/actions. Then they select 5-6 most realistic and efficient, write them on separate pieces of paper of color 2 and glue them to the poster.

Step 3. Each participant individually thinks of one step they will make in order to improve the situation upon their return home and write it on a piece of paper of color 3. Individual ideas are also glued to the posters.

Step 4. A tour with a tour guide: each group will visit posters of other groups, where one person from a 'host group' is present to talk a visiting group through their poster (4 min per round). Suggest participants to change tour guides so that they could also see some posters.

Step 5. Discussion:

What do you take away from this activity? What conclusions have you made?

What steps are you prepared to take when you return home?

Duration: 90 min

Activity 4. Evaluation of the Workshop

Step 1. Participants are asked to fill in an online evaluation form of the workshop.

Step 2. Bullseye evaluation of the workshop (individually)

Bullseye on a poster with the following quadrants:

I am able to design a learning activity developing young people's civic competences

I am able to design a learning project developing young people's civic competences

I know how to foster synergy between formal and non-formal education institutions in my community

I will use what I have learned during this workshop in my professional practice

Step 3. In the circle everyone thinks of 2 badges for this workshop: one they want to award themselves and one they would like to award to the whole group. Everyone tells about their two badges to the whole circle.

Duration: 90 min



WORKSHOP

Date and place

Aim:

To design learning activities and/or tasks that would contribute development of civic competences of learners in the systems of formal and non-formal education, and to contribute to fostering cooperation between teachers and youth workers.

Workshop goals:

- exchange of experience on synergy between formal and non-formal education for the development of civic competences;
- networking of professionals working in formal and non-formal education;
- development of educational activities/tools to be used by educators.

The workshop is based on the whole school approach to development of civic competences. The workshop will be conducted by a team of facilitators from Poland, Slovak Republic, and Ukraine. The workshop is based on the principles of peer learning.

Participants

40 participants from different regions of Ukraine will take part in the workshop. Professional composition: teachers, school heads and deputy heads, youth workers, teacher trainers and public officers in charge of education and youth work.

They are selected based on their motivation and experience.

Materials

During the workshops the manuals and other materials of the Council of Europe and the European Union in the sphere of key competences, and in particular, civic competences will be used.

Workshop takes place in the framework of the project “Development of competences for Democratic citizenship through formal, non-formal and informal learning”, within Erasmus+ Programme, Key Action 2: Capacity building in the field of youth

Partners of the project

Educational Initiatives Centre (Lviv, Ukraine)

Regional youth center of Kosice city (Kosice, Slovak Republic),

Civis Polonus Foundation (Warsaw, Poland).

Agenda

DAY 1	
	<i>Arrival of participants</i>
09:30 – 10:00	<i>Welcome coffee</i>
10:00 – 12:00	Introduction of the Workshop Agenda Getting to know each other
12:00 – 12:30	<i>Coffee break</i>
12:30 – 14:00	How do we develop competences? Exchange of experience
14.00 – 15.30	<i>Lunch</i>
15.30 - 17.00	Exploring civic competences
17:00 – 17:30	<i>Coffee break</i>
17:30 – 19:00	Exploring civic competences
19:00 – 20:00	<i>Dinner</i>

DAY 2	
till 09:00	<i>Breakfast</i>
09:00 – 11:00	Presentation of activities of "Regional youth Center of Kosice city" for development of civil competences through non-formal education. Experience of participants who took part in study visits at Slovak Republic about formal and non-formal education
11:00 – 11:30	<i>Coffee break</i>
11:30 – 13:30	Presentation of activities of "Civis Polonus Foundation" and project approaches in development of civil competences on experience of project "From a small school to a big world". Experience of participants who took part in study visits in Poland about formal and non-formal education
13:30 – 14:30	<i>Lunch</i>
14:30 – 16:00	Presentation of the manuals with activities for development of civic competences Presentation of experience of schools, which were developing learning activities
16:00 – 16:30	<i>Coffee break</i>
16:30 – 18:00	Development of learning activities
18:00 – 19:00	<i>Dinner</i>

DAY 3	
till 09:00	<i>Breakfast</i>
09:00 – 11:00	Presentation of results. Feedback

11:00 – 11:30	<i>Coffee break</i>
11:30 – 13:00	Projects fair Brief input on educational projects in community with the focus on development of civil competences
13:00 –14:00	<i>Lunch</i>
14:00 – 15:30	Development of educational projects
15:30 – 16:00	<i>Coffee break</i>
16:00 –18:00	Development of educational projects. Presentations. Feedback
18:00 –19:00	<i>Dinner</i>

DAY 4	
till 09:00	<i>Breakfast</i>
09:00 – 11:00	Formative assessment for the development of civic competences
11:00 – 11:30	<i>Coffee break</i>
11:30 – 13:00	Open digital badges and development of civic competences
13:00 –14:00	<i>Lunch</i>
14:00 – 15:30	How school and community can cooperate for development of civil competences
15:30 – 16:00	<i>Coffee break</i>
16:00-17:30	Evaluation of the Workshop
17:30-18:30	Dinner
18:30	Departure